



proAbility

Training course for BA or MA students (L)

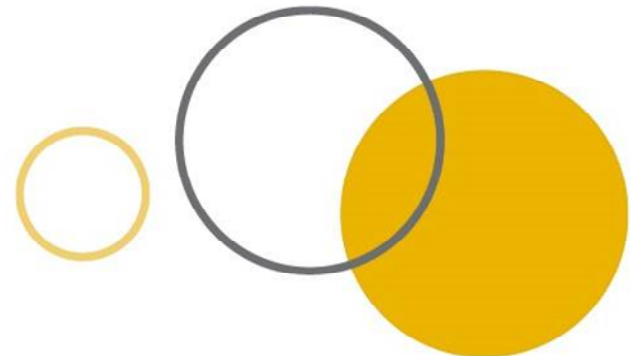
Student's handbook

Compiled by:

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Corvinus University of Budapest, 2016

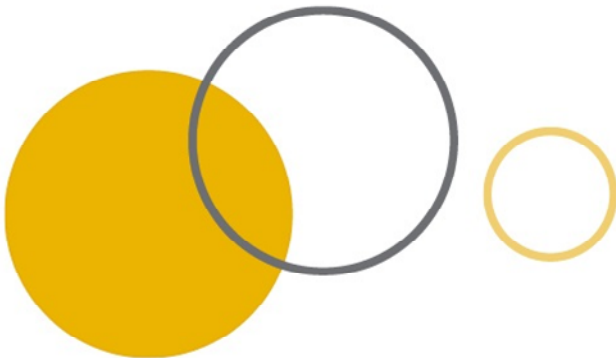
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Contents

PROABILITY	3
BLOCK I	7
1.1 INTRODUCTION	7
1.2 SENSITIZATION	15
1.3 THEORY AND PRACTICE.....	20
1.4 WRAP-UP	22
BLOCK II	25
2.1 INTRODUCTION	25
2.2 SENSITIZATION	26
2.3 THEORY AND PRACTICE.....	27
2.4. WRAP-UP.....	40
BLOCK III	42
3.1. INTRODUCTION	42
3.2 SENSITIZATION	43
3.3 THEORY AND PRACTICE.....	44
3.4 CORPORATE SOCIAL RESPONSIBILITY (CSR) AND THE EMPLOYMENT OF PWD.....	48
3.5 WRAP-UP	53
BLOCK IV	56
4.1 INTRODUCTION	56
4.2 THEORY AND PRACTICE, CORPORATE SOCIAL RESPONSIBILITY (CSR) AND THE EMPLOYMENT OF PWD	58
4.3 WRAP-UP	59

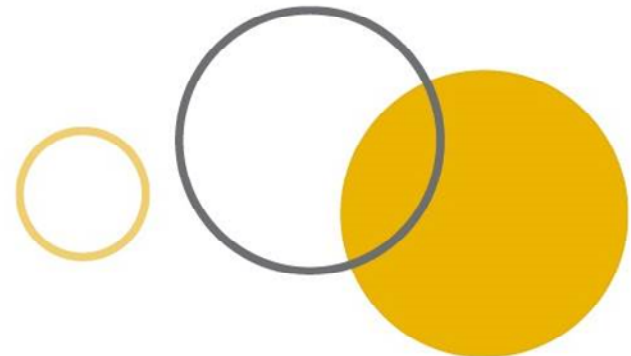




PROABILITY – Promotion of the employment of people with disabilities through awareness raising

The proAbility project, promoting the employment of people with disabilities and with altered work capacity, runs from April 2015 to December 2016 within the framework of the EEA Financial Mechanism 2009-2014 Scholarship Programme (HU08) Inter-institutional Cooperation Projects between Higher Education Institutions, benefiting from 149000 euros of EEA grant from Iceland, Liechtenstein and from Norway.

The overall aim of the project is to increase the employment opportunities of people with disabilities (PWD) on the open labour market through the transfer and adaptation of best practices. This is meant to be achieved through awareness-raising about the employment of PWD among present and future company leaders, NGOs, public agencies, researchers, experts, stakeholders and policy makers, as well as the incorporation of diversity policy training into higher education curricula and into the training of company leaders. As a result of the project, teaching/training materials (TTMs) have been developed for both higher education programmes and company training through the adaptation of Norwegian and Hungarian best practices, based on thorough research and needs assessment, with the aim of sensitizing and training present and future company leaders and specialists.

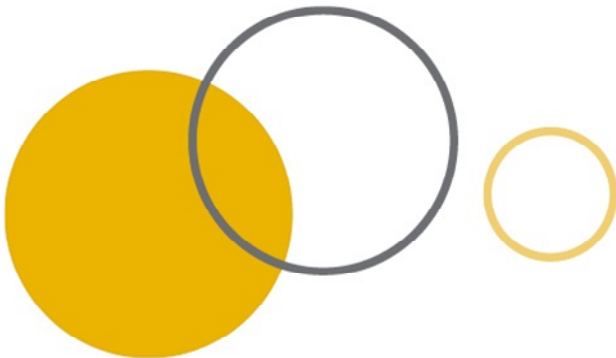


To realise these aims and objectives the following main activities were carried out:

1. **A mapping exercise** for the development of the TTMs was based on thorough understanding of the recent labor market situation of PWD in Hungary. The completion and the publication of a study of this scope is of utmost importance and relevant as no similar research has been carried out recently that reflects the significant changes that have nonetheless taken place in the circumstances of PWD. Beyond the study on the state of the art of the respective situation in Hungary, best practices have been collected in a handbook that discusses the most inspiring practices approaches in Norway and in Hungary as well.
2. **Curriculum and TTM development**, the goal of which is to raise the awareness of training participants about, among other things, how to assess and use the opportunities inherent in a diverse workforce, and how to hire, manage and retain employees with disabilities and altered working capacity; it will also support the necessary organizational development activity. The project provides teachers and trainers with a methodological and instructional manual that includes recommendations for teaching methods and activities that promote successful knowledge transfer. A further goal is to raise awareness among and sensitize upper management to the issue. The development of the curriculum and training materials took place under the supervision of experts and all three curricula have been tested in the course of pilot training sessions

