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GO FOR VET
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Recommendations
for VET providers
on including
people
with disability
in Erasmus+
professional
mobility

GO FOR VET IN ERASMUS+
project no.: 2022-2-PL01-KA210-VET-000101748



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INTRODUCTION

In the 21st century, more and more attention is being given to assessing the accessibility of different areas of life for people with special needs, especially people with disability. Two main reasons for the growing interest in this topic can be identified. The first is the realisation of the need for accessibility for all regardless of personal characteristics by a growing percentage of society. The second is the growing number of people with special needs, mainly as a result of aging populations and the spread of chronic diseases. According to data collected by Eurostat, nearly 25% of European Union citizens (24.7%) over the age of 16 are people with mild or severe limitations. In absolute numbers, that's at least 110 million people.

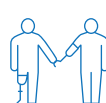
One area where it is extremely important to introduce procedures to increase accessibility is vocational education, especially the extent of practical vocational training through domestic and foreign internships with employers. On average in the European Union, about 6.5% of those who potentially qualify as vocational school students experience difficulties. This means that, on average, one in 15 students falls into this group of people, and their full participation in internships requires good preparation of both students and organisers (schools, employers, intermediary institutions). The level of openness towards people with disability in the workplace depends on many factors, including legal solutions, cultural patterns or internal organisational arrangements. The factor that matters most, however, is the level of knowledge about the specific needs and capabilities of people with various types of disability. Indeed, the results of a number of research studies show that it is knowledge about disability and experiences in working with people with disability that specifically shape our openness. The experience of partners from previous projects, as well as the results of research conducted in the current project, have shown that, for the most part, people with disability are highly committed employees, loyal and willing to follow instructions. The problem is to convince employers to give them a chance; to start a cooperation whether in the form of an internship or a job offer for people with disability. Often the passive attitude of employers is mainly due to ignorance or lack of experience. Why? Because we are mainly afraid of what we do not know!



In the report presented here, we want to introduce you to the specifics of various types of disability and show you via selected educational courses how the specifics of needs affect students' opportunities to participate in mobility activities. We have prepared the report within the framework of the *Go for VET in Erasmus+ project (2022-2-PL01-KA210-VET-000101748)*, which is a strategic partnership project in the field of vocational education implemented from March 2023 to November 2024. One of the objectives of the project is to prepare recommendations and good practices for the inclusion of

students with disability in international mobility activities. The project focuses on developing solutions for four education majors, namely: Hotel Technician, Veterinary Technician, Logistics Technician and Photography and Multimedia Technician. The leader of the project is the Secondary School Complex No. 1 in Krotoszyn (Poland), and the partnership includes institutions from Poland, Greece, Cyprus and Finland. The target groups are technical schools, teachers and accompanying persons during students' international internship trips, institutions organising students' internship trips, and employers receiving students for internships under the Erasmus+ programme. In preparing the report, we used three main sources of information. The first is the knowledge and experience of all the entities forming the partnership. The second source of information is qualitative primary research conducted by all partners in the form of individual in-depth interviews (IDIs) with people directly involved in education in selected fields of study (vocational teachers and practitioners). The third source of information is desk research focused on finding good solutions in the area of supporting students with disability to participate in professional mobilities.

The report consists of three parts. In part one, we presented the characteristics of various types of disability. We wanted to show the diversity of people with disability and help understand their behaviour and needs in the workplace. In part two, we focused on showing the opportunities for people with disability studying in the educational fields selected in the project to participate in job mobility. The third part is a review of good practices for increasing openness to the needs of people with disability in the context of acquiring practical skills in the workplace. Finally, we have pointed out some websites and reports that are worth consulting to increase knowledge about the specific needs and opportunities of people with various types of disability.

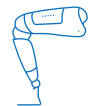
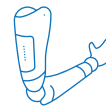


