



IN-WORK GUIDELINES

Inclusive Communities at Work
2022-1-IT02-KA220-HED-000087184

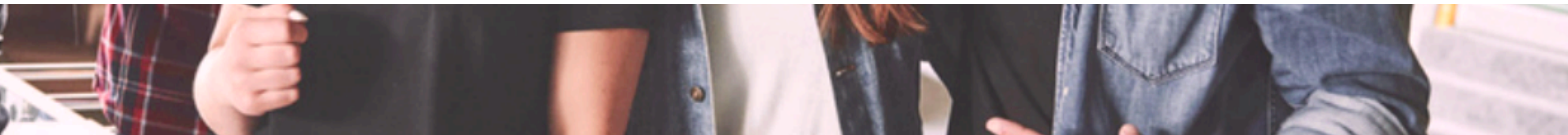


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HOW CAN UNIVERSITIES PROMOTE INCLUSIVE WORK-INTEGRATED LEARNING?



WIL GUIDELINES

Who are these guidelines intended for?

- Intended for academic and non-academic staff in universities
- Aimed at facilitating the **implementation of WIL** for students with special needs
- Designed to be adaptable for institutions outside the project consortium

How to apply the guidelines?

- Provides a clear framework for planning and executing WIL activities
- Outlines resources and time commitments required
- Includes examples and case studies



INDEX

- Project Description - Inclusive Communities at Work (IN-WORK)
- IN-WORK approach
- IN-WORK roadmap

Step 1 - Youths with Special Needs: pathways to employment

Step 2 - Guidelines for designing and implementing Work-Integrated Learning

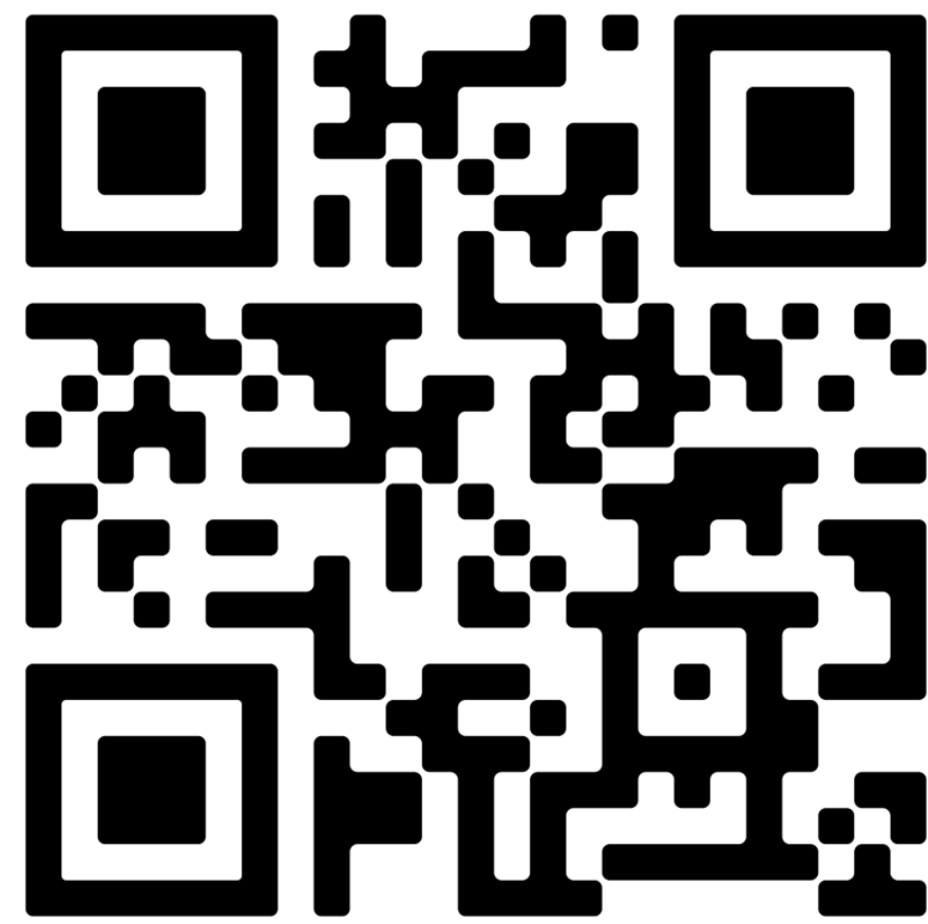
Step 3 - Stakeholder Identification & Engagement

