

# RESEARCH REPORT

**Report on regulations and good practices related to the inclusive vocational trainings for workers with disabilities.**





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## 1. CONTEXT

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This material has been created in the framework of the ERASMUS+ Strategic Partnership (KA2) project “**Safety 4 Disability: Inclusive Training on Safety & Health at Work for Workers with Disabilities**” co-financed by the European Commission. The project “Safe4All” aims at contributing to promote a decent quality of life and to live independently as it focuses notably on inclusion, social protection and non-discrimination at work.

The General Objective of Safe4All is to contribute to create the suitable and safe environment for labour inclusion of people with disabilities, PWDs. Moreover, specific objectives of the project are:

- To enhance knowledge, competences and skills of educators or trainers that work with PWDs supporting their social and labour inclusion and tools to evaluate their competences
- To enhance awareness on SMEs regarding safety and health of PWDs at work.
- To promote knowledge, competences and skills of PWDs to work in safe conditions and tools to evaluate their competences.
- To foster networking and collaboration among different actors for the improving of training and support practices of workers with disabilities in work.

Partnership of the project consists of 7 organizations from 4 EU countries: Belgium, Italy, Germany, Spain coordinated by the PREDIF – Plataforma de Representación Estatal de las Personas con Discapacidad Física (ES). The partnership is built up with organizations representing both fields of the project topic: Inclusion for persons with Disabilities and Training and support for companies on Safety & Health at work.

This material is the first project result that unites international and national regulations, experiences, need analysis of the companies employing persons with disabilities and intends to be a basics, a frame for other project activities that will be elaborated in the next steps.

Objective of this document is:

- To collect the national regulations in order to produce results that are valid in all partner countries,
- To create a common understanding and knowledge in all the project team regarding the aspects of work type opportunities for the persons with disabilities where the safety & health issues are relevant as well as the national regulations of the obligatory employee trainings on the Safety & Health at work
- To get acquainted with good practices in their territory regarding the inclusive VET trainings for the persons with disabilities.



## INTRODUCTION

According to the data of the World Health Organization, around 15% of world population experience some form of disability. As defined by the Convention of the Rights of Persons with Disabilities of the United Nations “the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities has to be promoted and protected.”

Rights and opportunities to work is a part of the full inclusion and therefore European and national policies, researches and initiatives are dedicating a lot of attention to the innovations, regulations that would increase the entrance of a persons with disabilities in the work environment with obligations towards different actors. There is an attention towards the complex system that involved numerous elements and variables influencing the success of each singular case. One of theoretical models demonstrating that is the Sharebroke model that tries to explain the RTW process in a systematic context that takes into account the macrosystem (social environment, culture and policy), the mesosystem (work environment, health care, legal framework and insurance system) and the microsystem (the individual). The model also considers the fact that multiple stakeholders are involved in the process, each with their own vision and expectations.<sup>1</sup> (the individual)

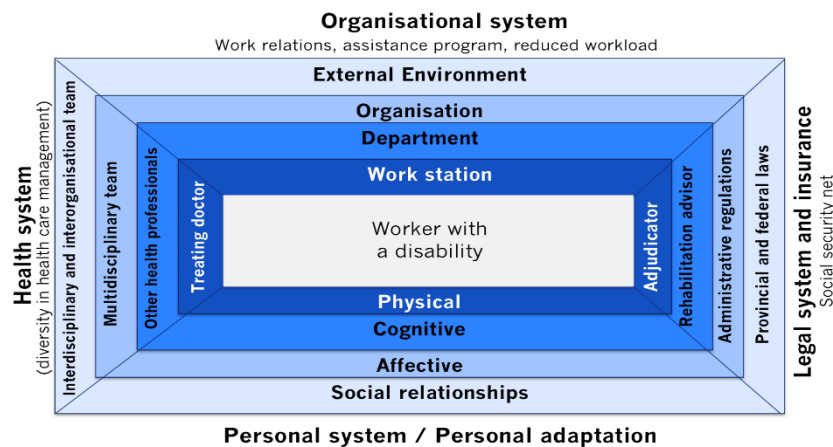


Figure 1. Sherbrooke model

<sup>1</sup> “Disability Management” Katrien Bruyninx, Lieven Eeckelaert ,  
<https://oshwiki.osha.europa.eu/en/themes/disability-management>



Entrance of the persons in the work environment is a complicated but very important objective for full inclusion. But the care for respect of dignity and full inclusion do not ends at the entrance, instead that opens new orisons and criticalities, questions and opportunities included in the Diversity or Disability management in the work places and companies.

Managing safety and health (further S&H) is an integral part of managing a workplace. Organizations need to do a risk assessment to find out about the hazards and risks in their workplace and put measures in place to effectively control them to ensure these hazards and risks cannot cause harm to workers.

An important part of the S&H is the training. As defined by the European Agency of Safety and Health at work (OSHA) “OSH training aims at improving the capability, capacity, and performance of staff, leading to safe and health-oriented behavior, often linked directly to specific tasks. This is achieved by the acquisition of knowledge, skills, and competencies.”

Providing health and safety information and training helps to:

- ensure that workers know how to work safely and without risks to health;
- develop a positive health and safety culture, where safe and healthy working becomes second nature to everyone;
- meet legal duty to protect the health and safety of employees.

As in any other VET activity, in case of a worker with disabilities, the training practices should be adopted to the particular learning needs of the participant in order to guarantee the maximum learning outcome.

In cases of physical disabilities, the adaptation can limit to the adaptation of the environment, conditions, tools, but in the case of intellectual, mental disabilities, that would not be enough.

S&H trainings for the workers with disabilities is the specific focus of the SAFE4ALL project. Therefore projects unites actors working in the field of inclusion services for disabilities in national and even European level, but also VET organizations with experience in the innovative training methodologies and also representatives of the employers, companies, in order to elaborate useful and feasible training and support tools adoptable in various environments, sectors and in general cases.

The SAFE4ALL partnership believes that it is impossible and incorrect to separate disabilities and to consider useful to have a one method for a diagnose. Instead il believes in **the Individual approach** as a part of the general Diversity management in companies, where each persons has



its competences, resources, but also individual difficulties that have to be considered in the job assignments, role & responsibility definitions, as well as the training and support plans. Therefore the outcomes of the project and also of this research is not focused on any singular disability, but covers Disability Management in general in the S&H trainings.

Moreover, SAFE4 ALL partnership sees the S&H trainings not only as an obligatory activity that has to be provided with minimum necessary info and instructions how to and how not to behave in the work environment. SAFE4ALL aim is to propose and to promote the use of this trainings as a learning opportunity for developing transversal skills of its participants useful in work as well as in the life in general that help to promote safety, health and wellbeing for the person and the environment around, would it be colleagues at work or other social context.

As production of applicable products is linked with respecting European/national regulation and also principles of Inclusive Trainings, this research unites information gathered by the partners on these specific topics in the following chapters.



## 2. International regulations on the project topic

### 2.1. Persons with Disabilities and the Work

The most important reference on the Disabilities is the Convention of the rights of persons with disabilities -UN 2016, that in the article 2 defines: *“Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.”*

The convention underlines the right to work as one of fundamental human rights. Also the International Labor Organization has several international regulations that are relevant:

- 1958 C111 - Discrimination (Employment and Occupation) Convention, 1958 (No. 111)
- C159 - Vocational Rehabilitation and Employment Convention (Persons with Disabilities), 1983 (No. 159)
- 2002 - Managing disability in the workplace: ILO code of practice

Charter of Fundamental Rights of the European Union (2000) has a specific articles, such as the Art 21 on Non-discrimination and the Art 26, Integration of persons with disabilities.

COUNCIL DIRECTIVE 2000/78/EC of 27 November 2000 establishing a general framework for equal treatment in employment and occupation.

**The European Pillar of Social Rights** sets out 20 key principles which represent the guiding principles towards a strong social EU. As set out by principle 10 of the [European Pillar of Social Rights](#), workers have the right to a high level of protection of their health and safety at work.

They have the right to a working environment adapted to their professional needs and which enables them to prolong their participation in the labour market.

To better protect workers in the EU from work-related accidents and diseases, the European Commission has adopted various **strategic policy documents**:

### **Chapter III: Social protection and inclusion, art. 17. Inclusion of people with disabilities says:**

People with disabilities have the right to income support that ensures living in dignity, services that enable them to participate in the labour market and in society, and a work environment adapted to their needs.



Besides that the European Commission are elaborating policy documents, such as the Strategy for the Rights of Persons with Disabilities 2021-2030.

The new strategy builds on its predecessor, the European Disability Strategy 2010-2020, and contributes to the implementation of the European Pillar of Social Rights for which an Action Plan will be adopted by the Commission

The ten-year strategy sets out key initiatives around three main themes:

- **EU rights:** Persons with disabilities have the same right as other EU citizens to move to another country or to participate in political life. Building on the experience of the pilot project ongoing in eight countries, by the end of 2023 the European Commission will propose a **European Disability Card** for all EU countries that will facilitate mutual recognition of disability status between Member States, helping persons with disabilities enjoy their right of free movement.
- **Independent living and autonomy:** Persons with disabilities have the right to live independently and choose where and with whom they want to live. To support independent living and inclusion in the community, the Commission will develop guidance and launch an initiative to improve social services for persons with disabilities.
- **Non-discrimination and equal opportunities:** The strategy aims to protect persons with disabilities from any form of discrimination and violence. It aims to ensure equal opportunities in and access to justice, education, culture, sport and tourism. Equal access must also be guaranteed to all health services and employment.

## 2.2. Safety & Health at Work place

Regarding the SAFETY & HEALTH regulation in the International level has to be mentioned the International Labor Organization that on the topic have a long list of specific Conventions covering specific industrial and economic sectors.

Giving just some examples:

C062- Safety Provisions (Building) Convention 1937

C148 – Working Environment (Air pollution, Noise and Vibration) Conventions, 1977

C155 – Occupational Safety and Health Convention, 1981

C184 – Safety and Health in Agriculture Convention 2001

And many many others.





Already mentioned European Agency on Safety and Health at Work places are covering with its directives all sensitive issues that need a clear definition and regulation in Europe.



Directive 89/391 - OSH "Framework Directive" – 1989 guarantees minimum safety and health requirements throughout Europe while Member States are allowed to maintain or establish more stringent measures

Some other directives to mention:

89/654 EEC (workplaces),

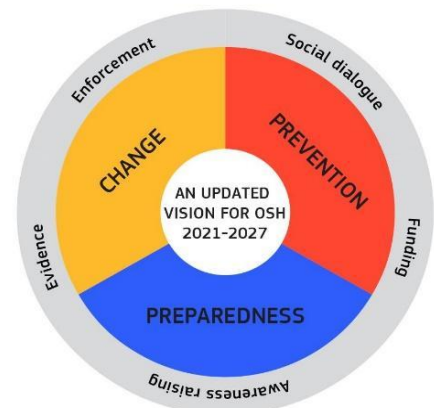
89/655 EEC (work equipment),

89/656 EEC (personal protective equipment)

90/269 EEC (manual handling of loads) and 90/270 EEC (display screen equipment)

**EU Strategic Framework on Health and Safety at Work 2021-2027** takes a tripartite approach — involving EU institutions, Member States, social partners and other stakeholders — and focuses on three key priorities:

1. anticipating and managing change in the context of green, digital and demographic transitions;
2. improving the prevention of work-related accidents and diseases, and striving towards a Vision Zero approach to work-related deaths;
3. increasing preparedness to respond to current and future health crises



The [Commission Communication](#) "Safer and Healthier Work for All - Modernisation of the EU Occupational Safety and Health (OSH) Legislation and Policy", adopted on January 2017, proposes key actions in specific OSH priority areas.



The top three actions identified by the Commission Communication are:

- 1) Stepping up the fight against occupational cancer through legislative proposals accompanied by increased guidance and awareness-raising;
- 2) Helping businesses, in particular micro-enterprises and SMEs, comply with occupational safety and health rules;
- 3) Cooperating with Member States and social partners to remove or update outdated rules and to refocus efforts on ensuring better and broader protection, compliance and enforcement on the ground.

Additionally to the public international regulations also **Voluntary International Standards**, such as ISO 45001:2018, AMFORI, IQNET, SA 8000:2014 all include items covering the issues of the S&H as well as the Diversity management and inclusion in the company. By applying to these certificates, companies adopt good practices and management principles that lead to wider sensibility and attention to these issues in the work environment.



## ISO 30415:2021



## 3. Relevant National regulations and policies

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### 3.1. Work type relations for persons with disabilities in EU

According to a comprehensive study commissioned by EASPD in 2019, the following model of employment for persons with disabilities have been identified across the EU: Supported Employment; Individual Placement with Support (IPS); Vocational Rehabilitation and Training; Sheltered Employment including a range of workshops; Social Firms, Social Enterprises, Cooperatives; Self-employment.

**Supported Employment.** This is paid work where individuals receive commensurate pay for work carried out and, if a country operates a national minimum wage then the individual must be paid at least this rate or the going rate for the job. People with disabilities should be regular employees with the same wages, terms and conditions as other employees in businesses within the public, private or voluntary sectors.

People receive ongoing support which is individualised and is provided as needed for both the employee and the employer. It may involve a job coach or an equivalent role.

**Individual Placement with Support (IPS).** IPS supports people with severe mental health difficulties into employment. It involves intensive, individual support, a rapid job search followed by placement in paid employment, and time-unlimited support in and out of the workplace for both the employee and the employer. IPS has been shown to be more effective as it delivers the following characteristics: it gets people into competitive employment; it is open to all who want to work; it finds jobs consistent with the preferences of the individual; it works quickly; it brings employment specialists into clinical mental health teams; it develops relationships with employers based upon a person's work preferences; it provides time-unlimited, individualised support for the person and their employer; welfare benefits counselling is included.

**Vocational Rehabilitation Training.** Vocational rehabilitation is made up of a series of services that are designed to facilitate the entrance into or return to work of people with disabilities or of people who have recently acquired an injury or disability.

Some of these services include vocational assessment and evaluation, training, upgrading of general skills, refresher courses, on-the-job training, career counselling, employment searches, and consulting with potential or existing employers for job accommodations and modification. These services may also vary depending on the needs of the individual.