Partnerships:

- Corvinus University of Budapest (Observatory Centre for Educational Development, Centre for Teacher Training and Digital Learning, Institute of Management - Department of Organizational Behaviour)
- Salva Vita Foundation
- Türr István Training and Research Institute
- NHO Service (Norway)



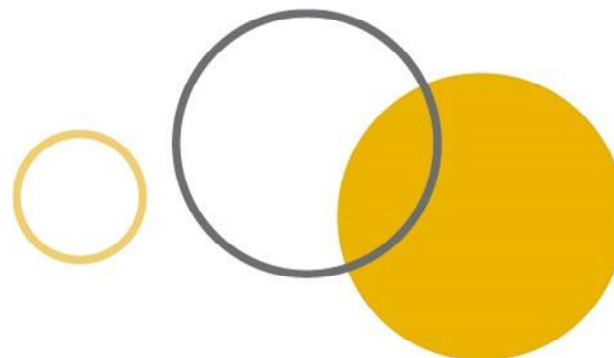
The Expert Committee (Dr. Zsuzsanna Arnold Csenterics, Csilla Cserti-Szauer, Mandy Fertetics and Imre Rosner) supported the project by providing advice throughout the process and by giving feedback about the curriculum. Employees of the Salva Vita Foundation (Éva Jásper, Attila Héthelyi and Katalin Vég) took part in the development of sensitization exercises. We would hereby like to thank them for their valuable contribution to the project!

The present Participant Handbook includes the exercises and the theoretical introduction to the training developed in the framework of the proAbility project for BA and/or MA students. The participant handbook follows the order of the theoretical and practical modules of the training material. The group leader will notify you should any modification to this order happen during training.

The structure of the participant handbook is as follows: every exercise begins with an explanation of goals, followed by the related discussion points together with the worksheets that will be used in the exercise. Finally, some space is provided for noting the answers to the most important questions.

Good luck with the course!

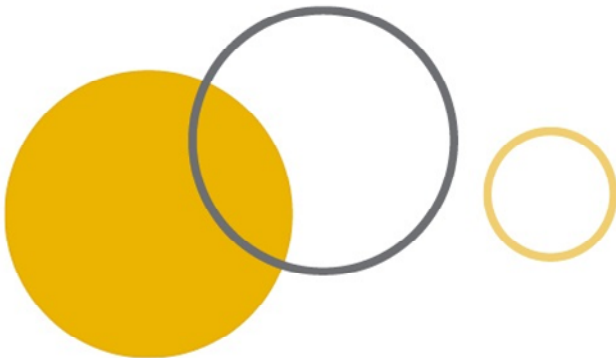
Budapest, 15 May 2016



Goals of the training according to the three modules:

1. Sensitization:
 - To comprehensively describe the key concepts related to disabilities, to show their diversity and to clear up misconceptions related to the topic;
 - To help participants gain direct experience about the topic with the help of sensitization exercises;
 - To support participants to increase their self-awareness and to recognize their own mental and emotional barriers, as well as stereotypes, and to allow them to experience the liberating power of self-reflection and asking questions.
2. Relationship between theory and practice:
 - To comprehensively describe the labour market position of people with altered working capacity in Hungary and abroad, as well as the potential barriers to their employment;
 - To identify key actors at various organisational levels;
 - To review the HR practices and their interrelationships which play a key role in the development of an inclusive organisational culture;
 - To discuss the positive and negative sides of related HR practices;
 - To explore potential manifestation of resistance, the reasons for it and opportunities for overcoming it.
3. CSR:
 - To introduce the key concepts and principles of CSR, and to present some of the practices related to CSR and to the employment of people with altered working capacity.

During the training the three modules are not separate but can be addressed together, or perhaps used in smaller units.



BLOCK I.

1.1 Introduction

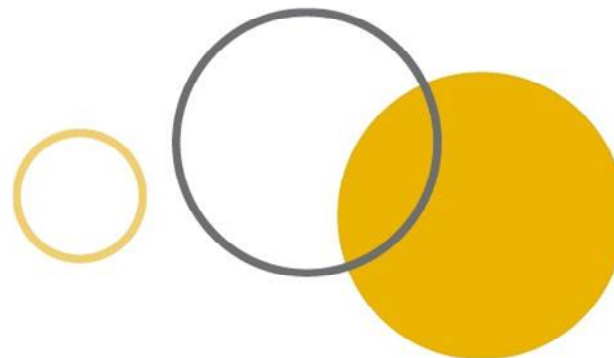
1.1.1 Introduction by trainer

For this participation-based training to be successful it is essential for all participants to accept its goals and the common framework, as well as to formulate their expectations related to the training and to articulate potential reservations. At the first meeting this activity is preceded by introductions by the trainer and the participants (which will include details of their previous experience with people with disabilities). The goals of the introductory section are then to convey the objectives and the framework of the training in a way that participants understand them; to have them voice their commitment to the training; and to establish the trust necessary for the work. Training 'L' contains a 'tuning' section in which participants watch short films, as well as conclude a psychological contract.

1.1.2 Introductions by participants

During this part of the module participants will have a chance to introduce themselves in more detail. They may speak about their experience related to the employment and integration of people with disabilities, or memories of cooperating with them, or any other topic of their choice (e.g. how they like to spend their free time, family, volunteering experience, etc.).

GOAL: The goal of the introductory round is to deepen first impressions and to facilitate the formation of group cohesion.



