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Erasmus+ Programme  
of the European Union



# ACTINBOOK

## RECOGNITION AND VALIDATION OF INFORMAL AND NON- FORMAL LEARNING WITHIN WORK-BASED LEARNING SCHEMES

-HANDBOOK-



**Title and acronym:** ACcess To Inclusive Vocational and Educational Training Environments (ACTI-VET)

**Project type:** KA202 - Strategic Partnerships for vocational education and Training

**Ref. nr.:** 2020-1-BE01-KA202-074992

**Deliverable Number & Name:** IO4 – ACTINBOOK Handbook for the recognition and validation of informal and non-formal learning acquired in the framework of WBL schemes by disabled people

**Responsible partner:** INOVA+

Versions	Issue Date	Stage	Contributor
3	2022	Final	All partners

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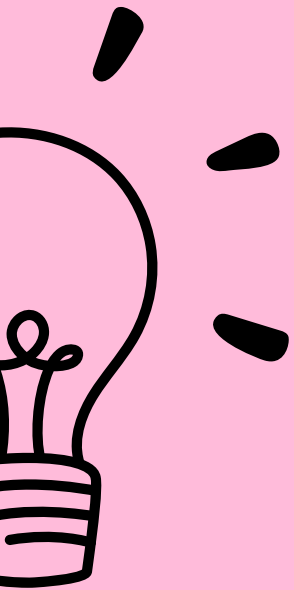
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# WELCOME TO THE ACTINBOOK



To achieve the improvement in quality and effectiveness of the delivery of **Work-Based Learning (WBL)** programmes for disabled people, **ACTINBOOK** was developed to support lifelong learning activities based on WBL schemes.

This handbook aims at facilitating the process of **recognition and transparency** of the impacts of **non-formal/ informal learning** at a European level to encourage participation in **apprenticeships/ traineeships** by removing legal obstacles and facilitating the recognition of professional qualifications and experience acquired in the workplace.

Through this, the purpose of this toolkit is::

- to assist VET organizations to reflect on the current recognition/validation practices of non-formal /informal learning
- to enable vocational/job counsellors to deliver an innovative, simple and quality recognition and validation service.
- to provide a methodological guide to measure learning that enhances young disabled people's ability to work.



# 01

## IMPACT OF

## NON-FORMAL & INFORMAL

## LEARNING THROUGH WBL



Non-formal learning through WBL programs can have a significant impact on people with disabilities, providing them with opportunities to develop their skills, gain practical work experience, and improve their employability.

Programs, such as apprenticeships, internships, and on-the-job training, can provide individuals with opportunities for non-formal and informal learning

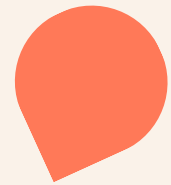
Work-based  
Learning

Non-formal  
Learning

Structured learning experiences that take place outside of traditional educational institutions, such as workshops, seminars, and training programs.

Learning experiences that takes place through daily activities and interactions, such as learning from colleagues, mentors, and on-the-job challenges.

Informal  
Learning



## **THROUGH WBL PROGRAMS, PEOPLE WITH DISABILITIES CAN PARTICIPATE IN A RANGE OF NON-FORMAL & INFORMAL LEARNING OPPORTUNITIES!**

### **HANDS-ON WORK EXPERIENCE**

WBL programs can provide people with disabilities with opportunities to gain hands-on work experience in their chosen field, helping them to develop practical skills that are in demand in the workforce.

### **ON-THE-JOB TRAINING**

WBL programs can provide people with disabilities with opportunities to receive training and develop new skills while working in a real-world setting.

### **SOFT SKILLS DEVELOPMENT**

WBL programs can also help people with disabilities to develop soft skills, such as communication, teamwork, problem-solving, and time management, which are essential for success in any job.

### **EXPOSURE TO DIFFERENT CAREER PATHS**

WBL programs can help people with disabilities to make informed decisions about their future career paths and increase their chances of securing a job that aligns with their interests and goals. NFL through work-based learning programs can have a transformative impact on these people, providing them with the skills, knowledge, and experience needed to succeed in the workforce and achieve their career goals

### **MENTORING AND COACHING**

WBL programs can offer people with disabilities access to experienced professionals who can provide guidance, support, and feedback on their work.

# THE IMPACT OF NON-FORMAL & INFORMAL LEARNING

Non-formal and informal learning through work-based learning (WBL) can have a significant impact on the development of skills and competencies of individuals



## DEVELOPMENT OF TRANSFERABLE SKILLS

01

Non-formal and informal learning through WBL can develop a range of transferable skills that can be applied in a variety of contexts. These skills may include communication, problem-solving, teamwork, and time management.

## REAL-WORLD EXPERIENCE

02

Non-formal and informal learning through WBL provides individuals with real-world experience, allowing them to develop a deep understanding of how to apply their knowledge and skills in a practical setting.

## INCREASED EMPLOYABILITY

03

Non-formal and informal learning through WBL can increase employability by providing individuals with relevant skills and experience that are sought after by employers.

## PERSONAL AND PROFESSIONAL GROWTH

04

Non-formal and informal learning through WBL can also lead to personal and professional growth, as individuals develop new perspectives and insights that can help them to become more effective and confident in their work.

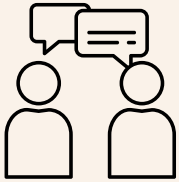
## IMPROVED PERFORMANCE

05

Non-formal and informal learning through WBL can also lead to improved performance, as individuals develop the skills and knowledge needed to perform their job effectively. This can lead to better outcomes for both the individual and their employer.

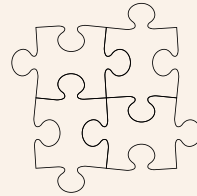


# TRANSFERABLE SKILLS



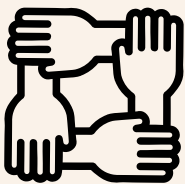
## COMMUNICATION

Effective communication is essential in all types of work settings, and WBL can help individuals develop skills such as active listening, speaking clearly and concisely, and writing effectively.