**Sheltered Employment.** Sheltered Employment provide social and occupational integration, and rehabilitation. Some structures provide jobs through the production of goods and services. In some countries the norm is two coexisting types of institution: sheltered workshops exist alongside “enclaves” which employ workers with disabilities within ordinary enterprises; sheltered therapeutic workshops and sheltered production workshops; sheltered workshops and work-based assistance centres). In the majority of cases the structures are private establishments, usually run by third sector associations, as cooperatives or as genuine commercial enterprises.



**Social Firms, Social Enterprises, Cooperatives.** A Social Firm is a business created for the employment of people with a disability or a disadvantage in the labour market with the following criteria: market-oriented production of goods and services to pursue its social mission of more than 50% of its income being derived from trade; a minimum of 30% of its employees will be people with a disability; every worker is paid a wage appropriate to their work; work opportunities should be equal between disadvantaged and non-disadvantaged employees. Social Enterprises operate on a similar basis but may not adhere to strict Social Firm criteria. They may also provide skill training with the aim of moving people through into more inclusive employment. A cooperative is an autonomous association of persons, united voluntarily to meet their common economic social and cultural needs and aspirations through jointly owned and democratically controlled enterprise. Cooperatives can deliver with a similar market-orientated production with a structure of staff decision-making and ownership that involve or are led by people with a disability.

**Self-employment or micro-enterprises-** Here people with a disability run their own companies. Often, they are sole traders, working on their own to deliver products or services into the market. They can employ others, have business plans and draw on formal sources of loans and investment. Micro-enterprises have come to mean sole traders operating very small, niche businesses often based on particular talents. Often capital investment is small and based on family or other informal sources of money.

In 2021, the European Commission has published the Strategy on the Rights of Persons with Disabilities 2021-2030, an ambitious document with a number of objectives in different areas of disability, among them the work and employment of persons with disabilities.

In the upcoming years, the European Commission will support the EU Member States in their effort to reduce the gap between persons with and without disabilities, increase the participation of persons with disabilities, including these with severe disabilities in the open labour market.

To ensure better labour market outcomes, the European Commission will support employment policies in Member States through the development of Social Economy.

The situation of social economy is considerably variable across the EU. However, at the EU level To support Member States in strengthening social inclusion of disadvantaged groups, EU public procurement legislation provides for reserved contracts and EU competition law allows specific State aid for the recruitment of workers with disabilities.



In September 2022, the European Commission will present a package of initiatives to improve labour market outcomes of persons with disabilities. The EU initiative will provide guidance and support mutual learning in the following six axes:

1. strengthening capacities of employment and integration services,
2. promoting hiring perspectives through affirmative action and combating stereotypes,
3. ensuring reasonable accommodation at work,
4. Retaining persons with disabilities in employment: preventing disabilities associated to chronic diseases,
5. Securing vocational rehabilitation schemes in case of sickness or accidents
6. Exploring Quality Jobs in Sheltered Employment, and pathways to the open labour market

At international level, the compass is the United Nation Convention on the Rights of Persons with Disabilities, which Article 27 recognizes the right of persons with disabilities to work, on an equal basis with others, including the right to gain a living in a work environment that is open, inclusive and accessible to persons with disabilities.

Presently, persons with disabilities are employed mainly through the social economy, which at the EU level represents 4 main type of businesses: cooperatives, mutual benefit societies, associations (including charities), foundations. They are private entities, independent and with specific legal forms.

The social economy encompasses a range of entities with different business and organisational models. They operate in a large variety of economic sectors: agriculture, forestry and fishing, construction, reuse and repair, waste management, wholesale and retail trade, energy and climate, information and communication, financial and insurance activities, real estate activities, professional, scientific and technical activities, education, human health and social work activities, arts, culture and media.

Lately, social enterprises are generally considered as part of the social economy. Social enterprises operate by providing goods and services for the market in an entrepreneurial and often innovative way (e.g. having social and/or environmental objectives).



## 3.2. Regulations and policies in BELGIUM

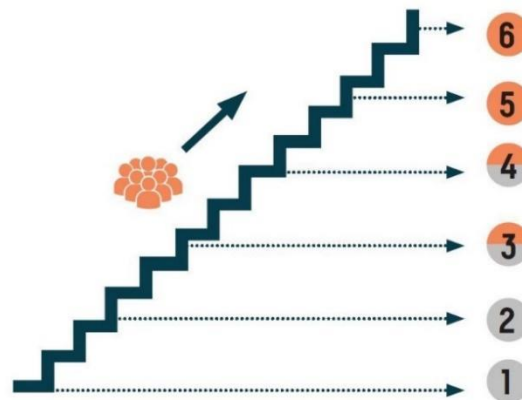
### 3.2.1 Laws and regulations

Occupational safety and health (OSH) at work is covered by the “Law of 4 August 1996 on well-being of workers in the performance of their work” and its royal decrees.

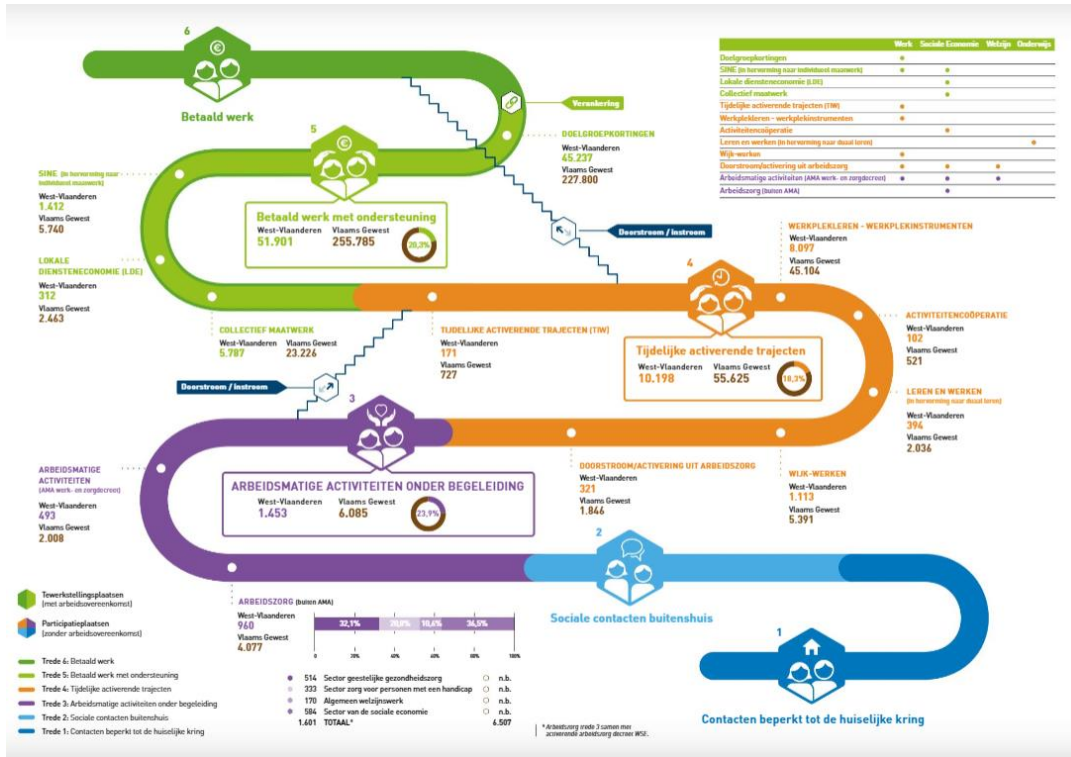
The Belgian National Strategy for Wellbeing at Work 2016-2020 as proposed by the Minister of Employment: Strategic and operational objectives.

### 3.2.2 Participation Ladder

Graphical representation of different forms of employment and participation of disadvantaged groups and the various employment options with which this occurs. Each step reflects a level at which adults today participate in society/labour market: either with an employment contract (step 5 and 6), or without an employment contract (step 1 to 4).



We often choose not to visually represent the participation ladder as a ladder or a staircase, based on the consideration that there are always people at the bottom of the ladder. Rather, we choose for a free visual translation, namely a participation slang. A life/career is a changeable fact in which people, depending on their growth potential, personal and competence development and environmental factors, can fluctuate between different levels.



### STEP 6 - PAID WORK

On step 6 are people who have a paid job without personal support. This is the distinction with step 5, where people work with personal support. Their support is person-related. The vast majority of salaried and self-employed persons are found on this step (the other part of persons with an employment contract is on step 5).

### STEP 5 - PAID WORK WITH SUPPORT

On step 5 are people who have a paid job with support. In concrete terms, these are people who (still) experience difficulties in functioning on step 6 because of personal characteristics. To facilitate access to the labor market (a paid job), personal support (linked to the employee) is provided. The employer receives a financial benefit to compensate for his extra efforts.



There are two types of engagement on this step:

- Individual engagement (target group discounts and individual customization). Employees with a lower loss of return than employees within collective customization and local service economy and no indicated need for guidance.
- Collective involvement (collective customization and local service economy). This applies to both the social economy and the traditional business community.

### **STEP 4 - TEMPORARY ACTIVATE ROUTES**

Step 4 is a temporary (activation) step for people without an employment contract (except art60). People at this level need a combination of work, welfare and care guidance and may be able to (again) take a step towards paid work by following this temporary trajectory. They participate temporarily with the aim of gaining competences and work experience that will enable them to progress to level 5 or 6. (eg Dual Learning, Workplace Learning, art60, Activation Programs, District work, ...)

### **STEP 3 - LABOR ACTIVITIES UNDER SUPERVISION**

On step 3 we find people who perform work-related activities (in any sector) under supervision, in combination with welfare and care supervision. These people need a combination of work and welfare or care. They are one step further from paid work than the people on step 4; paid work is not possible in the medium term.

### **STEPS 1 and 2 - CONTACTS LIMITED TO THE HOME CIRCLE AND SOCIAL CONTACTS OUTDOORS**

On these two (assistance) steps are people who (at present) participate less in society in terms of work. People on level 2 have social contacts outside the home and participate in organized activities of socio-cultural associations, local service centres, associations where the poor have a say, etc. This involves meeting and meaningful daytime activities. For people situated on step 1, social contacts in the domestic circle or in the social environment are important. This may also involve contacts within the welfare or care institution where they reside.





## 3.3. Regulations and policies in GERMANY

### 3.3.1. National Laws

#### Disability

- Basic Law (Grundgesetz)
- Social Code (Sozialgesetzbuch)
- General Equal Treatment Act (Allgemeines Gleichbehandlungsgesetz)

#### Safety & Health at Workplace

- Act on the Implementation of Measures of Occupational Safety and Health to Encourage Improvements in the Safety and Health Protection of Workers at Work (Arbeitsschutzgesetz, ArbSchG)
- German Occupational Safety and Health Strategy (GDA)

### 3.3.2. WORKTYPE RELATIONS FOR PWD

In the society "Work satisfies the fundamental need of every human being to have "significance for others," to be "necessary." by Klaus Dörner. The UN Convention on the Rights of Persons with Disabilities (§27 (1)) therefore provides the same right to work for persons with disabilities as for persons without disabilities. Consequently, it calls for the opening of the primary ("general") labor market to people with disabilities, regardless of the severity of the disability.

In general, two labor markets can be distinguished:

- First labor market. This is the "regular" or "normal labor market": Here, work and employment relationships are freely agreed upon by employers and employees without any special support measures. However, the first labor market also includes a "protected" sector in the form of integration companies. In these companies, a quarter to half of the employees have severe disabilities - the majority are people with mental disorders or physical disabilities. People with and without disabilities work together here on an equal footing. Collectively agreed wages are paid. The employers receive public funding. However, the number of these jobs is small. In Munich, there are only about 1,000 such jobs - for people with and without disabilities.
- Second labor market. This labor market includes all state- or publicly-subsidized jobs and work opportunities. Its aim is to reduce unemployment and enable those affected by unemployment to make the subsequent transition to the normal first labor market. The second labor market also includes employment in workshops for persons with disabilities (WfbM). These are aimed at persons with disabilities who - despite all the personnel, technical and financial assistance available - are not (yet) able to find work on the primary labor market because of the nature or severity of their disability. However, workshops have generally been "one-way streets" for the people who work there: the transition rate from sheltered workshops to the primary labor market is less than 1% nationwide. Models such



as ACCESS in Erlangen show, however, that intensive work training could place many workshop employees in the primary labor market without major problems. It is therefore to be hoped that with the "Budget for Work" (see below) the transition rates will increase in the future.

### **Labor market situation of people with and without disabilities.**

In principle, all private and public employers with at least 20 jobs are required to fill at least five percent of them with people with severe disabilities or their equals (§ 71 SGB IX). A compensatory levy must be paid for each compulsory job that is not filled accordingly, the amount of which depends on the number of compulsory jobs filled. At the end of 2015, the mandatory quota of 5.0% provided for by the legislator was almost achieved in Munich with 4.8% - but only thanks to the special commitment of public employers (5.9%). Private employers, on the other hand, continued to clearly miss the target with an employment rate of 4.2%. There are major differences between private companies in this respect. A study presented in 2013 shows that around a third of all Munich companies with at least 20 workplaces do not employ any people with severe disabilities at all.

The same study shows that only about half of the people with recognized severe disabilities (of working age) living in Munich are employed. For people without disabilities, the rate was just under 80% at that time. Conversely, women and men with a recognized severe disability had more than twice the risk of being unemployed as those without a handicap.

A central instrument for ensuring the work participation of people with significant support needs is work assistance as a job-related support. The employees with severe disabilities can hire the assistant himself (employer model) or commission a provider of assistance services with the work assistance on his own account (contract or service model). However, work assistance can only be approved if neither the workplace design suitable for the disability nor support provided by the employer (e.g. by work colleagues) is sufficient for the appropriate performance of work. The corresponding cash benefit can be claimed from rehabilitation agencies or the integration offices. However, the number of approved work assistance budgets remains very low: nationwide, only just under 3,700 people received a work assistance budget from the integration offices in 2016.

