



### *Working Tri 21*

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**The purpose of this guideline is to clarify some basic concepts; analyze the training needs of the users; help establish the goals and priorities of education, and propose methods and tools for the implementation of educational initiatives.**

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### **Output 4**

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**GUIDELINE**

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## 1. PRIORITIES AND AIMS

This guideline is designed to focus on the need of promoting inclusive education and lifelong learning for people with disabilities and clarify some basic concepts related to aids to be used by the trainers who could participate in the different training courses. The guideline also aims at analysing the training needs of the users; establishing the goals and priorities of the education and introducing methods and tools for the design and implementation of educational initiatives.

The main aim of *Working Tri21* is to tackle the obstacles to a barrier-free Europe, contributing to the effective active inclusion and full participation of disabled people in society, in line with the EU human rights approach to disability issues.

The aim of the European Disability Strategy 2010-2020 is “to empower people with disabilities so that they can enjoy their full rights, and benefit fully from participating in society and in the European economy.

Promote inclusive education and lifelong learning for pupils and students with disabilities. [...] EU action will support national efforts through ET 2020, the strategic framework for European cooperation in education and training<sup>18</sup>, to remove legal and organisational barriers for people with disabilities to general education and lifelong learning systems; provide timely support for inclusive education and personalised learning, and early identification of special needs; provide adequate training and support for professionals working at all levels of education and report on participation rates and outcomes” (COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS: *European Disability Strategy 2010-2020: A Renewed Commitment to a Barrier-Free Europe*).

Having a job is not only a source of income, but also an important tool to be part of the community for any group.

This is clearer in groups who risk 'dropping-out' like people with disabilities, in fact, traditionally, they have had problems in joining in working life with equality. Moreover, managers and other workers have admitted that generally they do not know how to act or what procedure to follow with workers with disabilities. For that reason alone, individuals can lose job opportunities. In addition, business owners may not know the requirement to adapt the workplace or how to make the workplace a safe environment. This is very important because it is one of the most relevant reasons not to contract with disabled people with thus putting into question their work and equality rights.

Finding a job is crucial to allow people with disabilities to integrate into the labour market, to participate in society and to remove some barriers. Many of the individuals with disabilities struggle to get employment and it is one of the most important steps in becoming as independent as possible in order to participate in social life. But it needs to be an adapted job according to their skills or their training.

Government, institutions and companies should cover that important need, taking into account that every different collective of people with disabilities have diverse needs and peculiarities.

Finally, there is much legislation that both employers and potential employees must be aware of. For example, in some countries, the workers are prohibited from undertaking risky jobs if they are unable to do it safely. For that, it is necessary, to give tools to managers and workers, related to the skills needed in each work position, to develop disabled individuals to be able to work safely or.

On the basis of the above, the main aim of the project *Working Tri21* is to support the furniture sector and other traditional sectors to improve the employability of the people with some disabilities. The outcome will promote the equality and the inclusion, with training, to prevent some groups 'dropping-out' of working life.

One of the collectives which has particular issues in finding a job are people with Down Syndrome, also known as trisomy 21, and this is the single most common cause of a

learning disability – is this statement correct?. The project therefore conducted two pilot tests aimed at people with trisomy21, having been researched and designed checked against the *WT21* methodology. Individuals with trisomy 21 represent the most important group within disabled collectives (mainly intellectual disabilities). The pilot aims at: testing the designed training courses; showing they could be exploited also in other fields; demonstrating that the collectives with some disabilities can develop a lot of skills required in job positions and it will be extended to others enterprises and other collectives with disabilities.

The development of *Working Tri21* Training courses designed by ASSOCIAZIONE CENTRO STUDI CITTA' DI FOLIGNO (Italy) to acquire skills, knowledge and competencies to recruit the people with some disability into the furniture workforce, is part of wider research carried by *WT21* project partners:

- ✓ 01: Research carried out by BFM (UK) and CETEM (Spain) to investigate the functions involved in different occupations across the furniture industry and the suitability of these roles for people with disabilities.
- ✓ 02: Analysis in people with some disabilities about skills and the kept competencies and potential skill mismatches for the working life. The research has been carried out by AIPD (Italy).
- ✓ 03: Listing file with possibilities in each position in furniture field and people with some disabilities. The research has been carried out by CETEM (Spain).

All 40 Training courses (each course is made up of 8 units) are made up of a set of modules designed to ensure an individual's ability to understand and apply the principles and practice of different job profiles.



Erasmus+



Besides the units highlighting the skills and competencies for the specific job profile, all training courses provide some key units aimed at acquiring transversal competencies, such as: *Understanding Employer Organisations; Employee Rights and Responsibilities; Communicate in a business environment; Working in a team; Health and Safety at work; Evaluating your own performance.*

## 2. METHODOLOGY

*Working Tri21* Training courses have been designed to create a dynamic learning environment and incorporating active learning strategies into every unit.

The active and participative methodology will play a key role in promoting the integration between theory and practice. The 50% of the Unit (about 50 hours) will be based on online activities (all the material is available on the open source platform Basecamp).

*Working Tri21* Training courses integrate theory and practice. After the training period in the classroom there will be an company internship.

The work placement aims at providing an opportunity for learners to spend a 2 months period working in the furniture field. Learning through work placement will provide learners the chance to deepen into the study programme by experiencing the work life, transferring and adapting practical and theoretical knowledge acquired.