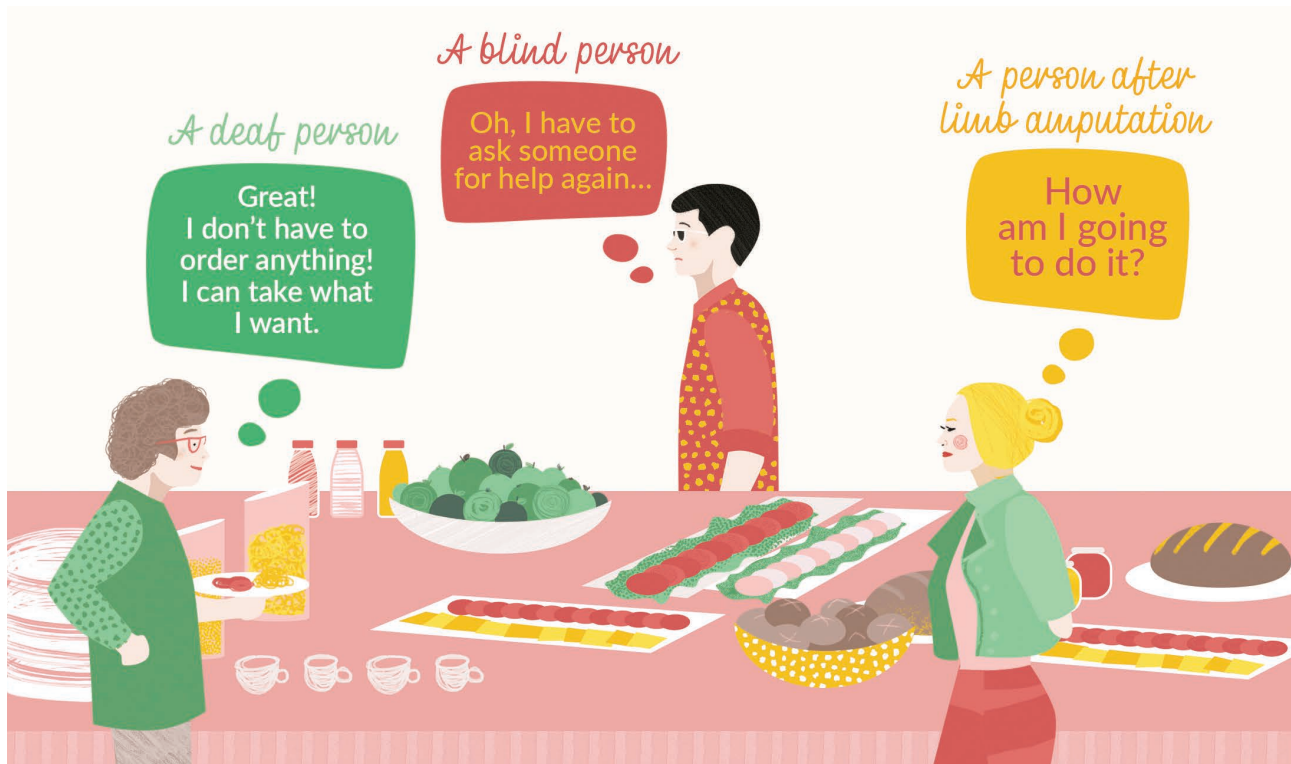


PART I:

WHAT TO KNOW ABOUT VARIOUS TYPES OF DISABILITY

Disability can be congenital or acquired (e.g., as a result of an accident) and we divide it by degree and type of disability. Degrees of disability, defined as mild, moderate and severe, speak of limitations in a person's independence and social and occupational functioning. Types of disability indicate their causes. There are people with various types of disability all around us: with mobility, sensory or cognitive problems, or with problems resulting from rare diseases. Sometimes we have conjugated disability, that is, the situation of simultaneous presence of at least two types of disability. Based on the type, we can distinguish sensory disability manifested by the absence, damage or disruption of sensory functions of hearing or vision, mobility disability associated with reduced motor abilities of the body, intellectual disability manifested by reduced intellectual performance, disability caused by chronic diseases, i.e. diseases characterised by long duration and slow progress of disease changes, disability due to mental illness manifested by reduced social functioning, nervous, emotional balance and mental health disorders.





It is worth learning at least in a nutshell about the specifics of the various types of disability. Why? Because disability requires an individualised approach. What is perceived well by one group can be a serious barrier for others. Because it all depends on the specifics of the needs. In the following subsections, we provide recommendations on how to take into account the needs of trainees with selected types of disability.



THE DEAF AND HARD OF HEARING

It is worth remembering that **deaf people are not deprived of speaking skills**, and that using non-verbal language does not mean being unable to communicate. Some people who are hard of hearing use verbal, whereas others – sign language. There are also people who are able to read from the speaker's mouth, or simply use writing. Sometimes the spoken language they use might be difficult to understand – therefore, if there is something you do not understand, ask them to repeat what they have said, use gestures, or write a message. When talking to a deaf or hard-of-hearing person, look at

them and try to speak clearly and slowly. Do not shout or raise your voice. Instead, try to establish **the most appropriate way to communicate**. If you want someone to pay attention to what you want to say, raise or wave your hand, or tap them on their shoulder. You can use a light signal (e.g. in a production hall), also in situations concerning occupational health and safety. When speaking to a deaf person, face them, but do not perform any other activities (such as typing on a computer or walking around the room). Avoid having a strong source of light behind your back – it is your face that should be fully visible to the person you speak to. When you communicate with a person who is hard of hearing, make sure there are good acoustics in the room – try to eliminate any unnecessary noise that makes their speech difficult to understand, and speak to them at a normal pace – not too fast, but not too slow either. When having a conversation with a group of people, make sure that everybody has a chance to speak uninterrupted. Avoid telephone communication as it can be very difficult for deaf or hard of hearing people. Instead, use text messages.