The most important information from the participant introductions:

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1.1.3 Attuning – watch and discuss short videos in a group

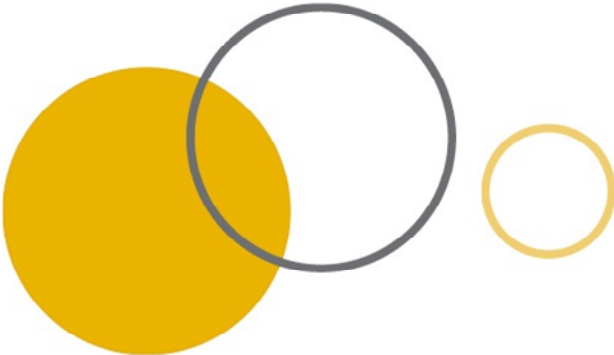
GOAL: At the very beginning of the training it is important to make participants aware of their ambivalent thoughts and feelings in connection with the topic. Watching the short films in a group and then discussing them may help relieve potential tension. The exercise helps participants to get to know each other better and in a more direct way.

What were your thoughts and feelings while watching the videos?

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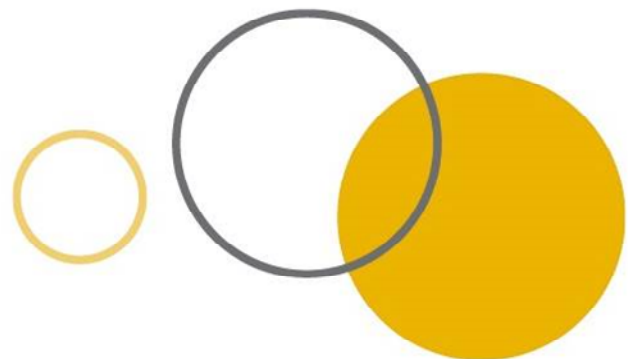
Did they remind you of any personal experiences or memories? If so, what kind? Can you think of any films or books you have read or seen which are related to the topic? Any media campaign that comes to mind?

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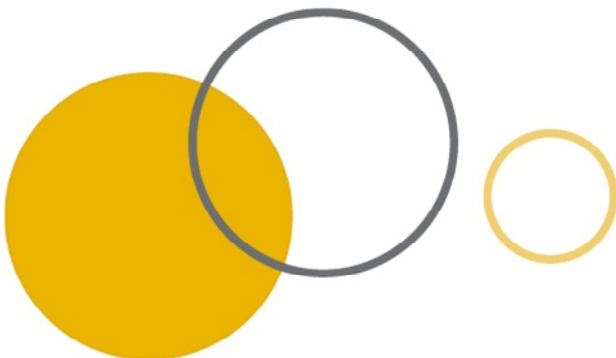


Recommended videos:

Content of video, length	Brief description, language	Link
Diversity sensitivity training video 3:40	Short, humorous video used for company training, introducing good and bad examples and their explanations (in English, with subtitles for people with hearing impairment)	https://www.youtube.com/watch?v=Gv1aDEFIXq8
Creating jobs 1:48	At first glance this Belgian factory is no different from the others. Its uniqueness lies in its staff. Of the 230 employees 200 are people with disabilities. (in Hungarian)	https://www.youtube.com/watch?v=7txb6BHKuGk
Disability-friendly Workplace Award 3:14	A short video about the Disability-friendly Workplace Award, giving an idea of the kind of practices that win the award. (in Hungarian) Further information: www.fbm.hu (in Hungarian)	https://www.youtube.com/watch?v=eaETenPNkKQ
Gyuri and Norbi 0:30	2010 Get closer! campaign spots (in Hungarian)	(Gyuri)
		https://www.youtube.com/watch?v=O1r9H-LWKjs&list=PLbIR1CL6-dkce-u90uwJxaXL945B71XUd&index=9&nohtml5=False
		(Norbi)
		https://www.youtube.com/watch?v=vXZt6bMrLLU (Szonja) https://www.youtube.com/watch?v=Ys0mlMsLhH0&nohtml5=

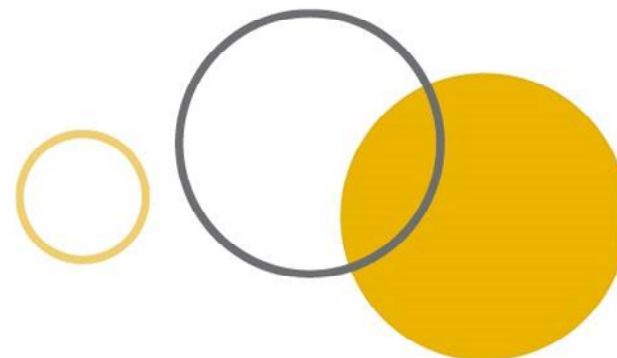


		False (Zsuzsa) https://www.youtube.com/watch?v=47O91woA_1M&nohtml5=False
Belga 5:01	A diploma film by students of the Special Education Department of Eötvös Loránd University of Sciences, Budapest, Hungary who reworded a track (<i>The problem is.../Az a baj</i>) by the Hungarian band Belga to reflect the problems and viewpoints of people with disabilities. (in Hungarian, with music)	http://index.hu/kultur/zene/2015/05/13/ha_autista_vagyok_az_a_baj/
Job creation (Example from Norway) 2:51	The video illustrates the process of labor market re-integration through the experience of a participant in the Norwegian project, “Ripples in the water”. (Hungarian sub-titles)	https://www.youtube.com/watch?v=2CtFhhSIHB8
Job creation (Example from Norway) 1:15	The HR manager of an organization involved in the project “Ripples in the water”, speaks about inclusion at the workplace (Hungarian sub-titles)	https://www.youtube.com/watch?v=GQ6MJdk2kYU

