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INCLUSIVE COMMUNITIES AT WORK

Building an inclusive and significant work experience for young HE-students with special needs

Training programme for supervisors, professors and teachers in universities

Proposal 10/2023 reviewed

www.in-work-project.eu

Grant Agreement n. 2022-1-IT02-KA220-HED-00008/184

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Some words about the training

Training includes 4 modules :

- 1st module: Understanding the needs /Themes 1 and 2 + preliminary assignment
- 2nd module: Methodology / Themes 3 and 4
- 3rd module: How to engage stakeholders/ Themes 5 and 6
- 4th module: Evaluation / Themes 7 and 8

It consists of one preliminary assignment and eight lessons. If you want to get credits, you have to do also intermediate assignments and a final assignment.

Timetable for training:

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1st module
UNDERSTANDING THE NEEDS

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The 1st module: UNDERSTANDING THE NEEDS

After completing this module, you will

- **know** what the IN-WORK project is
- **become aware** of why everyone has the equal right to learning and working life
- **recognize** the diversity of higher education students
- **understand** what individual support needs can mean for higher education students and what kind of support they may need in their studies at the workplaces
- **recognize** obstacles in learning and working for students with special needs
- **learn** to plan solutions that increase accessibility and inclusion

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You are warmly welcome to this training!

Please, introduce yourself:

- who are you and where do you come from?
- what is your connection/experiences to WIL and students with special needs?
- what do you want to achieve by participating this training?

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Why is the training needed?

- According to In-Work research, the transition from school to work for young people with special needs can be challenging.
- Efforts to improve inclusion and access to employment opportunities exists.
- Education and training are crucial in preparing individuals with special needs to meet the demands of the modern labour market.

IN-WORK_Research_WP2_final (in-work-project.eu)

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What is IN-WORK-project?

IN-WORK addresses the role of the university within its reference region as a driver for an inclusive culture, by developing and testing a model of intervention focused on relations between inside and outside the university, and engaging people involved.

The project adopts the work integrated learning method, which includes work-based learning (internships and traineeships), to support people with special needs either enrolled or not in the university in undertaking meaningful learning experiences based on relations with the world of work.

The project work will be inside the university, to stimulate the use of work-integrated learning pedagogies in an inclusive way by teachers, also by means of online technologies, and outside the university, to promote a culture of inclusion through the involvement of business players in the learning design and development.

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What is IN-WORK-project? 2/2

- **AIM**
  - The project provides training for university internal staff to design, develop, and implement work-integrated learning activities, to be integrated into the regular university curriculum, ensuring project sustainability.

- **PARTNERS**
  - Università Degli Studi di Macerata from Italy (Coordinator)
  - Universitat Rovira I Virgili from Spain,
  - European Universities Contunuing Education Network from Belgium
  - Jyväskylä University of Applied Sciences from Finland.

IMPLEMENTATION TIME

1.11.22 - 31.10.24

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Theme No 1
Inclusion

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What comes to your mind when you hear the word "inclusion“?

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What does ”Inclusion” mean?

- **INCLUSION** refers to the practice of ensuring that all individuals, regardless of their differences or characteristics, have **equal access to and participation in** various aspects of life, such as education, employment, and social activities.

- It promotes **diversity, equality**, and the **respect** of individual rights.

- Inclusion aims to eliminate discrimination, prejudice, and barriers that can prevent individuals from fully participating in their communities.

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What does ”Inclusion” mean?

To think about/ to discuss

What does this mean to you?

How can you promote inclusion in your wor

What are the main obstacles of fully participation for students in your workplace

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The modules of inclusive collaborative activities (Paju, 2021)

- **Staff`s ability**
  - Orientation of inclusive principles
  - Motivation to share responsibility
  - Reflection of personal skills and knowledge
  - Awareness of own contradiction

- **Teaching artefacts**
  - Developing learning strategies with students
  - Developing differentiated practices
  - Organising teaching practices

- **Community**
  - Respect of diversity and equity in interactions
  - Activities for improving positive classroom climate
  - Activities to support all participation

Paju, B. 2021. An expanded conceptual and pedagogical model of inclusive collaborative teaching activities. Dissertation, University of Helsinki.

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Accessibility

- Values, attitudes and culture
- Physical environment
- Digital accessibility
- Teaching and learning

http://www.esok.fi/oho-hanke/julkaisut/accessibility-criteria

www.in-work-project.eu

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Some tips for digital accessibility (Finnish example)

- appsit_ja multimodaalisuus_CC-BY-SA - by Tarjaleena Tuukkanen [Infographic] (venngage.com)
- Älykkäitä välineitä - parempia tuloksia – Datero
- Matleenan blogi: Päivittyvät ohjeet ja diasarjat (matleenalaakso.fi)

- To be adapted according to country

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The concept “Quality of life for all”

- It emphasizes the importance of creating and maintaining conditions that enable a high standard of living, well-being, and happiness for all individuals in a society, without discrimination or exclusion.