Before designing the training courses a research was done in different countries about job profiles, tasks, risks, skills and collectives with some disability among other things.

The furniture and upholstery job positions in have been divided in three different collectives. This division has been made with the following criteria:

- Table A: Job positions that people with identified disabilities could perform without any problems because they have the skills and competences needed (maybe not the knowledge).
- Table B: Job positions that people with identified disabilities could perform with some problems in some skills or competences but with the possible development of alternative skills to make up for.

- Table C: Job positions that people with identified disabilities could not do because they don't have the skills to perform those tasks properly and without risk even with training to do it.

## SUMMARY TABLE A:

### A- Job positions that people with identified disabilities could perform

Job Profile	Disability
JP1 Frame Assembler	Deaf people
JP2 Frame Assembler	People with Asperger Syndrome
JP3 Frame Assembler	People with diabetes
JP4 Frame Assembler	People with dyslexia
JP5 Frame Assembler	People with autism
JP6 Girth Fitter	People with Down Syndrome
JP7 Girth Fitter	Deaf People
JP8 Girth Fitter	People with Asperger Syndrome
JP9 Girth Fitter	People with diabetes
JP10 Girth Fitter	People with breast cancer
JP11 Girth Fitter	People with dyslexia
JP12 Girth Fitter	People with cardiomyopathy
JP13 Girth Fitter	People with fibromyalgia
JP14 Girth Fitter	People with major depressive disorder
JP15 Girth Fitter	People with autism
JP16 Frame Finisher	People with Down Syndrome

<b>JP17</b> Frame Finisher	People with kidney failure, treated with dialysis
<b>JP18</b> Frame Finisher	People with intellectual disabilities
<b>JP19</b> Frame Finisher	Deaf people
<b>JP20</b> Frame Finisher	People with Asperger Syndrome
<b>JP21</b> Frame Finisher	People with arthritis
<b>JP22</b> Frame Finisher	People with diabetes
<b>JP23</b> Frame Finisher	People with breast cancer
<b>JP24</b> Frame Finisher	People with dyslexia
<b>JP25</b> Frame Finisher	People with cardiomyopathy
<b>JP26</b> Frame Finisher	People with fibromyalgia
<b>JP27</b> Frame Finisher	People with major depressive disorder
<b>JP28</b> Frame Finisher	People with autism
<b>JP29</b> Cushion craftsman/handicraft	People with kidney failure, treated with dialysis
<b>JP30</b> Cushion craftsman/handicraft	Deaf People
<b>JP31</b> Cushion craftsman/handicraft	People with Asperger Syndrome
<b>JP32</b> Cushion craftsman/handicraft	People with diabetes
<b>JP33</b> Cushion craftsman/handicraft	People with dyslexia
<b>JP34</b> Cushion craftsman/handicraft	People with cardiomyopathy
<b>JP35</b> Cushion craftsman/handicraft	People with fibromyalgia
<b>JP36</b> Cushion craftsman/handicraft	People with major depressive disorder
<b>JP37</b> Cushion craftsman/handicraft	People with autism
<b>JP38</b> Pillow caser	People with Down Syndrome
<b>JP39</b> Pillow caser	People with kidney failure, treated with dialysis

<b>JP40</b> Pillow caser	People with intellectual disabilities
<b>JP41</b> Pillow caser	Partially sighted people (visually impaired people)
<b>JP42</b> Pillow caser	Deaf people
<b>JP43</b> Pillow caser	People with Asperger Syndrome
<b>JP44</b> Pillow caser	People with diabetes
<b>JP45</b> Pillow caser	People with dyslexia
<b>JP46</b> Pillow caser	People with cardiomyopathy
<b>JP47</b> Pillow caser	People with fibromyalgia
<b>JP48</b> Pillow caser	People with spina bifida
<b>JP49</b> Pillow caser	People with major depressive disorder
<b>JP50</b> Pillow caser	People with autism
<b>JP51</b> Furniture Assembler	People with kidney failure, treated with dialysis
<b>JP52</b> Furniture Assembler	Partially sighted people (visually impaired people)
<b>JP53</b> Furniture Assembler	Deaf People
<b>JP54</b> Furniture Assembler	People with Asperger syndrome
<b>JP55</b> Furniture Assembler	People with diabetes
<b>JP56</b> Furniture Assembler	People with cardiomyopathy
<b>JP57</b> Furniture Assembler	People with major depressive disorder
<b>JP58</b> Furniture Assembler	People with autism
<b>JP59</b> Quality Technician	People with kidney failure, treated with dialysis
<b>JP60</b> Quality Technician	Partially sighted people (visually impaired people)
<b>JP61</b> Quality Technician	Deaf People
<b>JP62</b> Quality Technician	People with arthritis