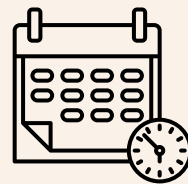
## PROBLEM-SOLVING

Critical thinking, creativity, and problem-solving - these skills are valuable in a wide range of settings and can help individuals to overcome challenges and find innovative solutions to problems!



## TEAMWORK AND COLLABORATION

Most jobs require some level of teamwork and collaboration, and WBL can help individuals develop skills such as working collaboratively, building relationships, and resolving conflicts.



## TIME MANAGEMENT AND ORGANIZATION

Effective time management and organization are important skills in all types of work settings, and WBL can help individuals develop skills such as prioritizing tasks, managing deadlines, and staying focused and organized.



## ADAPTABILITY AND FLEXIBILITY

Non-formal and informal learning through WBL can help individuals develop skills such as adaptability and flexibility, which are valuable in today's rapidly changing work environments.



# WBL EXPERIENCES CAN LEAD TO IMPROVED PERFORMANCE!

## PRACTICAL EXPERIENCE

By participating in WBL programs, individuals can gain **practical experience** in their chosen field, which can help them to apply **theoretical knowledge** in **real-world settings** and **develop their problem-solving and critical thinking skills**. This can lead to **improved performance** on the job, as individuals become more confident in their abilities and are better equipped to tackle new challenges.

## FEEDBACK AND IMPROVEMENT

WBL programs can also provide individuals with opportunities to **receive feedback** on their performance and **identify areas for improvement**. This can help individuals to **develop a growth mindset** and a desire to **continuously improve** their skills and knowledge.

## KEEP UP WITH THE LATEST TRENDS

Furthermore, WBL programs can also help individuals to **stay up-to-date with the latest industry trends** and **best practices**, which can improve their overall **effectiveness** on the job. This can help individuals to become more productive, efficient, and valuable to their employers.



# WBL EXPERIENCES CAN INCREASE AN INDIVIDUAL'S EMPLOYABILITY!

## INDUSTRY-SPECIFIC KNOWLEDGE AND TECHNICAL SKILLS

WBL programs can also provide individuals with **industry-specific knowledge and technical skills** that are in demand in the workforce. By gaining practical experience and knowledge in their chosen field, individuals can demonstrate to potential employers that they have the **necessary skills and expertise** to perform the job effectively.

## NETWORKING OPPORTUNITIES AND EXPOSURE TO CAREER PATHS

WBL programs can also provide individuals with **networking opportunities and exposure to different career paths**, which can help them to make **informed decisions** about their future career paths and increase their chances of securing a job that aligns with their interests and goals.



# WBL EXPERIENCES CAN POTENTIATE PERSONAL AND PROFESSIONAL GROWTH!

## LEAVE COMFORT ZONE

WBL programs can challenge individuals to step outside of their comfort zones, take on new responsibilities, and develop new ways of thinking and problem-solving. This can help individuals to develop their self-confidence, resilience, and adaptability, which are valuable traits in any professional setting.

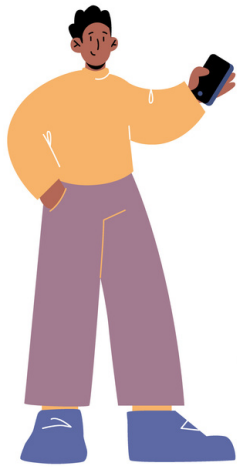
## OPEN HORIZONS

WBL programs can also expose individuals to **different cultures, perspectives, and ways of working**, which can broaden their horizons and help them to develop a more nuanced understanding of the world around them. This can help individuals to become more **empathetic, open-minded, and culturally competent**, which are valuable skills in today's globalized workforce.

## PROFESSIONAL DEVELOPMENT

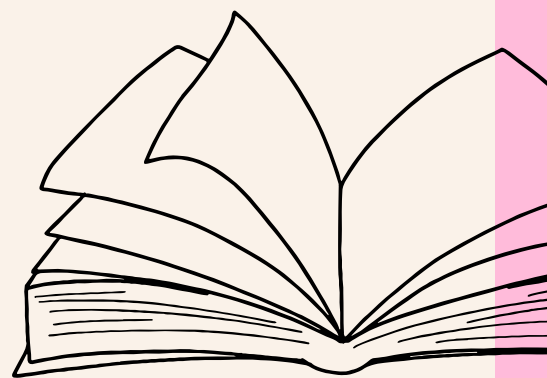
WBL programs can provide individuals with disabilities with opportunities to **learn new skills, gain practical work experience, and demonstrate their abilities in real-world settings**. As they successfully complete tasks and projects, individuals can feel a **sense of accomplishment**, which can help to boost their **self-esteem and confidence** in their abilities.

WBL scheme can provide individuals with disabilities with a **supportive learning environment**, where they can receive **feedback, guidance, and encouragement** from their supervisors and colleagues.



# 02

## EUROPEAN METHODOLOGY FOR RECOGNITION AND TRANSPARENCY



This chapter will present national strategies that can help disabled people in accessing meaningful employment opportunities and develop the skills they need to succeed in the workplace

All around Europe, mechanisms for the recognition and validation of skills and learning take many different forms!



# PORTUGAL

## VALOR T

01

This project aims to match companies searching for candidates for adapted employment, and individuals with a degree of disability, accompanying both parties in the process.

### HOW TO IMPLEMENT IT?

First, companies post their job opportunities in Valor T, in the meantime, candidates start to sign up and a process of screening starts, the candidates' values and capacities are evaluated by Valor T's team, and a match is found

### BENEFITS AND IMPACT

This project aims to facilitate the match between candidates and companies, it has a national work radio, the fact that more than just a mere online job billboard and more of a intermediate process between companies and candidates gives a better chance of success in the matches they make

### LESSONS LEARNT

It is important to always ensure that the work done with this population isn't limited to finding a job but also to a continuous accompany of each case, and an effort to give candidates a better chance by working with them to find suitable positions and also to improve upon themselves while they wait to find a job.