Deaf or hard of hearing people can communicate in many ways. It is worth asking about their preferred one.



THE BLIND AND LOW VISION

People who are low vision may experience a wide range of vision problems – some of them have a narrowed field of vision, whereas others have blurry vision; some people are able to distinguish light and shadow, while others cannot distinguish specific colours. Many have a good sense of direction and are able to navigate in familiar surroundings. Generally, blind or low vision people feel the presence of other people around them or see them, but may not notice their interlocutor remaining outside their zone of contact. In order to get the attention of such a person, try to tap them on their shoulder,

always saying who you are and what your role is (e.g. you are a colleague, a boss or a security guard). A blind person should be able to **explore thoroughly the place** in which he or she is going to live or work – they should be guided through it and allowed to become familiar with it. It is also necessary to inform them about any pieces of equipment changing their location. A low vision trainee/employee should be informed about changes taking place in their environment, and you should not reposition any equipment without letting them know about it. Do not put things in the aisles, do not rearrange things on their desk, and do not hang any protruding objects on the walls at body-level height. When entering a room, signal your presence, and do the same when you are about to leave. When assisting a blind person, try to use as many verbal messages as possible, e.g. informing them about obstacles in the way, describing the room. Low vision people may require clearer, larger print or contrasting letters, a larger screen or better lighting (not too bright). Contrasts in the environment, such as the colour of the door contrasting with the walls or light switches, also play an important role. **Before you provide any assistance always ask if they need any and if they do – in what form.**



Say hello to a blind person by shaking their hand and introducing yourself.



THE PHYSICAL DISABILITY

People with physical disability are usually those who use wheelchairs, crutches or prostheses, but some of them also suffer from arthritis, multiple sclerosis, spinal diseases or low stature. Wheelchair users may have very different disability and what follows – different needs, and may require various types of facilities. However, **what they need in the first place is adequate space for themselves**, free passage in circulation areas and sufficient space around the car in the car park. When interacting with a person in a wheelchair, do not touch their wheelchair or put your belongings on it. When talking

to them, try to maintain eye contact (e.g. it is a good idea to sit down instead of standing). Remember that wheelchair users cannot get everywhere, therefore place as many necessary items as possible within the reach of their hands. **Having a lift in the building is not enough** – do not forget about other elements of the infrastructure, as what seems unproblematic to able-bodied people (e.g. a small step) may be a serious barrier for a person with a mobility disability. A person walking with crutches or a stick may require additional handrails. Last but not least, do not start a conversation with them when standing – always make sure that both you and your interlocutor take a comfortable position.



Having a lift is not everything.

Make sure that access to it is not problematic.



PEOPLE WITH AUTISM SPECTRUM DISORDER (ASD)

The term ‘spectrum’ refers to the varying severity and impact on functioning of the main symptoms: difficulties in establishing and maintaining social relationships, verbal and non-verbal communication, repetitive patterns of behaviour, activities and interests. ASD is a distinct set of disorders that often occur with other issues, with anxiety being the most common. Despite difficulties, people with ASD need social contact and they do enter into relationships, especially with people they know. It is suggested that they have one person in the office/company

to whom they could turn with questions and problems. It is worth noting that such people **tend to get attached to certain rules**, rituals and even patterns. They often do not understand metaphors, mental shortcuts, some gestures or non-verbal messages. For example, if you end a meeting with such a person, you have to say that explicitly. When setting a task, use simple and clear words, e.g. ‘This is a set of data, arrange it in a table and analyse it’. In social interactions, it is useful **to take into account specific differences in terms of seeking and maintaining contact** as well as sensitivity to stimuli (e.g. whether someone is reserved, passive, active, hypersensitive or hyposensitive). In order to make it easier for a trainee/employee with ASD to function as part of a team, it is important to get to know their specific behaviour and communication patterns, and adapt your style to their abilities and needs.



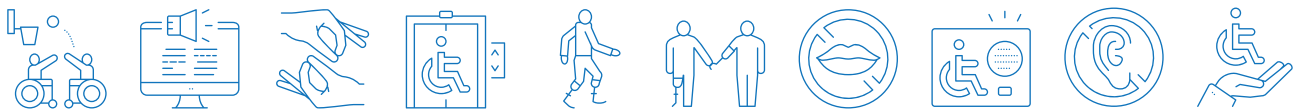
Author: Katarzyna Placek

It is a good idea to write different instructions or regulations in a simplified language – this should help people with intellectual disability to become acquainted with their content.