- It is a fundamental principle in the pursuit of social justice, equality, and human rights.

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The concept “Quality of life for all”

To think about/ to discuss

What does this concept mean in educatior in working life?

How can you promote the quality of life practise in your own role (as a teacher/other staff member/ supervi as a colleague/supervisor/employer)?

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Universal Design Principles

1. Equitable use

The design is useful and marketable to people with diverse abilities. *(ex.: a makerspace that has equipment and furniture to make it usable by students with a wide range of characteristics, including disabilities).*

2. Flexibility in use

The design accommodates a wide range of individual preferences and abilities. *(ex.: a design that allows a museum visitor to choose to read or listen to the description of the contents of display cases).*

3. Simple and intuitive use

Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level. (ex*: a 3-D printer easy to use with clear instructions).*

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Universal Design Principles

4. Perceptible information.

The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities. (*Dormitory ex: An emergency alarm system with visual, aural, and kinesthetic characteristics).*

5. Tolerance of errors

The design minimizes hazards and the adverse consequences of accidental or unintended actions. (*ex.: software controls that provide guidance when the student makes an inappropriate selection)*.

6. Low physical effort

The design can be used efficiently and comfortably and with a minimum of fatigue. (ex.: Doors with sensors that automatically open for everyone)

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Universal Design Principles 3/3

7. Size and space for approach and use.

Appropriate size and space is provided for approach, reach, manipulation, and use regardless of the user's body size, posture, or mobility. (*ex: work area in a science lab that is usable by students who are right- or left-handed and have a wide range of physical characteristics).*

Recourse: [Universal Design in Education: Principles and Applications | DO-IT (washington.edu)]

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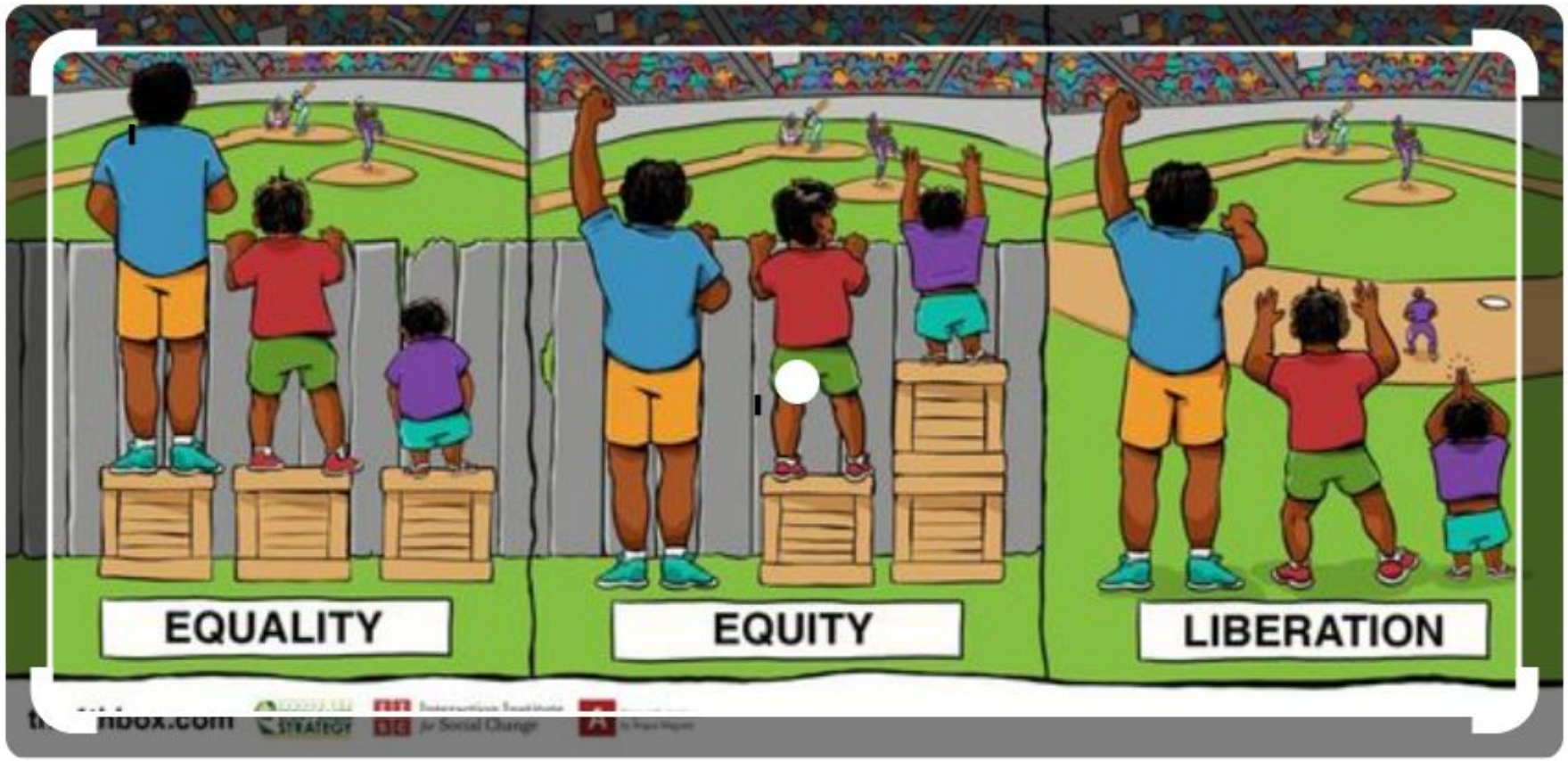
What do we want to achieve?