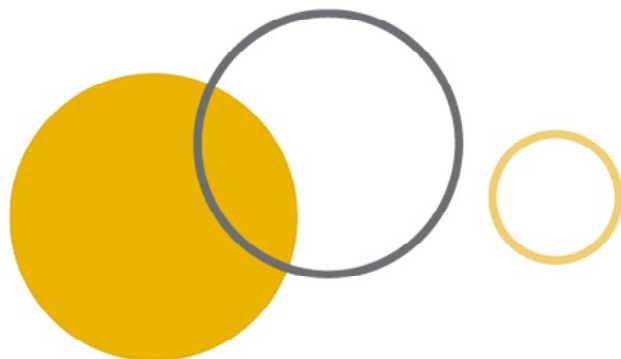


Further suggestions, with brief descriptions:

Content, length	Brief description, language	Link
Program Supervisor I-II. – Life skills St. Louis – Job preview, 2:50; 3:50	The two videos introduce a program, the goal of which is to integrate people with disabilities into society. This is facilitated by people who spend their days with PWD, help them in their day-to-day activities and their work, as well as with managing their time, etc.	https://www.youtube.com/watch?v=DIomZWSEkBY https://www.youtube.com/watch?v=ayac4Qg0f8M
People with developmental disabilities work, 13:45	People with disabilities speak about their work, what they like in it the most, what they are saving for, what they recommend others who do not work. Employers also speak about their employees and about the work they perform.	https://www.youtube.com/watch?v=LCa02lgV0I0
Employment can work for you! 12:01	In the video people with disabilities speak about their work and describe the skills that are required for performing it. People in their environment are also interviewed, they speak of their impressions in relation to how the PWD concerned succeed in the world of work.	https://www.youtube.com/watch?v=GmQ-PA8XCs4



Working with ability – Part 1, 2, 14:12; 14:42	Employers and employees speak about the skills that people with disability can bring to the world of work, as well as about the difficulties they face.	https://www.youtube.com/watch?v=vVcCoBJMXcI https://www.youtube.com/watch?v=H5hWtB0hQsk
Works for me: Employers' solution for hiring people with disabilities, 7:09	The video was prepared to convince employers who have doubts as to the working capacity of people with disabilities that they are also able to work just as well as others, or in some case even better. It spells out the objections that companies refer to in this respect and shows examples that contradict them.	https://www.youtube.com/watch?v=Ug53UiaV2-c
The 'Kind Heart' Program 2:27	The 'Kind Heart' Program (Segítő Vásárlás) is a marketplace for companies and enterprises that employ people with disabilities or people with altered working capacity. The products made by them have the same logo to promote them.	https://www.youtube.com/watch?v=jjOwgIfA0AA
Promoting the products made by people with disabilities in the city of Debrecen 2:26	'Towards the light' ('A Fény Felé') Foundation supports the employment of people with disabilities and altered working capacity. Their Creative Studio employs mainly seamstresses, thus providing opportunity for people who would otherwise have difficulty to find a job.	https://www.youtube.com/watch?v=9Zsx0qrKceI



1.1.4 Psychological contract

GOALS:

Participants articulate their expectations regarding the training, harmonize them with those of others and state their commitment to making it successful. As they do so by identifying with different disability groups, they become aware of the related patterns of thinking and begin to cohere through the collaborative work.

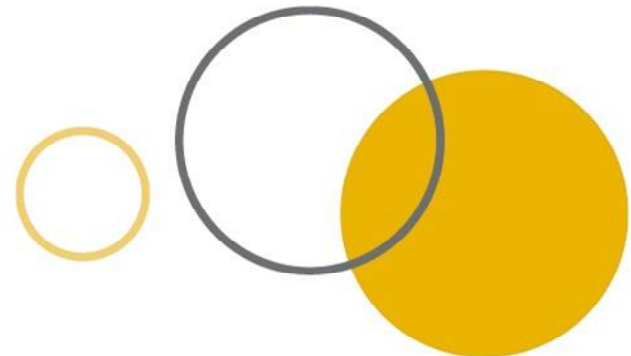
Please summarize your expectations and commitments related to the training, keeping in mind the characteristics of the group of people with disabilities that you become a part of for the duration of this exercise:

What were your expectations when you came to the training?

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Bearing in mind the situation of the group of people with disabilities and altered working capacity, what would you now add to the expectations above?

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What commitment would you be willing to make to further group work?

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Bearing in mind the situation of the group of people with disabilities and altered working capacity, what would you add to the expectations above?

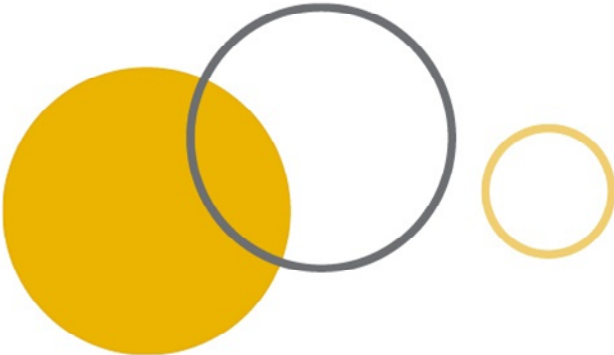
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1.2 Sensitization

There are many people in Hungary who have not had any personal experience or relationships with people with disabilities, or even if they have, they do not reflect or speak about them – among other reasons, this supports the stereotypes and prejudices that prevail in society. An important part of the training is thus, on the one hand, to provide information about this group and, on the other, to sensitize participants with the help of games.

It is important that the sensitization games should be playful but foster empathy at the same time (i.e. promote the idea that people with disabilities should not be considered “poor disabled people who one should feel sorry for”), and that they should help participants recognize related difficulties and problems.

1.2.1 Who are they?

Exercise A: Who are they? – exploring what participants already know

GOAL: To make participants aware that they have only partial information about PWD, including the terms they use and the characteristics of people with disabilities and altered working capacity. The trainer helps participants complement the information they have and clarify the differences between opinions and stereotypes, as well as reveal any truth in them.



Please identify as many groups of people with disabilities/altered working capacity as possible, as well as the characteristics that are the basis of your classification of groups.

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Exercise B: What is the meaning of the following phrases: people with disabilities, health damage, altered working capacity?