Since Jan. 1, 2018, people with disabilities who are considered "in need of work assistance" now also have an explicit legal right to funding for corresponding assistance services ("budget for work"). However, the prerequisite is that the persons concerned are offered an employment relationship on the primary labor market. Employers, for their part, receive a permanent wage subsidy of up to 75 percent of the wages paid through the budget.

<https://www.cbf-muenchen.de/club-post-blog/1336-die-bedeutung-von-arbeit-fuer-menschen-mit-behinderung>



From Supported Employment to Inclusion Enterprises to the Budget for Work, there are various ways in which a person with a disability can pursue fulfilling work and participate. Some of them are in the primary labor market, others in a sheltered setting.

### **Existing job**

Continuing an existing employment relationship despite a disability is one of the first goals. In the case of a severe disability, i.e., a degree of disability (GdB) of 50 or more, the employer has a duty to consider continued employment and to arrange the environment so that the work can be done well. In doing so, he can request support, for example from the Employment Agency or the integration offices. Employees with a GdB of 30 or 40 can be put on an equal footing with people with severe disabilities if the loss of the job is threatened by the disability.

### **Supported Employment**

"First place, then qualify" is the principle for Supported Employment. Here, those affected work in companies in the primary labor market. The qualification and training for the job begins directly in the company and is accompanied by a personal coach for up to three years. The offer is primarily aimed at school leavers or adults who have acquired their disability in the course of their lives. It is a regular employment relationship, and the contact partners here are the employment agencies and the integration offices.

[www.integrationsaemter.de/kontakt](http://www.integrationsaemter.de/kontakt)

### **Inclusion companies**

In inclusive companies, 30 to 50 percent of the workforce are people with a severe disability or a mental disability. They are companies in the general labor market, the employment relationships are subject to social insurance contributions, and payment is based on collective agreements or the usual local remuneration. There are more than 900 inclusive businesses in Germany, often in the office, IT, catering, home economics, landscape maintenance and retail sectors. The jobs are filled through regular application procedures.

[www.rehadat-adressen.de](http://www.rehadat-adressen.de)

### **Workshops and day support centers**

For those who are unable to find work on the primary labor market due to the severity or characteristics of their disability, the workshop for the persons with disabilities (WfbM) can be an alternative. In addition to employment, further training is offered for personal and professional development. In the best case, this can help them make the leap into the general labor market. An increasing number of workshops also run external workplaces in companies, but the employees are employed and supervised by the workshop. In Germany, there are over 800 recognized workshops with more than 300,000 employees. Information can be obtained from the workshops themselves, the employment agency or the providers of integration assistance.



Day support centers are often affiliated with a workshop and offer places for people who cannot be cared for in the workshop, for example in the case of exceptionally high care needs. The main purpose of the day support centers is social integration.

### **Budget for work**

The "Budget for Work" measure introduced in 2018 facilitates the integration of employees from workshops (WfbM) or people who would be entitled to a place in a workshop into the primary labor market. Employment is regular and subject to social insurance contributions, and payment is in accordance with collective wage agreements or at the standard local level. The employer receives a wage subsidy of up to 75 percent as well as support in designing the workplace. The employees are supported, for example by a job coach. The contact person is usually the social welfare office.

### **Self-employment**

If the market offers opportunities, self-employment can also be a step towards a fulfilling working life. Every person starting a business in this country has the opportunity to apply for subsidies. People with severe disabilities can also benefit from loans and subsidies for setting up the workplace, work assistance or further training via the Integration Office. However, the bar is very high here: only convincing concepts with a justified prospect of success are funded. Self-employment

If the market offers opportunities, self-employment can also be a step towards a fulfilling working life. Every person starting a business in this country has the opportunity to apply for subsidies. People with severe disabilities can also benefit from loans and subsidies for setting up the workplace, work assistance or further training via the Integration Office. However, the bar is very high here: only convincing concepts with a justified prospect of success are funded.

[caritas.de](https://www.rcvfulda.caritas.de/beitraege/wo-menschen-mit-behinderung-arbeiten/63485/)

<https://www.rcvfulda.caritas.de/beitraege/wo-menschen-mit-behinderung-arbeiten/63485/>

<https://sozialministerium.baden-wuerttemberg.de/de/header-und-footer/leichte-sprache/Beschaeftigung-von-schwer-behinderten-Menschen/>

In Germany, support and guidance for people with disabilities is ensured by a legal framework, subject to the Basic Law (Grundgesetz) and the Social Code (Sozialgesetzbuch). Furthermore, the United Nations Convention on the Rights of Persons with Disabilities entered into force in Germany in March 2009.

<https://www.eduserver.de/special-needs-and-inclusive-education-germany-4523-en.html>



In Germany, discriminating against employees with disabilities is prohibited by the **General Equal Treatment Act (Allgemeines Gleichbehandlungsgesetz)**. This law provides very comprehensive protection against discrimination of any kind. In addition, employees with severe disabilities have special rights and protection under the German Social Code (Sozialgesetzbuch IX).

<https://www.globalworkplaceinsider.com/2014/10/disability-what-protection-from-discrimination-do-disabled-employees-have-in-germany/>

### **Allgemeines Gleichbehandlungsgesetz (AGG)**

General Act on Equal Treatment (Law to implement the European Directive on the realization of the principle of equal treatment) (AGG). (Adopted on 2006-08-14). This law provides very comprehensive protection against discrimination of any kind. The Aim of the Act is to prevent or eliminate discrimination on grounds of disability

<https://www.gesetze-im-internet.de/agg/>

**The Social Code (SGB IX)** defines a disability in § 2, sentence 1 as a physical, mental, emotional or sensory impairment that lasts for more than half a year. One speaks of a disability when there is a value or degree of 20; according to § 2 paragraph 2 of the Social Code IX, a severe disability exists at a value of 50%. In order to make an assessment of the degree of disability, a doctor's examination is required.

At the end of 2019, around 7.9 million people in Germany were living with a severe disability. This figure shows a 1.8% increase in persons with severe disabilities compared with the end of 2017. Overall, 9.5% of persons in Germany have severe disabilities at that time. Around a quarter of them (23%) had a degree of disability of 100 and 33% had a degree of 50. A severe disability does not always have to be obvious to outsiders at first glance. A severe form of migraine or diabetes, for example, can also lead to the issuance of a severe disability certificate. The same applies to cancer and many other diseases.

Regardless of whether you are a public or private employer, if you employ 20 people or more, you are obliged to fill 5% of the jobs with employees with severe disabilities. This is stipulated in the Social Code (§ 154 paragraph 1 SGB IX). If a workplace consists of several branches in which there are a total of 20 or more workplaces, the employment obligation also applies. Incidentally, this obligation applies not only to people with a severe disability, but also to so-called equals (Section 2 (3) SGB IX). These have at least a degree of disability of 30%, but less than 50%.

According to the Federal Statistical Office, in 2019, 57% of people aged 15 to 64 with a disability had a job or were looking for one. A comparison with the same age group of people without



disabilities shows that their labor force participation rate was 82%. The percentage of workers with disabilities increased by 5% compared to 2009.

The risk assessment for a successful occupational health and safety of your employees is mandatory by law. In the case of employees with disabilities, it is important to assess which preventive measures need to be taken in order to ensure individually tailored occupational health and safety. This is because a hearing, speech or visual impairment presents the affected employees with different everyday challenges and risks in their working lives than employees without disabilities. In the case of a disability that restricts movement, an examination of workplace accessibility is also relevant.

Precisely because each limitation is individual and each occupational sector has its own circumstances, it is difficult to issue general instructions for action in a risk assessment. This is what the Integration Office at the Landschaftsverband Rheinland (LVR) has set itself the task of doing and has given concrete instructions for action using the example of hearing impairments with their research project under the name "Included risk assessment". If you have employees with hearing impairments, you can read more about the research project here.

[https://mittelstandsschutz.de/magazin/inklusion-mitarbeiter-mit-behinderung/#Worauf\\_muss\\_bei\\_der\\_Gefahrdungsbeurteilung\\_fuer\\_behinderte\\_Mitarbeiter\\_geachtet\\_werden](https://mittelstandsschutz.de/magazin/inklusion-mitarbeiter-mit-behinderung/#Worauf_muss_bei_der_Gefahrdungsbeurteilung_fuer_behinderte_Mitarbeiter_geachtet_werden)

### 3.4. Regulations and policies in ITALY

#### 3.4.1. National regulations on disability

- **LAW 5 February 1992, n. 104**, Framework law for assistance, social integration and the rights of handicapped persons
- **Law 68/1999** Norms for the right to work of the persons with disabilities;
- **Legislative Decree 151/2015**: In 2015, Law 68/1999 was the subject of extensive reform, resulting, in particular, in the issuance of Legislative Decree no. 151/2015. This decree moved with a view to rationalizing and revising the procedures and obligations regarding the integration of people with disabilities, in order to strengthen the system of targeted placement, intended as a moment of encounter between the organizational needs of the employer and the abilities and capacities of the person with disabilities;
- **Legislative Decree 75/2017**: Lastly, the regulatory interventions regarding the implementation of Law 68 concerned the public sphere. As a result of Article 10 of Legislative Decree no. 75/2017, issued on the basis of law no. 124/2015, which provided for delegations to the Government for the reform of the public administration, the



establishment of the National Council for the integration into the workplace of people with disabilities<sup>4</sup> was envisaged, the new figure of the Head of the processes of integration of people with disabilities<sup>5</sup> and specific provisions have been introduced to monitor the application of Law 68 in public administrations.

- **Law 8 November 1991, n. 381** Discipline of social cooperatives: is the reference law for social cooperation, and divides into 2 categories. clearly distinct. The first is that of type A cooperatives, which associate operators from the socio-health and educational sectors, who consequently offer assistance and training services. This type of cooperative, therefore, does not differ much from a business and personal service cooperative, with the difference that it operates in sectors of high social importance, such as health and education. On the contrary, the second gender, type B cooperatives, is made up of associations that work in the reintegration of disadvantaged people, such as former alcoholics, former drug addicts, former prisoners, single mothers, handicapped persons, mentally ill, abandoned minors and the like. . In this case, both the operators in the sector, such as social workers, and the disadvantaged, who participate equally in the management of the company, are members of the cooperative.

Ministry of Labor and Social Policies "**Guidelines on the targeted placement of people with disabilities**" 11 March 2022:

These are Guidelines that support, without replacing them, the regional legislations that have regulated the application of targeted placement in the territories, with the aim of offering an overall reference framework, with respect to principles, interventions and implementation methodologies, for make the "right to work of the persons with disabilities" effective. The tension is, therefore, towards interinstitutional sharing, considered essential to support administrative capacity actions and to encourage the adoption of innovative measures in regional planning, strengthening what is already provided for by local services for targeted placement.

Pursuant to art. 3 of Law 68/1999, public and private employers subject to compulsory placement are:

- Companies that employ between 15 and 35 employees: hiring 1 person with disabilities
- Companies that employ between 36 and 50 employees: hiring 2 persons with disabilities
- Companies that employ more than 50 workers: hiring of persons with disabilities equal to 7% of employed workers

On the other hand, there is no obligation if the employer has less than 15 employees employed by him. It should be remembered that for public and private employers, the obligation to hire persons with disabilities is triggered at the time of hiring of the new workforce which brings the



number of employees respectively to 15 units, 36 units or 51 units: the employer has a time limit of 60 days to comply with the obligation.

Pursuant to art. 18, Law 68/1999, there is also an obligation to hire subjects falling within the protected categories, in the following measures:

- ✓ A worker, if the employer has a workforce of 51 to 150 employees;
- ✓ 1% for those who employ more than 150 employees.

The hiring of persons with disabilities can be made by requesting name or by signing special agreements ("Matching") with the competent employment centers; the latter can make preselections among those enrolled in the compulsory placement, based on the available qualifications, the degree of disability and the job required by the employer for the open position; only the stipulated agreement allows the suspension of the 60 days required to fulfill the obligation, until the recruitment is completed; failing that, the employer must comply with the canonical 60 days provided for by law. The state of disability is determined by a certificate of disability, issued by a medical commission, as required by Law 104/92, which assigns a score, for people in the 18-65 range.

The targeted placement is the legislative instrument identified in Italy, and is based on the network of territorial employment centers, and on the registration of the person concerned, even persons with disabilities, on the special lists. The targeted placement system was recently innovated with the new ministerial guidelines of March 2022x.

## **SAFETY & HEALTH AT WORKPLACE**

In Italy, the training of workers is governed by Legislative Decree 81/2008, by art. 36 and 37. All companies are required to comply with the training obligation, which is essentially structured on the following path:

- ✓ Basic training - 4 h
- ✓ Specific training 4 or 8 hours, depending on the level of risk.

Enabling trainings - They depend on the type of equipment that must be used, or the type of activity that must be carried out. This too is subject to periodic updating, according to specific rules. The training must be updated periodically, at least every 5 years. To these trainings are added others, linked to the job carried out in the company.

Specific training is also provided in the field of emergency management, for workers appointed by the employer:





- ✓ Fire prevention
- ✓ First aid

Also in this case, the courses provide for periodic updates, and are of different duration, established by the specific regulations, in relation to the type of activity and the levels of risk.

### 3.5. Regulations and policies in NORWAY

#### 3.5.1. National regulations

Norway has ratified the United Nations' Convention on the Rights of Persons with Disabilities (CRPD), as well as Agenda 2020, the UN's sustainable development goals.

In Norway, the social model of disability is commonly agreed upon. Disability was previously understood as a property of the individual and thought of in merely a medical context. This medical model of disability is challenged by the social model, where the frame is moved from the individual to the societal.

The social model is relational in its approach, meaning that disability occurs due to an uneven relationship between the individual's abilities and the construction of the physical environment or its requirements for ability. In other words, in this understanding, disability occurs at the intersection between the individual and physical surroundings which are not properly adjusted to differing abilities. When a person has disabilities, we are referring to a barrier-producing context in the physical environment rendering someone disabled in their interactions with it.

A wheelchair user being unable to enter a building because of a set of stairs in front of the entrance, or a person with hearing loss not being offered an interpreter or the necessary technological equipment are examples of contexts where disability occurs due to an insufficiently accessible environment.