PART II: PEOPLE WITH DISABILITY AND SELECTED FIELDS OF STUDY

Although there is a growing body of research findings in the literature relating to the specific needs and abilities of people with various types of disability, these are mostly insights dedicated to general conditions in the workplace. In order to find answers to questions about specific recommendations related to the organisation of mobility for students from the education fields identified in the project, we decided to conduct dedicated primary research. Between September and November 2023, all partners conducted individual in-depth interviews according to a unified interview scenario with vocational teachers and practitioners involved in working with schools and organising work placements. A total of 11 interviews were conducted on four fields of education. All respondents were characterised by their extensive knowledge and experience of education in the selected fields of study. We asked primarily about limitations/contraindications to work in occupations related to a given field of study, about desirable characteristics of an employee, about job opportunities for people with disability in occupations related to a given field of study, about requirements for organising job mobility for students with disability, and about potential substantive effects of job placements for students with disability in the indicated fields of study.



On the following pages we present a structured summary of the results obtained and recommendations observed during the study visits organised during the Go for VET in Erasmus+ project. We would like to point out that in the analyses we did not take into account additional/auxiliary tasks that may be performed in a given organisation, such as accounting, administrative, marketing services, etc., if it is not directly related to the key activity for a given specialty. Interviews with experts were conducted in terms of the availability of jobs for trainees and entry-level employees hence in the analyses presented, the term student/employee is used interchangeably. Nevertheless, it is always about a person with disability who is at the beginning of his/her career path, and who is looking for his/her place in areas that are in line with the fields of education chosen in the project.





HOTEL TECHNICIAN

Contraindications to work in occupations related to the field of study

In working in the hotel industry, a set of qualities that respondents described as 'hospitality' is extremely important, namely a high level of empathy, lack of automaticity in action, speed of decision-making and working under time pressure. Night work and excessive working hours, as well as the psychological discomfort associated with dealing with so-called 'difficult' customers should also be added to this. The lack of these qualities and skills is

a contraindication to working in the hotel industry. Another issue is the need for theoretical knowledge and practical skills adequate to the tasks of the various hotel service departments.

Desirable qualities of an employee

Respondents pointed to such qualities as perseverance, resistance to stress, empathy, ability to make quick decisions, high personal culture, punctuality, ability to critically analyse situations, working in a diverse team, and communication skills. It was emphasised that a particularly important trait is the willingness to work and learn for continuous development. It was pointed out that it is preferable even to hire people without experience, but who are open to learning new things and development, rather than people with several years of experience without a desire to work and learn.

Communication skills, the ability to work in a diverse team, willingness to learn and continuously improve skills, high emotional intelligence and multitasking were indicated as particularly desirable qualities.

Job opportunities for people with disability

According to respondents, people with disability can be good hotel employees. Only certain dysfunctions preclude work in the industry, mainly those that prevent or limit the provision of proper service quality (e.g., a deaf person cannot work at the front desk). The greatest limitations are for people with disability. However, respondents stressed that people with disability often isolate themselves and do not try to fight for jobs. They are discouraged by the attitude of employers, who in turn are afraid to hire people from this group. The main concerns are formal issues (additional responsibilities), problems with adapting the workstation, or problems with working time flexibility and the need for a shorter working day (which makes it very difficult to arrange a team's work schedule).



For people with disability, the reservations department, and work in promoting the facility on social media (language skills required) were indicated as suitable jobs. Unsuitable positions are all those related to direct service to hotel guests (i.e. catering, floor service, porter service). For the deaf and hard of hearing, suitable positions apply in most departments, including floor service, catering production, marketing or the reservations department. Inappropriate positions include front desk work and catering service. For the blind and low vision, the possibility of working only in the reservations department (with a properly equipped workstation) is indicated. All other positions (food service, reception, cleaning, catering production) are unsuitable for this group of people. In the case of people with ASD, it is difficult to give a definite answer. It all depends on the person's mode of communication, openness and limitations.

The situation with hiring people with disability in the hotel industry can undoubtedly be improved by appropriate conditions and facilities. Individuals can, for example, have a badge with information so that guests are made aware. However, the first thing that needs to be done to be able to hire people with disability is to change the mindset of managers when it comes to hiring people, as the barriers are primarily cultural.

Requirements for organising professional mobility for people with disability

When an employer decides to take on a student with disability for an internship, the employer should receive information on the formal requirements for the person, such as: What a particular person can and cannot do? What should be the scope of health and safety training for such a person? What are the additional requirements/needs for getting to the site? What support/care does a particular person need at the internship site? What to pay attention to when communicating with the person?