<b>JP63</b> Quality Technician	People with diabetes
<b>JP64</b> Quality Technician	People with breast cancer
<b>JP65</b> Quality Technician	People with cardiomyopathy
<b>JP66</b> Quality Technician	People with fibromyalgia
<b>JP67</b> Carver	Deaf People
<b>JP68</b> Carver	People with Asperger Syndrome
<b>JP69</b> Carver	People with diabetes
<b>JP70</b> Carver	People with dyslexia
<b>JP71</b> Carver	People with cardiomyopathy
<b>JP72</b> Carver	People with autism
<b>JP73</b> Finishing technician	Deaf People
<b>JP74</b> Finishing technician	People with Asperger Syndrome
<b>JP75</b> Finishing technician	People with diabetes
<b>JP76</b> Finishing technician	People with dyslexia
<b>JP77</b> Band saw operator	People with Down Syndrome
<b>JP78</b> Band saw operator	People with kidney failure, treated with dialysis
<b>JP79</b> Band saw operator	Deaf People
<b>JP80</b> Band saw operator	People with Asperger Syndrome
<b>JP81</b> Band saw operator	People with diabetes
<b>JP82</b> Band saw operator	People with dyslexia
<b>JP83</b> Band saw operator	People with cardiomyopathy
<b>JP84</b> Band saw operator	People with fibromyalgia
<b>JP85</b> Band saw operator	People with major depressive disorder

<b>JP86</b> Band saw operator	People with autism
<b>JP87</b> Store Manager/Keeper	People with kidney failure, treated with dialysis
<b>JP88</b> Store Manager/Keeper	Deaf People
<b>JP89</b> Store Manager/Keeper	People with Asperger Syndrome
<b>JP90</b> Store Manager/Keeper	People with diabetes
<b>JP91</b> Store Manager/Keeper	People with cardiomyopathy
<b>JP92</b> Store Manager/Keeper	People with fibromyalgia
<b>JP93</b> Store Manager/Keeper	People with autism
<b>JP94</b> Store Manager/Warehouseman	People with kidney failure, treated with dialysis
<b>JP95</b> Store Manager/Warehouseman	Partially sighted people (visually impaired people)
<b>JP96</b> Store Manager/Warehouseman	Deaf People
<b>JP97</b> Store Manager/Warehouseman	People with arthritis
<b>JP98</b> Store Manager/Warehouseman	People with cardiomyopathy
<b>JP99</b> Store Manager/Warehouseman	People with diabetes
<b>JP100</b> Packer	People with Down syndrome
<b>JP101</b> Packer	People with kidney failure, treated with dialysis
<b>JP102</b> Packer	People with intellectual disabilities
<b>JP103</b> Packer	Partially sighted people (visually impaired people)
<b>JP104</b> Packer	Deaf People
<b>JP105</b> Packer	People with Asperger syndrome
<b>JP106</b> Packer	People with diabetes
<b>JP107</b> Packer	People with breast cancer
<b>JP108</b> Packer	People with dyslexia

<b>JP109</b> Packer	People with major depressive disorder
<b>JP110</b> Packer	People with autism
<b>JP111</b> Administration	Blind People
<b>JP112</b> Administration	People with kidney failure, treated with dialysis
<b>JP113</b> Administration	Deaf People
<b>JP114</b> Administration	Partially sighted people (visually impaired people)
<b>JP115</b> Administration	People with arthritis
<b>JP116</b> Administration	People with diabetes
<b>JP117</b> Administration	People with breast cancer
<b>JP118</b> Administration	People with cardiomyopathy
<b>JP119</b> Administration	People with fibromyalgia
<b>JP120</b> Sales/Seller	Blind People
<b>JP121</b> Sales/Seller	People with kidney failure, treated with dialysis
<b>JP122</b> Sales/Seller	Partially sighted people (visually impaired people)
<b>JP123</b> Sales/Seller	People with arthritis
<b>JP124</b> Sales/Seller	People with diabetes
<b>JP125</b> Sales/Seller	People with breast cancer
<b>JP126</b> Sales/Seller	People with dyslexia
<b>JP127</b> Sales/Seller	People with cardiomyopathy
<b>JP128</b> Sales/Seller	People with fibromyalgia

**SUMMARY TABLE B:**

B- Job positions that people with identified disabilities could perform but with some problems

<b>Job Role</b>	<b>Disability</b>
<b>JP129</b> Frame Assembler	People with Down Syndrome (Ds)
<b>JP130</b> Frame Assembler	People with kidney failure, treated with dialysis
<b>JP131</b> Frame Assembler	People with intellectual disabilities (ID)
<b>JP132</b> Frame Assembler	Partially sighted people
<b>JP133</b> Frame Assembler	People with muscular dystrophy (MD)
<b>JP134</b> Frame Assembler	People with multiple sclerosis (MS)
<b>JP135</b> Frame Assembler	People with arthritis
<b>JP136</b> Frame Assembler	People with breast cancer
<b>JP137</b> Frame Assembler	People with cardiomyopathy
<b>JP138</b> Frame Assembler	People with Hemophilia
<b>JP139</b> Frame Assembler	People with spine bifida
<b>JP140</b> Frame Assembler	People with fibromyalgia
<b>JP141</b> Frame Assembler	People with major depressive disorder
<b>JP142</b> Girth Fitter	Blind people
<b>JP143</b> Girth Fitter	People with kidney failure, treated with dialysis
<b>JP144</b> Girth Fitter	People with intellectual disabilities (ID)
<b>JP145</b> Girth Fitter	Partially sighted people (visually impaired people)
<b>JP146</b> Girth Fitter	People with muscular dystrophy (MD)