The rights of Norwegians with disabilities are protected through several laws and policies. The main law is the Discrimination and Accessibility Act.

#### The Discrimination and Accessibility Act

This law functions to promote equality and equity, ensure all citizens the same opportunities and rights to societal participation, increase accessibility, and to ensure that the social and physical environments are accessible. In addition to this, the law contributes to the removal of socially produced barriers and prevents new ones from being formed.

Both direct and indirect discrimination are prohibited. Direct discrimination occurs when one person is treated worse than another person in a similar situation, and this differential treatment is directly related to the first person's disability. One example of this is an employer arranging meetings to occur on the second floor, only accessible by a flight of stairs, rendering employees with disabilities unable to access the meeting. Indirect discrimination constitutes a 'neutral'



decision which disfavors persons with disabilities compared to (temporarily) able-bodied people. A restaurant prohibiting dogs due to concerns over food hygiene negatively affects individuals with guide dogs, with the person being unable to enter the restaurant.

Positive discrimination is allowed in accordance with the law's intent of ensuring the same opportunities and rights to all citizens. Positive discrimination can only occur when the action adequately addresses the law's purpose

Positive discrimination is allowed in accordance with the law's intent of ensuring the same opportunities and rights to all citizens. Positive discrimination can only occur when the action adequately addresses the law's purpose and is realistically able to attain its intended goal. When the goal of the action is achieved, positive discrimination is concluded. An example of positive discrimination is people with reduced mobility being allocated parking spaces closer to a shop entrance.

### **The Inclusive Working Life Agreement**

Work life is for many people an important aspect of participating in society. An initiative to improve the inclusion of people with disabilities is The cooperation agreement on a more inclusive working life (the IA Agreement). The agreement on an Inclusive Working life (IA Agreement) was signed between the authorities (the government represented by the Minister of Labour) and the parties in working life first time in 2001.

The IA agreement is based on cooperation and trust between authorities, employers and employees. One of the goals of the IA Agreement is to prevent withdrawal and increase employment of people with impaired functional ability.

By entering into the cooperation agreement to become an IA enterprise each enterprise supports the goals of the IA Agreement. And have to strive for achieving the goals. In return, IA enterprises receive rights that are reserved for such enterprises: Like an own contact person and subsidies from the Norwegian Labour and Welfare Service. A survey from 2013 showed that 70 % of employers in Norway had joined the IA agreement (Svalund & Hansen, 2013).

Enhancing equality for people with disability in Norway is a cross-sectorial responsibility. The Norwegian Directorate for Children, Youth and Family Affairs's (Bufdir) responsibilities with regards to disability are coordinating the various sectors, filling knowledge gaps, and to advise other government bodies on matters pertaining to disability. We are responsible for promoting equality and stopping discrimination based on disability.

The aim of our work is to improve the lives and living conditions of people with disabilities. We cooperate with government agencies, research institutions, organisations/civic groups and volunteers to reach this aim, and aid the Ministry of Children and Equality in the development of policy.



### **Bufo's primary tasks are:**

- **Initiating policies that improve the living conditions of people with disabilities.** We support targeted information, research and development policies and projects that contribute to improving living conditions.
- **Documenting the living conditions of people with disabilities.** Our statistics page presents up-to-date knowledge and research on the living conditions of people with disabilities.
- **Managing grants.** The Directorate for Youth and Family Affairs provide annual grants to organisations for people with disabilities, totaling 178,6 million kroner (approximately 20 million dollars).

## **3.6. Regulations and policies in SPAIN**

### **3.6.1. National regulations on Disability**

- Royal Legislative Decree 1/2013, of November 29th, which approves the Consolidated Text of the General Law on the rights of people with disabilities and their social inclusion.
- Royal Decree 1368/1985, of July 17th, which regulates the employment relationship of a special nature for people with disabilities who work in Special Employment Centres.
- Royal Decree 2273/85, of December 4th, which approves the Regulation of the Special Employment Centers defined in article 42 of Law 13/82, of April 7th, on the social integration of people with disabilities.
- Order of October 16th, 1998, which establishes the regulatory bases for the granting of public aid and subsidies aimed at promoting the labour integration of the persons with disabilities in the Special Employment Centers and self-employment.
- Royal Decree 469/2006, of April 21st, which regulates the professional activity support units within the framework of the personal and social adjustment services of the Special Employment Centres.
- Royal Decree 290/2004, of February 20th, which regulates labour contracts as a measure to promote the employment of people with disabilities.

### **3.6.2. WORKTYPE RELATIONS with PWD in the Protected labour system in Spain**

The Special Employment Centers are those whose main objective is to carry out a productive activity of goods and services, regularly participating in market operations, and their purpose is to ensure paid employment for people with disabilities.



### **Special employment relationships**

The types of employment contract may be any of those provided in the Workers' Statute. The contract for training will comply with the provisions of article 11 of the Workers' Statute and its development regulations, with the following peculiarities:

1. The maximum duration of the contract may be extended following a favorable report from the multiprofessional team
2. The training contents must be reported favorably by the multiprofessional team.
3. The time devoted to theoretical training may reach up to a maximum limit of two thirds. The setting of time dedicated to theoretical training will not be required when the contract is concluded with people with mental disability whose degree of disability does not allow him to carry out that training.

### **Remote work contract**

The remote work contract will comply with the provisions of article 13 of the workers' statute, without prejudice to the following peculiarities:

- a) This modality may not be used for the hiring of workers with mental disabilities.
- b) The multiprofessional team must inform prior to the formalization of the contract on the suitability of the specific job to the personal and professional characteristics of the worker, in the terms set forth in article 6 of the reference Royal Decree, specifying the repercussions on the aforementioned suitability of the carrying out work at home.

Professional Activity Support Units are understood as multi-professional teams, framed within the Personal and Social Adjustment Services of the Special Employment Centers, which, through the development of different functions and tasks, allow helping to overcome barriers, obstacles or difficulties that workers with disabilities in these centers have in the process of joining a job, as well as staying in it. The subsidies will be used to finance labor and Social Security costs derived from the indefinite or temporary contracting of the workers of these support units for a duration equal to or greater than 6 months.

### **Legislation:**

- Royal Legislative Decree 1/2013, of November 29th, which approves the Consolidated Text of the General Law on the rights of people with disabilities and their social inclusion.
- Royal Decree 1368/1985, of July 17th, which regulates the employment relationship of a special nature for people with disabilities who work in Special Employment Centres.
- Royal Decree 2273/85, of December 4th, which approves the Regulation of the Special Employment Centers defined in article 42 of Law 13/82, of April 7th, on the social integration of people with disabilities.



- Order of October 16th, 1998, which establishes the regulatory bases for the granting of public aid and subsidies aimed at promoting the labour integration of the persons with disabilities in the Special Employment Centers and self-employment.
- Royal Decree 469/2006, of April 21st, which regulates the professional activity support units within the framework of the personal and social adjustment services of the Special Employment Centres.

### **Transition measures from protected to ordinary employment system**

#### Main objectives

- Promote access to employment for people with disabilities.
- Facilitate the transition from sheltered to ordinary employment.
- Make it easier for a company to better understand the capabilities and aptitudes of workers with disabilities.

#### Characteristics:

- All workers must be people with disabilities.
- At least 60% must have special difficulties in accessing the labour market.
- The contract between the company and the EWC must have a duration of between three months and three years, with the possibility of extension.

#### Normative

- Royal Decree 290/2004, of February 20th, which regulates labour contracts as a measure to promote the employment of people with disabilities.

### **Integration of workers with disabilities in the ordinary work system in Spain**

Public and private companies exceeding 50 employees are obliged to employ a number of workers with disabilities of no less than 2 percent of the total staff.

In public employment offers, a quota of not less than seven percent of the vacancies must be reserved to people with disabilities.

#### Legislation

- Article 42 of Royal Legislative Decree 1/2013, of November 29th, approves the Consolidated Text of the General Law on the rights of people with disabilities and their social inclusion.
- Royal Legislative Decree 5/2015, of October 30th, approving the revised text of the Law on the Basic Statute of Public Employees.
- Law 30/1984, of August 2nd, on measures for the reform of the Civil Service.
- Royal Decree 364/2005, of April 8, regulating the alternative compliance with an exceptional nature of the reserve quota in favour of workers with disabilities.

### **Permanent contract**

#### Legislation:

- Royal Decree 1451/1983, of May 11, which, in compliance with the provisions of Law 13/1982, of April 7th, regulates selective employment and measures to promote the employment of employees with disabilities.



- Royal Decree 170/2004, of January 30, which modifies Royal Decree 1451/1983, of May 11, by which, in compliance with the provisions of Law 13/1982, of April 7, regulates selective employment and employment promotion measures for workers with disabilities.
- Law 43/2006, of December 29, for the improvement of growth and employment.
  
- Royal Decree 870/2007, of July 2, which regulates the supported employment program as a measure to promote the employment of people with disabilities in the ordinary labour market.
- Article 30 of Law 14/2013, of September 27, on support for entrepreneurs and their internationalization.

### **Fixed term employment contract**

Characteristic:

- Duration between twelve months and three years.
- The worker is entitled to an- unemployment compensation of twelve days' salary per year worked.
- In the twelve months prior to hiring, the contracting company cannot have terminated permanent contracts on any of the following cases:
  - by recognized dismissal,
  - or declared inadmissible,
  - or by collective dismissal.

Normative: Additional provision 1 of Law 43/2006, of December 29, for the improvement of growth and employment.

### **Training contracts: alternating training**

Characteristics of the contract and requirements:

- Duration of the contract will be as provided in the corresponding training plan or programme, with a minimum of three months and a maximum of two years.
- Lack of professional qualification recognized on the field of study.
- There is no age limit when hiring people with disabilities
- During the first year the annual working time allowed may not exceed the 65% of the time, or 85% the second year

Legislation:

- Royal Decree-Law 32/2021, of December 28, on urgent measures for labor reform, the guarantee of employment stability and the transformation of the labor market.
- Article 11.2, Second Additional Provision and Twentieth Additional Provision of Royal Legislative Decree 2/2015, of October 23, approving the revised text of the Workers' Statute Law.
- Article 3, Law 3/2012, of July 6, on urgent measures to reform the labor market.



## **Training contracts: Contract to obtain professional experience**

Characteristics of the contract and requirements of the workers

- Duration of the contract may not be less than six months nor exceed one year (sectoral, state or regional agreements may determine the duration of the contract according to the characteristics of the sector and the practices to be carried out).
- The worker must have a university degree or an intermediate or higher degree, specialist, professional master's degree or certificate of the professional training system in accordance with the provisions of organic law 5/2002, of June 19, on qualifications and professional training
- The contract must be formalized within the five years following the completion of the studies.

Legislation:

- Royal Decree-Law 32/2021, of December 28, on urgent measures for labor reform, the guarantee of employment stability and the transformation of the labor market.
- Article 11.3, Second Additional Provision and Twentieth Additional Provision of Royal Legislative Decree 2/2015, of October 23, approving the revised text of the Workers' Statute Law.
- Article 7 of Law 3/2012, of July 6, on urgent measures for labor market reform.

## **Standby contract**

The objective of the standby is to replace a worker with a disability who is on sick-leave and replace by another unemployed worker with a disability.

Normative: Additional provision 9 of Law 45/2002, of December 12, on urgent measures to reform the unemployment protection system and improve employability.

## **Self-employment**

Regarding self-employment in Spain exist the Self-employment promotion program for people with disabilities

Normative: Order TAS/1622/2007, of June 5, -regulating the granting of subsidies to the self-employment promotion program.

## **Supported employment.**

In order to facilitate the social and labor adaptation of workers with disabilities with special difficulties in finding work, are provided by specialized job coaches actions of orientation and individualized support in the workplace.

Final recipients

- Workers with disabilities registered with the Public Employment Services as unemployed jobseekers, as well as those hired by Special Employment Centres.
- In both cases they will be in these assumptions:
- People with cerebral palsy, mental illness or people with intellectual disabilities with a recognized degree of disability equal to or greater than 33%.
- People with physical or sensory disabilities with a recognized degree of disability equal to or greater than 65%.



- In both cases, they must be hired by a company in the ordinary labor market through an indefinite or fixed-term contract, for a minimum of six months.

Legislation: Royal Decree 870/2007, of July 2, regulates the supported employment program as a measure to promote the employment of people with disabilities in the ordinary labor market.

The social integration of people with disabilities is a constitutional right, and it is up to these public powers to carry out policies that eliminate the barriers that prevent or hinder it. The incorporation of this group into the labor market is an outstanding factor in achieving their full integration.





## 4. Inclusion

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### What is Inclusion?

Inclusion is involvement and empowerment, where the inherent worth and dignity of all people is recognized (Central Michigan University, n.d.).

There are many factors that affect successful inclusion. First, there is the broad context of society and legal frameworks and the beliefs/knowledge/... of the people in society (macro-level). Furthermore, there are the immediate contexts in which a person situates himself (working, living, hobby,...), each of which has its own beliefs and consequent policy options (meso-level). Then there are the people who are directly involved with the persons who are not completely included yet. Lastly, there is also the person himself who lives in society and has his own view of things, with its own talents/weaknesses/potential/... (micro-level).

### United Nations on Inclusion

The UN Convention on the Rights of Persons with Disabilities wants to promote, protect and ensure full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity. The Convention has eight guiding principles (Convention on the Rights of Persons with Disabilities, 2006):

1. Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons;
2. Non-discrimination;
3. Full and effective participation and inclusion in society;
4. Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity;
5. Equality of opportunity;
6. Accessibility;
7. Equality between men and women;
8. Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

Unfortunately, inclusion is often already a target but in reality the numbers do not yet follow. For example, in companies, people are recruited to represent minority groups' rights. This is still only true in 41% of companies and often mainly for the LGBTQ community, women and racial minority groups. If a person is recruited to represent a certain group, it is only in 26% of cases for people with disabilities.