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International Legislation 1/3

1. **Universal Declaration of Human Rights (UDHR, 1948):**
   - **Article 26:** everyone has the right to education, education should be free (at least in the elementary and fundamental stages. Education should promote understanding, tolerance, and friendship among all nations and all racial or religious groups.

2. **International Covenant on Economic, Social and Cultural Rights (ICESCR, 1976):**
   - **Article 13:** the right to education is a fundamental human right. emphasises the accessibility of education.

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International Legislation 2/3

3. **Convention on the Rights of the Child (CRC, 1989):**
   - **Article 28:** the right of every child to an education. Education should be directed to the development of the child's personality, talents, and mental and physical abilities to their fullest potential.

4. **International Labour Organization (ILO) Conventions, 1998:**
   - several conventions related to labor rights and non-discrimination promote equal opportunities for employment and protection against discrimination, e.g. no. 111 on Discrimination (Employment and Occupation) and Convention no. 156 on Workers with Family Responsibilities.

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International Legislation 3/3

5. **Education for All (EFA) Declaration and Framework for Action (2000):**
   - every child, youth, and adult has access to quality education. It promotes inclusive education as a mean to reach marginalized groups.
6. **United Nations Convention on the Rights of Persons with Disabilities (CRPD, 2006):**
   - **Article 24:** the right of persons with disabilities to education on an equal basis with others. **It obliges states to ensure an inclusive education system and reasonable accommodation to support their learning needs.**

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The UN Convention on the Rights of Persons with Disabilities, adopted in 2006

aim is to ensure every person human rights and opportunities to participate to society

disability is seen as a result of a complex interaction between persons with disabilities and the barriers in society

right to full and effect participation in society

Fundamental principles

Dignity

Equality of opportunity

Accessibility

Inclusion

Respect for differences

Active participation

No-discrimination

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National Legislation

- The UN Convention influenced national policies, leading to interventions that aim to overcome paternalistic forms of protection and adopt an anti-discrimination perspective in all aspects of the life of persons with disabilities.

- Many countries have their own national laws and regulations that prohibit discrimination and promote equal rights to education and employment.

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National Legislation

- The most important legislation and regulation in our country are:

- *to be adapted to local legislation)*

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Read more, e.g. *(to be adapted to local legislation)*

- Assessment for Inclusion in Higher Education - Promoting Equity and Social Justice in Assessment (2023) Ed. Ajjawi, R.,T., Boud, D. and Jorre de St Jorre, T. Open access: https://directory.doabooks.org/handle/20.500.12854/94915
- O'Shea, S., Lysaght, P., Roberts, J. and Harwood, V. (2016). Shifting the blame in higher education - social inclusion and deficit discourses In Higher education research and development 2016, Vol.35 (2), p.322-336. Open access:
- Spenceley, Lydia (2014): Inclusion in further education. Northwich, England. Critical Publishing Ltd, ISBN 1-909682-07-1. Available as an e-book.

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Theme No 2

What are “special needs”?

Students with special need /Spanish definition

- **Students with disabilities.**
  They have a disability certificate of 33% or more and need specific support for academic activities.

- **Students with specific educational needs**.
  They do not have a disability certificate, but they have specific educational needs that can be proven, such
  as learning disorders, developmental disorders, or mental disorders.

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What are ”Special needs”?

- The official definition of 'special need' in education
- The official definition of 'special need' in the labour market

The official definition of 'special need' in education: Finnish example

The need for special support is most often understood as a specific pedagogical need for support in HE. HE-students` needs for support can be caused by e.g.