The internship organiser should determine the necessary equipment for the workplace. The internship organiser should be the liaison between the employer and the intern. They must collect and provide the employer with full information about the intern, their limitations, strengths, needs and specific conditions. Of the additional support for employers, training for interns' supervisors and co-workers was identified. Indeed, a lack of acceptance from co-workers was identified as a major threat.

Potential effects of foreign professional internships

According to the respondents, the main effects of foreign internships are the development of intercultural competence, tolerance for differences, increased ability to cope with new situations, increased language competence (practical, professional) and increased independence. Facilitating access to professions within the hotel technician education pathway is important and necessary. However, it is very important to support the employer (both substantively and financially) to seriously consider the candidacy of people with disability when looking for a job candidate.



LOGISTICS TECHNICIAN

Contraindications to work in occupations related to the field of study

Working in shipping involves a lot of work and stress. In smaller organisations, high availability (especially in technical positions) is important. Very good work organisation and analytical skills are required. Some activities in logistics may involve physical tasks, such as lifting heavy objects, standing for long periods of time or manoeuvring in certain spaces. These tasks can be challenging for people with physical disability.

Logistics environments often require moving around warehouses, operating machinery or working in transportation. Respondents also indicated that there are cases of so-called informal gender discrimination in the industry, as the industry is still perceived by many as typically male.

Desirable qualities of an employee

Respondents pointed to such qualities as resistance to stress, ability to manage working time, good organisation, analytical skills, orderliness and loyalty. They emphasised the great importance of modern technology in the industry and the need for constant development.

The following qualities were indicated as particularly desirable: knowledge of foreign languages (English – a ‘must have’, possibly German; in general, the more foreign languages – the better), proficiency in MS Excel spreadsheets – also a prerequisite, analytical skills, ability to work in a team, conscientiousness and reliability.

Job opportunities for people with disability

According to respondents, people with disability have few job opportunities in the industry. While mobility disability is not a limitation or barrier, as in selected positions there is the possibility to work from home or provide a virtual office, the prevailing opinion was that in the case of people with disability who are deaf or hard of hearing, employment opportunities are very limited. It was stressed that people with disability may not be suitable for warehouse and stock handling jobs, but may very well be suitable for administrative work. It was also found that people with disability are very rarely employed in logistics or supply chain jobs. The reason for this is that people with disability, when looking for jobs, choose other professions that are more static than logistics (forklifts and transportation are just associated with logistics).



Jobs such as data analysis, purchasing, shipping (in general, all static jobs, such as those related to computer work), among others, were identified as jobs suitable for people with disability. Unsuitable positions include the operation of forklifts, cars and order picking in the warehouse. For people with ASD, jobs in scheduling, data analysis, in general, any independent work that does not require teamwork, were identified as suitable positions. Unsuitable positions included those requiring constant contact/relationship with other people (meetings, telephone contact), and positions involving high dynamics and high stress were also excluded. For the deaf and hard of hearing, warehouse work is

suitable (the need to change from sound to light signalling). According to respondents, barriers that could be eliminated have already been eliminated, especially in large companies. Work needs to be done to increase tolerance for diversity through training programmes for co-workers (disenchanted the 'masculinity' of the industry).

Requirements for organising professional mobility for people with disability

Employers have concerns about hiring people with disability, especially intellectual disability. This is because they don't know such people; don't understand their peculiarities, and are afraid of communication problems. And this, in turn, is the result of a lack of training for employers, information about the peculiarities of such people and getting used to disability from the elementary school level. Employers have concerns about taking students with disability into logistics internships, due to various factors. They worry about workplace safety, especially in positions involving physical tasks or in potentially dangerous environments.

When an employer decides to accept a student with disability for an internship, he/she should receive information on the formal requirements for the person, such as: what a particular person can and cannot do? What should be the scope of health and safety training for such a person? What are the additional requirements/needs for getting to the site? What support/care does a particular person need at the internship site? What should they pay attention to when communicating with the person? The employer should obtain the necessary information from the internship providers, including information about available support services or resources that the intern may need during the internship, such as access to assistive technology or specialised tools. There should also be an indication of any health or safety precautions that need to be taken into account for the benefit of the intern.

Respondents indicated that the logistics industry itself is daunting, and not just for people with disability. The main concerns may be lack of acceptance from co-workers, being treated differently or not fitting in with the team. Employers arranging internships should be prepared to deal with a variety of issues that students with disability may have, including problems of accessibility, discrimination or stigma.

Potential effects of foreign professional internships

According to respondents, the main effects of foreign internships are the improvement of language competence (in the area of practical, professional language rather than textbook language), the acquisition of competencies related to the ability to work in an international/intercultural team, and an increased sense of independence.