# PORTUGAL

## EL CORTE INGLÉS

02

This project aims to facilitate and improve the rate of success of the integration of workers with disabilities in the El Corte Inglés' workforce. A Mentorship program is put in place to facilitate the integration, the understanding of functions and well the compromise with the company

### HOW TO IMPLEMENT IT?

First, the company reach out to their partners, informing them they have an opening, after that they receive the candidates' info, and the interviews start. When a final candidate is chosen, it is assigning a mentor, which function is to help the candidate to understand his position, and to facilitate any questions that may come up during this time of adaptation, related or related to the deficiency. Also, strict contact is maintained with both the person and the referrer to assure that the process goes as smoothly as possible

### BENEFITS AND IMPACT

This project aims to facilitate the match between candidates and the company. The mentorship process allows for a one-on-one approach that better ensures that both the company and the individual are considered and that everything is done to help facilitate entering the company and adapt not only to the job itself but also to the team

### LESSONS LEARNT

It is vital to ensure the success of the adaptation process to ensure that the ways of communication are clear, and that to ensure the adaptation is successful a mentorship program is key to this adaptation



# ITALY

## ROCCO MAGNOLI'S APPRENTICESHIP PROGRAM FOR INDIVIDUALS WITH DOWN SYNDROME IN ITS CERAMICS WORKSHOP

01

The program was established in 2014, in collaboration with the Italian Association for Down Syndrome (AIPD) and the Tuscany Region. Its primary goal is to provide vocational training and employment opportunities for individuals with disabilities, with a focus on developing practical skills in the ceramics industry, through workshops.

The apprenticeship program is tailored to the needs and abilities of each participant, with a focus on developing practical skills and knowledge of ceramics production. Apprentices receive on-the-job training and work alongside experienced ceramicists in a supportive and inclusive environment. They are also provided with ongoing support and mentoring to help them achieve their goals.

The apprenticeship program is open to young people with Down syndrome between the ages of 18 and 28, who have completed their secondary education. Apprentices are selected based on their interest in ceramics, their ability to work in a team, and their willingness to learn.

The program has been highly successful in providing meaningful employment opportunities for individuals with Down syndrome, with many participants going on to secure paid employment in the ceramics industry or related fields. In addition to the benefits for the apprentices, the program has also had a positive impact on the company, with increased productivity and improved workplace culture.

# ITALY



## ROCCO MAGNOLI'S APPRENTICESHIP PROGRAM FOR INDIVIDUALS WITH DOWN SYNDROME IN ITS CERAMICS WORKSHOP

HOW TO IMPLEMENT IT?

### VOCATIONAL TRAINING AND SUPPORT

The program included vocational training and support from AIPD and other local organizations. The apprentices received ongoing mentoring and support throughout the program to help them achieve their goals

01

### RECRUITMENT OF APPRENTICES

Apprentices were recruited based on their interest in ceramics, their ability to work in a team, and their willingness to learn. The apprentices had completed their secondary education and were between the ages of 18 and 28.

02

### ON-THE-JOB TRAINING

The apprentices received on-the-job training and worked alongside experienced ceramicists in a supportive and inclusive environment. They learned a range of skills, including pottery making, glazing, firing, and packaging. They also learned about the different tools and techniques used in the ceramics industry and how to operate the machinery and equipment used in the workshop

03

### DEVELOPMENT OF THE PROGRAM STRUCTURE

The program is developed as a two-year course, with apprentices working four hours a day, four days a week. The program included on-the-job training, vocational training, and support from AIPD and other local organizations.

04

### PAYMENT AND STIPEND

The apprentices were paid a stipend during their apprenticeship, which helped them to support themselves while they were learning new skills and gaining work experience

05

### EMPLOYMENT OPPORTUNITIES

Many of the apprentices went on to secure paid employment in the ceramics industry or related fields. The program provided a pathway to employment for individuals with disabilities, helping to promote inclusivity and diversity in the workplace

06

# ITALY

## ROCCO MAGNOLI'S APPRENTICESHIP PROGRAM FOR INDIVIDUALS WITH DOWN SYNDROME IN ITS CERAMICS WORKSHOP

### BENEFITS AND IMPACT

- Employment opportunities
- Skills development
- Inclusion and diversity
- Positive impact on the company
- Social impact

### LESSONS LEARNT

I

Partnership and collaboration are essential

II

Work-based learning can lead to meaningful employment

III

Inclusion and diversity lead to positive outcomes

IV

Support and mentoring are critical

V

Programs can have positive social impact

# ITALY

## ACCOMPANYING PROJECT (PROGETTO ACCOMPAGNAMENTO)

02

The Accompanying Project is a program developed by the National Association for the Blind (Associazione Nazionale Subvedenti) in collaboration with companies and public institutions. The program provides work-based learning opportunities for individuals with visual impairments and aims to promote their social inclusion and professional development.

The program offers individualized support and training to each participant, including orientation and mobility training, workplace adaptations, and technical assistance. Participants are also provided with ongoing support and mentoring throughout the program to help them succeed in their work-based learning placements.

The Accompanying Project has been successful in providing meaningful employment opportunities for individuals with visual impairments in a variety of fields, including the hospitality industry, finance, and public administration. The program has also helped to promote greater social inclusion and awareness of the capabilities of individuals with disabilities.

The Accompanying Project demonstrates the potential of work-based learning strategies to promote inclusivity, diversity, and positive social impact in the Italian context.

# ITALY



## ACCOMPANYING PROJECT (PROGETTO ACCOMPAGNAMENTO)

### IDENTIFYING POTENTIAL PARTICIPANTS

01

The program identifies potential participants who are blind or have visual impairments and are interested in pursuing work-based learning opportunities.

### ASSESSING PARTICIPANT NEEDS

02

Program staff assess the needs of each participant, including their skills, abilities, and support requirements, to determine the most appropriate work-based learning placement

### IDENTIFYING POTENTIAL EMPLOYERS

03

The program identifies potential employers who are willing to provide work-based learning opportunities for participants with visual impairments. Employers may include companies or public institutions in a variety of industries.

### DEVELOPING WORK- BASED LEARNING PLANS

04

Program staff work with participants and employers to develop individualized work-based learning plans that outline the tasks and responsibilities of the placement, as well as any necessary workplace adaptations or accommodations.

