IO1_T1. A METHODOLOGICAL FRAMEWORK FOR THE DEVELOPMENT OF LEARNING MATERIAL FOR SMEs AND PERSONS WITH DISABILITIES FOR SOCIAL INCLUSION AND BENEFITS FOR SMEs

Document Control

Document Information

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Contents

I. What the proposal says

O1 aims to develop a methodological framework for the creation of:

a) **Learning material and tools for SMEs** (i.e. HR, managerial/executive level staff incl. consultants who are responsible for recruiting, hiring, retaining employees), that will help to acknowledge and reap the benefits of a disability-inclusive workforce.

b) **Learning material for persons with disabilities** to get the best out of their professional development opportunities by showing how to demonstrate, acquire, develop job skills, as well as apply transferable soft skills at the workplace.

The learning material will be structured in an online, modular format (IO2). The methodological framework is a needed tool upon which the material will be developed aiming to:

- Describe the 'pedagogical' approach for the creation of the learning material
- Determine the topics and objectives
- Provide a methodological matrix around which learning content will be organized
- Propose the preferred technical solutions for its delivery.

The variations to be explored through targeted research towards the development of the methodological framework are:

- Disability as a constraint for employability
- Disability as not affecting employability of a person and thus considered as a resource
- Employability not as determined by disability, but influenced by aspects relevant with specific job, competences, personal characteristics etc.

These aspects will be explored at the level of SMEs and persons with disabilities by data that will be drawn and analysed, using both primary and secondary research means.

The **target groups** to be reached and the respective research data to be sought after respectively, are as follows:

i. **SMEs actors in recruitment and hiring of personnel** (including managers, directors, recruiters, HR, consultants).

As research subjects, they will account for the investigation and exploration of their experiences, perspectives and especially their views on the employability-disability nexus with respect to the following indicative issues:

- Levels of awareness regarding the social, cultural, financial value of a diverse, disability-inclusive workforce;
- Impeding factors;
- Perceived facilitating factors;
- Perceived benefits of hiring persons with disabilities;

- Preferred steps and guiding/training/consulting pedagogy, material, guidelines towards creating a disability-inclusive workforce.

ii. **Persons with disabilities and support actors** (3 categories persons with hearing impairments, visual impairments, kinetic disabilities).

As research subjects, they will account for the investigation and exploration of their experiences and views on the employability-disability nexus with respect to the following indicative issues:

- Which are the perceived impeding factors according to their views and those of the employers?
- Which are their needs in acquiring or developing develop soft job skills, as well as apply them?
- Which are the preferred, most effective learning pathways?

Elements of innovation:

The methodological framework is a synthesis of the exploration of the factors determining the employability-disability nexus on the side of the SMEs and that of persons of disabilities. Integrating data to orient the development of a 'learning' path for SMEs for the creation of disability-inclusive workforce, as well for supporting persons with disabilities at the soft skills level, does not only guide the development of the intervention at hand, but furthermore it expands knowledge in terms of the inner workings, the attitudes, the stereotypes, the missing knowledge that conditions the views and perceptions of SMEs and persons with disabilities regarding the nature of the relationship between disability-work ability-employability.

Impact and transferability:

The framework as a piece of evidence and tool at the same time will be promoted on multiple sides of the project scope: SMEs, SME representative bodies, Disabled persons representative bodies/actors/networks, Business consulting and training organisations, Labour and social inclusion governmental institutions. Regarding transferability it will allow for customisation in different contexts, by leaving enough room for adaptations by referring to national/local context and further categories of persons with disabilities.

II. Target groups

1) **SMEs actors in recruitment and hiring of personnel** (including managers, directors, recruiters, HR, consultants).
2) **Persons with disabilities and support actors** (3 categories persons with hearing impairments, visual impairments, kinetic disabilities).

III. Tasks and division of work

O1. A methodological framework for the development of learning material for SMEs and persons with disabilities for social inclusion and benefits for SMEs

Type: Methodologies / guidelines – Pedagogical strategy
Period: 12.2020 – 06.2021
Leading Organisation: Great People Inside SRL (E10249190, RO)
Media: Text File
Participating Organisations: All
Languages: English
Brief description:
O1 aims to develop a methodological framework for the creation of:

a) Learning material and tools for SMEs (i.e. HR, managerial/executive level staff incl. consultants who are responsible for recruiting, hiring, retaining employees), that will help to acknowledge and reap the benefits of a disability-inclusive workforce.

b) Learning material for persons with disabilities to get the best out of their professional development opportunities by showing how to demonstrate, acquire, develop job skills, as well as apply transferable soft skills at the workplace.

Division of work, the tasks leading to the production of the intellectual output and the applied methodology:
TASK 1: Methodology and tools for carrying out targeted research and analysis to develop the methodological framework

GPIRO: Development of guidelines and tools to carry out the research activities
Militos, ITC, BICC, RNDO, AEK, Me Alla Matia, ARPA: Input on suggested guidelines and tools

Methodology for TASK 1: Provision of guidelines on how the analysis activities will be carried out, including provisional questionnaires, interview logs, and reporting templates and rules

for country-specific reports to be integrated. This will secure a common approach and understanding among partners, both at the level of implementation, as well as of that of the objectives and the scope of the methodological framework as a result, as demonstrated in the section Output description.

TASK 2: Identification of crucial factors, facilitators, scope of the learning intervention to be developed, with respect to status, perceptions, views of SMEs, HR, recruiting actors, persons with disabilities, organisations supporting persons with disabilities at project countries level, regarding the disability-employability nexus.

GPIRO and ARPA: Research in Romania
Militos, AEK, Me Alla Matia: Research in Greece ITC: Research in Spain
BICC: Research in Bulgaria

Methodology for TASK 2: A secondary research and analysis will take place to benchmark the main turning points in the case of SMEs and persons with disabilities/representation bodies of them, regarding the inclusion and participation of persons with disabilities in SMEs workforce. It will include documentation where available of ways/practices already implemented and/or tested and evaluated. The aim of the analysis is to highlight the most purposeful pedagogical/educational pathways and methodologies towards optimal usability of the learning provision to be developed.

TASK 3: Quantitative and qualitative primary research accounting for targeted primary data by involving research target groups as demonstrated in the Output description section and the relevant indicative issues.

Quantitative research
GPIRO: Quantitative research Romania (15 SMEs) / Adaptation of question. to BG / Country summary
Report
ARPA: Quantitative research in Romania (15 SMES + 20 Persons with disabilities/support actors)/Input in country report summary
Militos: Quantitative research in Greece (20 SMEs)/Input in country report summary
AEK, Me Alla Matia: Quantitative research in Greece (10+10 Persons with disabilities)
BICC: Quantitative research in Bulgaria (20 SMEs + 5 Persons with disabilities/support actors)/Country report summary
ITC: Quantitative research in Spain (20 SMES + 5 Persons with disabilities/support actors)/Country report summary
RNDO: Developing and deploying online tools for quantitative research and analysis

Qualitative research:

ARPA: 10 interviews with persons with disabilities

Me Alla Matia, AEK: 5+5 interviews with persons with disabilities

BICC; 5 interviews with persons with disabilities ITC: 5 interviews with persons with disabilities

Methodology for TASK 3:

The quantitative research will aim at collecting approx. 140 responses (90 SMEs and 50 persons with disability/support actors). The quantitative research questionnaires will be made available online deploying an online survey platform allowing for the extraction and filtering of data.

The qualitative research (30 interviews) will elaborate on the aspects addressed in the quantitative surveys. For the persons with disabilities special support costs are requested for transfer costs to undertake surveys (30 persons in Romania and 30 persons in Greece). Sign interpreters costs have been also requested under the same budget heading for the persons with hearing and visual impairments for Romania, Greece, Bulgaria and Spain.

TASK 4 : Development of methodological framework.

GPIRO: Development of methodological framework

All partners collaborate towards the development of the final methodology framework.

Methodology:

The methodological framework will draw from a comparative analysis of documentation, elaborating into methodological elements and tools facilitating the production of IO2 which is a core output of the project. Substantial input will be provided by all partners regarding country-specific aspects. The main goal of the framework consists in distinguishing what is to be considered as more essential and what not, and to provide a methodological matrix around which educational content will be organized such as (indicatively):

> Which are the subjects participants are more likely to engage with?
>
> What is the appropriate time-length in order for participants to reach a significant level of
>
> comprehension of the learning material?
>
> Which are the most appropriate pedagogical methods to be used during the learning process?
>
> How does the learning content need to be structured for the online-based material?

IV. Templates proposed

IV.1 Desk research

DESK RESEARCH REPORT
[COUNTRY]

AIM AND MAIN THEME: Identification of crucial factors, facilitators, scope of the learning intervention to be developed, with respect to status, perceptions, views of SMEs, HR, recruiting actors, persons with disabilities, organizations supporting persons with disabilities at project countries level, regarding the disability-employability nexus.

KEY QUESTIONS TO BE COVERED BY LITERATURE REVIEW (3 to 5 literature review sources):

- **EMPLOYABILITY OF PERSONS WITH DISABILITIES IN [COUNTRY] (2 pages max.)**
  A brief description of the employability situation in the respective country, including definitions of disability, statistics for the last 3-5 years for employability of persons with disabilities in general and specifically for the three types of disabilities (hearing impairments, visual impairments, kinetic disabilities) and forecasts for the next period (1-3 years), institutions involved in supporting people with disabilities.

- **LEGISLATION REGARDING EMPLOYMENT OF PERSONS WITH DISABILITIES (2 pages max.)**
  Briefly describe existing the main laws that support or influence the inclusion of people with disabilities on the labour market.

- **BARRIERS AND ENABLERS TO EMPLOYMENT (2 pages max.)**
  Briefly describe barriers and risk factors associated with disabilities at work and summarize what we know about enablers to employment.

- **GOOD PRACTICES FOR LEARNING MATERIALS (2 page max.)**
  Please identify 2-3 practices of learning materials regarding the inclusion and participation of persons with disabilities in SMEs workforce in your country, EU level or internationally.
  Describe ways/practices already implemented and/or tested and evaluated, pedagogical/educational pathways and methodologies.

NAME OF THE GOOD PRACTICE 1:	
Type of good practice (Training Programme, Teacher Training, Handbook/Guidelines, Online Tool / learning Platform etc.).	
Description of the identified good practice.	
Short description of the main aims, methodology and delivery method.	
Elements of the identified good practice that can be transferable to "O2 – Digital training modules for SMEs and persons with disabilities for a disability-inclusive workforce	
Do the learning contents of the identified good practice address different levels of learners? How these contents organized and what are the main differences amongst levels?	
Does the practice identified comply with the accessibility and usability provisions in order to allow teachers and trainers to use its contents? In the affirmative case, please describe the adaptations implemented.	

NAME OF THE GOOD PRACTICE 2:	
Type of good practice (Training Programme, Teacher Training, Handbook/Guidelines, Online Tool / learning Platform etc.).	
Description of the identified good practice.	
Short description of the main aims, methodology and delivery method.	
Elements of the identified good practice that can be transferable to "O2 – Digital training modules for SMEs and persons with disabilities for a disability-inclusive workforce	
Do the learning contents of the identified good practice address different levels of learners? How these contents organized and what are the main differences amongst levels?	
Does the practice identified comply with the accessibility and usability provisions in order to	

allow teachers and trainers to use its contents? In the affirmative case, please describe the adaptations implemented.	

- **GOOD PRACTICES FOR POLICY RECOMMENDATIONS (2 page max.)**
  Please identify 2-3 policy recommendations regarding the inclusion and participation of persons with disabilities in employment in your country.
  Describe ways/practices already implemented and/or tested and evaluated.

NAME OF THE GOOD PRACTICE 1:	
Type of policy recommendation (policy, strategy, funding, governmental programme or facility, guidelines, standards and benchmarks on accessibility and inclusion etc.)	
Description of the identified good practice.	
Short description of the main aims, target and desired impact (businesses/employers, persons with disabilities, social services/support providers etc.)	
Elements of the identified good practice that can be transferable to "O4 – Policy recommendations for social inclusion of persons with disabilities through employability: The role of SMEs and good practices of the Beyond Inclusion intervention"	

NAME OF THE GOOD PRACTICE 2:	
Type of policy recommendation (policy, strategy, funding, governmental programme or facility, guidelines, standards and benchmarks on accessibility and inclusion etc.)	
Description of the identified good practice.	
Short description of the main aims, target and desired impact (businesses/employers, persons with disabilities, social services/support providers etc.)	

Elements of the identified good practice that can be transferable to "O4 – Policy recommendations for social inclusion of persons with disabilities through employability: The role of SMEs and good practices of the Beyond Inclusion intervention"	

- **REFERENCES**
  Please include a minimum of 3 references (including web references).

IV.2 Quantitative research

IV.2.1 INFORMATION SHEET TEMPLATE (ONLINE)

<div align="center">

K2 – Strategic Partnerships
„Beyond Inclusion: Employability for persons with disabilities"
Project number: 2020-1-RO01-KA204-080215

Research study on the development of learning material for SMEs and persons with disabilities for social inclusion and benefits for SMEs

</div>

1. **An invitation to participate in the** *Beyond Inclusion: Employability for persons with disabilities* **research study**

You are being invited to take part in this research study of the **Eramsus Plus - K2 – Strategic Partnerships** project, which is called **Beyond Inclusion: Employability for persons with disabilities**. You have been invited because you represent one of the main target groups within the study, as follows:

A. SMEs actors in recruitment and hiring of personnel (including managers, directors, recruiters, HR, consultants), or
B. Persons with disabilities and support actors (persons with hearing impairments / visual impairments / kinetic disabilities).

This Participant Information Sheet tells you about the project and its output - the delivered research study. It explains the processes involved with taking part. Knowing what is involved will help you decide if you want to take part in the study. Please read this information carefully. Send us your questions about anything that you don't understand or want to know more about at the following email address *[email]*.

Participation is voluntary and you will have the possibility to opt-out at any moment. If you decide you want to take part please review and check "**ACCEPT**" to the **Consent Form** available at the following the link *[link]*. By agreeing you are telling us that you:

🞣 Understand what you have read
🞣 Consent to be involved in the research study
🞣 Consent to the use of your personal information as described.

If you desire so, you can print or ask us to send you a copy of this Participant Information and the Consent Form to keep and refer to at any time.