- a diagnosed or undiagnosed learning disability, illness or disability
- social, emotional and mental health difficulties
- lack of motivation, stress, coping problems, hopelessness
- life situation; difficulty reconciling studies, work, family, hobbies, etc. and financial difficulties.

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The official definition of 'special need' in the labour market: Finnish example

- In the labour market, the term “A person with partial work ability” is used instead of “special needs”. This term refers to a person who has at his disposal a part of his working capacity and a desire to use this ability, but not even this term is unambiguous.

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To think about/ to discuss

**How do you think special needs af
learning, studying, employment a
staying at work?**

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Support for special needs in work environment

Training

Networking

Internship

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Support for special needs in work environment 1/3

Training

- awareness-raising on inclusion
- for teachers and staff on the General Disability Law
- on the figure of labour inclusion delegates, within the curricula of Social Work, Social Education, Psychology, and Labor Relations
- for companies about disability and special needs, accessibility, inclusion activities, laws and legal requirements in their own region and psychological aspects
- for students with special needs on specific competencies required in their area
- for people with partial work ability

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Support for special needs in work environment 2/3

Networking

- acting as an intermediary between employers and youths with special needs
- supporting with a database of competencies and working demands and being a trade union between employers and candidates with special needs
- assisting with pre-selection, analyzing obstacles that people with special needs encounter when seeking

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Support for special needs in work environment 3/3

Internship

- acting as an intermediary between employers and youths with special needs
- activate internships within their own structure, according to the specific disciplines.

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Studies carried out in the IN-WORK project

- Field research and data collection in different target groups and perspectives
  - Higher education students with special needs
  - Youths with special needs not enrolled in higher education
  - Social services (or labor administration, where necessary) involved in the process of employment of youths with special needs
  - Public and private organizations (employers).

- Field research identifies obstacles and enabling factors for job insertion of people with special needs, with an overview of contextual issues, such as culture, type of sector, size of company in the regions of the addressed countries.

- Interviews to Youths with special needs and Social services & questionnaires to students with special needs enrolled in higher education and Public and private organizations

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Barriers and obstacles

- 45% of respondents state that his/her special needs could make it difficult to find a job.
- Young people with disabilities face greater difficulties in finding employment,
  (in particular after the Covid-19 pandemic) due to:
    - Limited educational opportunities
    - Lack of skills and work experience
    - Lack of appropriate support services
    - Lack of employer awareness and accommodations.

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To think about/ to discuss

How is it possible to tackle these barriers and obstacles?

What can you do?

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The Role of the University

72% of the participants think that the University can help in job insertion by

- Offering internships in the third or fourth year of the degree and creating connections with organizations that can offer internships
- Providing students with the helpful tools for job placement with job offers related to the degree
- Guidance counsellor for career plan and job opportunities
- Creating networking opportunities and business collaboration
- Offering training with practical activities

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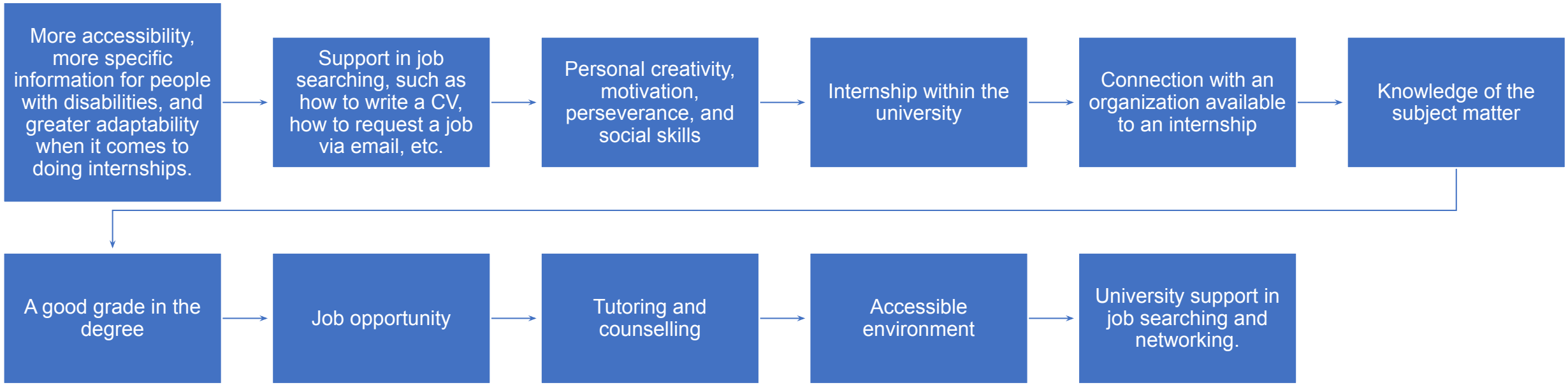
What can support a successful transition from education to work?