### PROVIDING ORIENTATION AND MOBILITY TRAINING

05

Program staff provide technical assistance and training to participants to ensure they are able to use any necessary equipment or technology to perform their job duties

### - MONITORING AND SUPPORT

06

Program staff provide ongoing monitoring and support to participants throughout their work-based learning placements. This includes regular check-ins with participants and employers, as well as mentoring from experienced professionals.

### EVALUATION AND FOLLOW-UP

07

Program staff evaluate the success of the work-based learning placement and provide follow-up support to participants as needed. This may include assistance with job searching or further training and development opportunities

HOW TO IMPLEMENT IT?

# ITALY

## ACCOMPANYING PROJECT (PROGETTO ACCOMPAGNAMENTO)

### BENEFITS AND IMPACT

The program aims to promote greater social inclusion for individuals with visual impairments, by providing them with meaningful employment opportunities and raising awareness of their capabilities. This has a positive impact on both participants and the wider community, by promoting diversity and inclusion in the workplace.

The Accompanying Project has had a positive impact on participants, by providing them with the skills, knowledge, and experience needed to succeed in the workplace. Many participants have gone on to secure permanent employment as a result of their work-based learning placements.

### LESSONS LEARNT

The Accompanying Project is a successful example of a work-based learning program for individuals with disabilities in the Italian context. The program provides individualized support and training, promotes social inclusion, and has a positive impact on participants and the wider community.

# BULGARIA

## VOCATIONAL GUIDANCE THROUGH SOCIAL SERVICES FOR SUPPORTED EMPLOYMENT

01

People with disabilities should have access to appropriate forms of vocational training while opportunities for their employment should be announced on the open labour market.

### HOW TO IMPLEMENT IT?

I

Applying an individual approach to the introduction of the principles of specialised vocational guidance for people with disabilities and introducing the model of Supported Employment, especially for people with intellectual disabilities, as a tool for entering the open labour market.

II

The process of re-socialization of socially disadvantaged people should include the provision of employment opportunities on the open labour market.

III

Development and implementation of measures with economic incentives to support employers in conventional work environments to establish jobs for people with disabilities.

IV

Finding new job opportunities for people with disabilities that address their potential and abilities, rather than their limitations and difficulties

V

Correspondence of individual skills and preferences with the job requirements

VI

Consultancy services for employers: practical guidance on improving work environments, universal design and creative innovation

# BULGARIA



## VOCATIONAL GUIDANCE THROUGH SOCIAL SERVICES FOR SUPPORTED EMPLOYMENT

### BENEFITS AND IMPACT

- Protected employment. Protected employment of people with permanent disabilities is not regulated in Bulgarian legislation
- Specialized enterprises and cooperatives for people with disabilities. They employ mixed work teams. The enterprises participate in the market on an equal footing with companies that do not employ people with disabilities, which makes them non-competitive
- Open labour market
- Home-based and teleworking forms of employment
- Social entrepreneurship

### LESSONS LEARNT

#### VOCATIONAL TRAINING

People with disabilities should have access to appropriate forms of vocational training and employment opportunities should be announced on the open labour market.

Accessible information and communication. An important element in the life of disabled people is their information and the possibility to communicate depending on their disability

#### ACCESSIBLE ENVIRONMENTS



# BULGARIA

## VOCATIONAL GUIDANCE THROUGH SOCIAL SERVICES FOR SUPPORTED EMPLOYMENT

EMPLOYMENT OFFICE IN  
THE TOWN OF VELIKO  
TARNOVO

PUBLIC JOB  
ADVERTISEMENTS

PUBLIC  
ADMINISTRATION

DIRECT CONTACT WITH  
PRIVATE COMPANIES

WHERE TO SEARCH FOR  
GUIDANCE?

# BULGARIA

## INNOVATIVE SERVICES FOR SOCIAL INCLUSION OF DISABLED PEOPLE

02

The main objective of the project is to expand the opportunities for mediation and assistance for people with disabilities to find a job, including e-based mediation, to overcome social and e-exclusion through the implementation of innovative approaches - building an e-site, e-counselling and online training.

### HOW TO IMPLEMENT IT?

I  
Contacts are established with employers and mentoring is provided for entering into employment

II  
Career guidance in relation to the personal qualities of people with disabilities of the target group

III  
Self-employment support is provided to persons with disabilities to start their own businesses, as well as assistance in developing project ideas and business plans

IV  
Social entrepreneurship is a form of employment for people with permanent disabilities that is extremely successful, sustainable, contributing to their self-esteem, self-expression and satisfaction with the results achieved. The development of businesses by these individuals enables them to become entrepreneurs and employers of others

# BULGARIA

## INNOVATIVE SERVICES FOR SOCIAL INCLUSION OF DISABLED PEOPLE

### BENEFITS AND IMPACT

- O1** The innovative services created by the project contribute to the target group representatives receiving different activities focused on individual performance.
- O2** Access to complex rehabilitation for full inclusion in the life of the society of the target group is provided through support with consultations for developing social skills and motivation, psychological support and other types of individual consultations depending on the needs of the users.

### LESSONS LEARNT

- I** Promotion and implementation of a policy for the widespread use of social services for supported employment, which is also in the context of EU strategies and objectives for social inclusion.
- II** Provision of the service through the specialised website of the office to an unlimited number of people with disabilities.
- III** Development of the first in Bulgaria Vocational Suitability Assessment System for people with disabilities and annexes with the developed methodology for an information folder on occupations and a short glossary
- IV** Encouraging employers to use new forms of employment.

# BELGIUM

## SUPPORTED INTERNSHIPS

01

This strategy involves providing disabled students with on-the-job training and support while they are still in school. This helps them acquire the skills and knowledge they need to succeed in their chosen career path. It is a type of work-based learning programme that provides disabled people in Belgium with valuable work experience and skills training.