GOAL: To make participants aware that they have only partial information about PWD, including the terms they use and the characteristics of people with disabilities and altered working capacity. Please define the above phrases in your own words, highlighting the differences between them.

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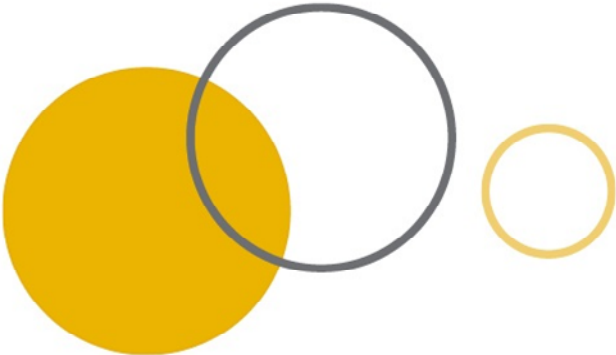
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Exercise A. - (name of the selected disability group)

The most important conclusions articulated during the exercise:

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Exercise B. - (name of the selected disability group)

The most important conclusions articulated during the exercise:

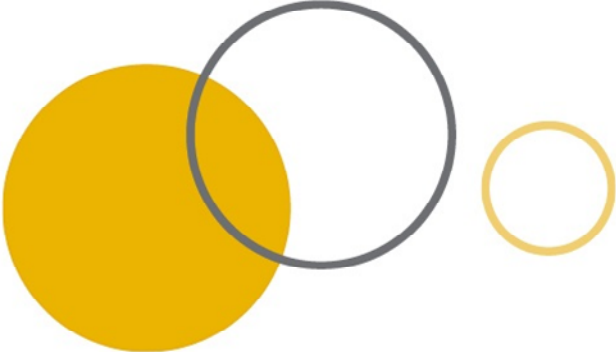
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1.2.4 Explore the surrounding environment through the eyes of people with disabilities (optional)

GOAL: To raise awareness among participants of the determining nature of the physical environment. Students should be given a sense of the extent to which the environment meets the needs of the selected disability group, and if openness to interaction is present (at all) in day-to-day relationships.

What were the criteria for selecting the environment?

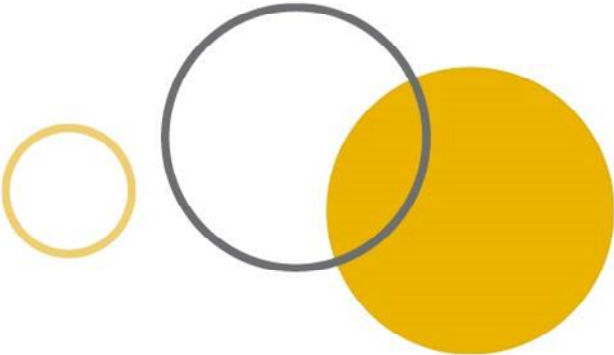
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What did you experience at the location? (e.g. with respect to the physical environment, interpersonal interactions, etc.)

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Did you identify any of your pre-conceptions or prejudices? How did they change?

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1.3 Theory and practice

1.3.1 Experience exchange (optional)

GOAL: To increase participants' awareness and remove mental barriers.

The most important conclusions from the exercise (e.g. how did pre-conceptions change?):

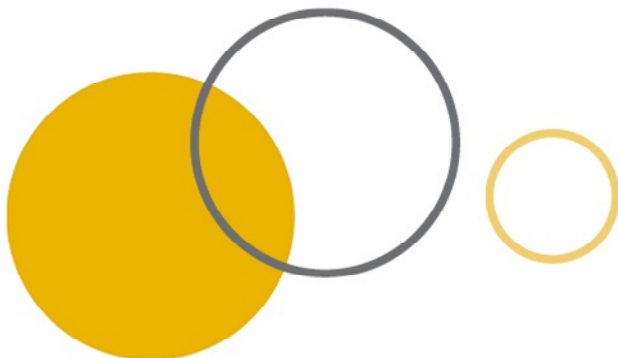
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1.3.2 The integration of people with disabilities/altered working capacity – process I. (a theoretical overview: from recruitment to selection)

GOAL: In an interactive way help participants understand relevant theories using concrete organisational examples.

Notes:

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1.3.3 Artemis case study

GOAL:

Participants use a real-life case study from a company to reflect on the pros and cons of the employment of people with disabilities/altered working capacity, its impact on the organisation and organisational culture, as well as the interests and features of stakeholders.

After reading about the case study individually, form small groups and discuss the following questions:

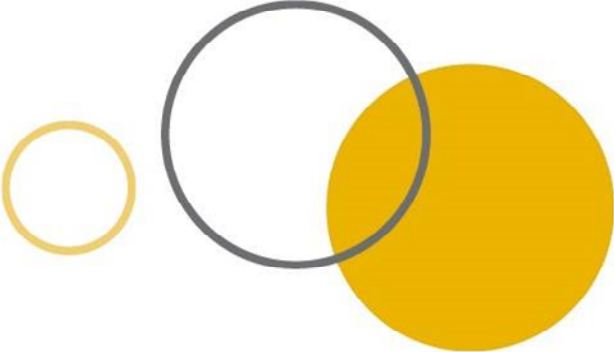
Who are the stakeholders in this case? Draw the stakeholder map! What could the (positive and negative) impacts of employing more people with disabilities/altered working capacity be on the various stakeholders?

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What are the organisational arguments for and against the employment of people with altered working capacity?

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Take these as the starting points for a proposal that you can deliver in a 10-minute presentation.



1.4 Wrap-up

1.4.1 Giving out homework

GOAL: To apply what has been learned from the training, and prepare for the next occasion.