2. **The purpose of the overall project and the research study**

Within the project we aim:

- To prompt and guide SMEs to engulf diversity on the grounds of disability as valuable resource in the work environment, rather than 'moral/ law obligation'
- To shift social inclusion through employment for persons with disabilities from the scope of intervention to 'remove barriers', to one of 'career success' and professional development (by equipping persons with disabilities with the appropriate skills sets and attitudes for labour market inclusion and career development)
- To fight social exclusion by promoting employment opportunities in SMEs for persons with disabilities on the ground of factors such as personal growth and self-realisation, rather than appropriateness to disability and policy measures/legislation.

During the project and on its completion the following results are expected:

1) An integrated tool (EN, RO, EL, BG, ES) in the form of an online modular set to be used by SMEs in order to do two things:
   - Help them to become aware of, understand and exploit the benefits of a disability-inclusive workforce
   - Help them to transform a company to disability-inclusive at its organizational and executive levels by following a structured methodology and steps towards this goal

2) An online modular set for the persons with disabilities to help them get the best out of their professional development opportunities by showing them ways to demonstrate, acquire/further develop job skills (including job seeking skills, self-marketing, job expectations, self-presentation skills), as well as apply transferable soft skills at the work-place (EN, RO, EL, BG, ES)

3) A methodological framework that describe the 'pedagogical' approach for the creation of the learning material, determine the topics and objectives, provide a methodological matrix around which learning content will be organized, propose the preferred technical solutions for its delivery

4) An online Handbook for consulting actors for SMEs (internal or external) in the context of human resources which will serve as companion with visual and text elements of how to better the digital online modules and will be available in EN, RO, EL, BG, ES.

5) A Policy Recommendations report to respond to the following indicative issues:
   - How can the methodological framework and the developed guidelines and learning material for SMEs form the basis for an integrated approach at institutional level? (national or EU level)
   - Which are the country-specific aspects that would facilitate and condition such an integration?
   - How did SMEs as well as persons with disabilities respond to the proposed tools, learning material and formats?

- Which would be the envisaged, scaled-up outcomes of the proposed intervention?
- How could they be scaled up?
- Which are the strengths (incl. good practices), opportunities, challenges for further exploitation or adaptation of the provision and its methodology?
- Which are the possible available or upcoming interventions at national and EU level that could be complemented by the Beyond Inclusion outputs and in what way?

The objective of the research study is to assist us in setting up:

A. The development of de following learning materials:

1. Learning material and tools for SMEs (i.e. HR, managerial/executive level staff incl. consultants who are responsible for recruiting, hiring, retaining employees), that will help to acknowledge and reap the benefits of a disability-inclusive workforce.
2. Learning material for persons with disabilities to get the best out of their professional development opportunities by showing how to demonstrate, acquire, develop job skills, as well as apply transferable soft skills at the workplace.

B. The policy proposals and recommendations which will transpose the activity-driven flow of the intervention towards social inclusion for persons with disabilities through employment and the role of SMEs towards that goal.

3. **What does participation in this study involve?**

If you decide to take part in the study, you will have the option to:

a) **Participate in the quantitative survey** by completing the questionnaire. Completing it will take around **20 min,** and/or

b) Additionally, you can **agree to participate at an interview** by your preferred method (phone/skype/VoIP) to elaborate on the aspects addressed in the quantitative survey. The interview will take up to **60 min**, and/or

c) Also, you can **agree to be part of the follow-up activities** to build upon the preliminary results. To do so you have the option to be to be invited later on, by answering the appropriate question in the questionnaire, to:

  o **Participate in pilot-testing sessions of the developed learning material and tools**. The pilot-testing sessions will be organized during 2022, and/or

  o **Participate at a half day online focus-group** to discuss key topics of interest and explore feasible recommendations that align with EU and national policies. The focus-group will be organized during 2022, and/or

  o **Participate in multiplier events**. The multiplier events will be organized in February 2023.

There are no costs associated with participating in this study. Participation in the study is voluntary. If you decide to take part and later change your mind, you are free to withdraw at any stage. If you decide to leave the study, our experts will not collect additional information from you, although information already collected will be retained to ensure that the results can be measured properly and/or as to document the project's output before the European Commission. You should be aware that data collected up to the time you withdraw may form part of the study results. If you do not want your data to be included, you must inform us when you withdraw.

If you do decide to take part, you will need to review and check "**I ACCEPT**" to the **Consent Form** available at the following the link *[link]* .

4. What will I be asked to do?

By complete the questionnaire, you will be asked to offer your perspective on the following topics:

A. *SMEs actors in recruitment and hiring of personnel (including managers, directors, recruiters, HR, consultants)*
   - Levels of awareness regarding the social, cultural, financial value of a diverse, disability-inclusive workforce;
   - Impeding factors;
   - Perceived facilitating factors;
   - Perceived benefits of hiring persons with disabilities;
   - Preferred steps and guiding/training/consulting pedagogy, material, guidelines towards creating a disability-inclusive workforce

B. *Persons with disabilities and support actors (persons with hearing impairments, visual impairments, kinetic disabilities)*
   - Which are the perceived impeding factors on the employability-disability nexus according to your views and those of the employers?
   - Which are your needs in acquiring or developing soft job skills, as well as apply them?
   - Which are the preferred, most effective learning pathways?

Note: In case you opt later on to participate in face-to-face activities you should know that is possible that audio and video recordings will be made, and photographs will be taken.

All the answers we will collect, including resulting materials will be treated confidentially and processed only for the scope of the project and research study. Any personal data that

you will decide to share with us will be also treated confidentially and will be further used only in the scope of this project's implementation and with your explicit consent (for e.g.to contact you to ask further clarifications).

5. Possible benefits from participation in this study?

We cannot guarantee or promise that you will receive any direct benefits from this study; however, as possible benefit from participating in this study you will have first access to information regarding the resulting research reports.

You will also directly contribute to:

- Prompting and guiding the company you work for to engulf diversity on the grounds of disability as valuable resource in the work environment;
- Shifting (while tackling) exclusion and barriers for persons with disabilities to enjoy the full range of opportunities of the labour market, from the scope of intervention to 'remove barriers', to one of 'career success' and professional development;
- Contributing to fighting social exclusion by promoting employment opportunities in SMEs for persons with disabilities on the ground of factors such as personal growth and self-realisation.

6. Possible risks from participation in this study

There are no foreseeable risks with the study.

7. How will the results of the research study be published?

We will be actively disseminating the project's outcomes through the project's website and social media channels, national and international conferences, workshops and events and publications.

A summary of results will be provided on the following website [website], approximately from August 2021.

If you wish that information on the organization you represent to be mentioned or be identifiable in the publication of the results please let us know beforehand.

8. What if I have questions about this study?

If you need more information on the project, the feasibility study or other issues you can contact us using the following email address *[email]*.

IV.2.2 E-MAIL INVITATION FOR QUANTITATIVE RESEARCH (FOR SMEs AND PERSONS WITH DISABILITIES)

[Greeting],

We would like to invite you to participate in the research study of the **Eramsus Plus - K2 – Strategic Partnerships** project, which is called **Beyond Inclusion: Employability for persons with disabilities** with the aim to develop learning materials and tools for SMEs and persons with disabilities (persons with hearing impairments / visual impairments / kinetic disabilities). For more information please read the attached Information Sheet.

Filling in the survey takes around 20 minutes, so we urge you to read the questions attentively without dwelling too much on them, as spontaneous answers best reflect your actual opinion.

Completing the questionnaire is a very important stage of this analysis process, so we greatly rely on your input and guarantee that the information you supply will be treated confidentially and only analysed from a data-centred standpoint.

You may begin the questionnaire when you feel ready, by accessing the following link*:
…………………………………

The deadline for completing this questionnaire is …………………..

Details about this project can be found by accessing the following page **:
………………………………………………….

We count on the truthfulness of your answers and would like to thank you in advance for your input and time!

(*) The links to accessing the quantitative questionnaires for SME's and Persons with disabilities are:
In English for SMEs:
https://docs.google.com/forms/d/1U5tKM6Zvagion5iM9kZkZE7gFz7O4mNpISBkW7z2Cpc/edit?usp=forms_home&ths=true
In English for Persons with disabilities:
https://docs.google.com/forms/d/1VWTUYMMYN2ND8rbg6NitPBV3jDoNasBMOf5as0R1T3w/edit?usp=forms_home&ths=true

In Romanian for SMEs:

https://docs.google.com/forms/d/1gmfU3_iBC3tOC-UF1UamKf6WA3vAqXwdsfUZ1btWYdc/edit?usp=forms_home&ths=true

In Romanian for Persons with disabilities:

https://docs.google.com/forms/d/1b6QUAkhi0wtcC96cZz0-AL_YMw1IsRuHvG4lT4LzIgw/edit

In Spanish for SMEs:

https://docs.google.com/forms/d/11OpKu14S8nbDlTlEVbcHSEnZVIV-uW9Sj_xes3HwBWM/edit?usp=forms_home&ths=true

In Spanish for Persons with disabilities:

https://docs.google.com/forms/d/10drIDUBgRLZ1niF2DQb9mDhQIS2K_9WwvUB2Cq_iB5M/edit?usp=forms_home&ths=true

In Bulgarian for SMEs:

https://docs.google.com/forms/d/1IDGV3UlmYzrY8ZFV5ZbhMmykiIqp_8EYCd6w_VTN2GU/edit?usp=forms_home&ths=true

In Bulgarian for Persons with disabilities:

https://docs.google.com/forms/d/1sph1DCNcGVVdD0kxcwf8VoIV8YUtM4yZzH0K1staXkc/edit?usp=forms_home&ths=true

(**) Details about this project can be found by accessing the following page:
In English: https://beyond-inclusion.eu/en/info
In Romanian: https://beyond-inclusion.eu/ro/info/
In Spanish: https://beyond-inclusion.eu/es/info
In Bulgarian: https://beyond-inclusion.eu/bg/info

IV.2.3 CONSENT FORM (ONLINE)

K2 – Strategic Partnerships
„Beyond Inclusion: Employability for persons with disabilities"
Project number: 2020-1-RO01-KA204-080215

INFORMED CONSENT FORM

You are being invited to take part in this research study of the **Eramsus Plus - K2 – Strategic Partnerships** project, which is called **Beyond Inclusion: Employability for persons with disabilities**. You have been invited because you represent one of the main target groups within the study, as follows:

C. SMEs actors in recruitment and hiring of personnel (including managers, directors, recruiters, HR, consultants), or
D. Persons with disabilities and support actors (persons with hearing impairments / visual impairments / kinetic disabilities).

Before making a decision on whether you want to participate or not, please read the Information Sheet available at [link] and this document carefully.

If you desire so, you can ask us to send you a copy of this Participant Information and the Consent Form to keep and refer to at any time at [email address].

The purpose and method of processing personal data.

The personal data processed by the Operator are: name, surname, gender, age, IP address and any other personal data necessary to fulfil the purposes listed below, "Personal Data" communicated by you or necessary to fulfil the purposes listed. For the purposes of this consent form, the processing of Personal Data means any operation or set of operations performed using automated processes and applied to Personal Data, such as: collection, registration, organization, structuring, storage, adaptation or modification, extraction, consultation, use, communication by transmission, dissemination or otherwise made available, comparison or interconnection, restriction, deletion or destruction. We inform you that this Personal Data will be processed both by manual methods and / or by computer or telematic means.

Please ask all the questions you may have at the following email address *[email]* so you can be completely sure that you understand all the proceedings of the research, including risks and benefits.

This informed consent document may include words that you do not understand. If this is the case, please ask the contact us at *[email]* to fully explain the meaning of the word or clarify pieces of information.

At all times, we assure the compliance with the current national and European legislation.

Summary of the Beyond Inclusion: Employability for persons with disabilities project

Within the project we aim:
- To prompt and guide SMEs to engulf diversity on the grounds of disability as valuable resource in the work environment, rather than 'moral/ law obligation'
- To shift social inclusion through employment for persons with disabilities from the scope of intervention to 'remove barriers', to one of 'career success' and professional development (by equipping persons with disabilities with the appropriate skills sets and attitudes for labour market inclusion and career development)
- To fight social exclusion by promoting employment opportunities in SMEs for persons with disabilities on the ground of factors such as personal growth and self-realisation, rather than appropriateness to disability and policy measures/legislation.

The objective of the research study is to assist us in setting up:
A. The development of de following learning materials:
  3. Learning material and tools for SMEs (i.e. HR, managerial/executive level staff incl. consultants who are responsible for recruiting, hiring, retaining employees), that will help to acknowledge and reap the benefits of a disability-inclusive workforce.
  4. Learning material for persons with disabilities to get the best out of their professional development opportunities by showing how to demonstrate, acquire, develop job skills, as well as apply transferable soft skills at the workplace.
B. The policy proposals and recommendations which will transpose the activity-driven flow of the intervention towards social inclusion for persons with disabilities through employment and the role of SMEs towards that goal.

Benefits of participation

With your participation you will make a substantial contribution to achieve **Beyond Inclusion: Employability for persons with disabilities** project main goal and you will have first access to information regarding the resulting research reports.

You will also directly contribute to:
- Prompting and guiding the company you work for to engulf diversity on the grounds of disability as valuable resource in the work environment;

- Shifting (while tackling) exclusion and barriers for persons with disabilities to enjoy the full range of opportunities of the labour market, from the scope of intervention to 'remove barriers', to one of 'career success' and professional development;
- Contributing to fighting social exclusion by promoting employment opportunities in SMEs for persons with disabilities on the ground of factors such as personal growth and self-realisation.

Consent form

1. **I hereby consent to participate in the Beyond Inclusion: Employability for persons with disabilities project, Project number: 2020-1-RO01-KA204-080215,** in the context of the questionnaire to evaluate the needs for the **development of learning material for SMEs and persons with disabilities for social inclusion and benefits for SMEs.**

    I have read the notes written above and the Information Sheet, and understand what the study involves. I have been given the opportunity to ask questions and have had them answered to my satisfaction.

    I understand that direct benefits of participation cannot be guaranteed or promised; however, as possible benefit from participating in the study I will have first access to information regarding the resulting research reports.

2. **In relation to this project:**
    - I agree to complete the questionnaire asking me about my perspective on the development of learning material for SMEs and persons with disabilities for social inclusion and benefits for SMEs.
    - I agree to be collected the following data: name, surname, gender, age, country, (if applicable) disability, status on the labour market, (if applicable) highest degree or level of school, e-mail address, and (if applicable) Internet Protocol (IP) address.
    - I agree that my data to be hold by the researcher for all the period of the project or until I decide to withdraw my consent.
    - I agree that the personal data about me which is gathered in the course of and as the result of my participating in this project will be (i) collected and retained for the purpose of this project and (ii) accessed and analysed by the researchers for the purpose of conducting this project.