### HOW TO IMPLEMENT IT?

- 1. DEFINITION:** A supported internship is a structured work-based learning programme designed to help disabled people gain work experience, develop skills, and increase their chances of finding employment. The internship is supported by a job coach who provides individualized support to help the intern succeed in the workplace.
- 2. ELIGIBILITY:** Supported internships are available to disabled people in Belgium who are aged between 18 and 30 and have completed secondary education. The intern must also have a disability that is recognized by the government.
- 3. DURATION:** Supported internships in Belgium typically last for 6 to 12 months. During this time, the intern works in a real job with a local employer and receives support and training from a job coach.
- 4. SKILLS TRAINING:** Supported internships in Belgium provide the intern with a range of skills training, including workplace communication, job-specific skills, and problem-solving strategies. This training is designed to help the intern succeed in the workplace and prepare them for future employment opportunities.
- 5. JOB-COACH SUPPORT:** The job coach provides individualized support to the intern throughout the internship. This support may include coaching on workplace communication, job duties, and problem-solving strategies. The job coach also works with the employer to identify and implement reasonable accommodations to help the intern perform their job effectively

### BENEFITS AND IMPACT

By providing real work experience and skills training, supported internships help disabled people to develop the skills and experience needed to find and maintain employment.

# BELGIUM

## JOB COACHING

02

Disabled people may also benefit from job coaching, which involves working with a coach to develop skills and strategies for succeeding in the workplace. Job coaches can help disabled people navigate challenges and develop strategies for success.

### HOW TO IMPLEMENT IT?

- 1. ASSESSMENT:** Job coaches in Belgium work with disabled people to assess their skills, interests, and job preferences. This helps job coaches to identify suitable employment opportunities and develop strategies for success.
- 2. GOAL SETTING:** Once a disabled person's skills and interests have been assessed, job coaches help them set employment goals. This may include identifying specific jobs or industries they are interested in and developing a plan for achieving their employment goals.
- 3. JOB SEARCH:** Job coaches in Belgium help disabled people to search for employment opportunities that match their skills and interests. This may involve developing a resume, practising interview skills, and networking with potential employers.
- 4. WORKPLACE SUPPORT:** Once a disabled person has found a job, job coaches provide ongoing support to help them succeed in the workplace. This may involve coaching on workplace communication, job duties, and problem-solving strategies.
- 5. ACCOMMODATIONS:** Job coaches in Belgium work with employers to identify and implement reasonable accommodations to help disabled people perform their jobs effectively. This may involve modifying the work environment, providing specialized equipment, or adjusting job duties.

### BENEFITS AND IMPACT

Overall, job coaching is an important strategy for supporting disabled people in Belgium to find and maintain employment. By providing individualized support, job coaches can help disabled people overcome barriers to employment and achieve their employment goals.

# WBL PROGRAMMES IN BELGIUM

## **VDDBA**

### **01**

VDDBA is the Flemish Service for Employment and Vocational Training, and it offers a range of WBL programmes for disabled people. These programmes include supported internships, apprenticeships, and on-the-job training

## **CAPACIT**

### **03**

CAPACIT is a training centre for people with disabilities in Wallonia, and it offers a range of WBL programmes. These programmes include apprenticeships, supported employment, and training in specific industries.

## **SOCIAL ECONOMY**

### **05**

The social economy sector in Belgium provides employment opportunities for disabled people through a range of WBL programmes. These programmes include supported employment, on-the-job training, and apprenticeships in a variety of industries.

## **ACTIRIS**

### **02**

ACTIRIS is the Brussels Public Employment Service, and it also offers WBL programmes for disabled people. These programmes include apprenticeships, on-the-job training, and customized employment opportunities.

## **INCLUSIVE COMPANIES**

### **04**

In Belgium, there are also many inclusive companies that offer WBL programmes for disabled people. These companies have a strong commitment to diversity and inclusion, and they offer training and employment opportunities to disabled people.

# POLAND

## PROCEDURE FOR RECOGNITION OF QUALIFICATIONS

01

If you intend to work in Poland on a permanent and continuous basis in a regulated profession and you have obtained qualifications authorizing you to practice a regulated profession in another European Union member state, your qualifications must be recognized in Poland - you must obtain a decision recognizing the professional qualifications obtained in your country of origin.

The procedure for recognition of qualifications is carried out by the authorities competent for the profession in question. Only a positive decision of the competent authority entitles you to apply to practice a specific regulated profession in Poland.

If you want to perform work in Poland on an occasional or temporary basis and you have the right to practice in one of the EU member states (the country of residence), you can provide a cross-border service - all you have to do is make the appropriate declaration. You will be subject to the simplified procedure.

### BENEFITS AND IMPACT

A service provider whose qualifications have been verified and recognized may use the professional title established for the profession in Poland.

# POLAND

## PROCEDURE FOR RECOGNITION OF QUALIFICATIONS

### HOW TO IMPLEMENT IT?

In the procedure for recognition of qualifications are checked:



Level of Education



Qualifications giving the right to practice the profession in question in the country where they were obtained.

If the scope of **education, training or examination** required by law to practice a profession in Poland, as well as the scope of **professional activities** in the applicant's country **differ significantly**, the authority may **make the decision** on recognition of qualifications in a regulated profession conditional on:

1. The applicant's completion of an adaptation internship, lasting no more than 3 years
2. Taking a skills test

These are so-called **compensatory measures**. As a rule, it is the person concerned who chooses which measure should be applied. Compensatory measures do not have to be applied if the knowledge, skills and competencies acquired by the applicant during his work experience can compensate for these differences in whole or in part.

In a situation where a **profession is not regulated** in the applicant's member state, a person who seeks recognition of qualifications in Poland in a regulated profession must:

- present evidence of qualification
- present a document confirming the completion of regulated education or confirm the full-time practice of that profession for one year (or an equivalent part-time period) within the last ten years



# POLAND

## RECOGNITION OF QUALIFICATIONS OF PERSONAL TRAINER (COACH, MENTOR, TUTOR)

02

For the profession of a personal trainer (coach, mentor, tutor), a **University degree** is preferred, optimally in the social sciences. Higher education is not required in accreditation procedures, but it counts towards the required period of professional practice required for accreditation.

When choosing a particular specialization in the profession of personal trainer it is important to determine for **whom the coaching is to be carried out**: whether for individuals or groups, whether the services are to be offered to companies or clients outside the business area, whether to target a specific gender, professional or social group. The choice of specialization has an impact on the coaching methods and tools used.