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The critical issues

- Lack of inclusion of people with disabilities in companies, possible discrimination in the workplace due to having a disability, etc.
- Finding very temporary jobs, not maximising the opportunities of the present.
- Lack of contacts and few job offers in the area of residence
- Not being able to work full-time
- A bad grade, not passing the MIR (medical intern resident exam).
- Prejudices and mistrust
- Lack of working experience
- Ignorance, lack of knowledge and uncertainty about one's own competence
- Geographical distance to companies offering jobs
- Health challenges.

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2nd module: METHODOLOGY

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The 2nd module: METHODOLOGY

After completing this module, you will

- **know** what work-integrated learning (WIL) means and how can you promote learning by using WIL
- **hear** examples of other participants
- **get familiar** with pedagogical guidelines
- **examine** Work-Integrated learning and diverse ways to implement it
- **be able to share** the best practises of WIL

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Theme 2 Methodology

- “Adapt the template to your needs” in Methodological guide
- ”Questionnaire for students (example)”
- “Questionnaire for teachers, staff and external organizations (example) ”
- ”Stories to inspire you”

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Theme No 3

What is WIL?

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What is WIL?

- a pedagogical practice that facilitates students' learning through connecting or integrating experiences across academic and workplace contexts (Billett, 2014)

- integrates theory and practice, by offering the opportunity to learn in real-world work settings.

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What is WIL based on?

WIL is a multifaceted pedagogical approach that draws upon a range of theories to provide a rich and comprehensive learning experience.

Experiential Learning Theory

Social Cognitive Career Theory

Constructivism

Situated Learning Theory

Cooperative Education

Workplace Learning

Problem-Based Learning

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Many ways of organizing WIL

WIL can be implemented:

- **within specific courses or**
- **integrated into entire academic programs**

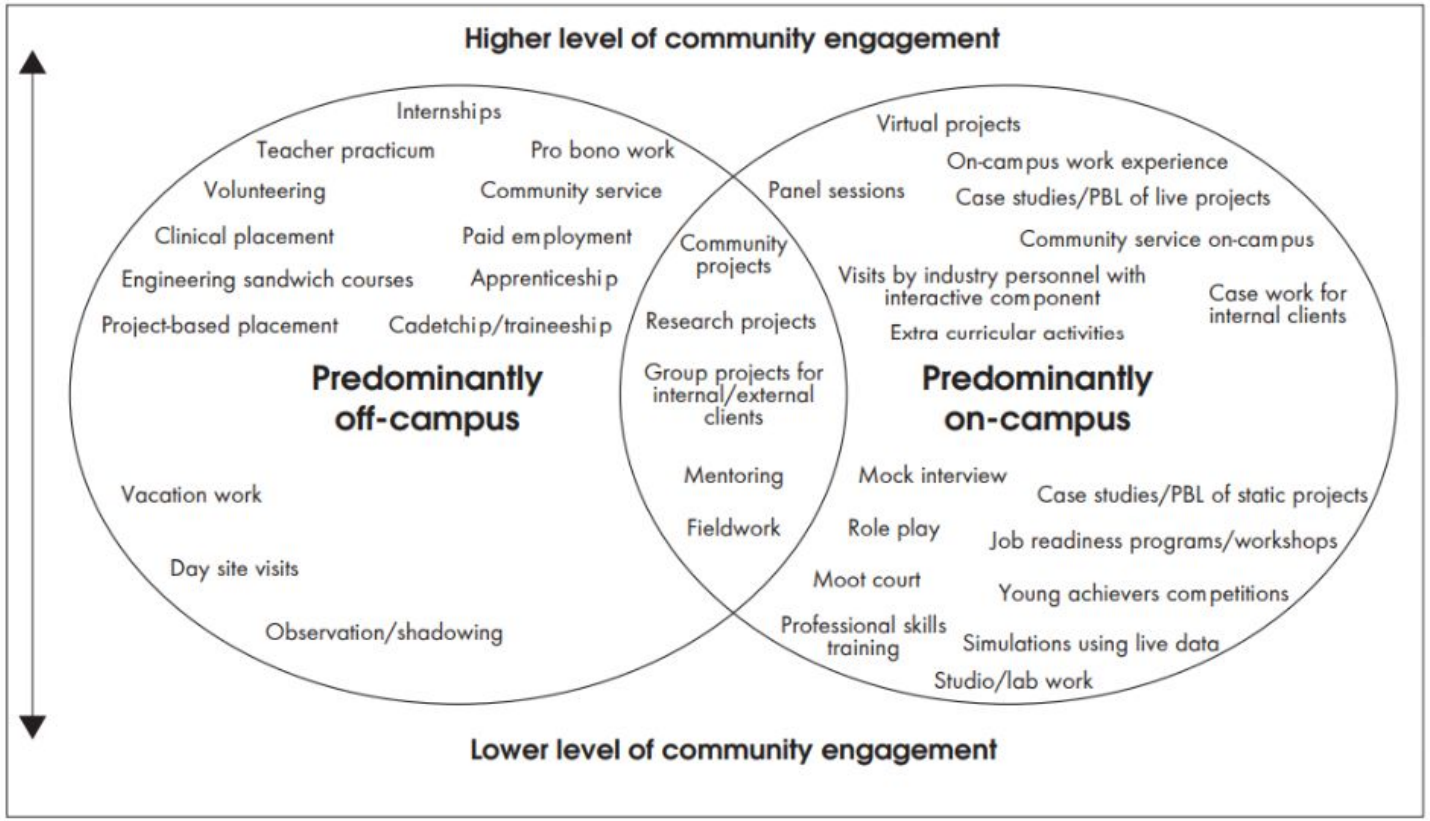

Fig. 1 A typology of activity: Exploration of contemporary WIL research and themes (Rowe et al. 2012)

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Internship or traineeship?

- What kind of internship and traineeship is relevant in higher education with students with special needs?

- What are the advantages / barriers in online intership and traineeship?

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SWOT analyses

ONLINE TREINEESHIP		
	+	-
Internal	Strengths	Weaknesses
External	Opportunities	Threats

TRADITIONAL TRAINEESHIP		
	+	-
Internal	Strengths	Weaknesses
External	Opportunities	Threats

ONLINE INTERSHIP		
	+	-
Internal	Strengths	Weaknesses
External	Opportunities	Threats

TRADITIONAL INTERSHIP		
	+	-
Internal	Strengths	Weaknesses
External	Opportunities	Threats

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To think about/ to discuss

What good practices have you lear and used in working life?

What could be the benefits of WIL your students with special needs

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Theme No 4

How to organize WIL?

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The factors that can hinder and support a successful transition from education to work.

Hindering	Supporting
- lack of inclusion of people with disabilities in companies, possible discrimination in the workplace due to having a disability, etc. - Finding very temporary jobs. Not maximising the opportunities of the present. - Lack of contacts and few job offers in the area of residence. - Not being able to work full-time. - A bad grade, not passing the MIR (medical intern resident exam). - Prejudices and mistrust - Lack of working experience. - Ignorance, lack of knowledge and uncertainty about one's own competence - Geographical distance to companies offering jobs - Health challenges.	- more accessibility, more specific information for people with disabilities, and greater adaptability when it comes to doing internships. - Support in job searching, such as how to write a CV, how to request a job via email, etc. - Personal creativity, motivation, perseverance, and social skills. - Internship within the university- - Connection with an organisation available to an internship - Knowledge of the subject matter. - A good grade in the degree - Job opportunity - Tutoring and counselling - Accessible environment - University support in job searching and networking.

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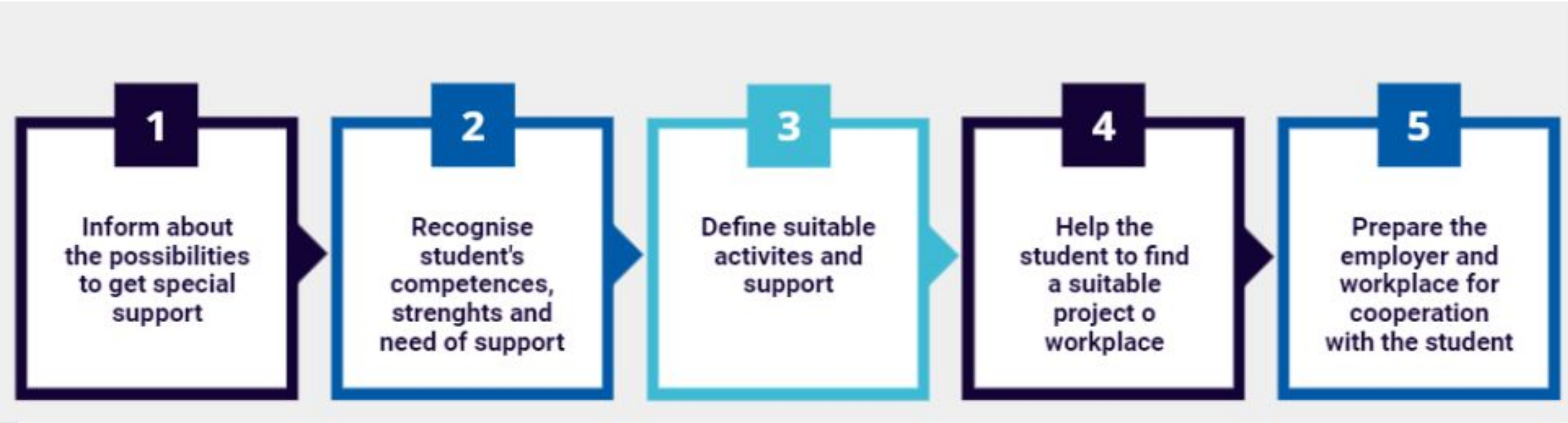
Before the WIL