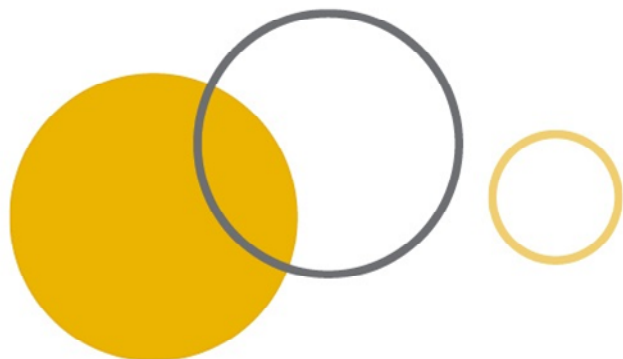
Exercise A: Watching a film

For the next occasion please watch at least one of the following films and answer the following questions:

The films: Two days, one night, and The Untouchables

The questions:

- Which disability group is portrayed in the film?
- What kind of stereotypes came up in the film?
- Describe a case of discrimination against a disability group from the film!
- How can we tell that the discrimination was based on the person's disability?
- Which scene made the biggest impression on you?
- What is the main message of the film for you? Why?



Notes:

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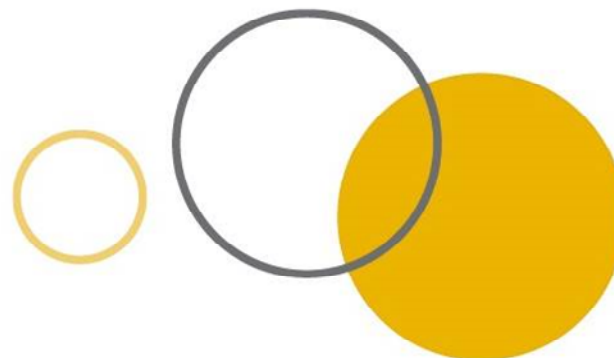
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Exercise B: Analyse legislation

For next time read and analyse two of the following legal documents:

- UN Declaration 1971: this establishes that people with disabilities have the same rights as other human beings, specifically to proper medical care, education, to undertake productive work and to live with their own families
- 2006 UN Convention on the Rights of Persons with Disabilities (UN Convention)
- Act XXVI of 1998 on the Rights and Equal Opportunities of Persons with Disabilities
- The Parliament’s 15/2015. (IV. 7.) decision on the National Disability Program (2015-2025)



Notes:

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1.4.2 Concluding remarks

GOAL: To conclude the first block of training by drawing conclusions and reflecting on the original goals.

Please describe the most important conclusion for you from the first block of training:

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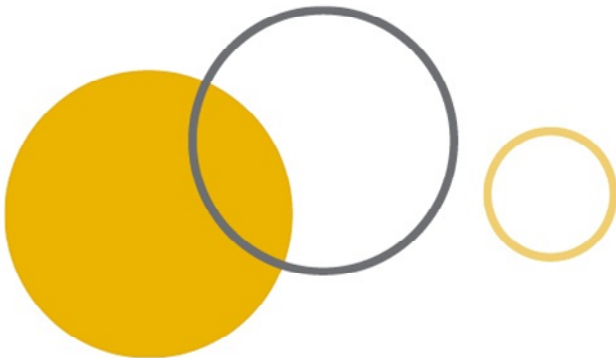
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BLOCK II.

2.1 Introduction

2.1.1 Discussion of homework

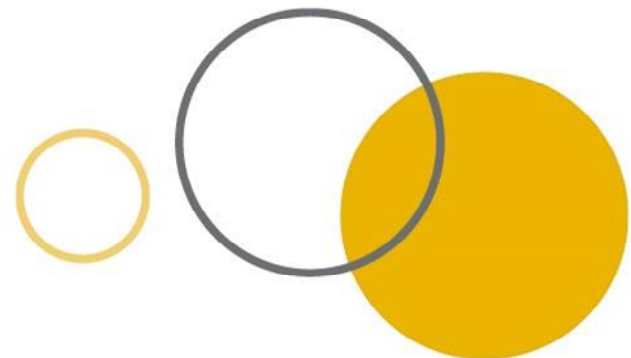
GOAL: To make participants aware of their own mental barriers vis-à-vis the disability groups portrayed in the films and to recognize the obstacles and the aids present in the environment from the point of view of the selected disability groups.

What were the main conclusions of your experience and the exchange?

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How did your stereotypes, feelings, and attitudes change after watching the film and discussing it in a group?

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2.2 Sensitization

2.2.1 How to behave? – Etiquette for groups of people with disabilities/altered working capacity

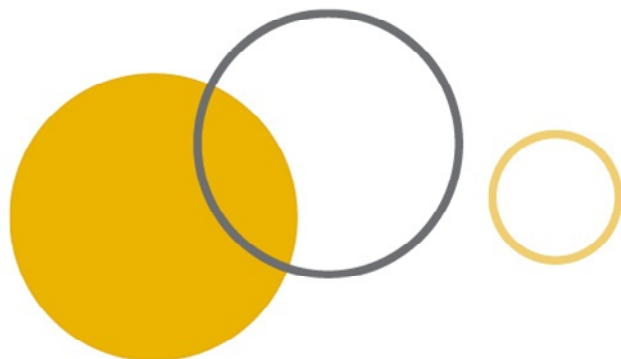
GOAL: The trainer relies on examples in his/her presentation to help participants recognize that they have only partial information about the behavioural norms relevant to people with disabilities/altered working capacity. To correct erroneous information, and to recognize and discuss typical forms of interaction.

What are the most important conclusions for you from the exercise?

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How did your stereotypes, feelings, and attitudes related to the relevant groups change while you practiced some forms of critical interaction?

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2.2.2 Sensitization with a focus on a selected disability group II.

GOAL: To prepare participants to communicate with people with disabilities, and through their own experience get an idea about the challenges and adjustment needs that cooperation entails on both sides.