The profession of personal trainer in Poland **is not regulated by law**, so no professional titles, qualifications or professional licenses are required to enter the profession. However, professional organizations have their own accreditation systems for coaches and training programs, as well as codes of ethics. The most important **organizations involved in accreditation in the profession** include:

- International Coach Federation,
- European Mentoring and Coaching Council,
- Chamber of Coaching

# POLAND



## RECOGNITION OF QUALIFICATIONS OF PERSONAL TRAINER (COACH, MENTOR, TUTOR)

### BENEFITS AND IMPACT

A personal trainer (coach, mentor, tutor) according to his/her education and experience can perform work at different levels of complexity:

#### OPERATIONAL COACHING

Involves ongoing support of the client in setting tasks, planning activities, monitoring progress and solving problems that arise

#### COMPETENCY COACHING

Support for the client in the process of learning and developing the needed skills, producing more long-term results. At this level, the personal trainer (coach) supports the client's process of self-learning and self-observation

#### PSYCHOLOGICAL COACHING

To support clients in changing their internal structure mental structure or in modifying patterns of thinking and feeling. In this case, the trainer, or personal trainer (coach) should be required to have sound psychological knowledge, high self-awareness and adequate interpersonal preparation, as well as the use of professional supervision.

#### TRANSFORMATIONAL COACHING

Supports broad personal development, which progresses through the creation of a life-wide vision for the client, and the client's discovery of his or her mission and values. In this case, a high level of personal maturity is required of the personal trainer (coach) and an attitude of openness and empathy.

### LESSONS LEARNT

- The profession of a personal trainer (coach, mentor, tutor) does not have a traditional path of promotion and professional advancement.
- As a personal trainer gains the opportunity to receive assignments for complex and long-term projects, which translates into the income that can be earned from this.
- A personal trainer who runs his/her own business can expand the business and employ other coaches.

# SPAIN

## SEARCH FOR TRAINING AND EMPLOYMENT OPPORTUNITIES

01

It is about attracting companies that can provide opportunities for the training and future hiring of workers with significant disabilities, who have developed a sufficient level of quality in their performance.

### HOW TO IMPLEMENT IT?

- **Direct search** by placing companies in the area
- **Indirect search** based on job offers received by people with disabilities registered with the public employment service:

1. Identification of the company to be captured.
2. Commercial action to contact the company
3. Analysis of possible tasks
4. Selection of candidates likely to learn the tasks
5. The signing of the training internship agreement
6. Communication to the labour inspectorate of the incorporation of the trainee.

### BENEFITS AND IMPACT

- Obtaining opportunities for training in the workplace **adapted to the real possibilities** of specific people.
- Adequacy of the training to the **real demands** of a possible job.
- Development of **natural support networks** among peers that support and accompany the learning and performance of the person with disabilities.
- **Training of the work environment** to incorporate severely affected people with disabilities.

### LESSONS LEARNT

- Opportunities for the development of learning processes in the workplace require the collaboration of the company
- Entities must carry out a systematic work of exploration and permanent commercial action on the labor market.
- A person with disabilities, like other people, needs to have the support of peers for their learning and inclusion
- People with severe disabilities can develop on-the-job training processes and have options to perform jobs under the same conditions as their peers without disabilities if they have adequate support.

SPAIN

# TRAINING SUPPORT IN THE WORKPLACE THROUGH THE FIGURE OF PERSONAL ASSISTANCE

02

It is about having a Personal Assistant who can carry out the process of accompaniment in the workplace, thus facilitating the financing of the trainer that the person with disabilities would need.

## BENEFITS AND IMPACT

I  
Have a personal trainer in the workplace, who can adapt to the specific training needs of the person.

II  
Adaptation of training to the real demands of a possible job.

III  
Development of natural support networks among peers that support and accompany the learning and performance of the person with disabilities.

IV  
Training of the work environment to incorporate severely affected people with disabilities.

## LESSONS LEARNT

That the person with disabilities, like other people, needs to have learning processes that adjust to their learning possibilities.

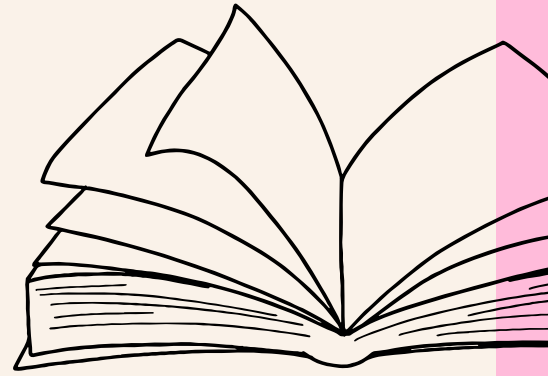
That personal assistance is an appropriate and possible resource for people with severe disabilities with a view to on-the-job training

That people with severe disabilities can develop on-the-job training processes and have options to perform jobs under the same conditions as their peers without disabilities if they have adequate support.



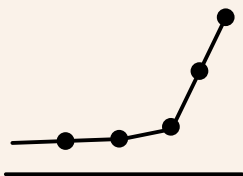
# 03

## DO'S & DON'TS TO BETTER ACHIEVE THE RECOGNITION

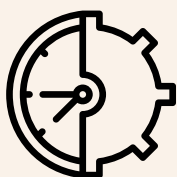


“More Work-based learning” calls for the European Union. There are now many tools and infrastructures created within the Community for cooperation in the field of work-based learning. The next step is to translate the meta-level of the EU framework to the concrete level of the implementation of the theoretical paradigms in the Member States' systems.

Thus, the **main questions** that arise are:




WHICH AREAS NEED TO BE INVESTED IN?




WHAT NEEDS TO BE DONE TO MAKE THESE MECHANISMS MORE EFFECTIVE?




# WHICH AREAS NEED TO BE INVESTED IN?




Consolidate the governance framework, involving all relevant actors, including the social partners.




Build stable school-business partnerships for the design and shared implementation of learning paths, increase the response capacity of the training provided to the needs of the labor market and reduce the skills mismatch.




Extend the opportunities to a wider audience of users, young people and adults.




Permanently insert elements of WBL in educational programs at all levels and in all segments of the educational and training offer.