3. **I acknowledge that:**
    - My participation is voluntary and that I am free to withdraw from the project at any time without explanation;
    - The *Beyond Inclusion: Employability for persons with disabilities* project is for the purpose of research and not for profit;
    - There are no risks with the study and the controller shall not use my data for other purpose than only the project;

- My anonymity is guaranteed and I will not be identified in publications or otherwise without my express written consent;
- I am aware that I have to following rights as a data subject, which I can exercise with the controller:
  - The right to access
  - The right to rectification
  - The right to erasure
  - The right to restriction of processing
  - The right to be informed about recipients after a request for rectification, erasure or restriction of processing
  - The right to data portability
  - The right to object
  - The right not to be subjected to automated individual decision-making, including profiling;
- I am aware that the controller and processor of my personal data provided in the context of this participation is [Company name], mail to [data protection officer email address];
- I have been informed of the procedure on how to exercise these rights with the controller, as well as how to withdraw my consent at any time, namely: sending an e-mail to [data protection officer email address];
- I am aware of the purposes for which my data is gathered and processed in this project, namely, to assist the project's goals in setting up A. The development of learning materials for SMEs/persons with disabilities and B. The policy proposals and recommendations which will transpose the activity-driven flow of the intervention towards social inclusion for persons with disabilities through employment and the role of SMEs towards that goal.
- I am aware of the legal ground on which the processing of my personal data is based, namely consent;
- As stated above, I am aware that I can withdraw my consent freely at any given time, however without affecting the lawfulness of the processing prior to the withdrawal of consent;
- I am aware of third party possible recipients of the personal data I provide in this participation. These possible recipients are: Project Coordinator Great People Inside SRL, Brașov, Romania; the National Agency monitoring the project's implementation and/or authorized bodies appointed by the European Commission to protect the financial interests of the EU, including checks, audits and investigations.
- I am aware that my personal data will be kept by the named recipients above to fulfil their obligations within the **Beyond Inclusion: Employability for persons with disabilities** project;

- My data will be stored for the duration of the project and, if justifiable grounds to do so exist, may be stored after the completion of the project with my express consent. Also I am aware that my data will be kept in accordance with the principles of proportionality and necessity, and in any case until the purposes for which they were collected and processed;

- The data provided in this participation may be further used for validation of the given answers;

- I understand that the information I have submitted will be published, as a report, scientific publication or other dissemination and communication outputs. Confidentiality and anonymity will be maintained and it will not be possible to identify me from any publications;

- I agree that my non-personal research data may be used for future research. I am assured that the confidentiality of my personal data will be upheld through the removal of identifiers.

- I am aware I can at any time and without any prior requirements to be fulfilled file a complaint at the competent national data protection authority should I be displeased with the manner in which my personal data is being handled. For this participation the competent national data protection authority is for [name of the national authority in data protection].

- I understand that any personal data I provide will be treated as strictly confidential and handled in accordance with the provisions of the EU General Data Protection Regulation (Reg. 2016/679).

By agreeing this document I agree to participate in this research study under the terms set out above. My agreement confirms that I accept and understand these conditions without reservation.

Study contact details for further information:
[Name, phone number, email address]

BY CLICKING I ACCEPT, YOU CONFIRM THAT YOU HAVE READ THE INFORMATION SHEET AND THE CONSENT FORM, THAT YOU UNDERSTAND THEM AND THAT YOU AGREE TO YOU GIVE YOUR EXPRESS AGREEMENT FOR DATA PROCESSING, OTHERWISE YOU WILL NOT BE ABLE TO ENTER THE QUESTIONNAIRE.

IV.2.4 QUANTITATIVE QUESTIONNAIRE FOR SMEs

We are carrying out a study within the Erasmus+ Project „Beyond Inclusion: Employability for persons with disabilities" Nº: 2020-1-RO01-KA204-080215, with the main goals of creating:
a) Learning material and tools for SMEs (i.e. HR, managerial/executive level staff incl. consultants who are responsible for recruiting, hiring, retaining employees), that will help to acknowledge and reap the benefits of a disability-inclusive workforce.
b) Learning material for persons with disabilities to get the best out of their professional development opportunities by showing how to demonstrate, acquire, develop job skills, as well as apply transferable soft skills at the workplace.
This questionnaire will take you about 20 minutes to answer. We assure you that the information you provide is of great importance for the analysis we intend to perform and we guarantee that your answers are confidential and are only analysed for statistical purposes.
In this study, the concept of disabilities is exclusively used in reference to disabilities such as: Hearing impairments, visual impairments, mobility impairments.
Respondent profile: HR, managerial/executive level staff incl. consultants who are responsible for recruiting, hiring, retaining employees.

Q1. Which country are you from?
/Single answer/
☐ Bulgaria
☐ Cyprus
☐ Greece
☐ Romania
☐ Spain

Q2. What is the number of employees in your company?
/Single answer/
☐ 1-9 employees
☐ 10-49 employees
☐ 50-249 employees
☐ 250 employees or more – STOP

Q3. In what type of industry do you operate?
/Single answer/
☐ Agriculture, food, the living environment
☐ Architecture, construction, the built environment
☐ Business, human resources, administrative support
☐ Education, training, childcare

⬛ Engineering, manufacturing industries

⬛ Finance, insurance, real estate

⬛ Health, human services

⬛ Hospitality, leisure, travel, tourism

⬛ IT, creative, media

⬛ Professional, scientific, technical

⬛ Trade, transport, distribution, logistics

⬛ Non-governmental organisation engaged in an economic activity

⬛ Other industry

⬛ Don't know

Q4. Do you have any duties within the company with regard to the recruitment, hiring and/or retention of employees?

/Single answer/

⬛ Yes

⬛ No - STOP

Q5. What is your role in this company?

/Single answer/

⬛ Director / manager / administrator

⬛ HR director / manager

⬛ HR representative

⬛ HR consultant

⬛ Other. Please specify: ....

Q6. Do you / did you employ persons with disabilities in the company?

/Single answer/

❑ Yes – *Continue with Q6_1 and skip Q7*

❑ No employees with disabilities – *Continue with Q7 and skip Q8, Q9*

Q6_0. What types of disabilities did/do your employees have?

/Multiple answer/

❑ Hearing impairments

❑ Visual impairments

❑ Mobility impairments

❑ Other types of disabilities

Q7. Please provide the reason(s) why, you have/had no employees with disabilities in the company:

....

....

....

....

Q8. What approach did you use in hiring persons with disabilities?

/Multiple answer/

☐ Recruitment through specialized recruitment and selection agencies

☐ Through the Employment Office (State Institution)

☐ Through direct recruitment/recommendations

☐ Through participation in job fairs

☐ By using online recruitment and selection platforms

☐ With the help of organizations/bodies that support the rights of people with disabilities

☐ Another option. Please specify: ....

Q9. To what extent are you satisfied with the performance of the persons with disabilities in the workplace?

/Single answer/

☐ Not at all

☐ To a small extent

☐ Neither, nor

☐ To some extent

☐ To a very large extent

Q10. From your point of view, how important is the inclusion of individuals with disabilities in the labour market?

/Single answer/

☐ Not at all important

☐ Not important

☐ Neither unimportant, nor important

☐ Important

☐ Very important

Q11. What advantages/benefits have you identified as a company when hiring individuals with disabilities?

/Multiple answer/

☐ Tax breaks for the company / employer financial or economic incentives

Better interaction between diverse staff members / a positive workplace culture

Enhancing and increasing engagement and motivation of the staff members

A positive effect on the company's workforce, its customer base, and the community/ demonstrate commitment to social responsibility

A favourable / more attractive company image / employer brand

Added value for job morale, company culture and social mission

Employees with disabilities will increase diversity in the workplace / an inclusive and diverse workplace

Employees with disabilities are a source of high quality work / are very motivated individuals

Employees with disabilities are as capable as anyone else

Employees with disabilities create opportunity for organizational learning

Employees with disabilities have superior retention rates which reduces the high cost of turnover

Employees with disabilities are less likely to get into work related accidents

Employees with disabilities bring additional skills and perspectives to the business

Enhancing and increasing productivity by bringing new and unique skills

Other advantages / benefits. Please specify: ....

There are no advantages / benefits

Not applicable/ we had no employees with disabilities

I don't know/couldn't say

Q12. Please state to what extent you agree with the following statements, on a scale of 1 to 5 where 1 means 'Strongly Disagree' and 5-'Strongly Agree':

/Single answer per row/

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
A person with disabilities has a disadvantage on the labour market.	1. ⬚	2. ⬚	3. ⬚	4. ⬚	5. ⬚
For a person with disabilities finding a job is mainly determined by the skills and knowledge possessed.	1. ⬚	2. ⬚	3. ⬚	4. ⬚	5. ⬚
There are employers who consider physical disability an impediment to employment.	1. ⬚	2. ⬚	3. ⬚	4. ⬚	5. ⬚

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Hiring a person with disabilities brings benefits and advantages to the company.	1. ⬜	2. ⬜	3. ⬜	4. ⬜	5. ⬜
A person with disabilities makes a greater effort to find a job than a person without disabilities.	1. ⬜	2. ⬜	3. ⬜	4. ⬜	5. ⬜
For a person with disabilities, additional training is needed at work.	1. ⬜	2. ⬜	3. ⬜	4. ⬜	5. ⬜
Workers with disabilities lack the skills and experience to do our jobs.	1. ⬜	2. ⬜	3. ⬜	4. ⬜	5. ⬜
Hiring persons with disabilities has positive effects on the image of the company/organization/institution.	1. ⬜	2. ⬜	3. ⬜	4. ⬜	5. ⬜
People with disabilities show involvement and dedication in the workplace.	1. ⬜	2. ⬜	3. ⬜	4. ⬜	5. ⬜
The quality of the work done by a person with disabilities is the same as that of those without disabilities.	1. ⬜	2. ⬜	3. ⬜	4. ⬜	5. ⬜
Persons with disabilities may not be as safe and productive as other workers.	1. ⬜	2. ⬜	3. ⬜	4. ⬜	5. ⬜
A person with disabilities can integrate very well into the normal work pace.	1. ⬜	2. ⬜	3. ⬜	4. ⬜	5. ⬜
A person with disabilities can easily integrate into a team.	1. ⬜	2. ⬜	3. ⬜	4. ⬜	5. ⬜
It costs more to employ workers with disabilities than those without disabilities due to accommodations, additional management time, or healthcare and insurance costs.	1. ⬜	2. ⬜	3. ⬜	4. ⬜	5. ⬜
Supervisors are not comfortable managing people with disabilities.	1. ⬜	2. ⬜	3. ⬜	4. ⬜	5. ⬜

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Supervisors are not sure how to evaluate a person with a disability.	1. ⬜	2. ⬜	3. ⬜	4. ⬜	5. ⬜
Supervisors are not sure how to take disciplinary action for a person with a disability.	1. ⬜	2. ⬜	3. ⬜	4. ⬜	5. ⬜

Q13. From your point of view, what are the factors /challenges that limit the entry of persons with disabilities to the labour market?

/Multiple answer/

⬜ Lack of promotion of jobs among persons with various disabilities

⬜ Employers rarely see people with disabilities applying for jobs

⬜ Employers' perception of persons with disabilities / don't know how to handle the needs of a worker with a disability on the job / concerns about attitudes of co-workers toward the person with a disability

⬜ Employers are afraid they won't be able to discipline or fire a worker with a disability for poor performance, because of potential lawsuits

⬜ Other employees' perception of persons with disabilities / concerns about the extra time that supervisors or co-workers will need to spend to assist workers with disabilities

⬜ Particularities of vacancies

⬜ Lack of training of persons with disabilities for job vacancies

⬜ Lack of necessary skills / experience of persons with disabilities needed to fill vacancies

⬜ Poor presentation at job interviews

⬜ Lack of counselling / support at work

⬜ The disability perceived as a deterrent to accomplish the work to the same standards as other employees

⬜ Employers' safety concerns regarding people with disabilities

⬜ The cost of providing reasonable accommodations so that workers with disabilities can do their jobs / other costs, such as increased health insurance or worker's compensation premiums

⬜ Lower earnings than in the case of persons without disabilities

⬜ Improper application of the equal opportunities legislation in recruitment and selection by potential employers / discrimination against job applicants with disabilities

⬜ Other. Please specify: ....

Q14. From your point of view, what are the issues hindering the process of accommodating employees with disabilities within the company?

/Multiple answer/

▢ Unfavourable attitude of colleagues

▢ Unfavourable attitude of supervisors

▢ Unfavourable attitude of customers

▢ Special requirements in carrying out the job

▢ Other. Please specify: ………………………………………..

Q15. To what extent are you concerned about the following issues in hiring people with disabilities?

/Single answer per row/

	Not at all	To a small extent	Neither, nor	To some extent	To a very large extent
Discomfort or unfamiliarity regarding hiring people with disabilities	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
Lack of knowledge or information about people with disabilities	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
Attitudes of co-workers	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
Attitudes of supervisors	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
Attitudes of customers	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
Not knowing how much accommodation will cost	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
Actual cost of accommodating disability	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
Concern about the cost of health care coverage	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
Concern about the cost of workers compensation premiums	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
Fear of litigation	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
You cannot find qualified people with disabilities	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢

The nature of the work is such that it cannot be performed effectively	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢

Q16. According to your opinion, what measures could lead to an increase in the number of persons with disabilities in employment:

/Multiple answer/

▢ More adequate policies and standards to take into account the needs of persons with disabilities (e.g. clear policy of inclusive education, enforceable access standards in physical environments, and priority accorded to rehabilitation)

▢ More financial / economic facilities for employers (e.g. tax reduction in relation to the number of persons with disabilities employed)

▢ Investments in specific programmes and services for persons with disabilities

▢ Involving the persons with disabilities in decision-making to enable individuals to communicate their needs and choices

▢ Increasing public awareness and understanding of disability

▢ Compelling employers to employ a certain number of persons with disabilities

▢ Creating specific jobs for persons with disabilities

▢ Adapting legislation so that it is more inclusive towards persons with disabilities

▢ Greater support from local authorities through campaigns to promote the professional integration of persons with disabilities

▢ Training programmes for employers to create an inclusive mindset among SME's

▢ Involvement of state institutions in helping these categories of persons

▢ Creating special training programmes for persons with disabilities

▢ Something else. Please specify: ....