C1. Exercise - (name of the selected disability group)

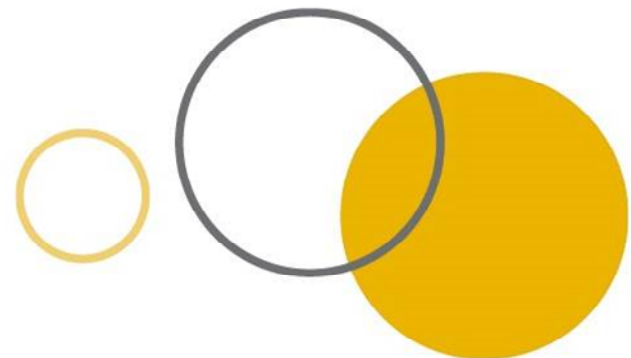
The most important observations from the discussion of the exercise:

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C2. Exercise - (name of the selected disability group)

The most important observations from the discussion of the exercise:

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2.3 Theory and practice

2.3.1 How should I interview candidates with disabilities? (source: Salva Vita Foundation)

GOAL: To help participants think through the preparatory work that is needed before interviewing candidates with disability/altered working capacity.

Which characteristics of the disability group did you focus on during the preparatory work?

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What were the main conclusions of the situational game for you?

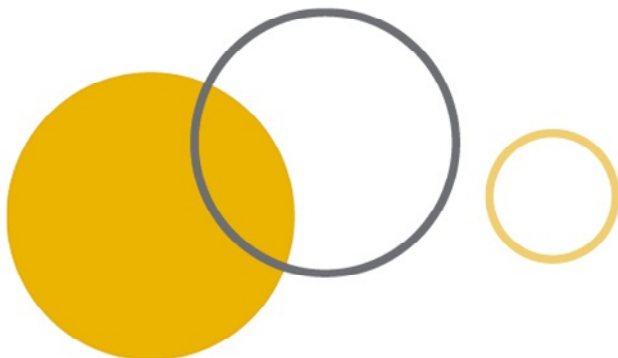
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2.3.3 Who would you recruit?

GOAL: To help participants think through how different disabilities affect an individual's performance in various positions.

Please write down the types of disabilities that are compatible with certain positions and indicate if any adjustments to the positions would be necessary:

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What are the most important conclusions for you from the exercise?

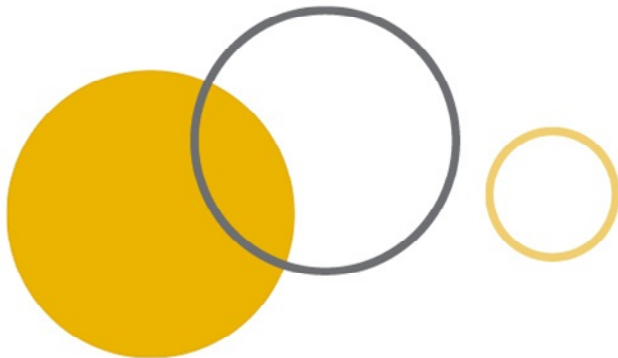
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2.3.4 (optional) Matching at any cost? – discussion of a small case study

GOAL

To help participants reflect on the pros and cons of employing people with disabilities/altered working capacity, the impact of this on an organisation and organisational culture, as well as the viewpoints and interests of stakeholders.

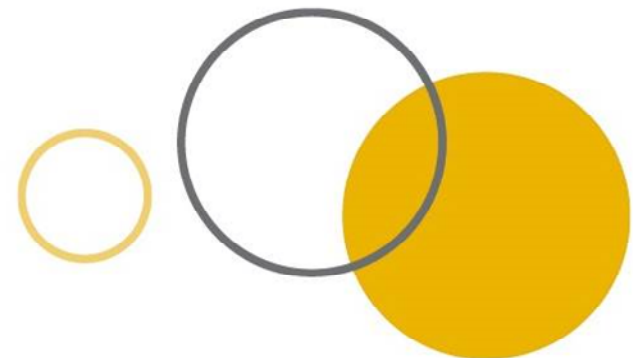
FORMULATING THE TASK

Small case study: Jane has Asperger's syndrome and works at the accounting department of the construction company TGM (UK). She is very good with numbers and is very well organised. However, because of her condition she has difficulties with communication and social interaction. People who have Asperger's syndrome usually have difficulty in these areas, as well as with interpreting social interaction. Jane takes part in meetings and meets expectations. However, she does not join her colleagues during coffee breaks. This is the result of a decision she made after being in an uncomfortable situation. One of her colleagues asked her if she knew how to make coffee, a question she took literally and to which she replied yes ("Yes, I know how to make coffee"), then returned to her office. After several similar incidents, her colleagues began to regard her as weird and also incompetent. With lay-offs imminent at the company, Jane is among the first to be dismissed.

After reading the case individually, participants discuss it in small groups based on these questions:

What kind of competences does Jane have?

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What kind of competences are required for the job?

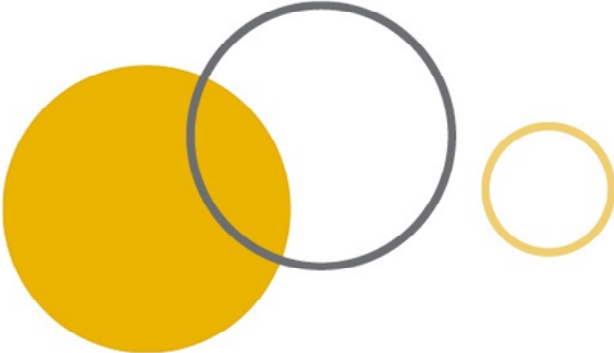
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How important are social competences in general in a workplace?