<b>JP147</b> Girth Fitter	People with multiple sclerosis (MS)
<b>JP148</b> Girth Fitter	People with arthritis
<b>JP149</b> Girth Fitter	People with hemophilia
<b>JP150</b> Girth Fitter	People with spine bifida
<b>JP151</b> Frame Finisher	Blind People
<b>JP152</b> Frame Finisher	Partially sighted people (visually impaired people)
<b>JP153</b> Frame Finisher	People with muscular dystrophy
<b>JP154</b> Frame Finisher	People with multiple sclerosis
<b>JP155</b> Frame Finisher	People with hemophilia
<b>JP156</b> Frame Finisher	People with spina bifida
<b>JP157</b> Cushion craftsman/handicraft	Blind People
<b>JP158</b> Cushion craftsman/handicraft	People with Down Syndrome
<b>JP159</b> Cushion craftsman/handicraft	People with intellectual disabilities
<b>JP160</b> Cushion craftsman/handicraft	Partially sighted people (visually impaired people)
<b>JP161</b> Cushion craftsman/handicraft	People with muscular dystrophy
<b>JP162</b> Cushion craftsman/handicraft	People with multiple sclerosis
<b>JP163</b> Cushion craftsman/handicraft	People with arthritis
<b>JP164</b> Cushion craftsman/handicraft	People with breast cancer
<b>JP165</b> Cushion craftsman/handicraft	People with hemophilia
<b>JP166</b> Cushion craftsman/handicraft	People with spine bifida
<b>JP167</b> Pillow caser	Blind People
<b>JP168</b> Pillow caser	People with muscular dystrophy

<b>JP169</b> Pillow caser	People with multiple sclerosis
<b>JP170</b> Pillow caser	People with arthritis
<b>JP171</b> Pillow caser	People with breast cancer
<b>JP172</b> Pillow caser	People with hemophilia
<b>JP173</b> Furniture Assembler	Blind People
<b>JP174</b> Furniture Assembler	People with Down Syndrome
<b>JP175</b> Furniture Assembler	People with intellectual disabilities
<b>JP176</b> Furniture Assembler	People with muscular dystrophy
<b>JP177</b> Furniture Assembler	People with multiple sclerosis
<b>JP178</b> Furniture Assembler	People with arthritis
<b>JP179</b> Furniture Assembler	People with breast cancer
<b>JP180</b> Furniture Assembler	People with dyslexia
<b>JP181</b> Furniture Assembler	People with hemophilia
<b>JP182</b> Furniture Assembler	People with spine bifida
<b>JP183</b> Furniture Assembler	People with fibromyalgia
<b>JP184</b> Quality Technician	Blind People
<b>JP185</b> Quality Technician	People with muscular dystrophy
<b>JP186</b> Quality Technician	People with multiple sclerosis
<b>JP187</b> Quality Technician	People with Asperger Syndrome
<b>JP188</b> Quality Technician	People with dyslexia
<b>JP189</b> Quality Technician	People with hemophilia
<b>JP190</b> Quality Technician	People with spine bifida
<b>JP191</b> Carver	People with Down syndrome

<b>JP192</b> Carver	People with kidney failure, treated with dialysis
<b>JP193</b> Carver	People with intellectual disabilities
<b>JP194</b> Carver	Partially sighted people (visually impaired people)
<b>JP195</b> Carver	People with muscular dystrophy
<b>JP196</b> Carver	People with multiple sclerosis
<b>JP197</b> Carver	People with arthritis
<b>JP198</b> Carver	People with breast cancer
<b>JP199</b> Carver	People with hemophilia
<b>JP200</b> Carver	People with spine bifida
<b>JP201</b> Carver	People with fibromyalgia
<b>JP202</b> Carver	People with major depressive disorder
<b>JP203</b> Finishing technician	People with Down syndrome
<b>JP204</b> Finishing technician	People with kidney failure, treated with dialysis
<b>JP205</b> Finishing technician	People with intellectual disabilities
<b>JP206</b> Finishing technician	Partially sighted people (visually impaired people)
<b>JP207</b> Finishing technician	People with muscular dystrophy
<b>JP208</b> Finishing technician	People with multiple sclerosis
<b>JP209</b> Finishing technician	People with arthritis
<b>JP210</b> Finishing technician	People with breast cancer
<b>JP211</b> Finishing technician	People with cardiomyopathy
<b>JP212</b> Finishing technician	People with Hemophilia
<b>JP213</b> Finishing technician	People with spine bifida

<b>JP214</b> Finishing technician	People with fibromyalgia
<b>JP215</b> Finishing technician	People with major depressive disorder
<b>JP216</b> Band saw operator	People with intellectual disabilities
<b>JP217</b> Band saw operator	Partially sighted people (visually impaired people)
<b>JP218</b> Band saw operator	People with muscular dystrophy
<b>JP219</b> Band saw operator	People with multiple sclerosis
<b>JP220</b> Band saw operator	People with arthritis
<b>JP221</b> Band saw operator	People with breast cancer
<b>JP222</b> Band saw operator	People with Hemophilia
<b>JP223</b> Band saw operator	People with spine bifida
<b>JP224</b> Store Manager/Keeper	Blind People
<b>JP225</b> Store Manager/Keeper	People with Down syndrome
<b>JP226</b> Store Manager/Keeper	People with intellectual disabilities
<b>JP227</b> Store Manager/Keeper	Partially sighted people (visually impaired people)
<b>JP228</b> Store Manager/Keeper	People with muscular dystrophy
<b>JP229</b> Store Manager/Keeper	People with multiple sclerosis
<b>JP230</b> Store Manager/Keeper	People with arthritis
<b>JP231</b> Store Manager/Keeper	People with breast cancer
<b>JP232</b> Store Manager/Keeper	People with dyslexia
<b>JP233</b> Store Manager/Keeper	People with Hemophilia
<b>JP234</b> Store Manager/Keeper	People with spine bifida
<b>JP235</b> Store Manager/Keeper	People with major depressive disorder