Q17. From your experience or knowledge, in order to better integrate in the workplace, persons with disabilities need / can benefit from:

/Multiple answer/

▢ A clear company strategy on disability management in the workplace

▢ Enforcing policies prohibiting discrimination in the workplace

▢ Better communication and awareness raising within the workplace in regard to potential challenges for workers with disabilities

▢ Adaptation of the work environment to provide access to the place of work (e.g. accessible parking, elevators, modified toilets, railings)

▢ Adaptation of the job, including adjustment and modification of machinery and equipment and/or modification of the job content, working time and work organization (e.g. reduced working hours, light tasks, less demanding jobs)

▢ Employee orientation to facilitate work experience

⬜ Organizing more team-building events within the company to ensure better integration to the workplace

⬜ Organizing more employer-sponsored training opportunities, manuals and courses targeted to persons with disabilities (hearing impairments, visual impairments, mobility impairments)

⬜ Accommodation measures and / or transportation assistance in order to utilize the residual potential and skills

⬜ Ensuring equal opportunities with other workers at the workplace to acquire the skills and experience necessary to advance in the career

⬜ A personal care attendant or personal assistant

⬜ Any kind of help depending on their disability or health state / a mentor (coach) to ensure support in problematic situations

⬜ Personal development courses

⬜ Courses for the development of different skills and abilities

⬜ Something else. Please specify: ....

⬜ I don't know/couldn't say

Q18. According to your knowledge, are there any programmes / measures for socio-professional integration of persons with disabilities within the company / institution in which you work?
/Single answer/
⬜ Yes - *Continue with Q19*
⬜ No - *Continue with Q20*

Q19. If so, please list some examples?
....
....
....
....

Q20. Do you consider the legislation in this country supporting the integration of people with disabilities into the labour market to be effective?
/Single answer/
⬜ Not at all
⬜ Very slightly
⬜ Slightly
⬜ Greatly
⬜ Very greatly
⬜ I don't know/couldn't say

Q21. According to your knowledge, are there any shortcomings in the legislation for the integration of people with disabilities into the labour market?

/Single answer/

☐ Yes – Continue with Q22

☐ No – Continue with Q23

☐ I don't know/couldn't say – Continue with Q23

Q22. Please mention gaps in the legislation for the integration of people with disabilities into the labour market, which you have faced in your professional activity:

....

....

....

....

Q23. Please rate each of the following, in terms importance, for developing learning tools for SMEs (i.e. HR, managerial/executive level staff incl. consultants who are responsible for recruiting, hiring, retaining employees) to create an inclusive workforce (1 means Not Important and 5-'Very Important?

/Single answer per row/

	Not at all important	Not important	Neither unimportant, nor important	Important	Very important
Digital training modules for SMEs to facilitate knowledge and to recognize the benefits from employing persons with disabilities	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐
Learning material and tools to assist SMEs in creating a disability-inclusive workforce	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐

Q24. How important do you consider each of the following topics to be included in these learning tools for SMEs to create a disability-inclusive work force?

/Single answer per row/

	Not at all important	Not important	Neither unimportant, nor important	Important	Very important
Benefits of hiring people by looking at all labour markets	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
Persons with disabilities as a source of high work quality	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
The inclusive and diverse workplace as driver for increased consumer market and revenue	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
The added value for job morale, company culture and social mission	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
Enhancing and increasing productivity (products and services) by bringing unique skills, creativity, experiences and understanding	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
Employees with disabilities as a means to reduce employee turnover (longer tenure of employees with disability leading to reduced training and recruitment costs)	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
Responding to government guidelines and initiatives	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
Personnel strategy (e.g. recruiting, retention, talent identification, professional	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢

	Not at all important	Not important	Neither unimportant, nor important	Important	Very important
development strategies and practices etc.)					
Promoting and communicating equal opportunity commitment on the ground of disability as company's business differentiator and driver	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
Building synergies and partnerships with recruitment sources promoting persons with disabilities as prospect employees	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
Creating the right work environment and providing workplace flexibility (including time, place, task)	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
Workplace mentoring for employees and employers for a disability-inclusive and disability-friendly workplace	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢

Q25. How important do you consider each of the following type of information to be included in these learning tools for SMEs to create a disability-inclusive work force?
/Single answer per row/

	Not at all important	Not important	Neither unimportant, nor important	Important	Very important

Information showing how hiring people with disabilities has benefited other companies	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
Information showing how hiring people with disabilities has benefited nationally recognized companies	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
Information showing how hiring people with disabilities can benefit company's bottom line	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
Information showing how hiring people with disabilities can increase company's productivity	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
Information that is supported by statistics or research	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
Information on satisfactory job performance, attendance, and retention of people with disabilities	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
Testimonial information of senior executives/human resources managers/ line managers attesting to the success for their companies	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢

Q26. If you were to take professional training courses, what approach would you be interested in?
/*Multiple answers* /
▢ Face-to-face training

☐ Remote / online training

☐ Blended learning

☐ Group work

☐ Self-learning

☐ Something else. Please specify: ....

☐ I don't know/couldn't say

Q27. According to your needs / preference, which of the following means of presentation are most relevant / useful for your learning process?

/Multiple answers /

☐ Printable worksheets

☐ Infographics

☐ Animated presentations

☐ Slides for overhead projector

☐ Open educational resources (OER)

☐ Internet link lists

☐ Audio and video files

☐ Learning platforms

☐ Other, please specify ....

Q27. Are you agree to be invited later on to:

/Multiple answers /

☐ Participate at an interview by your preferred method (phone/skype/VoIP) to elaborate on the aspects addressed in the quantitative survey. The interview will take up to 20 min.

☐ Participate in pilot-testing sessions of the developed learning material and tools. The pilot-testing sessions will be organized during 2022.

☐ Participate at a half day online focus-group to discuss key topics of interest and explore feasible recommendations that align with EU and national policies. The focus-group will be organized during 2022.

☐ Participate in multiplier events. The multiplier events will be organized in February 2023.

☐ Receive information about this project

☐ None of these

☐ I don't know/couldn't say

CONTACT DETAILS:

Company name: ....

Respondent name: ....

e-mail address: ....

BY CLICKING FINISH, YOU CONFIRM THAT YOU HAVE READ THE INFORMATION SHEET AND THE CONSENT FORM, THAT YOU UNDERSTAND THEM AND THAT YOU AGREE THAT YOU GIVE YOUR EXPRESS AGREEMENT FOR DATA PROCESSING, OTHERWISE YOU WILL NOT BE ABLE TO SEND THE QUESTIONNAIRE.

IV.2.5 QUANTITATIVE QUESTIONNAIRE FOR PERSONS WITH DISABILITIES

We are carrying out a study within the Erasmus+ Project „Beyond Inclusion: Employability for persons with disabilities" Nº: 2020-1-RO01-KA204-080215, with the main goals of creating:
a) Learning material and tools for SMEs (i.e. HR, managerial/executive level staff incl. consultants who are responsible for recruiting, hiring, retaining employees), that will help to acknowledge and reap the benefits of a disability-inclusive workforce.
b) Learning material for persons with disabilities to get the best out of their professional development opportunities by showing how to demonstrate, acquire, develop job skills, as well as apply transferable soft skills at the workplace.
This questionnaire will take you about 20 minutes to answer. *We assure you that the information you provide is of great importance for the analysis we intend to perform and we guarantee that your answers are confidential and are only analysed for statistical purposes.*
Respondent profile: Persons with disabilities (hearing impairments, visual impairments, mobility impairments) and support actors. *The support person will answer on behalf of the person with disabilities they represent.*

D0. Which country are you from?
/Single answer/
⬚ Bulgaria
⬚ Cyprus
⬚ Greece
⬚ Romania
⬚ Spain

D1. To which gender identity do you most identify? (non-compulsory)
/Single answer/
⬚ Male
⬚ Female
⬚ Gender Variant/Non-Conforming
⬚ Prefer Not to Answer

D2. How old are you?
/Single answer/
⬚ Under 18 years - STOP
⬚ 18 – 24 years
⬚ 25 – 34 years
⬚ 35 – 44 years
⬚ 45 – 54 years

☐ Over 54 years

D3. Which disability or health condition limits you?

/Single answer/

☐ Vision impairment

☐ Deafness and/or auditory impairment

☐ Mobility impairment

☐ Other - STOP

☐ None - STOP

D4. What is your status on the labour market?

/Single answer/

☐ Employee with one or more jobs

☐ Unemployed/looking for work

☐ Stay-at-home/No job/I'm not looking for a job - STOP

☐ Self-employed/I have my own business

☐ Other. Please specify: ……………………………………

D5. What is the highest degree or level of school you have completed? If currently enrolled, highest degree received.

/Single answer/

☐ No formal schooling completed

☐ Nursery school to 8th grade

☐ Some high school, no diploma

☐ High school graduate, diploma or the equivalent

☐ Some college credit, no degree

☐ Trade/technical/vocational training

☐ Associate degree

☐ Bachelor's degree

☐ Master's degree

☐ Professional degree

☐ Doctorate degree

D6. In which industry do you work?

/Single answer/

☐ Agriculture, food, the living environment

☐ Architecture, construction, the built environment

☐ Business, human resources, administrative support

☐ Education, training, childcare

- ☐ Engineering, manufacturing industries
- ☐ Finance, insurance, real estate
- ☐ Health, human services
- ☐ Hospitality, leisure, travel, tourism
- ☐ IT, creative, media
- ☐ Professional, scientific, technical
- ☐ Trade, transport, distribution, logistics
- ☐ Non-governmental organisation engaged in an economic activity
- ☐ Other industry
- ☐ Don't know/Don't have a job

Q1. How do you usually look for a job (if you don't currently have a job) / how did you manage to find a job?

/Single answer/

- ☐ By applying online for an available position
- ☐ By directly contacting the employer
- ☐ Through recommendations (with the help of family, friends, acquaintances)
- ☐ Recruitment and selection agencies
- ☐ Participation in job fairs
- ☐ With the help of organizations/bodies that support the rights of persons with disabilities
- ☐ Through the Employment Office (State Institution)
- ☐ I started my own business
- ☐ Other Please specify: ....

Q2. What prompted you to look/apply for a job?

/multiple answer/

- ☐ Lack of financial means
- ☐ The desire to be part of a social group
- ☐ So I don't get bored at home
- ☐ The desire to pursue the profession for which I prepared
- ☐ To be creative
- ☐ To learn new things/Acquiring new skills
- ☐ Because I want to be useful to my family
- ☐ To be financially independent from the family
- ☐ To be a model of an active citizen and exercise my rights
- ☐ Something else. Please specify: ....

Q3. Who supported/advised you in finding a job?

/multiple answer/

☐ My family

☐ My friends

☐ My former classmates or co-workers

☐ My teachers/my former teachers

☐ Counselling or recruitment specialists

☐ I did not receive any support

☐ Others. Please specify: ....

Q4. How would you assess finding and sustaining work, for persons with disabilities (hearing impairments, visual impairments, mobility impairments)?

/Single answer/

☐ Very challenging

☐ Somewhat challenging

☐ Neither, nor

☐ Somewhat effortless

☐ Effortless

Q5. How important is for you to have a job?

/Single answer/

☐ Not at all important

☐ Not important

☐ Neither unimportant, nor important

☐ Important

☐ Very important

Q6. To what extent do you think your current job is right for you?

/Single answer/

☐ Not at all

☐ To a small extent

☐ Neither, nor

☐ To some extent

☐ To a very large extent

☐ I don't have a job

Q7. According to your opinion, what measures could your employer take to make your job easier?

/Multiple answer/

☐ A clear strategy on disability management in the workplace

☐ Enforcing policies prohibiting discrimination in the workplace

⬚ Better communication and awareness raising within the workplace in regard to potential challenges for workers with disabilities

⬚ Employee orientation to the job to facilitate work experience for persons with disabilities

⬚ Adaptation of the job, including adjustment and modification of machinery and equipment and/or modification of the job content, working time and work organization

⬚ Adaptation of the work environment to provide access to the place of work, to facilitate the employment of individuals with disabilities

⬚ Accommodation measures in order to utilize the residual potential and skills of the workers with disabilities

⬚ Ensuring equal opportunities with other workers at the workplace to acquire the skills and experience necessary to advance in the career

⬚ Providing a mentor (coach) to ensure support in problematic situations

⬚ Organizing more team-building events within the company so that the members of the organization interact more with the workers with disabilities to ensure better integration to the workplace

⬚ Organizing more employer-sponsored training opportunities, manuals and courses targeted to persons with disabilities (hearing impairments, visual impairments, mobility impairments)

⬚ Something else. Please specify: ....

⬚ Not applicable, I am Self-employed/I have my own business

Q8. What changes would you like to occur in the attitude of your colleagues / peers?
/Multiple answer/

⬚ No change, everything is fine

⬚ To be more tolerant of the difficulties I have

⬚ To be more supportive / understanding when I make mistakes

⬚ To have more patience with me

⬚ To support and encourage me in my initiatives

⬚ To respect and understand my right to privacy

⬚ To be treated as an individual because all people should be treated equally

⬚ To avoid showing pity or being patronizing

⬚ To have the courage to ask about my disability rather than to presume knowledge

⬚ To avoid focussing on my disability and act as they would normally act

⬚ To always ask if I need help before actually helping

⬚ To acknowledge that I can accomplish whatever task is at hand

⬚ Others. Please specify: ....

Q9. From your point of view, what are the factors /challenges that limit the entry of persons with disabilities to the labour market?

/multiple answer/

☐ Lack of promotion of jobs among persons with various disabilities

☐ Employers rarely see people with disabilities applying for jobs

☐ Employers' perception of persons with disabilities / don't know how to handle the needs of a worker with a disability on the job / concerns about attitudes of co-workers toward the person with a disability

☐ Employers are afraid they won't be able to discipline or fire a worker with a disability for poor performance, because of potential lawsuits

☐ Other employees' perception of persons with disabilities / concerns about the extra time that supervisors or co-workers will need to spend to assist workers with disabilities

☐ Particularities of vacancies

☐ Lack of training of persons with disabilities for job vacancies

☐ Lack of necessary skills / experience of persons with disabilities needed to fill vacancies

☐ Poor presentation at job interviews

☐ Lack of counselling / support at work

☐ The disability perceived as a deterrent to accomplish the work to the same standards as other employees

☐ Employers' safety concerns regarding people with disabilities

☐ The cost of providing reasonable accommodations so that workers with disabilities can do their jobs / other costs, such as increased health insurance or worker's compensation premiums

☐ Lower earnings than in the case of persons without disabilities

☐ Improper application of the equal opportunities legislation in recruitment and selection by potential employers / discrimination against job applicants with disabilities

☐ Something else. Please specify: ....