## Inclusive Education and training

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According to ILO (2013), inclusive vocational education and training systems have the following characteristics:

- The inclusion of persons with and without disabilities in one overall system;
- The involvement of persons with disabilities in all aspects of this system, including the design and development of programmes and the hiring of persons with disabilities as trainers and teachers in these programmes;
- A barrier-free environment – one that eliminates all barriers, including physical, learning, social and psychological;
- Adjustment of teaching methods, equipment and assistive technology and the implementation of other necessary adjustments;
- Provision of career guidance so that persons with disabilities can make the appropriate choices;
- A market-driven approach that ensures the quality of training and maximizes employment outcomes and the active involvement of employers to ensure that skills are developed in line with their needs;
- Recognition of the importance of cultivating positive attitudes, including the attitudes of students and staff without disabilities, to ensure a welcoming and supportive atmosphere for persons with disabilities;
- The teaching staff and support personnel, such as the disability specialist (support teacher), adapt the teaching methods and techniques to ensure that all students, including those with disabilities, develop the vocational skills they need;
- Provision of adequate resources to support the training of all types of students;
- Adequate preparation of persons with disabilities to ensure that they succeed in the vocational education and training system. This includes children with disabilities attending and succeeding in basic education and establishing links between secondary schools and vocational education and training systems.



An inclusive educational setting/workplace promotes and sustains a sense of belonging; it values and practices respect for the talents, beliefs, backgrounds, and ways of living of its members.

Inclusive education and training means:

- A fundamental right to education and training
- A principle that values students' wellbeing, dignity, autonomy, and contribution to society
- A continuing process to eliminate barriers to education and training and promote reform in the culture, policy, and practice in schools/workplaces/... to include all learners/trainees.

Most importantly inclusive education and training means that learners/trainees/employees with disabilities and other disadvantages are taught with their peers in a mainstream setting/workplace for a majority of the day. Inclusive education and training begins with the assumption that all learners/trainees/employees have the right to be in the same educational space/workspace/training space.

According to the General Comment on Article 24 of the UN Convention on the Rights of Persons with Disabilities, Inclusive Education is:

“The right to inclusive education encompasses a transformation in culture, policy and practice in all formal and informal educational environments to accommodate the differing requirements and identities of individual students, together with a commitment to remove the barriers that impede that possibility ... It focuses on the full and effective participation, accessibility, attendance and achievement of all students, especially those who, for different reasons, are excluded or at risk of being marginalized ... It requires an in-depth transformation of education systems in legislation, policy, and the mechanisms for financing, administration, design, delivery and monitoring of education.” (CRPD, 2016, p. 3)

People with disabilities (PWDs), 15% of the world's population, face marginalization in social, economic and health terms, as well as limitations by public services to reach them. PWDs need a range of specialized interventions to access skills development and work, including assistive devices and access to employment services. Inclusion happens as soon as the process of increasing participation is started. Research demonstrates that policies in many countries are formally geared towards inclusive education. Yet, these policies are usually not comprehensive, not always aimed at systemic changes, and they lack careful planning, special monitoring mechanisms and the necessary reallocation of resources.



## Conditions and features for Inclusive education and training

Training skills makes only sense when people with disability are supported to be more independent, to become part of society and to contribute to it. This support needs to happen on all levels of society. Inclusive education places the obligation on the education system to provide a personalized response, rather than expecting the student to fit the system. Not all people learn in the same way.

### Macro-level

National-level implementation requires enabling policy to clearly articulate and support inclusive education. It is important to have strong systems to data collection and data management. Also providing flexibility in curriculum and coordinating with other aspects of society in which inclusive education factors, such as employment.

### Meso-level

An organization is a combination of belief, vision and principles that guide actions across different operational contexts; a combination of conceptual, political and methodological frameworks (IRECOOP Veneto, April 2020).

We want an organisation/educational setting/workspace that sees the added value of diversity and extends this into organisational and teaching/support processes. The **involvement** of persons with disabilities in all aspects of this system, including the design and development of programmes and the hiring of persons with disabilities as trainers and teachers in these programmes (inclusive policies). **Recognition** of the importance of cultivating **positive attitudes**, including the attitudes of students/learners/workers/peers and staff without disabilities, to ensure a welcoming and supportive atmosphere for persons with disabilities is also an important organisational process (inclusive values). We need the practices to reflect the inclusive cultures and policies of the organisation/educational setting/workspace. Learning is orchestrated and resources are mobilised (inclusive practices).

This also refers to the characteristics of the environment that must be considered. There are seven characteristics to the **universal design principle**; (a) usable for everyone, (b) Flexible in use, (c) Simple and intuitive to use, (d) Understandable information, (e) Margin for error, (f) Limited effort, (g) Suitable dimensions and areas of use.



## Micro-level

Professionals working in the field of disability vary in their beliefs about the **presumed competence, modifiability and learning potential of people with a disability**. A different way to provide a personalized response is to make sure the teaching staff and support personnel, such as the disability specialist (support teacher), adapt the training methods and techniques to ensure that all learners/employees, including those with disabilities, develop the skills they need.

In order to implement successfully educational strategies for adults with disabilities, professionals need to develop an appropriate supporting belief system. Certain constructs have been found to be critical to understand and to measure this belief system: 1) professionals' beliefs on change, modifiability and plasticity of adults with a disability, 2) professionals' beliefs on critical environmental conditions to promote change and learning of adults with a disability, 3) professionals' beliefs on Quality of Life and disability and on employment and disability.

Professionals must have mastered the knowledge they wish to impart and must also have skills to impart this knowledge. They need to ensure that the knowledge is absorbed and that transfer is made by the learner/employee/trainee. The teacher/professional/employer not only 'teaches' knowledge, but also stimulates learning potential, 'learning to learn', thinking, etc... so everything to do with the learning process (and thus the thinking process, problem solving, transfer,...) - this is precisely to close the gap in diversity. This is core of cognitive education : as a 'teacher' you are always working on content and on learning-processes. This applies to people with low IQ, but also to people in weak social contexts.

It is important to not only focus on the professional but also on the learner/employee/trainee. Adequate preparation of persons with disabilities is needed to ensure that they succeed in the education and training system. Persons with disabilities have skills and it is up to professionals and training to help enhance these skills. The professional needs to help develop the adaptive skills of the persons with disabilities. It the role of the professional to ask questions that promote thinking, bridging, challenging responses and requiring justification.

People with disabilities need to learn what their rights are, how to gain participation, how to stand up for themselves, how to take initiative,... In addition, they have their own QOL, competences, mindset (growth mindset) that must be taken into account.



## Principles of Inclusive education and training

The leading principles of inclusive education are:

### Macro-level

- Inclusion and equity are overarching principles that guide all education policies, plans, and practices
- Systems are in place to monitor presence, participation and achievement of all learners
- The important national policy documents strongly emphasize inclusion

### Meso-level

- There is a vision in the organisation/workplace/school and actions are linked to it
- The organisation exists according to the principles of universal design; A barrier-free environment; Ensuring that the training environment is accessible and approachable to all is fundamental
- It should be an inviting and challenging environment, where the 'learner' is invited to take initiative and use his own 'ability' (practical and cognitive)
- The senior staff at different levels provide leadership on inclusion; leaders at all levels articulated consistent policy goals to develop inclusion; leaders at all levels challenges non-inclusive, discriminatory practices
- Recognition of the importance of cultivating positive attitudes
- Organisations/workplaces/schools cooperate with external organisations in function of inclusion
- People with disabilities are involved in the decision making process
- The professional receives training and education that fit within the vision
- The content of the training is aligned and consistent with regulations as it is for people with normal skills/contracts
- Course materials are provided and there is support for transfer
- The inclusion of persons with and without disabilities in overall system: learning centres have strategies for encouraging the presence, participation, and achievement of all learners



## Micro-level

- Provision of adequate resources to support training of all types of students (diversity)
- Teachers and support staff are prepared to respond to learner diversity during their initial training
- Teachers and support staff have opportunities to take part in continuing professional development regarding inclusive practices
- The professional/trainer assumes presumed competence of the student/learner/employee
- Every 'teaching' is teaching of content and of process, the latter to really do promote learnability and adaptability.
- The involvement of PWD in all aspects of the system
- Adequate preparation of the learners
- Students are actively involved in their own learning
- students learn collaboratively
- PWD should be aware of their rights and encouraged to participate in the workplace/organisation/school

The principles stated above are not goals to be achieved but they are criteria for continuous evaluation and critical examination of the system.

From the above principles, six components can be summarized that lead to the successful implementation of inclusive education.

1. Inclusive policies that promote high outcomes for all students (macro-level)
2. Equitable distribution of resources (macro-level)
3. Flexible and accommodative curriculum (meso-level)
4. Strong and supportive leadership (meso-level)
5. Teachers who are trained in inclusive pedagogy and view it as their role to teach all learners in a diverse setting + teachers who promote learnability and adaptability (micro-level)
6. Learners who know their rights and know how to speak up for themselves (micro-level)



## 5. Collection of good practices

### 5.1. Good practice from BELGIUM

#### SAM training

Sam-training is implemented by the ateliercoaches in daycare centre “Boerhof”.

Already from the early 80’s until now the training has been implemented. The training is still continuing and is something we want to spread out over the whole of our organization.

The SAM-training is held in small groups of PWID who are working in the same workshop. The objectives are:

- To create an active-modifying environment and stimulate (meta-) cognitive skills.
- Learning skills necessary for executing tasks more adequately, more independent and more efficient. In this way we improve Quality of Life.
- SAM is tool that helps the PWID with self-instruction (inner speech)

Target and participants of the activity are persons with cognitive and other disabilities (physically, autism spectrum disorder, ...) working together in the same workshop (pottery, crafts, cooking, ...). Group size between 8-10.

Content:

Sam is a little guy who wants to get to his work. He tries to solve this problem.

In the program, the PWID, learn the 7 steps of the metacognitive structure. The first 4 steps are called mental orientation, step 5 is the executive fase, step 6 and 7 are evaluation and reflection.



1. Being alert: refers to a general focus and feeling of eventually imbalanced situation.
2. Exploring: actions to explore the situation so that there’s a precise problem definition.
3. Defining solution methods and choosing one solution: nominating several solution methods or solutional approaches
4. Planning the solution, structuring the solution method and prevising the result: elaboration of the solution plan.





5. Executing the plan: Executing, monitoring and if necessary adjusting the plan.
6. Checking and elaborating: did we achieve the goal and in what way?
7. Linking, making transfer: What have I learnt from this experience? How can I use this experience in the future?

### Training sessions in group:



Transfer in the work environment:

### 6. Outcomes:

The trainers switched their mindset to a growing mindset: all of the PWID can learn in a metacognitive way.

The Persons WID make transfer at home: baking cakes at home, cleaning the closets with a step-by-step-plan, collecting ingredients and materials before starting, ...





## **7. Evaluation and feedback:**

SAM-training is an intensive training, but the result is that the persons with disabilities can work more independently. They also use the learnt skills from the workshop in the daycare centre in their workspace from supported employment.

## **5.2. Good practice from GERMANY**

### **Prevention projects for people with disabilities**

The German Association of Statutory Health Insurance Funds (vdek). The association fulfills the requirement of the World Health Organization (WHO), according to which "health [ ] is created and lived by people in their everyday environment: where they play, learn, work and love" (Ottawa Charter on Health Promotion, 1986) together with Katholische Hochschule für Sozialwesen Berlin Fachhochschule Bielefeld nexus Institut.

It is currently a one-time project. May 2021-April 2024

#### **Context.**

Making health simple. Designing health promotion in workshops and residential facilities. Health promotion should reach people where they spend their daily lives. For people with disabilities, this is often a special form of housing or a workshop for people with disabilities.

Triggering health promotion - development of a specialist consulting concept

In order to address this issue, the German Association of Statutory Health Insurance Funds (vdek) is promoting the conceptual development of a health promotion consultation process for residential and workshop facilities for people with disabilities. The aim is to create health-promoting structures in institutions for integration assistance and to set behavioural preventive impulses.

The workshops and residential facilities are accompanied by specialist advisors and supported with materials in order to establish a health-promoting culture, as a result of which all stakeholders (primarily the people with disabilities) can perceive noticeable improvements.

As part of this process, health-promoting structures are built up in the participating facilities and measures are established that meet the needs and wishes of the addressees (People with disabilities) and the local conditions.



Subproject 1 provides expert advice on the health promotion process and, based on the experience gained, develops a guideline (advisory concept), a curriculum (training concept) and an instrument box (toolbox) for expert advisors. Subproject 2 supports the health promotion process by developing a portfolio of measures and ideas for institutions of integration assistance according to §§ 20, 20a SGB V.

The final product will be a modular portfolio containing a wide range of measures and ideas at the behavioral and relationship level from all over Germany. This is developed and structured in such a way that measures and ideas can be identified and applied to a wide range of institutional and individual conditions. It is used to implement a health-promoting professional consultation process for residential and sheltered workshops. It is planned to update the portfolio on an ongoing basis.

The nexus institute accompanies the research and development project with an activating evaluation. The focus of this evaluation is on the impact orientation of the expert consultation process including the implementation of measures in the participating institutions.

Overall, the evaluation will look at three levels: 1. the organization - the living environment of the home and workshop, 2. the intermediary level or specialists (health team: health coordinators, group leaders, social workers), and 3. the primary target group - people with disabilities (employees/residents in sheltered workshops). In each case, specific, suitable instruments are developed for the survey and a complementary mix of methods is selected, which allows the interrelationship of effects at the structural, process and outcome levels to become apparent.

<https://www.gesunde-lebenswelten.com/gesund-vor-ort/menschen-mit-behinderung-und-angehoerige/gesundheits-einfach-machen-90/>

The German Association of Statutory Health Insurance Funds (vdek) has also implemented worksheets and copy templates for the first practical aid "Health promotion with people with learning difficulties". All of them are available for download below:

<https://www.gesunde-lebenswelten.com/gesund-vor-ort/menschen-mit-behinderung-und-angehoerige/gesund-lernmaterialien-39/>

(K: Health in the workplace)

<https://www.gesunde-lebenswelten.com/gesund-vor-ort/menschen-mit-behinderung-und-angehoerige/zusammen-arbeiten-gemeinsam-gesund-58/>



## **First aid course for people with learning disabilities or mental retardation organized by Lanzner**

It's ongoing and continuous project.