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During the WIL

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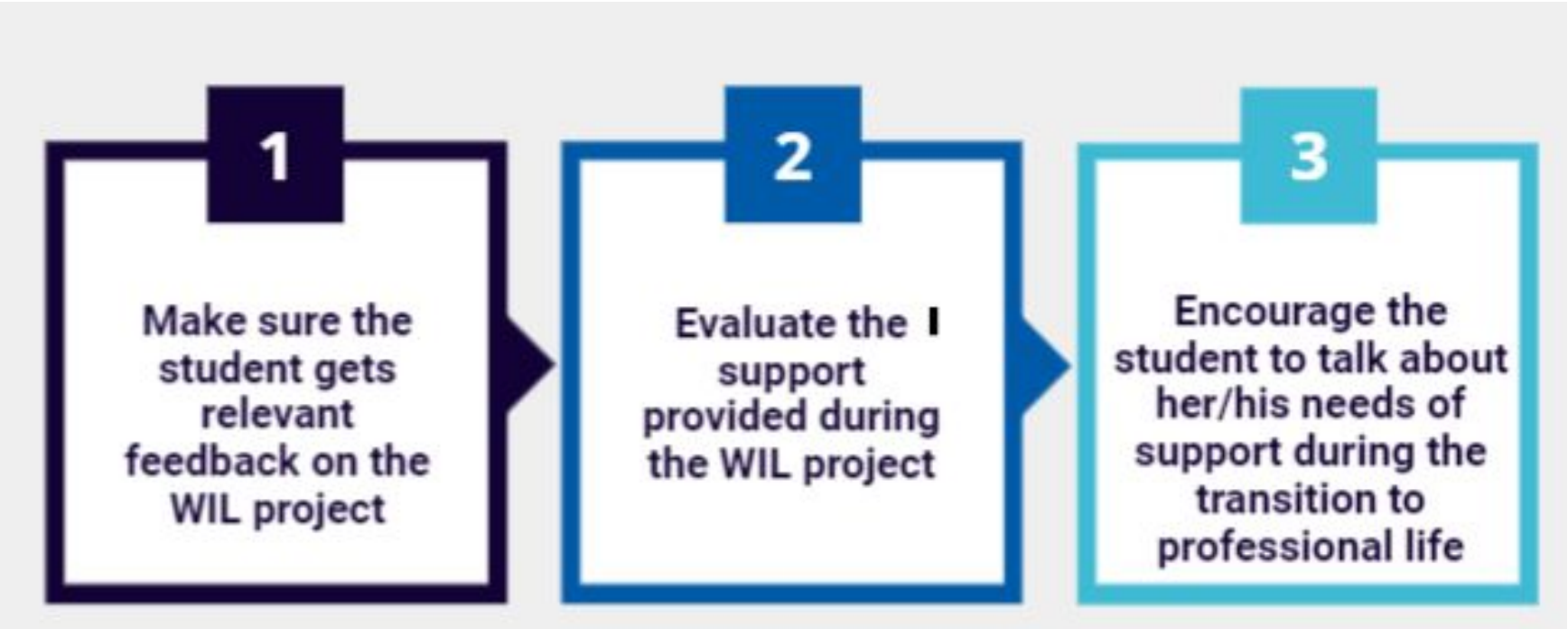
After the WIL



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Discussion about the phases of WIL

How it is possible to organize

- Individual guidance and counselling
- Peer-assisted learning and role modelling
- Mentorship
- Clear and accessible instructions
- Flexible working hours
- Use of assistive technology

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Promoting accessibility in WIL

- Web Accessibility
- Easy-to-read information
- Adaptation of learning materials
- Personalized support
- Staff training
- Accessible physical environment
- Materials in different formats

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3rd module:
HOW TO ENGAGE THE STAKEHOLDERS?

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The 3rd module: HOW TO ENGAGE THE STAKEHOLDERS?

After completing this module, you will

- **Know** who are the most important stakeholders for you
- **Learn** to map and develop collaborative work between stakeholders and universities
- **Learn** to recognize connections and collaboration with universities and stakeholders
- **be encouraged** to try best practices

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Theme No 5

Engagement of the stakeholders

Why is the engagement of stakehol needed?