Q10. In the process of my job search, employers/recruiters displayed:

/Single answer/

☐ A positive/encouraging behaviour with regard to the integration of persons with disabilities

☐ A negative/discriminatory/discouraging behaviour with regard to the integration of persons with disabilities

☐ Both, i.e. both positive and negative/discriminatory behaviour

☐ Does not apply / I am looking for a job but have not participated in an interview

Q11. Please recommend some measures that could lead to an increase of the number of persons with disabilities in employment:

/multiple answer/

▢ More adequate policies and standards to take into account the needs of persons with disabilities (e.g. clear policy of inclusive education, enforceable access standards in physical environments, and priority accorded to rehabilitation)

▢ More financial / economic facilities for employers (e.g. tax reduction in relation to the number of persons with disabilities employed)

▢ Investments in specific programmes and services for persons with disabilities

▢ Involving the persons with disabilities in decision-making to enable individuals to communicate their needs and choices

▢ Increasing public awareness and understanding of disability

▢ Compelling employers to employ a certain number of persons with disabilities

▢ Creating specific jobs for persons with disabilities

▢ Adapting legislation so that it is more inclusive towards persons with disabilities

▢ Greater support from local authorities through campaigns to promote the professional integration of persons with disabilities

▢ Training programmes for employers to create an inclusive mindset among SME's

▢ Involvement of state institutions in helping these categories of persons

▢ Creating special training programmes for persons with disabilities

▢ Something else. Please specify: ....

Q12. Do you consider the knowledge and understanding of the legislation regarding the employment of persons with disabilities would improve your work situation?
/Single answer/
▢ Yes
▢ No
▢ I don't know/couldn't say

Q13. In general, in your opinion, what do you think are the determining factors for getting a job?
/multiple answer/
▢ Skills acquired during studies
▢ Personal relationships (family, friends, acquaintances)
▢ Proper preparation for interviews, competitions
▢ Consistent tracking of job postings
▢ Experience in the field
▢ Personality traits
▢ Occupational interests
▢ Other. Please specify: ....
▢ I don't know

Q14. Please state to what extent you agree with the following statements, on a scale of 1 to 5 where 1 means 'Strongly Disagree' and 5-'Strongly Agree':

/Single answer per row/

	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
A person with disabilities has a disadvantage on the labour market.	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
For a person with disabilities finding a job is mainly determined by the skills and knowledge possessed.	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
There are employers who consider physical disability an impediment to employment.	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
Hiring a person with disabilities brings benefits and advantages to the company.	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
A person with disabilities makes a greater effort to find a job than a person without disabilities.	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
For a person with disabilities, additional training is needed at work.	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
Workers with disabilities lack the skills and experience to do our jobs.	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
Hiring persons with disabilities has positive effects on the image of the company/organization/institution.	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
People with disabilities show involvement and dedication in the workplace.	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
The quality of the work done by a person with disabilities is the same as that of those without disabilities.	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
Persons with disabilities may not be as safe and productive as other workers.	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢

A person with disabilities can integrate very well into the normal work pace.	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
A person with disabilities can easily integrate into a team.	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
It costs more to employ workers with disabilities than those without disabilities due to accommodations, additional management time, or healthcare and insurance costs.	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
Supervisors are not comfortable managing people with disabilities.	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
Supervisors are not sure how to evaluate a person with a disability.	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
Supervisors are not sure how to take disciplinary action for a person with a disability.	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢

Q15. To what extend do you find your participation in programmes supporting professional development for inclusion in the labour market (courses, trainings, seminars / workshops, etc.) useful?
/Single answer/
▢ Not at all
▢ To a small extent
▢ To some extent
▢ To a large extent
▢ To a very large extent

Q16. Have you been involved in training programmes before?
/Single answer/
▢ Yes - *continue with Q17 and then 19*
▢ No - *continue with Q18*

/If the answer to Q16 was 'yes'/
Q17. Please mention the way(s) in which you participated in training programmes.
/Multiple answer/
▢ Payed on my own
▢ Organized by the employer
▢ Organized by the faculty/educational institution

☐ Organized in European fund projects

☐ Organized by institutions/organizations supporting the rights of persons with disabilities

☐ Another type. Please specify: ....

/If the answer to Q16 was 'no'/

Q18. What prevented you from attending training courses?

/Multiple answer/

☐ Lack of time

☐ They did not meet my needs

☐ I didn't know where to turn

☐ I did not find out in time about their support

☐ Limited number of seats

☐ Cost of the course

☐ They were not adapted to the type of disability I have

☐ Other reasons. Please specify: ....

Q19. In the following period, would you be interested in being involved in a training program with topics such as: showing how to demonstrate, acquire, develop job skills and /or apply transferable soft skills at the workplace?

/Single answer/

☐ Yes

☐ No

☐ I don't know

Q20. If you were to take professional training courses, what approach would you be interested in?

/Multiple answer/

☐ Face-to-face training

☐ Remote / online training

☐ Blended learning

☐ Group work

☐ Self-learning

☐ Something else. Please specify: ....

☐ I don't know/couldn't say

Q21. According to your needs / preference, which of the following means of presentation are most relevant / useful for your learning process?

/Multiple answer/

☐ Printable worksheets

☐ Infographics
☐ Animated presentations
☐ Slides for overhead projector
☐ Open educational resources (OER)
☐ Internet link lists
☐ Audio and video files
☐ Learning platforms
☐ Other. Please specify: ....

Q22. If you were to take professional training courses, what would you be interested in?
/Single answer/
☐ Interactive/stimulating the involvement of participants
☐ Classic, theoretical, lecture-based course

Q23. If you were to take training courses, it would be useful if they helped you in:
/Multiple answer/
☐ Professional growth
☐ Personal growth

Q24. How important do you consider each of the following to be in terms of developing learning tools for persons with disabilities to be better equipped in finding and maintaining a job?
/Single answer per row/

	Not at all important	Not important	Neither unimportant, nor important	Important	Very important
Personality traits / Identification of personality traits / Development of personality traits	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐
Occupational interests / Identification of occupational interests	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐
Personal values / Identification of personal	1. ☐	2. ☐	3. ☐	4. ☐	5. ☐

values / Development of personal values					
Life skills / Identification of life skills / Development of life skills (E.g.: Self-awareness, Critical thinking, Decision making, Problem solving etc.)	1. ▯	2. ▯	3. ▯	4. ▯	5. ▯
Career exploration/ Career counselling	1. ▯	2. ▯	3. ▯	4. ▯	5. ▯
Job search methods	1. ▯	2. ▯	3. ▯	4. ▯	5. ▯
Identification of jobs and job matching	1. ▯	2. ▯	3. ▯	4. ▯	5. ▯
Applying for a job / Ways of applying for a job / Developing job search skills	1. ▯	2. ▯	3. ▯	4. ▯	5. ▯
The resume and the job interview / Recommendations for completing a resume and taking a job interview	1. ▯	2. ▯	3. ▯	4. ▯	5. ▯
Dealing with employers and negotiation / Recommendations in dealing with employers and negotiation methods	1. ▯	2. ▯	3. ▯	4. ▯	5. ▯
Self-presentation skills	1. ▯	2. ▯	3. ▯	4. ▯	5. ▯
Promoting the value in me (what can I offer)	1. ▯	2. ▯	3. ▯	4. ▯	5. ▯
Marketing disability	1. ▯	2. ▯	3. ▯	4. ▯	5. ▯
Job skills vis-à-vis disability	1. ▯	2. ▯	3. ▯	4. ▯	5. ▯
Focus on soft skills (understanding and readiness for application)	1. ▯	2. ▯	3. ▯	4. ▯	5. ▯

Dealing with employee and employer expectations	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢
Professional development	1. ▢	2. ▢	3. ▢	4. ▢	5. ▢

Q25. Which of the following skills and abilities do you consider to be the most important to be developed in a person with disabilities, for employment?

/multiple answer/

▢ Extraversion

▢ Agreeability

▢ Conscientiousness

▢ Stability

▢ Openness to Experience

▢ Energy

▢ Objectiveness

▢ Resilience

▢ Tenacity

▢ Cooperation

▢ Courage

▢ Tolerance

▢ Generosity

▢ Humble Character

▢ Fairness

▢ Flexibility

▢ Ambition

▢ Discipline

▢ Caution

▢ Patience

▢ Respect

▢ Sincerity

▢ Responsibility

▢ Friendliness

▢ Positive Thinking

▢ Stress and Resilience

▢ Energy and Vitality

▢ Curiosity and Self-awareness

▢ Connection to Others

▢ Understanding Change

▢ Adaptability

▢ Self-efficacy

▢ Openness

▢ Motivation

▢ Teamwork

▢ Networking

▢ Interpersonal Skills

▢ Leadership

▢ Interdisciplinary Skills

▢ Negotiation Skills

▢ Taking Initiative

▢ Time Management

▢ Creativity

▢ Change Management

▢ Learning from Experience

▢ Problem Solving

▢ Planning

Q26. Do you agree to be invited later on to:

/Multiple answers /

▢ Participate at an interview by your preferred method (phone/skype/VoIP) to elaborate on the aspects addressed in the quantitative survey. The interview will take up to 20 min.

🗆 Participate in pilot-testing sessions of the developed learning material and tools. The pilot-testing sessions will be organized during 2022.

🗆 Participate at a half day online focus-group to discuss key topics of interest and explore feasible recommendations that align with EU and national policies. The focus-group will be organized during 2022.

🗆 Participate in multiplier events. The multiplier events will be organized in February 2023.

🗆 Receive information about this project

🗆 None of these

🗆 I don't know/couldn't say

CONTACT DETAILS:

Respondent name: ....

e-mail address: ....

BY CLICKING FINISH, YOU CONFIRM THAT YOU HAVE READ THE INFORMATION SHEET AND THE CONSENT FORM, THAT YOU UNDERSTAND THEM AND THAT YOU AGREE THAT YOU GIVE YOUR EXPRESS AGREEMENT FOR DATA PROCESSING, OTHERWISE YOU WILL NOT BE ABLE TO SEND THE QUESTIONNAIRE.

IV.3 Qualitative research

IV.3.1 CONSENT FORM (ONLINE)

K2 – Strategic Partnerships
„Beyond Inclusion: Employability for persons with disabilities"
Project number: 2020-1-RO01-KA204-080215

INFORMED CONSENT FORM
INTERVIEW

You are being invited to take part in this research study of the **Eramsus Plus - K2 – Strategic Partnerships** project, which is called **Beyond Inclusion: Employability for persons with disabilities**. You have been invited because you represent one of the main target groups within the study, as follows:

    E. Persons with disabilities and support actors (persons with hearing impairments / visual impairments / kinetic disabilities).

Before making a decision on whether you want to participate or not, please read the Information Sheet available at [link] and this document carefully.

If you desire so, you can ask us to send you a copy of this Participant Information and the Consent Form to keep and refer to at any time at [email address].

The purpose and method of processing personal data.

The personal data processed by the Operator are: name, surname, gender, age, IP address and any other personal data necessary to fulfil the purposes listed below, "Personal Data" communicated by you or necessary to fulfil the purposes listed. For the purposes of this consent form, the processing of Personal Data means any operation or set of operations performed using automated processes and applied to Personal Data, such as: collection, registration, organization, structuring, storage, adaptation or modification, extraction, consultation, use, communication by transmission, dissemination or otherwise made available, comparison or interconnection, restriction, deletion or destruction. We inform you that this Personal Data will be processed both by manual methods and / or by computer or telematic means.

Please ask all the questions you may have at the following email address *[email]* so you can be completely sure that you understand all the proceedings of the research, including risks and benefits.

This informed consent document may include words that you do not understand. If this is the case, please ask the contact us at *[email]* to fully explain the meaning of the word or clarify pieces of information.

At all times, we assure the compliance with the current national and European legislation.

Summary of the Beyond Inclusion: Employability for persons with disabilities project

Within the project we aim:
- To prompt and guide SMEs to engulf diversity on the grounds of disability as valuable resource in the work environment, rather than 'moral/ law obligation'
- To shift social inclusion through employment for persons with disabilities from the scope of intervention to 'remove barriers', to one of 'career success' and professional development (by equipping persons with disabilities with the appropriate skills sets and attitudes for labour market inclusion and career development)
- To fight social exclusion by promoting employment opportunities in SMEs for persons with disabilities on the ground of factors such as personal growth and self-realisation, rather than appropriateness to disability and policy measures/legislation.

The objective of the research study is to assist us in setting up:
A. The development of de following learning materials:
5. Learning material and tools for SMEs (i.e. HR, managerial/executive level staff incl. consultants who are responsible for recruiting, hiring, retaining employees), that will help to acknowledge and reap the benefits of a disability-inclusive workforce.
6. Learning material for persons with disabilities to get the best out of their professional development opportunities by showing how to demonstrate, acquire, develop job skills, as well as apply transferable soft skills at the workplace.
C. The policy proposals and recommendations which will transpose the activity-driven flow of the intervention towards social inclusion for persons with disabilities through employment and the role of SMEs towards that goal.

Benefits of participation
With your participation you will make a substantial contribution to achieve **Beyond Inclusion: Employability for persons with disabilities** project main goal and you will have first access to information regarding the resulting research reports.
You will also directly contribute to:
- Prompting and guiding the company you work for to engulf diversity on the grounds of disability as valuable resource in the work environment;

- Shifting (while tackling) exclusion and barriers for persons with disabilities to enjoy the full range of opportunities of the labour market, from the scope of intervention to 'remove barriers', to one of 'career success' and professional development;
- Contributing to fighting social exclusion by promoting employment opportunities in SMEs for persons with disabilities on the ground of factors such as personal growth and self-realisation.