Introducing easier access to professions after logistics technician training is important and necessary, and logistics companies are doing it (especially the big ones). It is worse for small and medium-sized companies, because these companies are struggling with their own problems and do not think about hiring people with disability. What positively surprised one respondent when working with a person with disability is that these people are able to communicate their limitations and needs, and are not ashamed. Of the negative observations, one noted attempts to use disability, for example, to justify absences.





VETERINARY TECHNICIAN

Contraindications to work in occupations related to the field of study

In working in the veterinary field, mental illness, disorders of the sense of smell, touch and balance are a limitation. Contraindications depend on the specific activities performed, whether it is work with animals in the field that definitely requires physical fitness, or work in the office or laboratory, or other counselling or consulting activities, where the degree of disability does not play an important role. Certainly, allergies to animal dander can play a big

role, but so can low manual dexterity if performing procedures in an office or clinic. People who are hard of hearing will have a problem with the diagnosis of the animal (the problem of auscultation), and people who are low vision or blind will also, because in the diagnosis they will fall off the image of the condition, and this can determine the correct diagnosis. Similarly, with daltonism. A person with significant mobility disability (e.g., using a wheelchair) may have difficulty overcoming architectural obstacles on farms (no ramps, difficulty getting to the animal, but also will not be able to avoid an animal attack if it gets upset and wants to bite, for example).

Desirable qualities of an employee

Respondents pointed to such qualities as perceptiveness, accuracy, ability to make quick decisions, resistance to stress or physical fitness, as well as resourcefulness, persistence and determination, patience and commitment, communication skills, empathy, mental fortitude.

Quick response in crisis situations, communicativeness, empathy, self-reliance, and stress resistance were identified as particularly desirable qualities.

Job opportunities for people with disability

According to respondents, it is now possible to level disability to a certain degree, where a person can satisfactorily pursue a particular profession in the labour market. This can be difficult in the industry, for example, because of the need for good communication with animal owners or the necessity of physical strength, but much depends on the workplace and its organisation. For example, people with mobility disability, as well as ASD or deaf or hard of hearing or low vision people can work in a laboratory or laboratory hygiene facilities.

Light mobility disability in the lower extremities should not disqualify anyone from any position. Of course, it is better for such a veterinary technician to deal with small animals. Hearing problems are limitations in contact with the animal's guardian and the ability to react quickly to threats from the animal, since aggression, anxiety and fear are often preceded by vocalised warning signals. A significant improvement in the situation can be made by installing an induction loop in the office, which significantly improves the comfort of the severely hard of hearing people. Blind and low-vision people have severe limitations in working with the animal, as sight is necessary to perform a clinical examination, move around the office space, or in the field. However, they can perform work in the field of counselling, nutrition, auxiliary activities, laboratory, analytical, remote and online consultation, if the degree of disability allows it.

It is necessary to eliminate barriers, both typically architectural and mental related to the elimination of stereotypes and increasing openness to diversity. It is worth increasing the use of modern technical equipment such as induction loops, optical glasses, contact lenses and magnifying instruments.

Requirements for organising professional mobility for people with disability

When an employer decides to accept a student with disability for an internship, he/she should receive information on the formal requirements for the person, such as: what a particular person can and cannot do? What should be the scope of health and safety training for such a person? What are the additional requirements/needs for getting to the site? What support/care does a particular person need at the internship site? What should they pay attention to when communicating with the person? Information is needed about the disability in question – perhaps in a nutshell, but with a focus on the specific person.

The internship organiser should identify the necessary equipment for the workplace. The internship organiser should be the liaison between the employer and the intern. They must collect and provide the employer with full information about the intern, their limitations, strengths, needs and specific conditions. It is necessary for the school, internship organisers and internship supervisors to cooperate, including the student's parents if they are a minor. Ultimately, training of staff by the internship supervisor in cooperation with an educator, perhaps a psychologist is required. The main fears of students with disability before taking up an internship may be the language barrier and an inadequately adapted workstation, as well as the lack of acceptance by staff or other interns.

Potential effects of foreign professional internships

According to respondents, the main effects of foreign internships are greater openness to new technologies and solutions, to other cultures and views, the ability to cope in a new environment, meeting new people, making contacts, communicating in another language. It is important to show students the variety of opportunities in the profession of veterinary technician, point out positions where they can realise themselves and that present opportunities, and in the case of disability, point out possible limitations and solutions for them, if there are any.



PHOTOGRAPHY AND MULTIMEDIA TECHNICIAN

Contraindications to work in occupations related to the field of study

Working in data communications and processing requires quick and logical thinking. A graphic designer must use a wide variety of programmes and learn new things quickly. For a photographer, the requirements of good eyesight and communication skills are especially important. It is worth noting the rapid and constant changes in the industry which implies the need for constant improvement. The ability to work independently is also important.