<b>JP236</b> Store Manager/Warehouseman	People with Asperger Syndrome
<b>JP237</b> Store Manager/Warehouseman	Blind People
<b>JP238</b> Store Manager/Warehouseman	People with Sown syndrome
<b>JP239</b> Store Manager/Warehouseman	People with intellectual disabilities
<b>JP240</b> Store Manager/Warehouseman	People with muscular dystrophy
<b>JP241</b> Store Manager/Warehouseman	People with multiple sclerosis
<b>JP242</b> Store Manager/Warehouseman	People with Hemophilia
<b>JP243</b> Store Manager/Warehouseman	People with dyslexia
<b>JP244</b> Store Manager/Warehouseman	People with breast cancer
<b>JP245</b> Store Manager/Warehouseman	People with spine bifida
<b>JP246</b> Store Manager/Warehouseman	People with fibromyalgia
<b>JP247</b> Store Manager/Warehouseman	People with major depressive disorder
<b>JP248</b> Store Manager/Warehouseman	People with autism
<b>JP249</b> Packer	Blind People
<b>JP250</b> Packer	People with muscular dystrophy
<b>JP251</b> Packer	People with multiple sclerosis
<b>JP252</b> Packer	People with arthritis
<b>JP253</b> Packer	People with Hemophilia
<b>JP254</b> Packer	People with spine bifida
<b>JP255</b> Packer	People with fibromyalgia
<b>JP256</b> Administration	People with muscular dystrophy
<b>JP257</b> Administration	People with multiple sclerosis
<b>JP258</b> Administration	People with Asperger syndrome

<b>JP259 Administration</b>	<b>People with lung cancer</b>
<b>JP260 Administration</b>	<b>People with dyslexia</b>
<b>JP261 Administration</b>	<b>People with Hemophilia</b>
<b>JP262 Administration</b>	<b>People with spine bifida</b>
<b>JP263 Sales/Seller</b>	<b>People with Down syndrome</b>
<b>JP264 Sales/Seller</b>	<b>People with muscular dystrophy</b>
<b>JP265 Sales/Seller</b>	<b>People with multiple sclerosis</b>
<b>JP266 Sales/Seller</b>	<b>Deaf People</b>
<b>JP267 Sales/Seller</b>	<b>People with Asperger syndrome</b>
<b>JP268 Sales/Seller</b>	<b>People with lung cancer</b>
<b>JP269 Sales/Seller</b>	<b>People with Hemophilia</b>
<b>JP270 Sales/Seller</b>	<b>People with spine bifida</b>
<b>JP271 Sales/Seller</b>	<b>People with major depressive disorder</b>

**SUMMARY TABLE C:**

**C- Job positions that people with identified disabilities could not perform**

<b>Job Profile</b>	<b>Disability</b>
<b>JP272</b> Frame assembler (Upholstery profile)	Blind people
<b>JP273</b> Frame assembler	People with lung cancer
<b>JP274</b> Girth Fitter	People with lung cancer
<b>JP275</b> Frame Finisher	People with lung cancer
<b>JP276</b> Cushion craftsman/handicraft	People with lung cancer
<b>JP277</b> Pillow caser	People with lung cancer
<b>JP278</b> Furniture Assembler	People with lung cancer
<b>JP279</b> Quality Technician	People with Down Syndrome
<b>JP280</b> Quality Technician	People with intellectual disabilities
<b>JP281</b> Quality Technician	People with lung cancer
<b>JP282</b> Quality Technician	People with major depressive disorder
<b>JP283</b> Quality Technician	People with autism
<b>JP284</b> Carver	Blind People
<b>JP285</b> Carver	People with lung cancer
<b>JP286</b> Finishing technician	Blind People
<b>JP287</b> Finishing technician	People with lung cancer
<b>JP288</b> Finishing technician	People with autism
<b>JP289</b> Band saw operator	Blind People

<b>JP290</b> Band saw operator	People with lung cancer
<b>JP291</b> Store Manager/Keeper	People with lung cancer
<b>JP292</b> Store Manager/Warehouseman	People with lung cancer
<b>JP293</b> Packer	People with lung cancer
<b>JP294</b> Packer	People with cardiomyopathy
<b>JP295</b> Administration	People with Down syndrome
<b>JP296</b> Administration	People with intellectual disabilities
<b>JP297</b> Administration	People with major depressive disorder
<b>JP298</b> Administration	People with autism
<b>JP299</b> Sales/Seller	People with intellectual disabilities
<b>JP300</b> Sales/Seller	People with autism

### Evaluation Grid

At the end of each unit, the following evaluation grid may be used for assessing learners performance.