Consent form

4. **I hereby consent to participate in the Beyond Inclusion: Employability for persons with disabilities project, Project number: 2020-1-RO01-KA204-080215,** in the context of participating in an interview to evaluate the needs for the **development of learning material for SMEs and persons with disabilities for social inclusion and benefits for SMEs.**

   I have read the notes written above and the Information Sheet, and understand what the study involves. I have been given the opportunity to ask questions and have had them answered to my satisfaction.

   I understand that direct benefits of participation cannot be guaranteed or promised; however, as possible benefit from participating in the study I will have first access to information regarding the resulting research reports.

5. **In relation to this project:**
   - I agree to participate in an interview asking me about my perspective on the development of learning material for SMEs and persons with disabilities for social inclusion and benefits for SMEs.
   - I agree to be collected the following data: name, surname, gender, age, country, (if applicable) disability, status on the labour market, (if applicable) highest degree or level of school, e-mail address, and (if applicable) Internet Protocol (IP) address.
   - I agree that my data to be hold by the researcher for all the period of the project or until I decide to withdraw my consent.
   - I agree that the personal data about me which is gathered in the course of and as the result of my participating in this project will be (i) collected and retained for the purpose of this project and (ii) accessed and analysed by the researchers for the purpose of conducting this project.

6. **I acknowledge that:**
   - My participation is voluntary and that I am free to withdraw from the project at any time without explanation;
   - The **Beyond Inclusion: Employability for persons with disabilities** project is for the purpose of research and not for profit;
   - There are no risks with the study and the controller shall not use my data for other purpose than only the project;

- My anonymity is guaranteed and I will not be identified in publications or otherwise without my express written consent;
- I am aware that I have to following rights as a data subject, which I can exercise with the controller:
  - The right to access
  - The right to rectification
  - The right to erasure
  - The right to restriction of processing
  - The right to be informed about recipients after a request for rectification, erasure or restriction of processing
  - The right to data portability
  - The right to object
  - The right not to be subjected to automated individual decision-making, including profiling;
- I am aware that the controller and processor of my personal data provided in the context of this participation is [Company name], mail to [data protection officer email address];
- I have been informed of the procedure on how to exercise these rights with the controller, as well as how to withdraw my consent at any time, namely: sending an e-mail to [data protection officer email address];
- I am aware of the purposes for which my data is gathered and processed in this project, namely, to assist the project's goals in setting up A. The development of learning materials for SMEs/persons with disabilities and B. The policy proposals and recommendations which will transpose the activity-driven flow of the intervention towards social inclusion for persons with disabilities through employment and the role of SMEs towards that goal.
- I am aware of the legal ground on which the processing of my personal data is based, namely consent;
- As stated above, I am aware that I can withdraw my consent freely at any given time, however without affecting the lawfulness of the processing prior to the withdrawal of consent;
- I am aware of third party possible recipients of the personal data I provide in this participation. These possible recipients are: Project Coordinator Great People Inside SRL, Brașov, Romania; the National Agency monitoring the project's implementation and/or authorized bodies appointed by the European Commission to protect the financial interests of the EU, including checks, audits and investigations.
- I am aware that my personal data will be kept by the named recipients above to fulfil their obligations within the **Beyond Inclusion: Employability for persons with disabilities** project;

- My data will be stored for the duration of the project and, if justifiable grounds to do so exist, may be stored after the completion of the project with my express consent. Also I am aware that my data will be kept in accordance with the principles of proportionality and necessity, and in any case until the purposes for which they were collected and processed;
- The data provided in this participation may be further used for validation of the given answers;
- I understand that the information I have submitted will be published, as a report, scientific publication or other dissemination and communication outputs. Confidentiality and anonymity will be maintained and it will not be possible to identify me from any publications, except when my express consent is freely given for adding my name to quotations, or my name being included in an appendix of interviewees;
- I agree that my non-personal research data may be used for future research. I am assured that the confidentiality of my personal data will be upheld through the removal of identifiers.
- I am aware I can at any time and without any prior requirements to be fulfilled file a complaint at the competent national data protection authority should I be displeased with the manner in which my personal data is being handled. For this participation the competent national data protection authority is for [name of the national authority in data protection].
- I understand that any personal data I provide will be treated as strictly confidential and handled in accordance with the provisions of the EU General Data Protection Regulation (Reg. 2016/679).

By agreeing this document I agree to participate in this research study under the terms set out above. My agreement confirms that I accept and understand these conditions without reservation.

Study contact details for further information:
[Name, phone number, email address]

BY CLICKING I ACCEPT, YOU CONFIRM THAT YOU HAVE READ THE INFORMATION SHEET AND THE CONSENT FORM, THAT YOU UNDERSTAND THEM AND THAT YOU AGREE TO YOU GIVE YOUR EXPRESS AGREEMENT FOR DATA PROCESSING, OTHERWISE YOU WILL NOT BE ABLE TO ENTER THE QUESTIONNAIRE.

Interview guide

We are carrying out a study within the Erasmus+ Project „Beyond Inclusion: Employability for persons with disabilities" №: 2020-1-RO01-KA204-080215, with the main goals of creating:

a) Learning material and tools for SMEs (i.e. HR, managerial/executive level staff incl. consultants who are responsible for recruiting, hiring, retaining employees), that will help to acknowledge and reap the benefits of a disability-inclusive workforce.

b) Learning material for persons with disabilities to get the best out of their professional development opportunities by showing how to demonstrate, acquire, develop job skills, as well as apply transferable soft skills at the workplace.

This interview will take you up to 1 hour to answer. We assure you that the information you provide is of great importance for the analysis we intend to perform and we guarantee that your answers are confidential and are only analysed for statistical purposes.

At the end of these discussions, we will have to prepare a report with the conclusions to be drawn: what we have learned and what needs to be done next. In order for it to be as faithful as possible, we will use the audio recording of our discussion, if consent has been given.

Respondent profile: Persons with disabilities (hearing impairments, visual impairments, mobility impairments) who have/had a job or are looking for a job, and support actors. *The support person will answer on behalf of the person with disabilities they represent.*

Note. The Information Sheet and Consent Form should be sent to the interviewee prior to the interview.
The Consent Form should be resent signed.

Beyond Inclusion

Employability for persons with disabilities

Name of interviewee	Date	Time	Reference code	Recorded?
				Y/N

Section: **Introduction**		Timing: **5 mins**	
		Personal notes	Done (Y/N)
Welcome and thank you.	Personal introduction to the interviewee, and thank them for participating in the research.		
Recording.	Confirm that the interviewee is happy that the conversation is being recorded[1]. Ask if they would like a copy of the transcript after it is produced (could be about a week to 10 days). Ask if they approve of their name being added to quotations, or if they would object to their name being included in an appendix of interviewees.		
Introduction to the project.	The project is cofounded by the European Commission under the frame of the Erasmus+ Programme. Our task is to gather your opinion about the key factors on creating learning material for persons with disabilities to help them to get the best out of their professional development opportunities by showing them ways to demonstrate, acquire or further develop job skills (including job seeking skills, self-marketing, job expectations, self-presentation skills), as well as apply transferable soft skills at the work-place.		

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[1] If the interviewee does not wish to be recorded, it will be necessary to take notes of the conversation. This inevitably will slow the discussion and probably reduce the amount of information that can be collected. Explain to the interviewee that there may be gaps in the conversation while you make notes.

Section: **Introduction**			Timing: **5 mins**	
			Personal notes	Done (Y/N)
	The final report of the project will be published by the end of august 2021 on the project's website.			
Person with disabilities.	For the purpose of this project, the categories of disabilities we pursue are: 1. Visual impairment 2. Deafness and/or auditory impairment 3. Mobility impairment			
Interviewee profile.	**Country**	☐ Bulgaria ☐ Cyprus ☐ Greece ☐ Romania ☐ Spain		
	Gender	☐ Male ☐ Female ☐ Gender Variant/Non-Conforming ☐ Prefer Not to Answer		
	Age	☐ Under 18 years - STOP ☐ 18 – 24 years ☐ 25 – 34 years ☐ 35 – 44 years ☐ 45 – 54 years ☐ Over 54 years		
	Disability	☐ Vision impairment ☐ Deafness and/or auditory impairment ☐ Mobility impairment ☐ Other - STOP ☐ None - STOP		
	Status on the labour market	☐ Employee with one or more jobs ☐ Unemployed/looking for work		

Section: **Introduction**			Timing: **5 mins**	
			Personal notes	Done (Y/N)
		☐ Stay-at-home/No job/I'm not looking for a job - STOP ☐ Self-employed/I have my own business ☐ Other. Please specify:		
Interviewee consent.	Confirm that the interviewee is participating freely in the interview, has read the Information Sheet and signed the Consent Form. Provide any further information if required.			

Section II: **ISSUE - Which are the perceived impeding factors/challenges that limit the entry of persons with disabilities to the labour market?** Timing: up to 15 mins				
			Personal notes	Done (Y/N)
Topic	*Sought outcomes*	*Sample questions*		
Disability as a constraint for employability.	To get the interviewee's opinion about the challenges of the employment of persons with disabilities. To get the interviewee's opinion about the disability and labour market integration. To get the interviewee's	Tell me a little about you. Family status, education level, where you live, interests etc.		
		Tell me about your disability? When you acquired your disability? How does it impact your daily life? How does it impact work for you?		
		Tell me about your past work experience. What did you think about those past jobs? (*If applicable*)		

Section II: **ISSUE - Which are the perceived impeding factors/challenges that limit the entry of persons with disabilities to the labour market?**				
			Timing: up to 15 mins	
			Personal notes	Done (Y/N)
Topic	*Sought outcomes*	*Sample questions*		
	opinion about the core area of intervention to fight social exclusion by promoting employment opportunities. To clarify the following aspects: • Background and how the disability is perceived • How the persons usually look for a job / how did they manage to find a job? (Q1) • What prompted them to look/apply for a job? (Q2) • How challenging is finding and sustaining work, for	Why did you stop working? Have you thought about going back to work? What keeps you from working? (anticipate answers such as my disability, education, employers won't hire me, lose my benefits, etc.) This may elicit some discussion around external barriers.		
		If you haven't worked/are not working now, tell me about your dream job. What would it be like to work and how would you feel about working? How important is for you to have a job?		
		What does "society" tell you about working as a person with a disability? According to you are there enough employment opportunities for persons with disabilities?		
		Are you satisfied with your life as it is right now? Does that influence your decision to work or not?		
		How challenging is/was for you searching employment? Tell me a little about your experience. How challenging do you think is looking for employment for a		

Section II: **ISSUE - Which are the perceived impeding factors/challenges that limit the entry of persons with disabilities to the labour market?**				
			Timing: up to 15 mins	
			Personal notes	Done (Y/N)
Topic	*Sought outcomes*	*Sample questions*		
	persons with disabilities? (Q4)	person with disabilities? Can you think of some examples of barriers/challenges a person with disabilities may encounter when looking for employment?		
		Can you tell me about experiences going about searching for jobs: • Where • What do you look for Can you specify the directions in which you feel you may need support to find a job that suits your needs.		
		Can you share your experiences about being called in for a job interview? • Can you share your experiences if you did not get called in • How open were you about your own disability? • How do you go about gaining information about the job.		

Section III: **ISSUE - Which are the needs in acquiring or developing develop soft job skills, as well as apply them for persons with disabilities?**

Timing: up to 20 mins

			Personal notes	Done (Y/N)
Topic	*Sought outcomes*	*Example questions*		
Employability not as determined by disability, but influenced by aspects relevant with specific job, competences, personal characteristics etc.	To get the interviewee's opinion about the core area of intervention for the persons with disabilities for labour market inclusion and career development. To clarify the following aspects: • Impeding factors in hiring persons with disabilities in the SMEs (Q9)	When looking for employment, what kind of behaviours have you observed form the employers/recruiters (a positive/encouraging behaviour with regard to the integration of persons with disabilities, a negative/discriminatory/discouraging behaviour with regard to the integration of persons with disabilities or does not apply / you are looking for a job but have not participated in an interview)? Please state in a few words what your positive experience (if any) was, in relation to your interaction with employers/recruiters. Please state in a few words what your negative experience was, in relation to your interaction with employers/recruiters.		
		According to you what are the most important aspects to find and keep employment (e.g. studies, previews work experience, consistent tracking of job postings, proper preparation for interviews, personality traits, hobbies and interests, personal values, my life skills etc.)		
		How do you promote yourself when: • applying for a job,		

Section III: **ISSUE - Which are the needs in acquiring or developing develop soft job skills, as well as apply them for persons with disabilities?**				
Timing: up to 20 mins				
			Personal notes	Done (Y/N)
Topic	*Sought outcomes*	*Example questions*		
		• dealing with employers and negotiation, • promoting the value in me (what can I offer – e.g. being respectful, using good work ethics, being committed to the job, demonstrating diligence in their work etc.)		
		What are the main means that you use when: • explore possible careers, • search, identify and match jobs to your needs or personality.		
		Can you give some examples of social- and work-related attributes essential to securing employment and maintaining a job in the long run? *Note for interviewer – possible examples:* *Soft Job Skill = Also known as interpersonal skills, soft skills are core competencies that define how you work. These transferable skills come in handy regardless of your job and are useful in any professional environment. If you've already held employment, chances are you've developed a set of soft skills.* • *Attention to Detail* • *Communication Skills* • *Conflict Management Skills*		

Section III: **ISSUE - Which are the needs in acquiring or developing develop soft job skills, as well as apply them for persons with disabilities?** **Timing: up to 20 mins**				
			Personal notes	Done (Y/N)
Topic	*Sought outcomes*	*Example questions*		
		• *Problem Solving Skills* • *Professionalism* • *Teamwork Skills* • *Time Management Skills etc.* *Hard Job Skills = Unlike soft job skills, hard skills relate specifically to the job you're hired to perform. In other words, they're the expertise and knowledge you need to do your job to the best of your ability. A few examples of hard job skills include accounting, carpentry, engineering, and technical writing.*		
		If given an opportunity in acquiring or developing soft job skills (through training, coaching etc.), as well as apply them would you be willing? What kind of soft skills do you feel you need to acquire/further develop?		
		Can you give other examples of attributes essential at the workplace for a person with disabilities (e.g. skills vis-à-vis disability, dealing with employee and employer expectations, professional development?)		
Disability as not affecting employability of a person and thus	To get the interviewee's opinion about the untapped potential and	Do you see yourself as a person with a disability?		
		What do you think about your ability to work? What you hear yourself saying inside about working.		