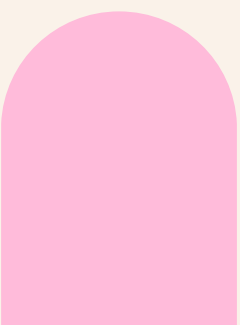
Adopt systematic approaches to the training of teachers, trainers and mentors, with particular regard to teaching in a work-based setting.

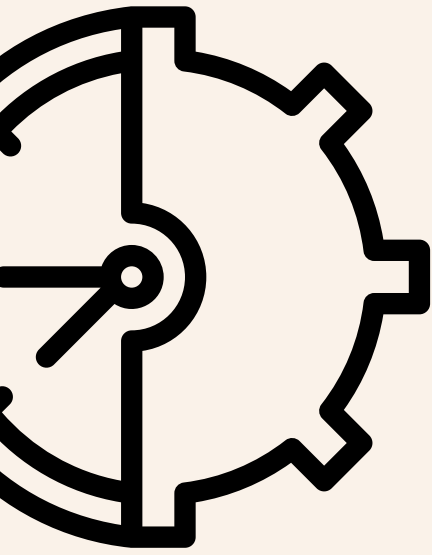


Define shared quality standards for work-based learning, while ensuring the expected placement results.



Design and apply systems, methodologies and tools for the recognition of skills acquired through work experience, in a logic of progressive accumulation of learning outcomes and ever-increasing qualification.





# WHAT NEEDS TO BE DONE TO MAKE THESE MECHANISMS MORE EFFECTIVE?

## 01

Greater commitment is needed, especially on the part of **institutional actors**, aimed, above all, at defining **realistic methods and concrete tools** to ensure their achievement.

The recommendations adopted and the commitments made were followed by **reform action**, which must at this point be accompanied by adequate **monitoring and evaluation** of the effects of the measures taken in the contexts of application

## 03

The **direct involvement of companies** in the initiatives and the **opening of mobility to the target apprentices** are key steps for the success of the WBL. In this case, it is not just a question of promoting the use of an opportunity, but of supporting the **development of the corporate culture** in which the **enrichment of the skills** of its workers is perceived as an investment, capable of offering a concrete return in terms of competitiveness and productivity.

First of all, therefore, it would be necessary to **identify system resources** to allow them to be realised: businesses, especially small ones, have difficulty in distracting their apprentices from ordinary work to allow them a **learning experience abroad** and to be able to do so, they must be supported with adequate **incentive and reward mechanisms**, and some bureaucratic knots that the employment contract, which binds the apprentice to the company, brings with it (e.g. **insurance**).

## 02

It is not necessary to launch further initiatives, instead, it is necessary to **rationalize the existing arrangements, favour possible synergies, and identify overlapping areas and needs** not yet satisfied. To this end, the **interoperability between platforms**, completely utopian today, could instead be a work path in which to invest.

It would also be desirable that the activated working groups include subjects representing the appropriate decision-making levels (Community, national, territorial, sectoral) and with sufficient capacity to **implement and disseminate the results** of the meetings in their own reference contexts.

## 04

As regards the experiments carried out with pilot actions (including Erasmus+), the **activation of a virtuous circuit between policies and practices** is essential, in the logic of **mainstreaming** the results of successful project experiences in education and training systems.

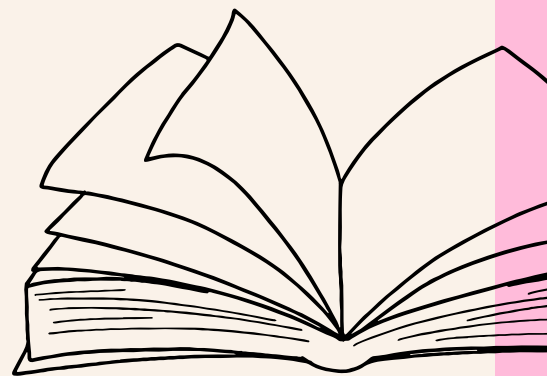
To create effective synergies, it is not enough for partnerships to disseminate the results of their projects on an ongoing and ex-post basis. On the other hand, **direct and ex-ante involvement of the institutional actors** in the project initiatives is needed.





# 04

## RECOMMENDATIONS BY PEOPLE WITH DISABILITIES



In the ACTIVET project, we have included people with disabilities from the very beginning. They have participated in workshops, video interviews, local meetings and seminars.

These people have shared their work experiences, knowledge and dreams, and their participation in the project made them feel important and valuable citizens!

This chapter will present some recommendations given by ACTeams in the field of employability, guidance and inclusion.

In addition, you will also find the links to the interviews that were made with members of these teams - people with disabilities. So when you find this symbol, enjoy and listen to what our people have to say!



# RECOMMENDATIONS & TESTIMONIES

From the interviews of the members of ACTeams, as well as from the meetings with local organizations that support people with disabilities, which were conducted throughout the duration of the project, the following recommendations/solutions and points of view emerge:

## ACCESSIBILITY

01

The need to ensure all workplaces comply with accessibility standards, including ramps, elevators, and accessible restrooms. Make certain that the digital environment, such as websites and software, is also accessible.

## FINANCIAL INCENTIVES

02

Establish tax breaks, grants, or subsidies for companies that actively hire and support employees with disabilities, creating an incentive for employers to prioritize inclusivity.

## INCLUSIVE RECRUITMENT

03

Encourage employers to adopt inclusive recruitment practices by promoting diverse job advertisements, offering accessible application formats, and providing disability awareness training for hiring managers.

## REASONABLE ACCOMMODATIONS

04

The need to support employers in providing reasonable accommodations, such as flexible work hours, assistive technologies, and ergonomic workstations, to ensure a comfortable and productive work environment for employees with disabilities.

## TRAINING PROGRAMS

05

The necessity of implementing vocational training programs specifically designed for people with disabilities, focusing on skill development and workplace integration. Collaborate with educational institutions, NGOs, and government agencies to offer tailored courses and workshops.



# RECOMENDATIONS & TESTIMONIES

## MENTORSHIP AND NETWORKING

06

Create mentorship programs and networking events for people with disabilities, connecting them with professionals in their field and facilitating the exchange of experiences, advice, and resources.

## LEGAL PROTECTION

08

Strengthen anti-discrimination laws and regulations to protect individuals with disabilities in the workplace, with a focus on enforcement and monitoring.