Step 4 - Training for Staff and Stakeholders

- Piloting and case study framework
- IN-WORK best practices



PROJECT DESCRIPTION - INCLUSIVE COMMUNITIES AT WORK (IN-WORK)



[Discover more about the project here!](#)

The goal is to promote an inclusive culture in universities by developing a model that strengthens external partnerships and engages key stakeholders. The project uses a work-integrated learning approach, offering internships and traineeships to provide meaningful experiences for individuals with special needs. Activities take place both inside and outside the university, focusing on inclusive teaching methods and online technologies, while collaborating with businesses to create learning experiences.





OUR AIM

- To strengthen the role of European universities as key drivers for inclusive communities in their regional role
- To contribute to harmonizing approaches and methods of intervention for inclusive societies across Europe
- To foster a culture of inclusion in the community

GENERAL OBJECTIVE

Contribute to an inclusive society by developing and testing an intervention model that strengthens university-community relations and engages participants.



SPECIFIC OBJECTIVES

- Identify and address obstacles to employment for youths with special needs
- Develop processes to enhance university openness and inclusion through stakeholder collaboration
- Validate methods to improve employability of youths with special needs using work-integrated learning
- Disseminate findings and advocate for work-integrated learning as a tool for inclusion

TARGET GROUPS

Direct beneficiaries:

- Higher education students with special needs
- Youths with special needs not enrolled in higher education
- Teachers, supervisors and support staff working at the University
- Social and/or health services dealing with special needs
- Business Players (public or private companies and associations)

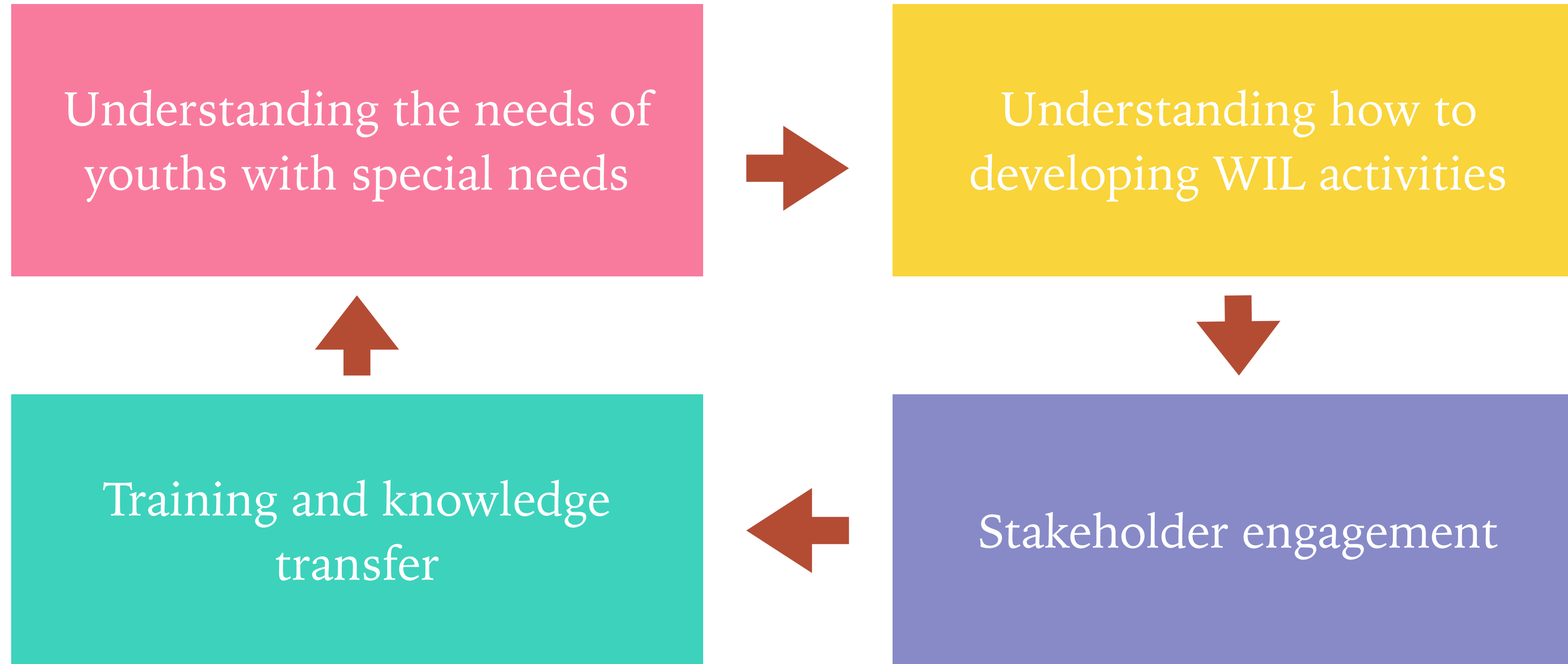
Indirect beneficiaries:

- Families
- Training institutions
- Upper secondary schools
- Labour market services dealing with work insertion of youths with special needs
- Policymakers and civil society



IN-WORK APPROACH

can be summarized as follows:



IN-WORK ROADMAP

A ROADMAP is a document that provides guidance in the planning and implementation process of IN-WORK methodology, activities and tools.

The Roadmap includes the following phases:



STEP - 1: Understanding the needs of Youths with special needs

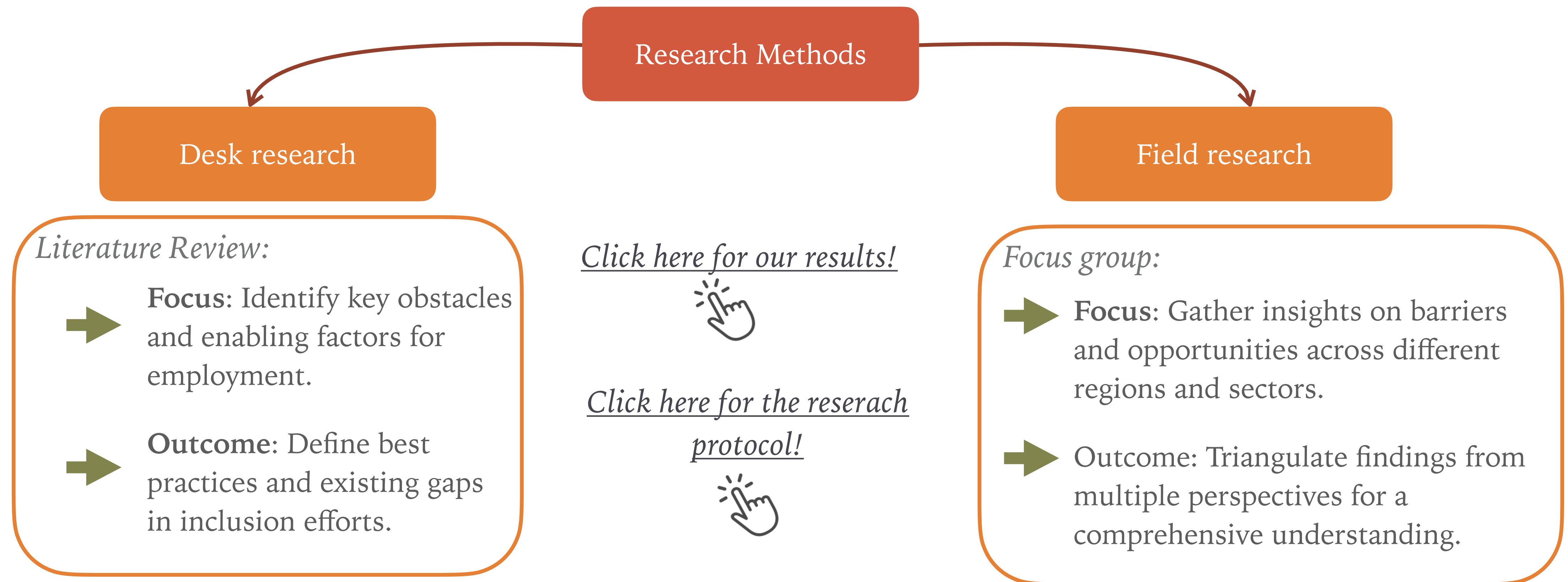
STEP - 2: Designing and implementing Work-Integrated Learning

STEP - 3: Identifying stakeholder and engaging them

STEP - 4: Providing training for staff and stakeholders

STEP 1 - UNDERSTANDING THE NEEDS OF YOUTHS WITH SPECIAL NEEDS

Understand barriers, opportunities, and success factors for integrating youths with special needs into the workforce.