Desirable qualities of an employee

Respondents pointed to such qualities as the ability to work independently, but also to be part of a team; logical, concrete and systematic thinking, motivation to update one's own skills and potential, good eyesight and good communication skills, resistance to stress and the ability to work under time pressure, independent working methods and the ability to make decisions individually.

High computer, mathematical, communication and listening skills, as well as knowledge of foreign languages, primarily English, were identified as particularly desirable qualities.

Job opportunities for people with disability

According to respondents, people with disability can even perform tasks quite easily, except for those with visual problems. For people with cognitive problems, working in the industry can be difficult. People with mobility disability can perform all tasks as long as the location is accessible. People who are deaf or hard of hearing can do things that do not require sound, such as photography and image editing. In the case of people with ASD, if the person has a passion for a particular activity typical of Asperger's syndrome, this can benefit the photographer. The problem is the communication part with clients. This would require the person to hone their communication and coping skills. Many people live in a kind of symbiosis with the computer, perhaps based on the fact that it is easier to set boundaries for communication with other people on it than in real life. From observation, it seems that, depending on one's interests, such a person can become a skilled coder, game developer or graphic designer.

In the case of mobility disability, it is possible to eliminate architectural barriers. With hearing problems it is possible to exclude tasks that require hearing. For blind and low-vision people, it is unlikely to eliminate barriers in the industry. The only possibility is to work in a team with duties to consult the team on technical devices. Individual work is not possible when working with photos and videos. In the case of people with ASD, it would be advisable to work in a team where someone else supports and completes the activities for the job. For example, people with ASD can code very quickly, and then someone else on the team could achieve the broader goal and specific requirements.

Requirements for organising professional mobility for people with disability

When an employer decides to accept a student with disability for an internship, he/she should be provided with information on the formal requirements for the person, such as: what a particular person can and cannot do? What should be the scope of health and safety training for such a person? What are the additional requirements/needs for getting to the site? What support/care does a particular person need at the internship site? What should they pay attention to when communicating with the person? What actions can be taken and by whom to alleviate concerns? It is necessary to have close cooperation before the internship between the student, the employer and the school.

The internship organiser should determine the necessary job equipment. The internship organiser should be the liaison between the employer and the intern. The employer should be able to check the person's skills and competencies based on the purpose of the internship and the requirements for special support in this regard. The internship organiser must collect and provide the employer with full information about the intern, his/her limitations, strengths, needs and specific conditions. The work environment should provide the opportunity to rest and find their own space, if necessary. Each student should be able to describe in words his or her challenges and concerns. To this end, the student should have a teacher/mentor from the school who knows him or her well and knows what kind of support is needed before the internship.



Potential effects of foreign professional internships

According to respondents, the main effects of foreign internships are the opportunity to learn new things in a new environment, to see how the same work can be different in different countries. An internship can also open your eyes to how different things are done the same way in many places. It's also an opportunity to share experiences from the same field of study and import experiences, to foster the development of professional identity and experience survival in new conditions. It is worth noting that information and communication technologies and data processing now offer people with disability opportunities that would not have been possible a dozen years ago.



PART III:

GOOD PRACTICES FOR OPENNESS TO THE NEEDS OF PEOPLE WITH DISABILITY

In the project, we also conducted secondary desk research to find good solutions in the area of supporting people with disability in the workplace or in public spaces. In this section, we present some of the results of this review.

Council of the European Union. Six paid internships for persons with a disability are offered by the European Council that began as a pilot in 2020. Best practises include personalising accommodation on a case-by-case basis to suit the person and their disability. The Council is one of the few EU institutions which offers such a programme and was awarded the European Ombudsman Award for excellence in public administration in the category ‘Excellence in diversity and inclusion’.

<https://www.consilium.europa.eu/en/general-secretariat/jobs/traineeships/positive-action-programme-for-trainees-with-a-disability/>

EvenBreak is a UK company; the world’s first global disability job board run by and for people with disability. Companies that are signed up with EvenBreak to accept workers with a disability number over 145 and include a range of big global companies (such as Amazon, Apple, Allianz, Paramount and Pfizer) and smaller ones across the UK. It also has a section for internships across UK, Europe and other countries for people with disability. The company won at the Disability Smart Awards 2023 in the category of ‘Inclusive Workplace Experience’.

<https://www.evenbreak.co.uk/>

KPMG won a 2023 Disability Smart award in the category for ‘Inclusive Recruitment Award’ for seeking to improve diversity throughout the organisation from graduate to senior levels.

In September 2022 the company introduced a student recruitment event focused on disability called ‘Thrive’ that is designed to support students with disability and long-term health conditions. The event introduced students to the company’s WorkAbility network and Neurodiverse Community.