## AWARENESS CAMPAIGNS

07

Promote disability awareness through media campaigns, events, and educational materials to challenge stereotypes and foster a more inclusive work culture.

## SUPPORT SERVICES

09

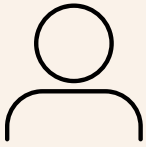
Offer comprehensive support services, such as career counselling, job placement assistance, and ongoing support for individuals with disabilities transitioning into the workforce.

## MONITORING AND EVALUATION

Establish a system to monitor and evaluate the effectiveness of policies and initiatives related to disability inclusion, using data to continuously improve strategies and programs.



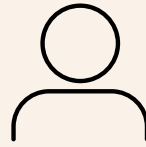
# RECOMENDATIONS & TESTIMONIES



## STELIYAN JORDANOV

Student in Vocational  
School of Tourism

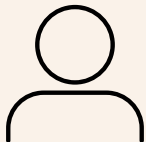
He was happy to participate in the project because it help him realize he is not alone, he met other people with disabilities and took part in workshops and online trainings.



## DANIEL

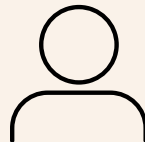
Person with disability

Thanks to participation in the project has learned a lot, such that people with dyslexia can work and participate in EU projects. He learned about organizations in Bulgaria and Europe that provide services to people with disabilities.



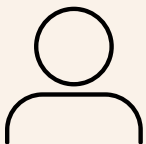
## LUIS SILVESTRE

He was happy to participate in the project workshops and share his work experiences with others and learn about the situation of people with disabilities in Europe.



## MARTA FRIAS

She has participated in the ACTIVET project from the very beginning. She took part in workshops sharing her work experiences, and her problems to find employment.

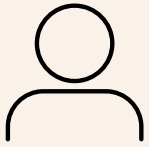


## JOSE LUIZ CATELLS

He wanted to share his ideas with other people with disabilities and look for solutions. Jose would like to travel to other countries and learn foreign languages.

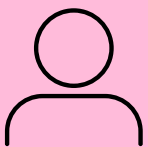
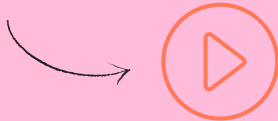


# RECOMMENDATIONS & TESTIMONIES

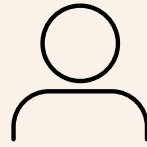


**Woman with disability,  
employed in trade sector**

*"I have worked in the Vocational Activity Workshop, where I have learned a lot and gone through a number of courses, such as waiters, catering, and customer service courses. I always have a mentor at work, a person who introduces me to my colleagues, and my tasks and monitored my work. It was really helpful to have an in-company coach, I felt safer. Now, I work in the open labour market and I do not need a mentor. That's why I was very interested to participate in this project and share my experiences. In-company coaches should work in every enterprise that employs people with disabilities. They should also upgrade their competencies on a regular basis".*



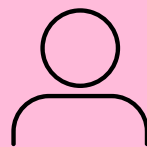
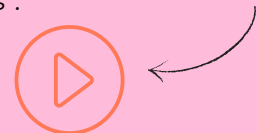
**SARAH LIMET**  
Belgium



**Training coordinator in Polish  
Organization of Employers of  
Disabled People and woman  
with disability**

*"I have extensive experience in the field of employment of disabled people. As a disabled person, I understand their problems and challenges perfectly. I am trying to train and prepare employers and company managers how to employ people with disabilities, to ensure that they have appropriate knowledge of how to mentor workers with disabilities.*

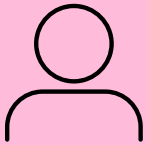
*Thanks to the ACTIVET project I have upgraded my skills and abilities to learn and implement new information at work, to adapt to change, the ability to listen and solve problems of other people, building partnerships. I have learned more about negotiating skills, coordinating and motivating employees, making decisions quickly and soft skills".*



**ELISABETH GALOUZINE**  
Belgium



# RECOMENDATIONS & TESTIMONIES



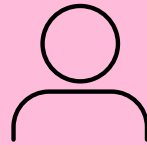
## CARLOS ALMEIDA

Person with disability and working as a restocker

Carlos was very happy to participate in the project and says that what he learned helped him get a job and be a better worker since it enabled him to better organize his work.

Carlos took part in workshops and online training. According to him, the best part about working with an in-job tutor is that the tutor helps him organize his job better and understand what he needs to do. Carlos also states that it's important to share his story and difficulties with his co-workers.

Carlos says that it is challenging for people with disabilities to find a job and that he thinks that society doesn't believe they can have a job.



## OMAR MARTINS

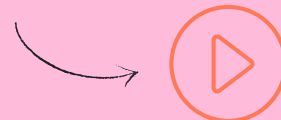
Person with disability and working as a restocker

Omar says that for him it is very important to have a person of contact in the company, that helps him to stay motivated and to be better; it also helps to cope with the feeling and stress caused by sometimes being unable to cope with the workload (or his perception of that).

Omar says that the most important thing while employing a person with a disability is to acknowledge that the person is different from other workers, but they have abilities and they must be respected.

He also stated that having a person in the company, in more proximity to him, makes him want to work not only more but also better. Omar stated that it is very important that companies are prepared to integrate people with disabilities.

He has two jobs and in one of them, he says that the fact that the company is underprepared makes his work a lot more difficult.







# THE ACTIVET PROJECT

ACTIVET aims to develop strategies to support the labour-market inclusion of youth and adults affected by disabilities (cognitive, psychological, linguistic, sight, hearing and motor disabilities) who are looking for employment opportunities.

A similar objective will be pursued through the involvement of disabled people and employers in the definition of the training project and of the Work-based Learning pathway and the development of specific tools and Curricula for the professionals that are in charge of delivering WBL programmes for disabled people (job counsellors/VET professionals and in-company tutors).

The project will therefore promote the inclusion of disadvantaged citizens in work life and in work-based training opportunities through professional support tailored to their needs.





# ACTINBOOK

ACTIVET Project 2020  
Erasmus+ Programme

Co-funded by the  
Erasmus+ Programme  
of the European Union