The course is implemented for those people who have found it difficult to assess a situation and felt uncomfortable, have seen people in distress and been unsure what to do. Thanks to the course the target group can learn to help and practice! The language is simple, they teach with lots of pictures, and they practice a lot together.

Maximum 12 participants - Adults with learning disabilities or mental retardation

### CONTENT OF THE TRAINING COURSE:

How do I recognize an emergency?

What can I do to ensure that the rescue service arrives quickly at the scene of the accident?

What is the "stable lateral position"? How can I apply it?

We learn about simple bandages and practice them.

<https://bildung.lanzner.de/joomla/seminare/erste-hilfe/ich-lerne-helfen-erste-hilfe-kurs-fuer-menschen-mit-lernbehinderung-oder-geistiger-behinderung>

The same course has been implemented also by Caritas Werkstätten

<https://www.caritaswerkstaetten-hochrhein.de/erste-hilfe-fuer-menschen-mit-behinderung/>

Methodology and action guide for an inclusive risk assessment

The research report on inclusive risk assessment serves as a support especially for employers for the assessment of working conditions of people with disabilities. Using the example of people with hearing disabilities, it shows how hazards in the workplace can be identified, assessed and ultimately avoided or minimized.

[https://www.lvr.de/media/www/lvrde/soziales/menschenmitbehinderung/1\\_dokumente/arbeitsausbildung/dokumente\\_229/forschungsvorhaben\\_ina/17\\_3979-Inkludierte\\_Gefaehrdungsbeurteilung\\_barrierefrei.pdf](https://www.lvr.de/media/www/lvrde/soziales/menschenmitbehinderung/1_dokumente/arbeitsausbildung/dokumente_229/forschungsvorhaben_ina/17_3979-Inkludierte_Gefaehrdungsbeurteilung_barrierefrei.pdf)



## 5.3. Good practices from Italy

### Evaluation of the psychophysical state of the workers

As part of the initiative carried out by a partnership involving the National Institute for Insurance against Accidents at Work, the University of Venice, Irecoop Veneto and a group of cooperative enterprises.

During the first year and a half (June 2017/November 2018) of the project the partnership identified an experimental risk assessment method for the job placement of people with mental disabilities developed in some cooperatives in the Treviso area in 2013 and an example of application of the latter in the field of green maintenance. A draft guideline was also prepared for the assessment of safety aspects, created with the intention of improving some critical issues that emerged from the application experience of the previous methodology. Finally, the latter was applied to the working sector of mechanical assembly and packaging, with particular reference to the case of a cooperative in the Treviso area.

The protocol seeks to analyze and evaluate, first individually and then in their interactions, three essential dimensions: the subjective dimension, the context dimension and the content dimension. Through this process it was possible to identify the critical issues that can affect the health and safety of psychiatric subjects and to attribute, in relation to their specific psychophysical conditions, an adequate context and content.

#### **The basic steps of the method.**

**The analysis of the subjective dimension** is carried out by means of the standardized forms guiding the observation of persons with mental pathologies included in the work placement programmes. One of the most used methods is the Vas.I-S card, which is not configured as a diagnostic tool, but as a means of recording and analyzing the frequency, presence and relapse of certain behaviors.

According to the protocol criteria, each user is assigned a "**Color Code**" (green-yellow-red) based on the level of autonomy:

- **green** is assigned to all those users who do not require specific surveillance, as their pathology does not affect the work assigned to him.
- **yellow** indicates that there are doubts regarding the autonomy of the user, who requires specific supervision and monitoring during the performance of his activity.
- **red** corresponds to the impossibility of the subject to safely carry out the activities envisaged by his job and, for this reason, the activity is precluded.

**The analysis of the dimension of the context** consists in verifying the presence and census of all the risky elements for health and safety present in that particular working context in which the subject intends to enter. Some of the elements considered risky for health and safety can be, for example, the presence of roads with heavy vehicular traffic in elevated



places, while for elements that are risky for health, for example, the prolonged use of PPE in the workplace.

On the basis of the elements that emerge, the context is evaluated using a three-level acceptability criterion:

- in the green area if there is no particular criticality,
- in the yellow area if a critical element is present (the user must be accompanied by an operator)
- in the red area if several critical factors have been recorded (the subjects are excluded from these contexts).

**The analysis of the content size** refers to the rating of the equipment and how it is used. The protocol foresees a preliminary analysis in which all the equipment must be listed, placing them in two macro-categories:

- that of hand tools (e.g. hammers, pliers, shears, scissors)
- that of machines (e.g. brush cutters, mechanical presses).

Each macro category, belonging to the "job content" dimension, will be evaluated on the basis of a criterion with three levels of acceptability.

In the case of the hand tools there will be a green acceptability area if the user demonstrates good experience in its use and the yellow acceptability area if the user has no experience and for this reason, it requires supervision.

For machines, on the other hand, acceptability is defined on the basis of the protections applied to them capable of defending the worker from moving parts:

- green area (acceptable) for fixed protections,
- yellow area (supervision required) for removable protections,
- red area (no use) for equipment without any type of protection.

In order to evaluate the relationship between the subjective, context and content dimensions, a three-input matrix was used, capable of providing all the combinations for each dimension.

The idea behind this matrix is that none of the dimensions have a "red" rating and that the elements with a "yellow" rating are not more than one for the job under consideration.

The method developed during the various focus group meetings between the security consultants was presented in the period September/November 2018 to the various consortia (through the enlarged focus groups) in the presence of the engineer Nitti of the INAIL Veneto.

In the January/March 2019 period, the consortia identified the cooperatives in the various provinces available to begin the model experimentation phase, preceded by the training of the operators.



## EVALUATION MATRIX

	GREEN	EVALUATION-SUPERVISION	RED
GREEN	GREEN	EVALUATION-SUPERVISION	RED
EVALUATION-SUPERVISION	EVALUATION-SUPERVISION	RED	RED
RED	RED	RED	RED

### **GREEN**

Area of ACCEPTABILITY. The Subject can be placed in a certain context with a specific content of the work.

### **ORANGE**

EVALUATION-SUPERVISION area. The placement in a context and the specific content of the work must be carefully evaluated. Constant supervision required.

### **RED**

PROHIBITED area. Job placement is not possible.

This method has been recognized as very utile and is currently used by several enterprises for the regular observation, evaluation of the workers with mental and intellectual disabilities and the safety and health at work place.



## 5.4. Good practice from SPAIN

### 5.4.1. Best practice 1

**Target and participants:** organizations that employ workers with disabilities to ensure adequate performance in their preventive practices with respect to this group of workers

**Content:** The study incorporates a series of chapters that fully address all the aspects that, from a preventive perspective, are relevant in relation to training in occupational risks for workers with disabilities: general aspects of preventive management, health surveillance, adaptation of the job, responsibilities arising from non-compliance with the regulations on occupational risk prevention in relation to said group of workers.

**Outcomes:** The results of this study include a total of 120 questions-answers. The configuration of this range of questions-answers has been carried out based on current community and national regulations on occupational risk prevention from the perspective of workers with disabilities and on inclusive training in the matter of safe and health at work that helps organizations to ensure adequate performance in their preventive practices with respect to this group of workers.

Likewise, another important innovation has been introduced in this study, such as the incorporation of numerous practical examples as a table, configured, for the most part, based on real cases. A methodological option that greatly facilitates the use of this research.

### 5.4.2. Best practice 2

#### **Guide for the development of training on Safety & Health for workers with Intellectual Disability**

<http://www.fundacionprevent.com/app/webroot/news/jornadas/2014/img/20140326-guia.pdf>

Initiative was started in 2014 and its implementation is still continuing

#### **Context.**

The purpose of this guide is to establish the basis for organizations to manage the processes of Inclusive trainings of Safety & Health of their workers with intellectual disabilities providing them, in the different chapters, with the theoretical and practical necessary for both the design of training materials and the materials, as well as for the delivery and evaluation of the effectiveness of these actions.

**Target and participants:** organizations employing people with disabilities especially oriented to organizations that have a staff structure with specific knowledge of both occupational risk and training.





## Content:

- Brief description of the material, as well as some hints to facilitate its use by organizations.
- Context of the guide. The reasons for its development within the legal framework of application, as well as the social factors involved.
- Identification of training needs.
- Design of training actions. It establishes the theoretical principles to be taken into account so that the company can carry out the design of training actions, pursuing the achievement of the following objectives:
  - To acquire the knowledge, skills and attitudes necessary for the design of quality training materials.
  - To favour learning according to the type of target audience to whom the training materials are addressed
  - To define the design of training materials taking into account the profile of the target audience.

Training delivery. This phase constitutes the design work of the different teaching-learning methodologies in order to enable the company to deliver the training actions.

Evaluation of the effectiveness of the training.

## **Outcomes. What has been the results or outcomes of the experience?**

Through the application of the methodology designed in each of the chapters of the guide the organizations could successfully face the training processes of their workers with intellectual disabilities through the design of holistic strategies that cover the whole process: identification of needs, design of training materials, design of training delivery techniques and design of training evaluation methodologies.

## **Evaluation & feedback. Has there been implemented any evaluation of the practice? Add any feedbacks, analyses done by involved actors.**

The organizations that implemented this guide find it very useful and complete, although was said that there we some aspects that probably needed more focus, like the Identification of training needs.



### Best practice 3

The project was developed at the initiative of the organizations representing the majority of employers and workers in the sector in Spain, CEHAT, FEHR, UGT and CCOO and the Technical Management of SGS.

The aforementioned organisations, aware of their responsibility and potential for the integration of a large number of people with disabilities, joined forces to carry out this study, the objective of which was the specific analysis of jobs with persons with disabilities in mind.

The difficulties and disadvantages for the employment and integration of people with functional diversity are not due to their own deficits or limitations, but rather to deficiencies, obstacles and barriers that exist in the social and work environment, either due to the lack of adaptation of the job to the characteristics of each person, or due to the existence of certain occupational risks in their case. We can say that disability is just another characteristic of the person and not something that defines him/her. The capacities of a person with functional diversity can vary a lot from one person to another, so it is a mistake to demand more than what he/she can do or to underestimate his/her capacities and potential, and a priori, all jobs can be carried out by people with disabilities.

The guide was finalized in 2010, and since then it has been a reference framework in Spain for the prevention of occupational hazards when hiring staff in the hospitality sector with functional diversity and for adapting to the different disabilities of workers in the sector.

### Context

The PREVINE initiative aims to analyse in a first phase, the jobs contained in the ALEH IV (State-wide Labour Agreement for the Hospitality Sector) in the 1st, 2nd and 4th functional areas, with the aim of obtaining descriptive sheets for each job that contain very detailed information on all the theoretical knowledge, skills, necessary requirements, occupational risk prevention measures and possible need for adaptations so that they can be carried out by people with functional diversity, necessary requirements, occupational risk prevention measures and the possible need for adaptations of these jobs so that they can be carried out by people with a certain functional diversity, and which, as a cataloguing guide, contributes to improving both health and safety and the quantity and quality of employment of this group in the Hotel and Catering Sector.

The result has been useful for the whole sector, firstly for the workers with disabilities, so that they find themselves in a working environment adapted to their specific needs that favors their integration into the workplace while at the same time looking after their health. Secondly, for the employers, whom we hope to have made it easier for them to hire people with disabilities and to have helped them to adapt their workplaces, together with those responsible for occupational



health. Of course, the study is also intended for all workers in the sector, whose working conditions will also be improved by the universal adaptations proposed in the Guide.

The labour integration of people with functional diversity in the hospitality sector is undoubtedly a valuable element within the corporate social responsibility policies of the group within the social action measures of the companies.

### **Objectives:**

- To promote the highest standards of occupational health and safety in the hospitality sector.
- To ensure that companies in the sector comply with their obligations in terms of health and safety at work, including workers with disabilities, avoiding discrimination and achieving a higher level of safety for all.
- To enable workers with disabilities in the sector to carry out their work in conditions of health and safety, guiding companies and providing them with useful resources for the integration of this group.
- To provide companies in the sector with an occupational risk prevention management system that takes special account of workers with functional diversity, helping to improve their quality of working life and to advance towards their full integration and normalization in society.
- Facilitate compliance with health and safety obligations at work, including workers with disabilities.
- To improve the quality of employment and working conditions and the health and safety of workers in the Hospitality Sector. To estimate the number of people with disabilities currently working in the Hospitality Sector and to deepen the knowledge of the limitations in the employment and integration of workers with functional diversity in the sector, identifying deficiencies, limitations or barriers that hinder this integration and employment.
- To promote the social and labour integration of people with functional diversity in the Hotel and Catering Sector. To make companies in the sector aware of the need to go beyond legislation, through Corporate Social Responsibility policies that integrate people with disabilities in the sector and to highlight the advantages and benefits of such integration.
- To visualize the benefits of the incorporation of workers with disabilities in companies' workforces, such as the improvement of the working environment, a greater perception of the company's social commitment and the aid available for the promotion of employment of this group.
- To publicize good practices in the integration of people with disabilities in the sector in order to raise awareness in the sector as a whole.
- To contribute to the removal of physical, architectural, socio-cultural, legal or economic barriers that hinder access to employment and integration of people with functional diversity in the Hospitality Sector.



### The specific objectives are:

- To elaborate a Guide-Catalogue of jobs in the Hotel and Catering Sector, initially for those included in the 1st, 2nd and 4th Functional Areas, where people with functional diversity can be integrated in compliance with the guidelines established by the Law on Prevention of Risks at Work.
- To provide prevention technicians in companies in the sector, human resources managers and prevention delegates with a simple working tool to help them carry out a specific assessment and evaluation of the existing risks in jobs occupied by workers with any type of disability and of all those issues related to the occupational health and safety of workers with disabilities.
- To analyze the difficulties in the accessibility of the environment and in the adaptation of the workplace that with disabilities workers may encounter, proposing general guidelines for action to facilitate, in terms of health and safety, the occupational integration of this group.
- To propose a series of technical recommendations and a list of tools that can help companies to carry out preventive activities in relation to workers with disabilities in order to adapt and adjust working environments to workers with functional diversity.
- Promote the labour insertion of people with disabilities in the hotel and catering industry through information, training and awareness-raising actions.
- To establish the bases to carry out, with the conclusions derived from this research, an information campaign aimed at all companies in the sector.
- The project was aimed at any person with functional diversity who could access a job in the Hospitality sector. In order to achieve the objectives of this research project, different working methodologies were used, among which we highlight the following:
  - Bibliographic search to analyse information on legislative, physiological and technical aspects related to disability, ergonomic analysis of jobs, evaluation methodologies of jobs occupied by workers with disabilities and other aspects related to the health and safety of this group.
  - Employment situation and integration of people with disabilities in the hotel and catering sector: The PREVINEM questionnaire.