CRITERIA	FOCUS		EVALUATION
Functionality	1-2	The product is sorely lacking so much as to compromise the functionality	<input type="checkbox"/>
	3-4	The product presents gaps which makes it uncertain functionality	
	5-6	The product has a minimum functionality	
	7-8	The product is functional according to the full acceptability parameters	
	9-10	The product is excellent from the point of view of functionality	
Completeness	1-2	The product is seriously incomplete	<input type="checkbox"/>
	3-4	The product has gaps regarding completeness	
	5-6	The product is complete in essential ways	
	7-8	The product is completed according to the full, acceptability parameters	
	9-10	The product is excellent from the point of view of	

		completeness	
Correctness	1-2	The performance of the product has serious shortcomings from the point of view of the execution	<input type="checkbox"/>
	3-4	The performance of the product has shortcomings from the point of view of the execution	
	5-6	The product is _____ would the word constructed be better? in a sufficiently correct way	
	7-8	The product is completed according to the full acceptability parameters	
	9-10	The product is excellent from the point of view of correctness	
Respect of the time	1-4	The period necessary for the performance is wider than indicated and the student has ineffectively used the time available	<input type="checkbox"/>
	5-7	The period necessary for the performance is slightly larger than indicated, and the student has used effectively - albeit slowly - the time available	
	8-10	The period necessary for the realisation corresponds to what is indicated and the student has used effectively the time available	
Precision and dexterity in the use of tools and	1-2	The student uses the tools and technologies in a completely inadequate way	<input type="checkbox"/>
	3-4	The use of tools and technologies shows gaps	

technologies	5-6	The student uses the tools and technologies to a minimum standard	
	7-8	The student uses tools and technologies in compliance with the parameters	
	9-10	The student uses tools and technologies in an excellent way	
Research and information management	1-2	The student does not find the information	<input type="checkbox"/>
	3-4	Research and information management are carried out in an inadequate manner	
	5-6	The student searches for essential information and manages information in a barely adequate way	
	7-8	Research and management of information are carried out in an excellent way	
	9-10	Research and management of information are carried out in an excellent way	

Relationship with trainers and other adult figures	1-2	The student does not relate at all correctly with adults	<input type="checkbox"/>
	3-4	The student has gaps in the care of relationships with adults	
	5-6	In relationships with adults the student manifests an essential fairness	

	7-8	The student interacts with adults by adopting a fully correct behaviour	
	9-10	The student enters into a relationship with adults with an open and constructive style	
Crisis management	1-2	The student in the face of a crisis becomes discouraged and does not proceed further	<input type="checkbox"/>
	3-4	In a crisis the student enters into a state of confusion and asks for help to others by delegating to them to answer	
	5-6	In a crisis the student puts into action a tactic aimed at overcoming minimal difficulties	
	7-8	The student is able to address the crisis with a strategy of request aid and active intervention	
	9-10	The student is at ease in the face of crisis and is able to choose among several strategies the most appropriate and challenging from the point of view of learning	
Communicative and expressive skills	1-2	The student is seriously clumsy in communication	<input type="checkbox"/>
	3-4	The student communicates using a poor vocabulary	
	5-6	The student communicates using an essential vocabulary and aiming for minimal communication	
	7-8	The student shows adequate communication and expression	

	9-10	The student shows excellent communicative and expressive skills	
Use of technical-professional lexicon	1-2	The student does not have a technical-professional vocabulary	<input type="checkbox"/>
	3-4	The student has gaps in technical and professional language	
	5-6	The student showed a satisfying technical and professional lexicon	
	7-8	The mastery of the technical and professional language of the student is satisfactory	
	9-10	The student has a technical-professional lexical richness	
Ability to use the knowledge acquired	1-2	It is not able to capitalise on the knowledge acquired	<input type="checkbox"/>
	3-4	The student shows little aptitude to use, in the reflection, the knowledge acquired	
	5-6	The student uses the essential knowledge	
	7-8	The student uses the knowledge gained in a relevant way	
	9-10	The student shows an excellent ability to use the knowledge acquired	
Self-assessment	1-2	The student does not undertake any assessment of his/her work	<input type="checkbox"/>
	3-4	The evaluation of the work is incomplete	

	5-6	The student carries out the assessment of his/her work in a minimal way	
	7-8	The student is able to properly evaluate his/her own work and to intervene for the necessary corrections	
	9-10	The student proceeds with a constant evaluation focus of his/her work and aims to improve it continuously	

TEAM	_____
	_____
	_____
	_____

### 3. LIST OF COURSES DEVELOPED PER EACH DISABILITY

**Table A: Job positions that they could perform**

➤ **PILLOW CASER**

1. People with Down Syndrome (Ds)
2. People with kidney failure, treated with dialysis
3. People with intellectual disabilities (ID)
4. Partially sighted people
5. Deaf people
6. People with Asperger syndrome
7. People with diabetes
8. People with dyslexia
9. People with mayor depressive disorder (MDD)
10. People with spine Bifida
11. People with autism

➤ **ADMINISTRATION**

12. Blind people
13. People with arthritis
14. People with breast cancer
15. People with fibromyalgia
16. People with cardiomyopathy