PLEASE, CHECK THE TOOLS YOU CAN USE TO CONDUCT FIELD RESEARCH

.....

1. [Country template](#)
2. [Focus Group Guidelines for HE students with special need](#)
3. [HE Student with special need Survey Questionnaire](#)
4. [Interview templates: youths with special needs](#)
5. [Interview templates: social services](#)
6. [Survey questionnaire: public and private organisations](#)
7. [Focus Group Guidelines for public and private organisations](#)
8. [Example of certificate of informed consent](#)



STEP 2 - DESIGNING AND IMPLEMENTING WORK-INTEGRATED LEARNING

Introduction to Work-Integrated Learning (WIL)

Objective:

Create inclusive learning by merging academics with workplace experiences for students with special needs.

Approach:

WIL combines academic learning with practical work through internships and projects.

Goal:

Boost employability and promote an inclusive educational and professional environment.

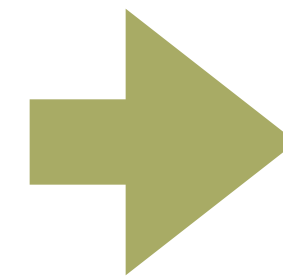
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IMPLEMENTING WIL ACTIVITIES

WIL Modalities:

- ➔ Internships/Traineeships
- ➔ Industry Projects
- ➔ Simulated or Virtual Experiences
- ➔ Integration in Curriculum



Key Goals

- Strengthen students' practical skills
- Enhance adaptability and problem-solving through real-world exposure
- Bridge the gap between academia and the labor market

1. *A roadmap for WIL implementation*

2. *WIL activities definition*



SUPPORTING STUDENTS BEFORE – DURING – AFTER WIL

BEFORE

- Needs assessment
- Defining suitable workplaces
- Preparation of workplace supervisors

DURING

- Ongoing support
- Workplace adaptation
- Feedback and evaluation

AFTER

- Feedback and reflection
- Evaluation of support measures
- Preparation for future careers

Template checklist



Template checklist



Template checklist





STEP 3 - IDENTIFYING STAKEHOLDER AND ENGAGING THEM





COOPERATION WITH WORKPLACES

- Orientation for employers
- Planning work tasks
- Workplace supervisor support

MARKETING THE BENEFITS

- Exploiting the benefits of workforce diversity and inclusive working culture
- Getting to know talent people for hiring
- Ensuring long-term university-workplace partnerships

An example of template for agreements



Key Stakeholders

- Educational institutions
- Students
- Employers & NGOs
- Support services
- Government agencies & regulators

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Roles & Responsibilities

- Institutions design and manage WIL activities
- Employers ensure real-world relevance of tasks
- Support services provide accommodations and accessibility for students with special needs

Engagement Strategies

- Engage stakeholders early to align goals
- Establish clear and accessible communication
- Practice active listening
- Prepare contingency plans for challenges



VALUE ADDED OF WIL FOR STAKEHOLDERS

FOR STUDENTS

- Employability
- Practical skills
- Personal growth

FOR EXTERNAL ORGANIZATION

- Inclusive work environment
- Well-Trained and highly motivated employees
- Corporate Social Responsibility (CSR)

FOR EDUCATIONAL INSTITUTIONS

- Enhanced curricula
- Inclusive learning
- Improve collaboration with working life contexts



MEASURING SUCCESS & CONTINUOUS IMPROVEMENT

Key Metrics for Success

- Employment rates
- Skill acquisition
- Student satisfaction
- Employer satisfaction

Tools for Evaluation

- Qualitative Feedback
- Surveys & questionnaires
- Comparative performance analysis

Templates and tools for planning and evaluation



Continuous Improvement

- Refine WIL activities based on data to address the evolving needs of students, institutions, and employers
- Offer ongoing training for educators and workplace supervisors



STEP 4 - PROVIDING TRAINING FOR STAFF AND STAKEHOLDERS



PURPOSE OF TRAINING PROGRAMS

- Raise awareness of inclusion and universal design
- Equip staff with skills to support students with special needs
- Promote an inclusive culture and enhance work-integrated learning opportunities

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WHO IS THIS TRAINING FOR?