Section III: **ISSUE - Which are the needs in acquiring or developing develop soft job skills, as well as apply them for persons with disabilities?**

Timing: up to 20 mins

			Personal notes	Done (Y/N)
Topic	*Sought outcomes*	*Example questions*		
considered as a resource.	talent of the persons with disabilities, as valuable resource in the work environment. To clarify the following aspects: • Measures for an inclusive workplace (Q7); • Skills and abilities to be developed in a person with disabilities (Q25)	What fears do you have about going to work?		
		According to you what are some characteristics that make a person with disabilities as a source of high work quality?		
		What are your characteristics that make you a source of high work quality?		
		What skills or attributes do you mostly rely on when dealing with an employer (either during job hunting or at the workplace)?		
		Have you had a positive influence on the way in which your co-workers/peers have committed to a more inclusive workplace? If so, can you elaborate?		
		What changes would you like to see about your colleagues or peers in creating an inclusive workplace? What about your employer? What chances/improvements would you propose?		

Section IV: **ISSUE - Which are the preferred, most effective learning pathways for persons with disabilities?**				
			Timing: up to 20 mins	
			Personal notes	Done (Y/N)
Topic	*Sought outcomes*	*Example questions to be freely discussed.*		
Most effective learning pathways	To get the interviewee's opinion about the most effective learning pathways for equipping the persons with disabilities with the appropriate skills sets and attitudes for labour market inclusion and career development. To clarify the following aspects: • Training approach (Q20) and preferences (Q21) • Topics and contents (Q24)	Inside the project we will be developing learning materials for persons with disabilities. Could you provide your opinion and ideas on what would you like to know more of within the following learning topics: • About myself: Personality traits and inventory, interests, personal values, my life skills • Disability and the job market: Career exploration, job search methods, identification of jobs and job matching • Self-presentation and self-marketing: applying for a job, the resume and the job interview, dealing with employers and negotiation, self-presentation skills, promoting the value in me (what can I offer), marketing disability • At the workplace: job skills vis-à-vis disability, focus on soft skills (understanding and readiness for application), dealing with employee and employer expectations, professional development		

Section IV: **ISSUE - Which are the preferred, most effective learning pathways for persons with disabilities?**				
			Timing: up to 20 mins	
			Personal notes	Done (Y/N)
Topic	*Sought outcomes*	*Example questions to be freely discussed.*		
		What is your preferred approach in learning? (e.g. Face-to-face training, Remote / online training, Blended learning, Group work, Self-learning). Would you like to add anything else about the most effective learning pathways for equipping the persons with disabilities with the appropriate skills sets and attitudes for labour market inclusion and career development?		
		To reach a significant level of comprehension, for example for a topic previously discussed, could you please tell us how many hours would you be willing to dedicate? How would you prefer a training course to be organized. For ex.: • *more intensive*: more hours a day, shorter duration • *more relaxed*: fewer hours a day, longer duration • other ways.		

IV.4 COUNTRY REPORT: INSTRUCTIONS AND TEMPLATE

K2 – Strategic Partnerships
„Beyond Inclusion: Employability for persons with disabilities"
Project number: 2020-1-RO01-KA204-080215

Research study on employability-disability nexus for the development of learning material for SMEs and
persons with disabilities for social inclusion and benefits for SMEs

REPORT FOR ……… (COUNTRY)

Beyond Inclusion

Employability for persons with disabilities

Contents:

1.   Methodological approach

[*Brief explanation of how the partners carried out the research with timings, profiles of respondents at quantitative and qualitative research. Demographic data can be inserted here.*]

2.   Literature review regarding the disability-employability nexus in [Country].

NOTE: This section follows the desk research for the identification of crucial factors, facilitators, scope of the learning intervention to be developed, with respect to status, perceptions, views of SMEs, HR, recruiting actors, persons with disabilities, organisations supporting persons with disabilities at project countries level, regarding the disability-employability nexus. It will include documentation where available of ways/practices already implemented and/or tested and evaluated. The aim of the analysis is to highlight the most purposeful pedagogical/educational pathways and methodologies towards optimal usability of the learning provision to be developed.

[*Insert desk research results here.*]

2.1   Employability of persons with disabilities in [Country]

2.2   Legislation regarding employment of persons with disabilities in [Country]

2.3   Barriers and enablers to employment in [Country]

2.4   Good practices for learning materials in [Country]

2.5   Good practices for policy recommendations in [Country]

3.   Quantitative and qualitative study on employability-disability nexus.

NOTE: This section integrates the findings in:

A. the quantitative research in SMEs regarding to the following indicative issues:

- *Levels of awareness regarding the social, cultural, financial value of a diverse, disability-inclusive workforce;*
- *Impeding factors;*
- *Perceived facilitating factors;*
- *Perceived benefits of hiring persons with disabilities;*
- *Preferred steps and guiding/training/consulting pedagogy, material, guidelines towards creating a disability-inclusive workforce*

B. the quantitative research for persons with disabilities regarding to the following indicative issues:

- *Which are the perceived impeding factors according to their views and those of the employers?*
- *Which are their needs in acquiring or developing develop soft job skills, as well as apply them?*

- *Which are the preferred, most effective learning pathways?*

C. the qualitative research for persons with disabilities regarding to the following indicative issues:

- *Which are the perceived impeding factors according to their views and those of the employers?*
- *Which are their needs in acquiring or developing develop soft job skills, as well as apply them?*
- *Which are the preferred, most effective learning pathways?*

3.1   Employability of the persons with disabilities in the SMEs

Suggested approach and indicative text.
!In this section please provide the following information:

In [Country], from the analysed sample, [note: Q6 SMEs] [Count, %] SMEs are currently employing and/or have employed in the past persons with disabilities (hearing impairments, visual impairments, mobility impairments, other types of disabilities).

When hiring persons with disabilities, these companies have mainly used the following approach: [note: top 3 answers Q8 SMEs] answer 1, %; answer 2, %; answer 3, % while the persons with disabilities prefer to look for a job: [note: top 3 answers Q1 Persons] answer 1, %; answer 2, %; answer 3, %.

[Count, %] SMEs are not employing and/or have not employed in the past persons with disabilities, due to reasons such as: [note: Q7 SMEs, open question]

- *reason 1;*
- *reason 2;*
- *reason n.*

When looking for a job, the persons with disabilities are motivated by the following reasons: [note: top 3 answers Q2 Persons] answer 1, %; answer 2, %; answer 3, % and refer to [note: top 3 answers Q3 Persons] answer 1, %; answer 2, %; answer 3, % for advice or support.

[note Q20 SMEs] [Count of Greatly & Very greatly, %] SMEs consider the legislation supporting the integration of people with disabilities into the labour market to be effective while [Count of Very slightly & Slightly, %] SMEs view the legislation in [Country] as not effective enough.

The following shortcomings and gaps in the legislation have been identified by the respondents [note: Q22 SMEs, open question]:

- *gap 1;*
- *gap 2;*
- *gap 3.*

Most of the questioned persons with disabilities (hearing impairments, visual impairments, mobility impairments) ([Count of top 2 Q4 Persons, %]) think that finding and sustaining work in [Country] is [challenging OR effortless].

To elaborate on the aspects addressed in the quantitative surveys in [Country] [no. of interviews] interviews were held. Sign interpreters were provided for the persons with hearing and visual impairments.

[Briefly present interviews in correlation with the results above where possible. For ex. Reasons in Q2 could be correlated with personal background; assessment on finding and sustaining work in Q4 could be detailed with responses in interview.
Section II: ISSUE - Which are the perceived impeding factors/challenges that limit the entry of persons with disabilities to the labour market?
Quotes of what was said can be given if consent expressed.
For example:

- *Short narrative description of the similarities or differences regarding the background, perception of disability etc.; how the disability is perceived and affects the daily life & work and if conclusions can be drawn on the challenges encountered - more challenging, less challenging etc. This is useful for the <u>O2 topic About myself: Personality traits and inventory, interests, personal values, my life skills</u> .*

Relevant questionnaire items:
SME Perspective (SME Questionnaire)

- *Q6. Do you / did you employ persons with disabilities in the company?*
- *Q8. What approach did you use in hiring persons with disabilities?*
- *Q7. Please provide the reason(s) why, you have/had no employees with disabilities in the company:*
- *Q20. Do you consider the legislation in this country supporting the integration of people with disabilities into the labour market to be effective?*
- *Q21. According to your knowledge, are there any shortcomings in the legislation for the integration of people with disabilities into the labour market?*
- *Q22. Please mention gaps in the legislation for the integration of people with disabilities into the labour market, which you have faced in your professional activity:*

Persons with disabilities perspective (Persons Questionnaire)

- *Q1. How do you usually look for a job (if you don't currently have a job) / how did you manage to find a job?*
- *Q2. What prompted you to look/apply for a job?*
- *Q3. Who supported/advised you in finding a job?*

- *Q4. How would you assess finding and sustaining work, for persons with disabilities (hearing impairments, visual impairments, mobility impairments)?*

Relevant interview guide section:

- Section II: ISSUE - Which are the perceived impeding factors/challenges that limit the entry of persons with disabilities to the labour market?

3.2 Levels of awareness regarding the social, cultural, financial value of a diverse, disability-inclusive workforce in the SMEs

Suggested approach and indicative text.
!In this section please provide the prevailing findings, in comparison:

[note: Q10 SMEs] [Count of Important & Very important, %] of the SMEs consider the inclusion of individuals with disabilities into the labour market as important or very important.
When approaching the employment of the persons with disabilities most of the responding SMEs agree that: [note: Q12 SMEs – Top 5]

- *Statement 1, % of Agree & Strongly agree];*
- *Statement 2, % of Agree & Strongly agree];*
- *Statement 3, % of Agree & Strongly agree];*
- *Statement 4, % of Agree & Strongly agree];*
- *Statement 5, % of Agree & Strongly agree].*

When asked the same question, the persons with disabilities have [similar OR different] views as the representatives of the SMEs. From their perspective [note: Q14 Persons – Top 5]

- *Statement 1, % of Agree & Strongly agree];*
- *Statement 2, % of Agree & Strongly agree];*
- *Statement 3, % of Agree & Strongly agree];*
- *Statement 4, % of Agree & Strongly agree];*
- *Statement 5, % of Agree & Strongly agree].*

From the [note: Q6 SMEs] [Count, %] SMEs which are currently employing and/or have employed in the past persons with disabilities [note: Q9 SMEs] [Count of To some extent & To a very large extent, %] are satisfied and very satisfied with the performance of the persons with disabilities in the workplace.
While applying for a job [note: Q10 persons] [Count, %] of the respondents encountered "a positive/encouraging behaviour with regard to the integration of persons with disabilities" while [Count, %] "a negative/discriminatory/discouraging behaviour with regard to the integration of persons with disabilities" or both ([Count, %]).

For [note: Q5 Persons] [Count of Important & Very important, %] respondents is important and very important to have a job and for [note: Q6 Persons] [Count of To some extent & To a very large extent, %] the current job is the right one.

While at the workplace, most of the respondents would like to see the following changes in the attitude of their colleagues/peers [note: Q8 Persons – Top 5]

- *Change 1, %;*
- *Change 2, %;*
- *Change 3, %;*
- *Change 4, %;*
- *Change 5, %.*

Relevant questionnaire items:

SME Perspective (SME Questionnaire)

- *Q9. To what extent are you satisfied with the performance of the persons with disabilities in the workplace? –data from TABLE 3.2 1]*
- *Q10. From your point of view, how important is the inclusion of individuals with disabilities in the labour market? –data from TABLE 3.2 2]*
- *Q12. Please state to what extent you agree with the following statements, on a scale of 1 to 5 where 1 means 'Strongly Disagree' and 5 - 'Strongly Agree': –data from Table 0-1]*

Persons with disabilities perspective (Persons Questionnaire)

- *Q5. How important is for you to have a job?*
- *Q6. To what extent do you think your current job is right for you?*
- *Q8. What changes would you like to occur in the attitude of your colleagues / peers?*
- *Q10. In the process of my job search, employers/recruiters displayed:*
- *Q14. Please state to what extent you agree with the following statements*

3.3   Impeding factors in hiring persons with disabilities in the SMEs

Suggested approach and indicative text.

!In this section please provide the prevailing findings, in comparison:

Most of the representatives of SMEs note that they have concerns when hiring persons with disabilities, such as: [note: Q15 SMEs Top 5]

- *Statement 1, % of To some extent & To a very large extent];*
- *Statement 2, % of To some extent & To a very large extent];*
- *Statement 3, % of To some extent & To a very large extent];*
- *Statement 4, % of To some extent & To a very large extent];*
- *Statement 5, % of To some extent & To a very large extent].*

When accommodating employees with disabilities within the company they also note that the unfavourable attitude of colleagues (%), AND/OR the unfavourable attitude of supervisors (%), AND/OR the unfavourable attitude of customers (%), AND/OR the special requirements in carrying out the job (%) may hinder this process.

From the perspective of the SMEs representatives, the persons with disabilities face the following main challenges when entering the labour market: [note: Q13 SMEs – Top 5]

- *Challenge 1, %;*
- *Challenge 2, %;*
- *Challenge 3, %;*
- *Challenge 4, %;*
- *Challenge 5, %.*

The persons with disabilities consider that they face the following challenges when entering the labour market: [note: Q9 Persons – Top 5]

- *Challenge 1, %;*
- *Challenge 2, %;*
- *Challenge 3, %;*
- *Challenge 4, %;*
- *Challenge 5, %.*

[If applicable] When analysing the 2 groups we can observed that there are some [similarities OR differences] such as while the SMEs view the [challenge/s (%)] as main challenge/s, the persons with disabilities attribute a [larger OR similar impact] the [challenge/s (%)].

To elaborate on the aspects addressed in the quantitative surveys in [Country] [no. of interviews] were held. Sign interpreters were provided for the persons with hearing and visual impairments.

[Briefly present interviews in correlation with the results above where possible. Results in Q9 could be detailed with responses in interview.

Section III: ISSUE - Which are the needs in acquiring or developing develop soft job skills, as well as apply them for persons with disabilities?
- topic Employability not as determined by disability, but influenced by aspects relevant with specific job, competences, personal characteristics etc.