"*Stakeholder engagement plays a pivotal role in the success of Work Integrated Learning (WIL) programs, especially those catering to students with special needs and disabilities. It is through collaboration and partnership among various stakeholders that inclusive, supportive, and effective learning environments can be created*."

Methodological guide for stakeholder engagement

www.in-work-project.eu

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Who are the main stakeholders in your work? 1/2

- HE Students and youth not enrolled in HE
- Public sector, Business companies, NGOs and third sector players: Organizations who provide opportunities for students to engage in practical work experiences
- Educational institutions: universities, colleges, and vocational schools etc.
- Faculty and instructors: Educators who facilitate and supervise

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Who are the main stakeholders in your work? 2/2

- Support services: counsellors, disability support services, career advisors, SEN-teachers etc..
- Social and health bodies supporting youths with special needs
- Regulatory bodies: regulatory bodies and accreditation agencies as well as labor unions

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What are the roles and responsibilities of the stakeholders?

Stakeholder	Why is this stakeholder important to involve?	What is the role and responsibities of the stakeholder?

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Methodological Guide

"*Stakeholder engagement plays a pivotal role in the success of Work Integrated Learning (WIL) programs, especially those catering to students with special needs and disabilities. It is through collaboration and partnership among various stakeholders that inclusive, supportive, and effective learning environments can be created*."

Methodological guide for stakeholder engagement

OBJECTIVES

- Comprehensive guidance
- Inclusive learning environments
- Effective communication
- Strategic planning
- Assessment and adaptation
- Continuous improvement
- Value added by WIL

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Theme No 6

Workshop
What to do in practice?

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The processes of WIL at your own university

- How do you identify students with special needs? How do you plan and implement their learning?
- What kind of instructions, regulations or recommendations does your workplace have regarding WIL?
- How are the processes described?

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Strategies for Involving Stakeholders

Clear communication channels

Establish transparent communication channels among stakeholders to facilitate the exchange of information, expectations, and feedback.

Regular evaluation

Implement mechanisms for ongoing evaluation and feedback collection to identify areas for improvement and best practices.

Collaborative planning

Encourage collaborative planning sessions that involve all stakeholders to align WIL goals and outcomes.

Inclusive practices

Promote inclusive practices that consider the unique needs of all students, including those with special requirements, within the WIL framework.

Training and development

Provide training for stakeholders, particularly employers and faculty, to equip them with the skills and knowledge needed to support students effectively.

Acknowledgments by the educational institution

These acknowledgments serve as tokens of appreciation and recognition for the invaluable contributions made by stakeholders in our inclusive Work-Integrated Learning initiatives.

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Best practises with the stakeholders – learning cafe

How are you organizing

- clear communication channels?
- collaborative planning?
- training and development?
- regular evaluation?
- inclusive practices?
- acknowledgments?

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4th module: EVALUATION

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The 4th module: EVALUATION

After completing this module, you will

- have understood the significance of evaluation
- have developed your organization's ability to evaluate cooperation with its own stakeholders
- have participated in the development of this training

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Theme No 7

The interests of the participants

The interest of the participants

- Discussion of the aims and wishes of the participants

- Defining together with participants how to implement this session

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Theme No 8

Evaluation Plans

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Monitoring and assessment of the progress of the students and benefits of WIL

During the WIL activity, placement or internship phase, continuous monitoring and assessment of students' progress and achievements take place. Faculty, instructors, and workplace supervisors must work together.

After the practical experience, students engage in reflection and evaluation activities to assess their learning, strengths, and areas for improvement.

To discuss: How to monitor and assess? What to monitor and assess? When and with who to monitor and assess?

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Reflection, feedback and evaluation of the progress of WIL

- Faculty and educational institutions should assess the impact of work-integrated learning on student learning and the achievement of curriculum objectives

- To discuss:
  - How to **reflect and evaluate**? What to reflect and evaluate? When and with who to reflect and evaluate?
  - How to **develop** practices in your own organization after reflecting and evaluating? What needs to be changed, what should be preserved? Who has the main responsibility for planning development measures, linking them to structures and staff orientation?

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Evaluation of the progress of training

- What was the most important and meaningful for you in training?
- How did your skills and competences improve during the training?
- How did the training influence on your own work with students?
- How was inclusion and participation concerned in the training?
- How would you develop the training program?

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Checklists and guides to use at the workshops!

- A checklist for inclusive apprenticeship (and job) design
- Creating a mentorship program
- Defining some key metrics

[Microsoft Word - IN_WORK Methodological guide for stakeholder engagement_WP2_final-v3.docx (in-work-project.eu)]

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