Supervisors,
professors, and
teachers

Training material

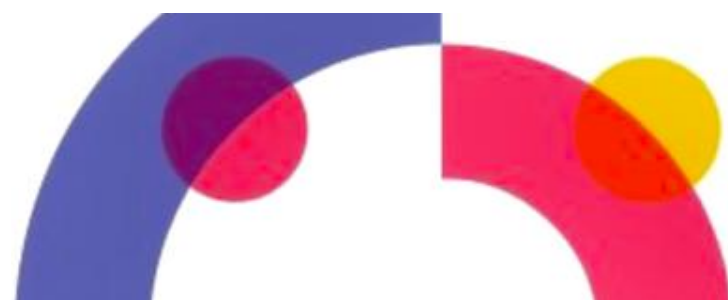
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Support staff

Training material

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PILOTING AND CASE STUDY FRAMEWORK

NOW YOU ARE READY TO IMPLEMENT THE PILOT IN YOUR INSTITUTION

*You can find here
some useful tools!*



Tips and Challenges from lessons learned


- When starting a development project, ensure that it has the capacity to succeed
- Everyone involved in the development process must have a common vision of the objectives
- Development work must be well planned, ensuring flexibility of the curriculum, allowing for various WIL activities
- Give every willing student the opportunity to get involved.
- Ensure that each student has a contract in place, detailing the tasks, duration, supervision, assessment, etc.
- Collect and document the experiences of all parties on a regular basis





IN-WORK BEST PRACTICES

Diploma work preparations

Integrated with WIL

 FINLAND

 JAMK

 HE student

PRESENTATION OF WIL ACTIVITIES

Diploma work is the final exam at studies in university of applied sciences. Students do their final project for working life. Getting started can be difficult. We held an event where we discussed the ways in which students found ways to ease the start of the work.