- *Challenges in looking employment. Discrimination encountered. Most important aspects to find and keep employment. Examples of social- and work-related attributes essential to securing employment and maintaining a job in the long run. Willingness to acquire new skills or develop them; which skills are considered relevant. This is useful for the O2 topic Self-presentation and self-marketing: applying for a job, the resume*

and the job interview, dealing with employers and negotiation, self-presentation skills, promoting the value in me (what can I offer), marketing disability

Relevant questionnaire items:
SME Perspective (SME Questionnaire)
- *Q13. From your point of view, what are the factors /challenges that limit the entry of persons with disabilities to the labour market?*
- *Q14. From your point of view, what are the issues hindering the process of accommodating employees with disabilities within the company?*
- *Q15. To what extent are you concerned about the following issues in hiring people with disabilities?*

Persons with disabilities perspective (Persons Questionnaire)
- *Q9. From your point of view, what are the factors /challenges that limit the entry of persons with disabilities to the labour market?*

Relevant interview guide section:
- Section II: ISSUE - Which are the perceived impeding factors/challenges that limit the entry of persons with disabilities to the labour market?

3.4   Perceived facilitating factors in hiring persons with disabilities in the SMEs

Suggested approach and indicative text.
!In this section please provide the prevailing findings, in comparison:

To increase in the number of persons with disabilities in employment, the SMEs indicate the following possible measures: *[note: Q16 SMEs Top 5]*
- *Measure 1, %;*
- *Measure 2, %;*
- *Measure 3, %;*
- *Measure 4, %;*
- *Measure 5, %.*

Similarly, the persons with disabilities view the following measures as possible to lead to an increase in the number of persons with disabilities in employment: *[note: Q11 Persons Top 5]*
- *Measure 1, %;*
- *Measure 2, %;*
- *Measure 3, %;*
- *Measure 4, %;*
- *Measure 5, %.*

According to the respondents, in order to better integrate in the workplace, the persons with disabilities need/can benefit, from: [note: Q17 SMEs Top 5] & [note: Q7 Persons Top 5]

- *Measure 1, % SMEs; % Persons with disabilities respectively;*
- *Measure 2, % SMEs; % Persons with disabilities respectively;*
- *Measure 3, % SMEs; % Persons with disabilities respectively;*
- *Measure 4, % SMEs; % Persons with disabilities respectively;*
- *Measure 5, % SMEs; % Persons with disabilities respectively.*

To get a job, for the persons with disabilities the determining factors are: [note: Q13 Persons Top 5] *Factor 1, %; Factor 2, %; Factor 3, %; Factor 4, %; Factor 5, %. The knowledge and understanding of the legislation regarding the employment of persons with disabilities would improve the work situation for [%] respondents.* [note: Q12 Persons]

The participation in programmes supporting professional development for inclusion in the labour market (courses, trainings, seminars/workshops, etc.) is useful for [Count of To a large extent & To a very large extent, %] respondents. [note: Q15 Persons] [Count, %] *of SMEs organize this type of programmes within their company/ institution, for example: [Examples, Q19 open question].*

For the respondents, the following skills and abilities are considered to be the most important to be developed in a person with disabilities, for employment: [note: Q25 Persons, top 9] *Skill 1, %; Skill 2, %; Skill 3, %; Skill 4, %; Skill 5, %; Skill 6, %; Skill 7, %; Skill 9, %; Skill 9, %.*

To elaborate on the aspects addressed in the quantitative surveys in [Country] [no. of interviews] were held. Sign interpreters were provided for the persons with hearing and visual impairments.

[Briefly present interviews in correlation with the results above where possible. For ex. results in Q7 could be detailed or expanded on with responses in interviews.

<u>Section III</u>: ISSUE - Which are the needs in acquiring or developing develop soft job skills, as well as apply them for persons with disabilities?
- <u>topic Disability as not affecting employability of a person and thus considered as a resource</u>. Quotes of what was said can be given if consent expressed.
For example:

- *How the disability is perceived. Personal characteristics that make the person a source of high work quality. Most relevant skill when dealing with the employer/colleagues. Examples on combating workplace discrimination. Expected changes in workplace environment. This is useful for the <u>O2 topic At the workplace: job skills vis-à-vis disability, focus on soft skills (understanding and readiness for application), dealing with employee and employer expectations, professional development.</u>*

- *Personal reflections on how can this experiences can be transformed into facilitating factors.*

Relevant questionnaire items:
SME Perspective (SME Questionnaire)
- *Q16. According to your opinion, what measures could lead to an increase in the number of persons with disabilities in employment:*
- *Q17. From your experience or knowledge, in order to better integrate in the workplace, persons with disabilities need / can benefit from:*
- *Q18. According to your knowledge, are there any programmes / measures for socio-professional integration of persons with disabilities within the company / institution in which you work?*
- *Q19. If so, please list some examples?*

Persons with disabilities perspective (Persons Questionnaire)
- *Q7. According to your opinion, what measures could your employer take to make your job easier?*
- *Q11. Please recommend some measures that could lead to an increase of the number of persons with disabilities in employment*
- *Q12. Do you consider the knowledge and understanding of the legislation regarding the employment of persons with disabilities would improve your work situation?*
- *Q13. In general, in your opinion, what do you think are the determining factors for getting a job?*
- *Q15. To what extend do you find your participation in programmes supporting professional development for inclusion in the labour market*
- *Q25. Which of the following skills and abilities do you consider to be the most important to be developed in a person with disabilities, for employment?*

Relevant interview guide section:
- Section III: ISSUE - Which are the needs in acquiring or developing develop soft job skills, as well as apply them for persons with disabilities?

3.5   Perceived benefits of hiring persons with disabilities in the SMEs

Suggested approach and indicative text.
!In this section please provide the prevailing findings, in comparison:

When considering the advantages/benefits to hiring individuals with disabilities, the following were identified by the responding SMEs : [note: Q13 Persons Top 5 or more if % relevant].
- *Benefit 1, %;*

- *Benefit 2, %;*
- *Benefit 3, %;*
- *Benefit 4, %;*
- *Benefit n, %.*

Relevant questionnaire items:
SME Perspective (SME Questionnaire)

- *Q11. What advantages/benefits have you identified as a company when hiring individuals with disabilities?*

3.6 Preferred steps and guiding/training/consulting pedagogy, material, guidelines towards creating a disability-inclusive workforce

Suggested approach and indicative text.
!In this section please provide the prevailing findings:

[note: Q16 Persons] [Count of Yes, %] of the questioned persons with disabilities have been involved in training programmes before: [note: Q17 Persons – Top 3] Organized by 1, %; Organized by 2, %; Organized by 3, %; Other (such as) – the rest, %. The [note: Q16 Persons] [Count of No, %] of the respondents did not previously participated in training programmes due to [note: Q17 Persons – Top 3]: Reason 1, %; Reason 2, %; Reason 3, %; Other (such as) – the rest, % but [note: Q20 Persons] [Count of Yes, %] respondents would be interested in being involved in a training program with topics such as: showing how to demonstrate, acquire, develop job skills and /or apply transferable soft skills at the workplace to help; [note: Q23 Persons] professional growth (%) and/or personal growth (%). Training courses which are interactive/stimulating were preferred by (%) of respondents while classic, theoretical, lecture-based courses by (%). [note: Q22 Persons]
The following topics in developing learning tools for persons with disabilities to be better equipped in finding and maintaining a job are viewed as important and very important: [note: Q24 Persons, keep what applies - % of important and very important].

- *About myself: Personality traits and inventory (%), interests (%), personal values (%), my life skills (%);*
- *Disability and the job market: Career exploration (%), job search methods (%), identification of jobs and job matching (%);*
- *Self-presentation and self-marketing: applying for a job (%), the resume and the job interview (%), dealing with employers and negotiation (%), self-presentation skills (%), promoting the value in me (what can I offer) (%), marketing disability (%);*

- *At the workplace: job skills vis-à-vis disability (%), focus on soft skills (understanding and readiness for application) (%), dealing with employee and employer expectations (%), professional development (%).*

[Briefly present interviews in correlation with the results above where possible.
Section IV: ISSUE - Which are the preferred, most effective learning pathways for persons with disabilities?. Quotes of what was said can be given if consent expressed.
For example:
- *Opinion and ideas discussed to be able to create a more precise structure in terms of topics, content presentation, timings, learning approach etc. This is useful for the all topics.*

When developing learning tools to create a disability-inclusive work force, the following topics were considered as important and very important by the SMEs: [note: Q24 SMEs, % of Important   & Very important].
- *Topic 1, % respondents;*
- *Topic 2, % respondents;*
- *Topic 3, % respondents;*
- *Topic 4, % respondents;*
- *Topic n, % respondents.*

The SMEs also consider that is important and very important to include the following type of information in the learning tools developed: [note: Q25 SMEs, % of Important & Very important].
- *Info type 1, % respondents;*
- *Info type 2, % respondents;*
- *Info type 3, % respondents;*
- *Info type 4, % respondents;*
- *Info type n, % respondents.*

The respondents prefer to take professional training courses [note: Q26 SMEs and Q20 Persons. If major differences, please split on SMEs & Persons with disabilities]: preferred method 1; preferred method 2; preferred method 3.

The following means of presentation were considered as most relevant/useful for your learning process [note: Q27 SMEs and Q21 Persons. If major differences, please split on SMEs & Persons with disabilities]: preferred mean 1; preferred mean 2; preferred mean 3.

Relevant questionnaire items:
SME Perspective (SME Questionnaire)
- *Q23. Please rate each of the following, in terms importance, for developing learning tools for SMEs*

- *Q24. How important do you consider each of the following topics to be included in these learning tools for SMEs to create a disability-inclusive work force?*
- *Q25. How important do you consider each of the following type of information to be included in these learning tools for SMEs to create a disability-inclusive work force?*
- *Q26. If you were to take professional training courses, what approach would you be interested in?*
- *Q27. According to your needs / preference, which of the following means of presentation are most relevant / useful for your learning process?*

Persons with disabilities perspective (Persons Questionnaire)

- *Q16. Have you been involved in training programmes before?*
- Q17. Please mention the way(s) in which you participated in training programmes
- *Q18. What prevented you from attending training courses?*
- Q19. In the following period, would you be interested in being involved in a training program with topics such as: showing how to demonstrate, acquire, develop job skills and /or apply transferable soft skills at the workplace?
- Q20. If you were to take professional training courses, what approach would you be interested in?
- Q21. According to your needs / preference, which of the following means of presentation are most relevant / useful for your learning process?
- Q22. If you were to take professional training courses, what would you be interested in?
- Q23. If you were to take training courses, it would be useful if they helped you in
- *Q24. How important do you consider each of the following to be in terms of developing learning tools for persons with disabilities to be better equipped in finding and maintaining a job?*

4.   Conclusions on developing learning materials and tools for SMEs and persons with disabilities

Summarise the key findings, for ex.:
- the prevailing findings on the levels of awareness, most important perceptions, facilitators,
- preferences on topics proposed in the application including opinions and suggestions by target groups,
- preferred methods (pedagogical approach, type of materials, time-length of modules) including best practices that could be learned from
- potential obstacles that should be considered when drafting the material
- usability of the learning provision to be developed;

- potential contribution on increasing the employability of the persons with disabilities (SMEs, national etc.)

Annex Tables

[Quantitative results for full reference]

V. PRELIMINARY PROPOSED SCHEDULE

ACTIVITY	BY WHEN	WHO
Task 1: Methodology including: - Quantitative questionnaires for SMEs (EN) - Quantitative questionnaire for persons with disabilities (EN) - Interview guide for persons with disabilities (EN)	30.04.2021	GPIRO/ARPA
Task 1: Feedback and final questionnaires (EN)	30.04.2021	Militos, ITC, BICC, RNDO, AEK, Me Alla Matia, ARPA: Input on suggested guidelines and tools GPIRO
Task 1: Translation of questionnaires into Romanian, Greek, Spanish, Bulgarian	30.04.2021	GPIRO into Romanian Militos, AEK, Me Alla Matia into Greek ITC into Spain BICC into Bulgarian
Task 1: Translation of Information Sheet & Consent Form for quantitative research into Romanian, Greek, Spanish, Bulgarian	30.04.2021	GPIRO into Romanian Militos, AEK, Me Alla Matia into Greek ITC into Spain BICC into Bulgarian
Task 1: Translation of Consent Form & Interview Guide for qualitative research into Romanian, Greek, Spanish, Bulgarian	07.05.2021	GPIRO into Romanian Militos, AEK, Me Alla Matia into Greek ITC into Spain BICC into Bulgarian
Task 1: Reporting templates and rules for country specific reports to be integrated	30.04.2021	GPIRO Militos, ITC, BICC, RNDO, AEK, Me Alla Matia, ARPA: Input on suggested guidelines and tools
Task 1: Overall methodology O1	30.04.2021	GPIRO
Task 2: Desk research	30.04.2021	GPIRO and ARPA: Research

ACTIVITY	BY WHEN	WHO
		in Romania Militos, AEK, Me Alla Matia: Research in Greece ITC: Research in Spain BICC: Research in Bulgaria
Task 3: Developing and deploying online tools for quantitative research and analysis: Set-up online questionnaires for quantitative research (SMEs and Persons) into Romanian, Greek, Spanish, Bulgarian (one link per type of questionnaire and per language)	30.04.2021	RNDO
Task 3: Data collection – quantitative research *Note: Depending status new deadline can be agreed together with partners*	31.05.2021	GPIRO: 15 SMEs in Romania; ARPA: 15 SMES + 20 Persons with disabilities/support actors in Romania Militos: 20 SMEs in Greece AEK, Me Alla Matia: 10+10 Persons with disabilities in Greece BICC: 20 SMEs + 5 Persons with disabilities/support actors) in Bulgaria ITC: 20 SMES + 5 Persons with disabilities/support actors) in Spain
Task 3: Data collection – qualitative research *Note: Depending status new deadline can be agreed together with partners*	31.05.2021	ARPA: 10 interviews with persons with disabilities in Romania Me Alla Matia, AEK: 5+5 interviews with persons with disabilities in Greece BICC: 5 interviews with persons with disabilities Bulgaria ITC: 5 interviews with persons with disabilities in

ACTIVITY	BY WHEN	WHO
		Spain
Task 3: Country report summary *Note: Depending status new deadline can be agreed together with partners*	15.06.2021	GPIRO: Country summary Report for Romania ARPA: Input in country report summary (Romania) Militos: Input in country report summary (Greece) BICC: Country report summary (Bulgaria) ITC: Country report summary (Spain)
Task 3: Final report (FIN) *Note: Depending status new deadline can be agreed together with partners*	30.06.2021	GPIRO