One of the objectives of the study is to find out first-hand what the starting point is in terms of the current employment situation and the integration of workers with disabilities in the different companies in the sector and their relationship with health and safety at work.

For this purpose, an "ad hoc" questionnaire was developed, to be filled in directly from the web pages of the project promoters, by means of a specific application developed in VB.net with Framework 2.0 on a SQL Server 2005 application server.

NHibernate 2.0 has been used to manage persistence with the database.



This questionnaire consists of 28 questions, grouped into the following thematic blocks:

1. General characteristics of the company
2. Current situation of the company with regard to the integration and employment of people with disabilities.
3. Accessibility to the workplace
4. Barriers to the employment and integration of workers with disabilities in the Hospitality Sector
5. Functional areas, categories or positions susceptible to greater adaptability for workers with disabilities.
6. Occupational risk prevention and disability

The guiding principle of prevention consists of adapting the workplace to the worker and not the other way round. The adaptation of workplaces to people with functional diversity must be based on two basic principles:

On the one hand, universal accessibility (which includes spaces, environments and products that are accessible, understandable and usable easily and effectively by everyone) and on the other hand, adaptation through reasonable adjustments and organisational and/or technical support aids, under the premise of the principles of design for all and full equality of opportunities, non-discrimination and universal accessibility of people with functional diversity, in such a way that the imbalance between the demands of the environment and the functional capacities of the individual is reduced.

The criteria for universal accessibility refer to the different dimensions of human activity, such as moving, communicating, reaching, understanding, using and manipulating. Ensuring accessibility means guaranteeing that these activities can be carried out by any user without encountering any type of barrier. These activities are summarised in four main groups: Ambulation, Grasping, Locating and Communicating, known as the DALCO REQUIREMENTS. These requirements are defined in the UNE 170001 standard. The support products, which include devices, equipment, instruments, technologies and software, are a support to help adapt a workplace to the personal characteristics or biological state of a person with a certain type of disability, to guarantee their Health and Safety, to prevent, compensate, control, mitigate or neutralise deficiencies, limitations in activity and restrictions in participation and which can also help to improve the quality of life and well-being of people without disabilities. The specifications of these products are established in the UNEEN-ISO 9999 standard.

Health and Safety measures, designed to protect people from risks, should not be used in a discriminatory way as a pretext to exclude people with disabilities from the workplace or to treat them unfavourably. This must be taken into consideration at all times in order to guarantee



integration and equality at work for people with functional diversity and must be specifically contemplated in the management systems of Occupational Risk Prevention in companies.

One of the aspects to be taken into account is the heterogeneity and diversity of disabilities, both in type and degree, which will make it difficult to provide a global or joint solution. Therefore, companies have to take into account the abilities and capacities of each worker, considering each person with disabilities in a particular way according to each case. Therefore, general risk assessments must also take into account the individual differences of workers, identifying those workers who may be at greater risk, specifically assessing these factors, taking into consideration the abilities of people, and therefore taking into account both the nature and extent of the disability, as well as the work environment.

Ergonomics, as a science that adapts work to the person, deals with the planning, design and evaluation of tasks, work, products, organisations, environments and systems to make them compatible with the needs, abilities and limitations of people. From this point of view, disability should be understood as the set of deficiencies or shortcomings of the environment, in this case the workplace, which prevent the adequate social and personal development of the individual, rather than as a physical, mental and/or sensory limitation of the person. Workers with disabilities have special abilities that should not be underestimated due to poorly adapted working conditions.

**The main results** of the Project are based on the following objectives:

- Objective 1: Analysis of the main benefits for companies in the hotel and catering sector of hiring people with functional diversity.
- Objective 2: Analysis of the possible barriers that may hinder the employment and/or integration of workers with functional diversity in the catering sector
- Objective 3: Analysis of the aspects related to health and safety and the prevention of occupational hazards and disability in the different functional areas covered by the project: Occupational Risk Assessment, Training and information, Emergency measures and Health surveillance
- Objective 4: Analysis of the needs for adaptation of workstations in the hospitality sector, according to functional areas: support products and/or reasonable adjustments for each disability group, Universal Accessibility and general recommendations by functional area.

The recommendations contained in this guide are not intended to establish an exhaustive list covering all the possible general and specific recommendations for each of the different disabilities, but they do set out some guidelines for action that will facilitate the work of prevention technicians in companies.

The process of assessing the functions of each person and the requirements of their specific job, of the possible imbalances and of the adaptation measures to be adopted, will require a detailed



and individualised analysis for each worker/position, finding in this catalogue all the necessary technical guidelines for this purpose.

A workstation shall be considered to be adapted when it meets the functional and dimensional requirements that guarantee its use in an autonomous, comfortable and safe manner by a person with reduced mobility or any other limitation or disability. When these circumstances are not met, the workstations must be adapted, with ergonomic criteria, in such a way as to facilitate the incorporation into the labour market of people or groups with disabilities, improving working conditions.

Moreover, the adaptation of workplaces by means of reasonable adjustments is not expensive, and depends more on the working conditions than on the person with disabilities or the type of disability, and in many companies in the sector there are experiences and good practices that testify to this. Adequate knowledge of the reality of the group of workers with functional diversity, the necessary measures to adapt the working environment and working conditions, including both the workplace itself and the company's facilities, are measures that will contribute to and guarantee both integration and equality in the workplace for people with disabilities in the Hotel and Catering Sector.

### **Evaluation & feedback.**

The PREVINEM questionnaire was filled in by a total of 112 companies in the sector, with a much higher participation of companies in the hotel sector (76.8%) than in the catering sector (23.2%).

The study covers the entire national territory, and establishments with facilities or main headquarters located in the Autonomous Regions of Andalusia (30.3%), Madrid (12.5%), Valencia (10.0%), Galicia (9.16%), Aragon (7.50%), Castilla Leon (6.66%), Balearic Islands (4.16%), Extremadura (4.14%), Murcia (1.66%), La Rioja (1.66%), Canary Islands (0.83%), Catalonia (0.83%) and Asturias (0.83%). Of the establishments that participated, 5.83% did not indicate the Autonomous Community to which they belonged. In terms of company size, 73.2% of the participating companies have an average staff of less than 50 workers, and therefore, according to current legislation, they are not obliged to have a certain percentage of workers with disabilities in their workforce.

33.9% of the participating companies have workers with disabilities on their staff. For companies with more than 50 employees, the percentage is 83.3% and for companies with less than 50 employees, the percentage of companies with PWD is 17.1%. In terms of the percentage of PCD in the total workforce of the companies, it ranges from 0.10% to 66%. For companies with more than 50 employees, the percentages range from 0.1% to 7.20%, with an average of 2.4%. It should be noted that in 32.3% of the companies with more than 50 employees, the percentage of PWD is lower than the 2% established in the regulations (LISMI). 87.2% of the companies with PWD



state that the degree of satisfaction is the same as for workers without disabilities, and 12.8% do not express any opinion on this matter. 47.8% of the total number of companies report having had a positive experience personally or through references in other companies in the sector with regard to the recruitment and integration of PWD, 4.25% report a negative experience, 32.9% have had no experience and 14.8% do not say. 66 In the case of companies with DAPs hired, 74.5% indicated that the experience was positive and none negative. Likewise, an analysis was made of the jobs or functional areas in which the companies currently employ PWDs, highlighting that 41.5% correspond to the first area, 14.3% to the second, 5.0% to the third, 31.8% to the fourth, 5.5% to the fifth and 2.0% to the sixth.

According to the type of disability, 34.3% of the workers with sensory disabilities stand out, followed by 18.9% of those with physical disabilities. However, it should be borne in mind that 17.1% of the company manager who filled in the questionnaire did not know this data.

Finally, we can analyse the main reasons that indicate those companies where PWD have not been hired, highlighting that one out of every four companies thinks that the integration of this group is very difficult in this sector.

Main reasons % companies Because the LISMI does not apply:

- 2.8% Because the company has availed itself of other alternative measures provided for in the regulations (RD 364/2005)
- 1.4% Because integration is very difficult in the hotel and catering sector 25.4% Due to a lack of knowledge of the tax benefits of hiring PWDs
- 19.7% Because they do not know where to turn to
- 15.4% Because there has been no demand for employment of workers with disabilities
- 16.9% Because there is no job offer
- 9.8% Does not indicate the cause or does not answer 30.9%.

In the third section of the questionnaire, aspects related to Universal Accessibility are analysed, both in terms of access and transport to the workplace, in the workplace, as well as in terms of workplaces and emergencies.

Only 16.1% of the companies indicate that both public transport and urban access to the workplace comply with Universal Accessibility regulations, and therefore, there is no impediment to transport and access for workers, whether or not they have a disability. 29.4% of the companies say that these aspects comply with the regulations, but they are not fully adapted.

40.2% of the companies indicate that there are important deficiencies in transport or urban planning for access to the establishment for people with disabilities.





14.3% of the companies did not answer this question. When analysing access to the workplace, 2 out of every 3 companies (64.2%) indicated that these accesses were adapted for people with disabilities (33.0% totally adapted, and 31.2% adapted but with some difficulties).

18.8% of the companies recognize that the accesses to the workstations are not adapted for PWD, and the remaining 17.0% do not know or did not answer.

56.3% of the companies indicated that the workers' toilets and changing rooms are not adapted for people with disabilities, and only 28.6% that they are adapted.

The remaining 16.1% do not know or do not answer. As we will see below, the occupational risk prevention regulations (Law 31/95 on Occupational Risk Prevention) and, specifically, RD 486 on workplaces, provide for specific measures in the case of workers with disabilities.

In this respect, 43.6% of the companies that currently have PWDs on their staff indicate that they specifically contemplate this in their emergency plans, while 35.9% only contemplate general measures.

In this economic situation, difficulties in access to employment are generalised to a greater or lesser degree for all workers and sectors of activity, and the hotel and catering sector and PWD are no exception.

According to the companies, the 2 main barriers that hinder both the employment and the integration of people with functional diversity in this sector are, on the one hand, architectural barriers in the workplace and, on the other hand, the lack of confidence in performance and productivity. Lack of knowledge of the benefits and aids for this type of recruitment or how to manage them, and the long working day and shift work have also been identified as important barriers. Aspects such as image or reticence towards external clients, the belief that people with disabilities have higher absenteeism rates or a low capacity for polyvalence were also identified as barriers by some companies.

Finally, business responsibility for possible safety problems in terms of occupational risk prevention, inflexible working hours, the high cost of adapting the job to the worker with disabilities and low resistance to physical effort have also been identified as barriers, but by a very small percentage of companies, these aspects are more the result of stereotypes than of reality. Although the ultimate goal is to design for all in order to allow the integration and employment of PWD in all jobs and functional areas of the Hospitality Sector, at the moment, and according to the data from the participating companies, it is the first functional area where such integration is easier,



However, when asked in which functional areas it would be more necessary to adapt in order to facilitate the employment and integration of PWD, the data are as follows: 70 The last thematic block of the PREVINEM questionnaire refers to aspects related to disability and occupational risk prevention. The majority of small and medium-sized companies have opted for a model of organisation of preventive action through an agreement with an External Prevention Service.

Larger companies and hotel and catering groups adopt as their model their own Prevention Services (or Joint Prevention Services), or mixed models, assuming some special tasks as their own, and others through an External Prevention Service. Larger companies have a higher percentage of PCD, coinciding with those that have their own Prevention Services. There are no significant differences in the percentage of companies that have contracted PCD according to the preventive specialities of Ergonomics and Occupational Medicine, depending on the type of Prevention Service.

Finally, PCD are considered to be Especially Sensitive Workers, as established in article 25 of the LPRL. That is why, among other measures, this circumstance must be taken into account when carrying out the Initial or Periodic Risk Assessment, and in the choice of the most appropriate Assessment Methodology in each case. According to the results of our study, most of the companies do not know whether this aspect has been taken into account (29.5%), 18.8% of the companies state that the same assessment method has been used for all workers, and only 12.5% have used a specific method for the assessment of jobs occupied by workers with disabilities.

### 5.5. Good practice from the network of the EASPD

The [Stay safe at work](#) is an initiative from the National Institute for Occupational Safety and Health (NIOSH). The tool is addressed to workers with intellectual and developmental disabilities (IDD) as it is well known that work performed in sheltered workshops and in general by workers with IDD can entail risks. In that respect, a study from the University of Barkley (California) found that there is almost no options for training on health and safety at work and persons with IDD have even fewer options.

The NIOSH developed a six-step training programme teaching occupational safety, health knowledge and skills to persons with disabilities.

According to the US Centre for Disease Control and Prevention:

The curriculum is intended for supported employment agencies, community vocational rehabilitation programs, high-school transition programs, and other organizations and companies that place in jobs or hire workers with disabilities. The curriculum can help teach students or consumers/employees the foundational job safety and health skills that all workers



need. The curriculum uses highly interactive and fun learning activities to teach workplace safety and health skills, which are general, transferable, and can apply across all jobs and industries.

The curriculum is organized in six lessons aiming at providing the following skills:

1. Recognize that, while work has benefits, all workers can be injured, become sick, or even be killed on the job. Workers need to know how workplace risks can affect their lives and their families.
2. Recognize that work-related injuries and illnesses are predictable and can be prevented.
3. Identify hazards at work, evaluate risk, and predict how workers can be injured or made sick.
4. Recognize how to prevent injury and illness. Describe the best ways to address workplace hazards and apply these concepts to specific workplace problems.
5. Identify emergencies at work and decide on the best ways to address them.
6. Recognize employer and worker rights and responsibilities that play a role in safe and healthy work.
7. Find resources that help keep workers safe and healthy on the job.
8. Demonstrate how workers can communicate with others—including people in authority roles—to ask questions or report problems or concerns when they feel unsafe or threatened.