➤ **STORE MANAGER/KEEPER**

17. People with diabetes

**Table B: Job positions that they could perform with some problems**

➤ **PILLOW CASER**

1. Blind people
2. People with muscular dystrophy (MD)
3. People with multiple sclerosis (MS)

➤ **STORE MANAGER/KEEPER**

4. People with Down Syndrome (Ds)
5. People with intellectual disabilities (ID)
6. Partially sighted people
7. People with arthritis
8. People with muscular dystrophy (MD)
9. People with multiple sclerosis (MS)
10. People with dyslexia
11. People with breast cancer
12. People with mayor depressive disorder (MDD)

➤ **SALES/SELLER**

13. Deaf people
14. People with lung cancer
15. People with haemophilia
16. People with spine bifida

➤ **FRAME ASSEMBLER**

17. People with kidney failure, treated with dialysis
18. People with haemophilia
19. People with fibromyalgia
20. People with cardiomyopathy

➤ **STORE MANAGER/WAREHOUSE**

21. People with autism

➤ **ADMINISTRATION**

22. People with Asperger syndrome
23. People with lung cancer

#### 4. REASONABLE ADJUSTMENTS ON THE WORKPLACE

The units have been designed based on inputs and information from stakeholders (employers, providers, and other relevant disabled organisations/resources) and therefore further adjustment maybe required to meet the need of each individual.

The course has been developed based on research, which can be found at <http://workingtri21.eu/>.

However, they are for guidance only. Those using the courses must review the content and customise according to the need of those been trained.

*Reasonable* adjustment should be made for each individual, dependant on their disability and minor modifications or adjustments should be considered to the courses. This will ensure that people with a disability can work in an environment on an equal basis with others, as stated by the U.N. Convention on the Rights of Persons with Disabilities:

Some examples of *reasonable adjustments per disability* may be:

➤ **People with Down syndrome (Ds)**

- Remember to tell important information slowly and clearly.
- Write things down if necessary.
- Follow-up the conversations with email notes.
- Demonstrate a task and then watch it done by the person affected by down syndrome, in order to ensure he understood.
- Suggest the person with intellectual disabilities records instructions on the phone, in order to listen to them again if necessary.
- Talk directly and be specific.
- Let a person with down syndrome do one task at a time.
- Clarify priorities.
- Remove possible distractions from the workplace.

➤ **People with arthritis**

- Consider a walk for the person every 20-30 minutes, together with several micro-breaks. Regular resting is specifically important while typing.
- The computer monitor has to be placed at eyes level.
- Provide a document holder in order to allow the person affected by arthritis to raise materials to eye level.
- If needed, provide a chair with lumbar support, as an alternative, provide a chair with a pillow.

➤ **Blind people**

- Assistive technology is one of the most important possible accommodations. For example: scanners, magnifiers, digital recorders, screen reading software, refreshable braille displays and braille embossers.
- Message boards and portals for the employees should be accessible.
- Blind people should be allowed to use their guide dog in the office.
- Provide accessible material: braille, large print or audio.
- Provide the Blind or partial blind with a flexible schedule.

➤ **People with Breast Cancer**

- Schedule periodic rest breaks
- Allow a flexible schedule and use of leave time
- Make sure materials and equipment are within easy reach
- Provide adjustable ventilation
- Keep the working environment free from dust and smoke.
- Avoid temperature extremes.
- Provide training on sensitivity to the co-workers.

➤ **People with Cardiomyopathy**

• Schedule periodic rest breaks.
• Provide parking close to the work-site.
• Provide mechanical assists and lifting aids.
• Keep working environment free from dust and smoke.
• Eliminate the use of sharp objects.
• Eliminate blinking lights.
• Decrease the cursor speed of the mouse.
• Adjust the monitor intensity and colour.

➤ **People with Fibromyalgia**

• Provide to-do list and written instructions for the job whenever possible.
• Provide clear expectations of timelines.
• Allow rest breaks.
• Provide memory aids.
• Allow access to music.
• Remind deadlines and meetings.
• Provide quiet area for rest.

➤ **People with Asperger syndrome**

- |   |
|---|
| • Provide a schedule and checklist of what needs to be done during the working day.   |
| • Provide the topics to be discussed in meetings in advance, in order to facilitate communication.  |
| • Allow persons affected by Asperger Syndrome to provide written responses.   |
| • Provide structural breaks in order to leave space for physical activity.  |
| • Allow persons affected by Asperger Syndrome to use anti-stress tools, such as hand-held squeeze balls or similar.                               |
| • Approach, and instruct other co-workers to do so, in a manner that does not startle the person, such as approaching from behind, touching, etc. |
| • Consider additional training time for new tasks.  |
| • Provide written instructions.   |
| • Use post-it notes for important deadlines or tasks.   |

➤ **People with Autism**

- |  |
|--|
| • Provide the topics to be discussed in meetings in advance, in order to facilitate communication. |
| • Allow persons affected by autism to provide written responses.                                   |
| • Provide written instructions.  |
| • Encourage persons to ask (or email) questions related to the job.                                |
| • Provide structural breaks in order to leave space for physical activity.                         |
| • Provide checklist of assignments.  |
| • Separate tasks, so that each one can be completed one at a time.                                 |

➤ **Deaf people**

- |  |
|--|
| • Consider the idea of using a sign interpreter  |
| • Provide written notes  |
| • Provide a visual set-up for within the workplace.  |
| • Provide a communication access support (iPhone, Captioning, Sign language interpreter, etc.) |