<https://kpmg.com/uk/en/home/about/our-impact/our-people/inclusion--diversity-and-equity/disability.html>

Google Europe offers internships for neurodivergent or students with disability, or those with mental health or long-term health conditions in Europe, UK and Israel in partnership via EmployAbility. Each recipient receives a €7,000 scholarship for a computer science internship at Google.

<https://www.employ-ability.org.uk/students-and-universities/scholarship/>

Le Café Signes is a Parisian café-restaurant run and frequented jointly by deaf and hearing people. Young people, students, employees and retirees all come together for a convivial exchange. This cohabitation fosters a natural and spontaneous collaboration. Deaf and hearing people have always elbowed each other, but never really met. There’s the language of gestures, and then there’s the language of words. All the richness of one can be shared with the other.

<https://www.esat-france.eu/le-cafe-signes/>

Myrtillo is a Social Cooperative Enterprise (S.C.E.) of Special Purpose (Integration of vulnerable groups in the labour market). Since October 2013, it operates as a cafe – multi-purpose space of speech/art, and is an innovative self-sufficient work and educational unit, where all its employees are co-responsible for its sustainability.

<https://myrtillocafe.gr/>

Vamlas promotes diversity and inclusion of young people with disability in schools, studies, hobbies and working life. They are experts in the employment, services and education of children and youth with disability. They run development projects, support research and work actively in various networks promoting rehabilitation, education, and employment. Vamlas also provides inclusive housing services for students with disability in a regular student house.

<https://vamlas.fi/in-english/>

Riesa consultative Oy is an award-winning consulting company (for example the Barrier-Free Finland award of the Finnish Association of People with Physical Disabilities focused on promoting accessibility and quality). They help customers to create and develop truly equal environments for both work-built environment and accessibility of attitudes and service path. Companies and different organisations may buy accessibility plans from them for individual services or to access the organisation's operations. Some of the staff members are disabled themselves.

<https://riesa.io/en/>

Podaruj Samodzielność Foundation was established in 2013 to promote the employment of people with disability and those at risk of social exclusion. The Foundation supports all initiatives aimed at professional activation, as well as helping them in other areas by carrying out charitable and pro-social activities.

<http://www.biznesbezprzeszkod.pl/fundacja-podaruj-samodzielnosc/>

Rocket, an Oncological Foundation and the project "Find Work – Vocational Activation of People with Disability" co-financed by the State Fund for Rehabilitation of Persons with Disability (PFRON). The goal is to enable 200 people with disability to enter the labour market.

<https://www.mojestypendium.pl/staz/staze-aktywizacja-zawodowa-osob-z-niepelnosprawnosciami/>

WORTH READING

1. UNITED NATIONS – Convention on the Rights of Persons with Disabilities (CRPD)
<https://social.desa.un.org/issues/disability/crpd/convention-on-the-rights-of-persons-with-disabilities-crpd?page=4>
2. Disability and Health Inclusion Strategies – USA
<https://www.cdc.gov/ncbddd/disabilityandhealth/disability-strategies.html>
3. EUROPEAN HUMAN RIGHTS REPORT ISSUE 7 – 2023 The Right to Work: The employment situation of persons with disabilities in Europe:
https://www.edf-feph.org/content/uploads/2023/05/hr7_2023_press-accessible.pdf
4. [Compendium of good practice: supported employment for people with disabilities in the EU and EFTA-EEA \(firah.org\)](#)
5. The opportunities and barriers of different employment models for persons with disabilities Dr Stephen Beyer and Andrea Meek (2020):
https://www.easpd.eu/fileadmin/user_upload/Publications/s.beyer_report_-_opport_and_barriers_of_diff_employment_models_final.pdf
6. The Inclusion of Persons with Disabilities in Vocational Training and Employment Tripartite European Regional Meeting: Proceedings International Labour Office, Geneva 9 March 2007:
https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/meetingdocument/wcms_107911.pdf
7. 7 Tips for Studying Abroad with Disabilities and Chronic Conditions:
<https://www.gooverseas.com/blog/how-students-with-disabilities-can-study-abroad>
8. European Commission Eurostat. Activity limitations due to Health Problems. Available online:
<https://ec.europa.eu/eurostat/en/web/products-eurostat-news/-/ddn-20191128-1>
9. World Health Organisation. Health Topics. Disability:
https://www.who.int/health-topics/disability#tab=tab_1
10. United Nations. International Day of Persons with Disabilities, 3 December:
<https://www.un.org/en/observances/day-of-persons-with-disabilities>

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Larnaka
tourism board

GK
Dobre Kadry
Centrum badawczo-szkoleniowe Sp. z o.o.



Recommendations
for VET providers
on including
people
with disability
in Erasmus+
professional
mobility

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