The teaching activities are specifically targeted to persons who may have difficulties in learning, reading and understanding.

The teaching methodology is developed around the use of pictures, breaks down concepts into small pieces and learning skills through hands-on activities.

The teaching methodology is designed to maximise learning through the following areas:

1. Class discussion.
2. Brainstorming.
3. Small group activities.
4. Presentations by the instructor.



## 6. SURVEY ON THE EMPLOYER NEEDS

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Before initiating creative work on preparation of the foreseen project outcomes, all partners were involved in a survey dedicated to the need analysis and the capturing of the current situation regarding the vocational/occupational trainings in the work places for the S&H in cases with workers with disabilities in the company.

With the questions previously defined by Irecoop Veneto & PREDIF, all partners were asked to interview or to invite at least 8 employer to fulfill a questionnaire in order to collect the feedbacks regarding the employer needs. In total, 33 enterprises/organizations that employ PWD has expressed wish to participate and the representation from each project country is following:

Partner country	Participant companies
Belgium	5
Germany	5
Italy	5
Norway	8
Spain	10

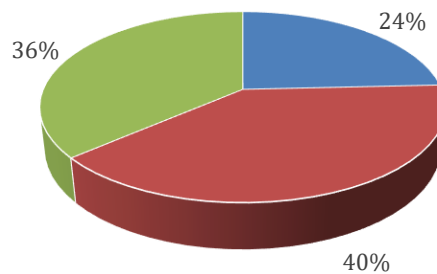
Each partner could personalize their online questionnaire by translating or leaving the questions in English.

Most of the questions are quantitative survey kind, exploring the percentage of employers for each evaluated issue and the final question was opened in order to collect also the suggestions and free expression of the needs.

First questions of the survey were dedicated to description of the companies, in order to identify the type of responders and to contextualize the answers.



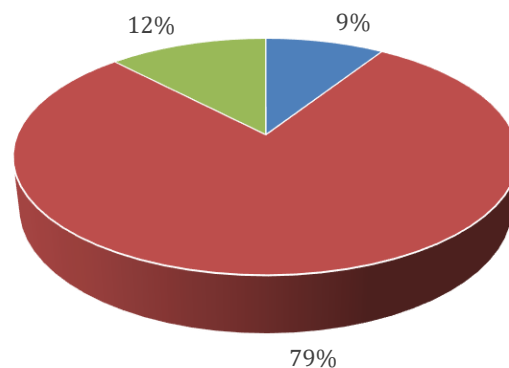
### Size of your enterprise/organization



- Micro enterprise/organization (less than 10 employees)
- Small enterprise/organization (10-49 employees)
- Medium and big enterprise/organization (50-249 employees)

The first question about the size of the company showed that the most of participating companies are small enterprises/organizations that have 10-49 employees with 40% (13 responses on 33), very close the Medium and big enterprises/organizations that employ 50-249 employees with 36% of total responses. And the very last the Micro enterprises/organizations with less than 10 employees.

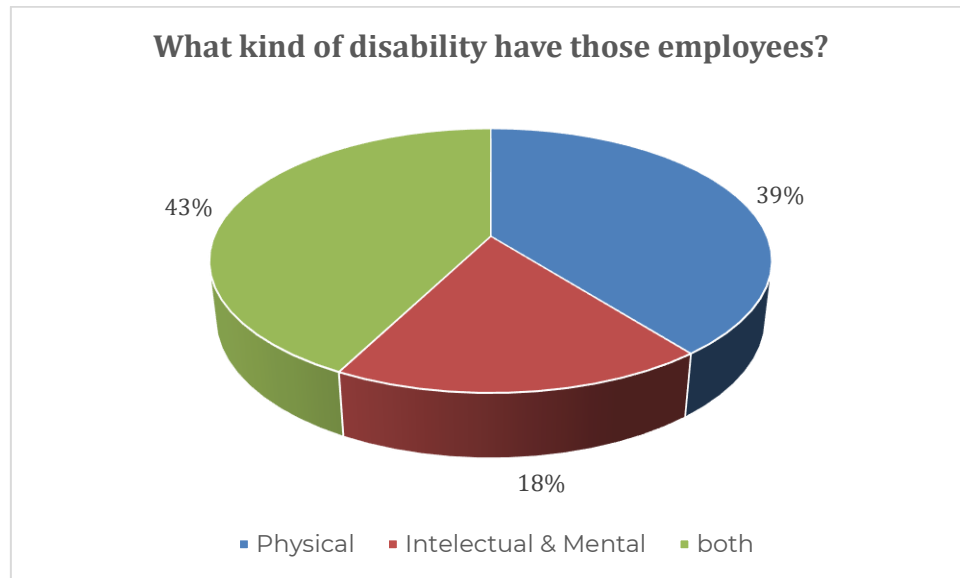
### When did your enterprise/organization start employing people with disabilities?



- Less than one year
- More than 3 years
- Between 1 and 3 years



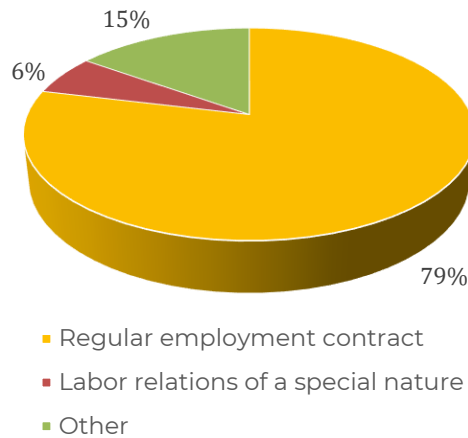
The second question is about the experience in employing persons with disabilities, that helps to evaluate if the responses are coming from beginners or from realities with longer experience and thus more depth understanding of challenges. And in the second graphic it is visible that most of responses- 79% of all are coming from experienced companies/organizations, that are employing PWD more than 3 years.



The third question and graphic is dedicated to the type of disability that the companies/organizations are employing. The graphic demonstrates 43% of responses from companies that employ both types of disability – physical as well as the intellectual & mental. The lowest percentage is of those employing only intellectual & mental disabilities. In complex, by summing together both and one of type, the physical disabilities are more included in the work environment represented in this survey.



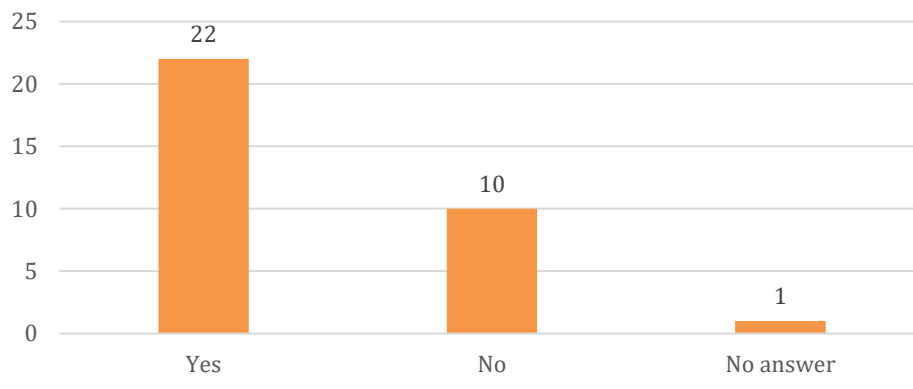
### What kind of employment contract have these employees with disabilities?



Next question explores the issues related with the type of work contract that the PWD are having and it is visible that for the majority – 79% the contracts are of a Regular employment type. We can say that all other are of a special kind, including internships etc.

Next block of questions are already specific related to the management of the S&H issues in the work place. The first is a question about the preparation of the S&H coordinators.

### Does your Safety & Health coordinator have a specific training from experts on how to manage the particularities related to these employees and their safety?



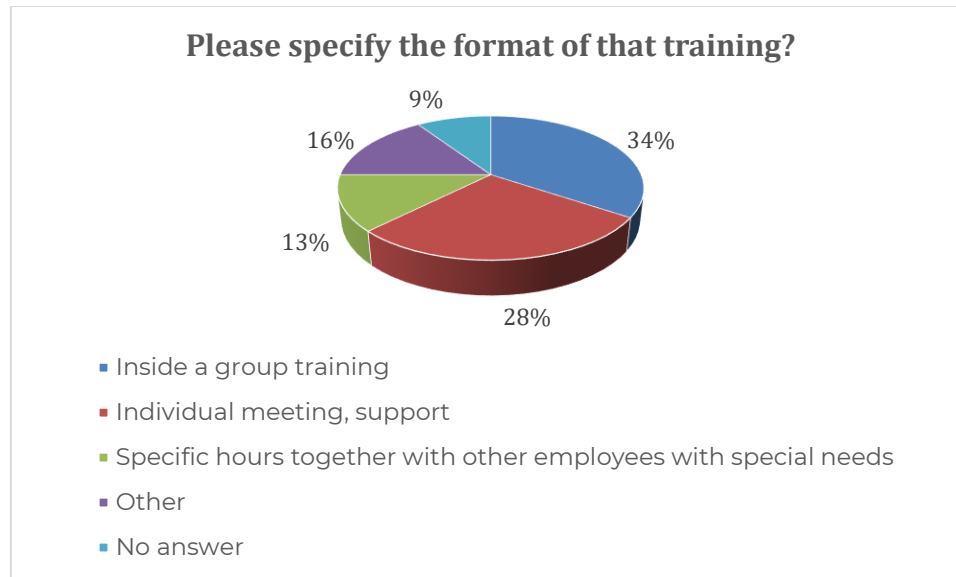


The answers demonstrate that the majority, 22 of 33 responses are from organizations who have coordinators specially trained on the particular issues related PWD in the work place and their safety. Nevertheless, still almost 1/3 of all have no specialized preparation, training.



This graphic demonstrates the quantity of enterprises/organizations that are providing a S&H training to their workers with disabilities. The results demonstrate majority – more than 2/3 of all responses come from those that are providing such trainings and their workers have received info and support on the topic. But still there are realities that are not managing the S&H with complete efficiency and these workers can not be considered prepared for accidents, risk management.





This graphic shows the ways how workers with disabilities do receive the S&H trainings and the results are interesting. It shows that there are already high number of employers that have understanding of the special learning styles and needs of this target and do organize individual meeting, support or do them in a specific hours together with other employees with special needs in an adopted way. Summing both previously mentioned options together we have 41% of all trainings.

At the same time, this result demonstrated that still a high percentage of the working PWD are not receiving a special training course (34% does in a normal group training event) and it means that still a lot of work have to be done in promotion, awareness raising and also in provision of support for preparation of inclusive training practices and for integration of those in general disability management strategies of the employers.

The survey closed with an open question regarding the competences that the participants of the survey recognize as important to be still further developed.



**Please specify the competences, and/or skills that could be improved and/or further developed for guaranteeing the safety of employees with disabilities in the workplace.**

Special instructions and briefings

All necessary competences are available

Since we also conduct risk assessments, which may reveal needs, appropriate measures are taken, implemented and followed up as necessary.

Study of job positions according to the particularities of each person

Working schedule better adapted

Just like the rest of the other workers with the support they need

Accompaniment by a Job Coach, in some cases.

Knowledge on more affordable software, warning lights, etc.

Carry out specific training in occupational health and safety

Individual training

Knowledge about disability

The ability to think ahead and assess dangers and creating an understanding of different aspects of safety.

Problem-solving thinking (to be developed by e.g. MAH (Mediërend agogisch handelen-Mediational interventions), and therefore self-assessing risks and dealing with them in an appropriate way (this will not be feasible for everyone to the same level - supporting tools like scripts may be necessary)

Inhibition of anger outburst, without endangering self and/or others; impulse control

Stay calm in dangerous situations

Better psychological understanding of mental illnesses, We are quite satisfied so far, Understanding mental health better", "More relaxing activities and locales", "Perhaps even more hours specialized for people who struggle", "We need more competent people specializing in the field of helping people with disabilities", "Knowledge on all the diagnoses" "Noticing when employees are struggling better"



## CONCLUSION

The **Safe4All** project is aimed at providing inclusive vocational training on Safety & Health at work for workers with disabilities. The project has identified strong national and international regulations that protect the rights of workers with disabilities and ensure their inclusion in the professional field of life for full social inclusion. However, there is a lack of specific guidance on training and support for diverse learning needs and styles of worker groups such as workers with disabilities, as well as those with different cultural backgrounds and communication difficulties.

A survey conducted in partner countries showed that companies are aware of their obligations to ensure the safety & health of all workers, but they lack the necessary tools, knowledge, and awareness to implement training activities for specific target groups. Therefore, the Safe4All partnership aims to develop a training concept and materials that are transferable across different sectors and economic fields, to ensure inclusive safety & health training from an educational perspective.

The partnership believes in an individual approach to training and the importance of developing general transversal skills to create safe and healthy work conditions for everyone in the workplace. Additionally, each training should be adapted to the characteristics and disability of the worker.

From analyzing good practices and survey results, it is evident that there is a significant need for more useful materials and tools to improve vocational training on Safety & Health for workers with disabilities. However, it is also clear that in order to successfully implement such training programs, trainers and staff members involved in planning, designing, and managing these practices in companies need to be better informed and equipped with knowledge about disabilities, efficient learning/training approaches, and how to deliver them in the most effective way.

Therefore, the next steps of the Safe4All project will be focused on developing training materials and concepts specifically designed for workers with disabilities, as well as for the trainers and staff members involved in training organizations. These materials will be carefully drafted, evaluated by external experts, and ultimately tested in real contexts of companies employing persons with disabilities.



The research conducted in partnership with organizations from different fields has helped to identify important issues and opportunities related to the project topic. However, it is important to disseminate the findings and promote the initiative to raise awareness among the wider public. Each partner will be responsible for promoting the initiative in its own territory and in the European space in general.