➤ **People with Spine Bifida**

- |   |
|---|
| • Due to the possibility to be distracted by conversations in the workplace, it is suggested to allow the person affected by spine bifida to wear a headset with playing music, or a radio. |
| • Provide all tasks instructions in sequential and verbally based instructions.   |
| • The person affected by spine bifida has to work in the proximity of the bathrooms.  |
| • If able to stand, the person may still need to sit frequently.  |
| • If necessary, provide a Latex free environment.   |
| • Schedule rest breaks.   |

➤ **People with Diabetes mellitus**

- |  |
|--|
| ➤ Provide a schedule with breaks to check blood glucose levels, eat a snack, take medication.    |
| ➤ Provide a place where to rest in case of high blood sugar levels.                              |
| ➤ Provide a place in proximity of which to take food.  |
| ➤ Ensure there is an area which allows the possibility to test blood glucose and inject insulin. |

➤ **People with Dyslexia**

- |   |
|---|
| ➤ Convert texts to audio.   |
| ➤ Provide larger print.   |
| ➤ Double space the text of printed material.  |
| ➤ Use colour overlays.  |
| ➤ Ensure someone reads the material aloud.  |
| ➤ Provide notice in advance of topics to be discussed in the upcoming meetings, in order to facilitate communication. |

➤ **People with intellectual disabilities (ID)**

- |   |
|---|
| ➤ Remember to tell important information slowly and clearly.  |
| ➤ Write things down if necessary.   |
| ➤ Follow-up the conversations with email notes.   |
| ➤ Demonstrate a task and then watch it done by the person affected by the intellectual disability, in order to be sure he/she understood. |
| ➤ Suggest the person with intellectual disability records instructions on the phone, in order for them to listen again if necessary.      |
| ➤ Talk directly and be specific.  |
| ➤ Let the person with the intellectual disability do one task at a time.  |
| ➤ Clarify priorities.   |
| ➤ Remove possible distractions from the workplace.  |

➤ **People with kidney failure, treated with dialysis**

➤ Make the workplace readily accessible.
➤ Allow private storage for medications.
➤ Provide an area to administer medications.
➤ Allow many breaks and the flexibility to sit or stand.
➤ Reduce or eliminate strenuous activities.
➤ Provide easy access to restroom facilities.
➤ Allow a flexible schedule for treatment (dialysis).
➤ Provide an area to brush teeth to prevent periodontal gum disease.
➤ Educate co-workers on emergency situations.

➤ **People with Major Depressive Disorder (MDD)**

➤ If necessary, allow the person with Major Depression Disorder to come in later and stay later.
➤ Consider a reduction in the work schedule.
➤ Reduce distractions in the workplace.
➤ If necessary, write the work assignments.
➤ Allow additional training time.
➤ Reduce tasks if necessary.
➤ Divide large assignments into smaller tasks.
➤ Provide a flexible schedule.
➤ Provide praise and positive reinforcements.
➤ Allow the presence of a .mentor/supporter.

➤ **Partially sighted people**

- Provide the partially sighted person with a flexible schedule.
- Consider providing the person with voice recognition software.
- Adjust or modify machinery or equipment, for example lowering or raising a chair.
- Provide audio material.

➤ **People with multiple sclerosis (MS)**

- Consider modifying the working schedule in order to accumulate more work in the morning, and less in the afternoon.
- Allow several rest breaks, even if short.
- Minimize pain by organising a good chair.
- Consider the idea of providing a power chair to facilitate travel within the work place.

➤ **People with muscular dystrophy (MD)**

- If necessary, allow the personal attendant of the person affected by muscular dystrophy to join him during breaks.
- Schedule several breaks.
- Adjust desks or tables for the person to make it comfortable.

➤ **People with Lung cancer**

- Provide flexibility to allow the individual to stand or sit.
- Provide an office with working windows.
- Allow a flexible schedule and use of leave time.
- Make sure materials and equipment are within easy reach.
- Provide adjustable ventilation.
- Keep the working environment free from dust and smoke.
- Avoid temperature extremes.
- Provide training on sensitivity to the co-workers.

➤ **People with Haemophilia**

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|--|
| ➤ Provide a to-do list and written instructions for the job whenever possible. |
| ➤ Provide clear expectations of timelines.                                     |
| ➤ Allow rest breaks.   |
| ➤ Provide memory aids.   |
| ➤ Allow access to music.   |
| ➤ Provide reminders for deadlines and meetings.                                |
| ➤ Provide a quiet area for rest.   |

## 5. MATERIAL

### a. Languages

Materials for tutors (links to useful websites, books, videos, slides etc.) are provided in different languages: English- Spanish- Italian and can be found at ?.

### b. Basecamp

The activities and material available on Basecamp – *WT21 Online Training Course*

have been designed encourage and include small-group critical analysis exercises, case-based problem solving exercises, debates, brainstorming.

Tutors and learners will have the chance to use the open source platform Basecamp for sharing knowledge, consulting reference materials and training material. Basecamp also offers to-do lists, wiki-style web-based text documents, milestone management, file sharing, time tracking, and a messaging system. Materials for tutors (links to useful websites, books, videos, slides etc.) are provided in different languages: English- Spanish- Italian. It is important to point out that the learners' training path will also be based on a 2 months' work placement.