BENEFITS FOR STUDENTS



Collaboration skills



Studing skills



Self-efficacy skills

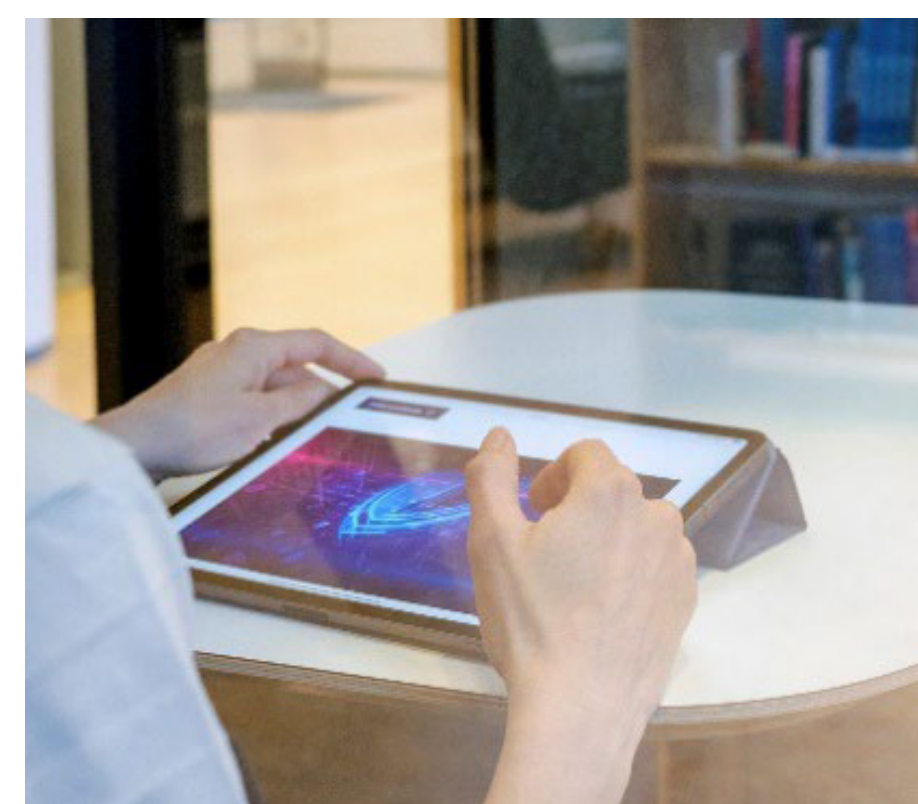
POTENTIAL BARRIERS



Lack of knowledge



Lack of self-esteem



RECOMMENDATIONS FOR ADAPTING TO OTHER INSTITUTIONS

1

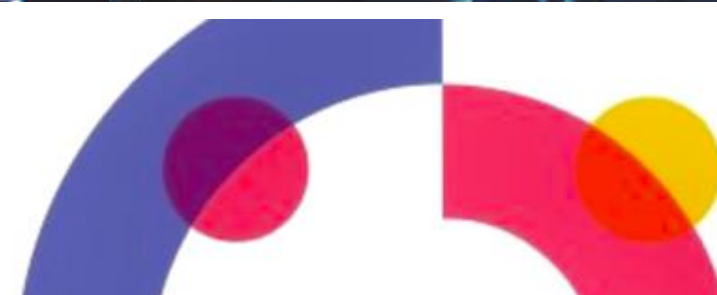
Recommendation 1

Students can organize event at small groups and help each other with different experiences.

2

Recommendation 2

Teachers can organize event with their own students.



IN-WORK BEST PRACTICES

Service Learning Activity for non-university students with disabilities

Organize an inclusive sports day!

 SPAIN

 Universitat Rovira i Virgili

 Non-university student

PRESENTATION OF WIL ACTIVITIES

Service-learning is an educational approach that integrates academic learning with community service. In this activity, trainees organize an inclusive sports day, which involves planning the activities, choosing accessible sports, managing logistics, and inviting students with special needs from various educational institutions. This initiative aims to enhance job insertion for individuals with disabilities and equip them with essential skills for the labour market.

BENEFITS FOR STUDENTS



Collaboration skills



Communication skills

POTENTIAL BARRIERS



Lack of equipment or facilities



Accessibility and safety



RECOMMENDATIONS FOR ADAPTING TO OTHER INSTITUTIONS

1

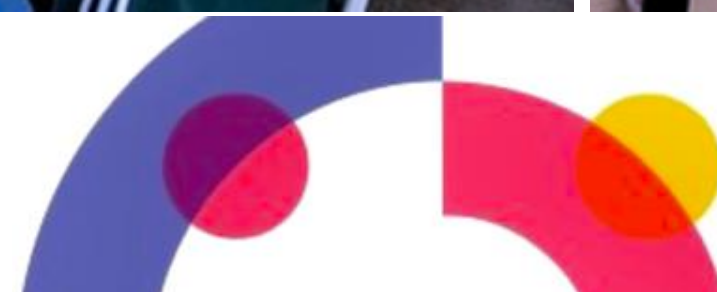
Recommendation 1

Trainees can organize an inclusive day on music or creative arts (e.g., a dance, visual arts, or theater inclusive day).

2

Recommendation 2

Before the activity, trainees should receive training in effective event management, logistics and planning.



IN-WORK BEST PRACTICES

Internship for social inclusion at the university



ITALY



Università
di Macerata



Non-HE student

PRESENTATION OF WIL ACTIVITIES

Internship for social inclusion is a WIL activity that creates learning opportunities for no-university students in academic environments. In this activity, tutors from university and manager from the social service meet to define the best solution in terms of work activity to reach the learning objective defined and the youth's inclinations. The aim is to create an effective learning experience in a protected environment, where youth can get involved without the pressure of the business organization. This initiative aims to enhance job insertion for individuals with disabilities and equip them with essential skills for the labour market.

BENEFITS FOR STUDENTS



Emotional skills



Communication
skills

POTENTIAL BARRIERS



Difficulties in communication
with the social service



Accessibility
and safety



RECOMMENDATIONS FOR ADAPTING TO OTHER INSTITUTIONS

1

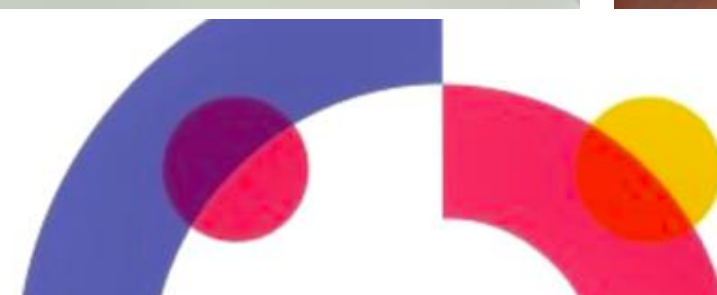
Recommendation 1

University can organize meetings with external social services to define needs and effective processes.

2

Recommendation 2

Before the activity, tutors should receive training on special education needs management and on socio-emotional competences.





IN-WORK



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