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The most important observations from the discussion of the case study:

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2.3.6 Organisational culture diagnosis exercise

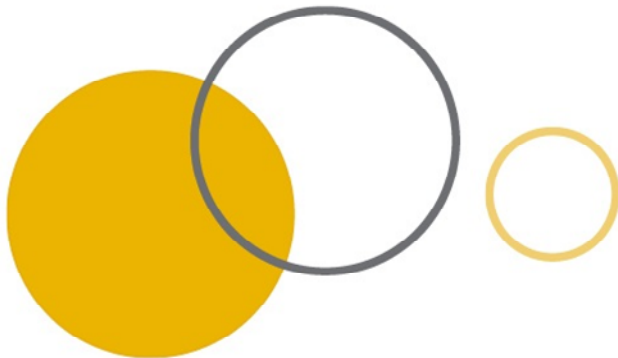
GOAL: Participants reflect on the interrelationship between organisational culture and the employment of people with disabilities from the point of view of people with disabilities and majority society.

How does the employment of people with disabilities appear on organisational websites and in the stories they present, including architectural solutions and HR practices, etc.?

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How does the employment of people with disabilities appear in terms of organisational rites? Are there any counter-examples? (e.g. would an initiation rite be suitable for an employee with a disability?)

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What are the typical images of people with disabilities in an organisation? (e.g. nicknames, humour, etc.)

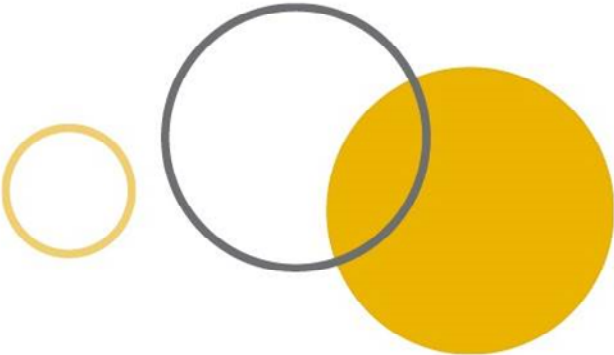
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What are the most important values in the organisation? Can they be reconciled with the key values involved in being an inclusive organisational culture as well?

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What kind of sub-cultures are there within the organisation?

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How do the five basic assumptions appear in the organisation? Do they support the formation of an inclusive organisational culture?

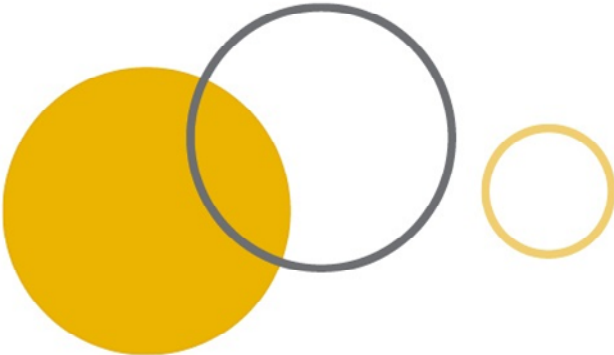
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Is there anything that cannot be articulated or known within the organisation with respect to the employment of people with disabilities?

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The most important observations from the discussion of the exercise:

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2.3.8 Exercise: organisational resistance

GOAL:

Participants reflect on the relationship between organisational culture and the employment of people with disabilities from the point of view of people with disabilities and majority society with the help of a real-life organisational example.

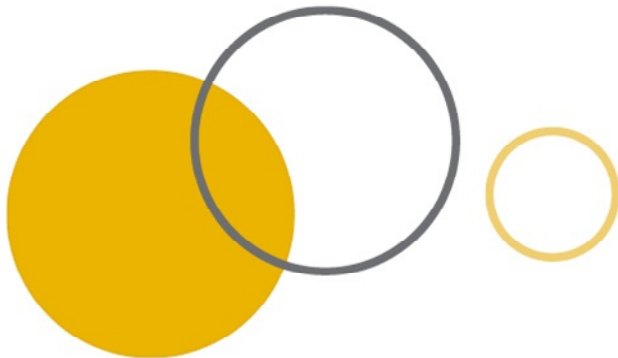
After choosing the organisation, participants are asked to discuss the following questions:

What kind of hidden or overt resistance can you identify within your organisation in relation to the employment of people with disabilities?
How does this manifest itself (in which practices, stories, language, values, etc.)?

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Do you experience resistance at the individual level and if so, how does this manifest itself?

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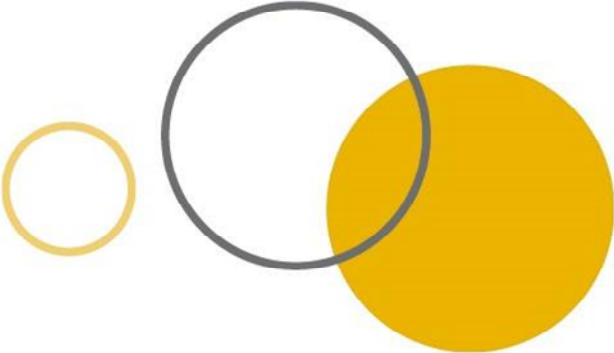


Can you detect any resistance in the behaviour of the management?

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The most important observations from the discussion of the exercise:

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2.4. Wrap-up

2.4.1 Concluding remarks

GOAL: To wrap up the second section by collecting participants' conclusions and reflecting on the extent to which the goals of the training block have been met.

The most important observations from the discussion of the exercise:

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2.4.2 Giving out homework

GOAL: To put into practice what has been learned in the second block and to prepare for the next occasion.

Choose any of the following two exercises and complete them for next time (keep in mind the points and questions provided by the trainer).

Exercise A.: Search for a company on the internet which is a pioneer in the employment of people with disabilities/altered working capacity. Briefly describe how long and why has it been employing this group of people!



Exercise B.: Watch one or more of the following TED videos and summarize the conclusions both for the organisational and the individual level:

<http://www.cwu.edu/disability-support/ted-talks-can-change-way-you-think-about-disability>

How technology allowed me to read by Ron McCallum (15:44)

My 12 Pair of Legs by Aimee Mullins (9:58)

Embrace the shake by Phil Hansen (10:01)

Depression, the secret we share by Andrew Solomon (29:21)

The world needs all kinds of minds by Temple Grandin (19:40)

Notes:

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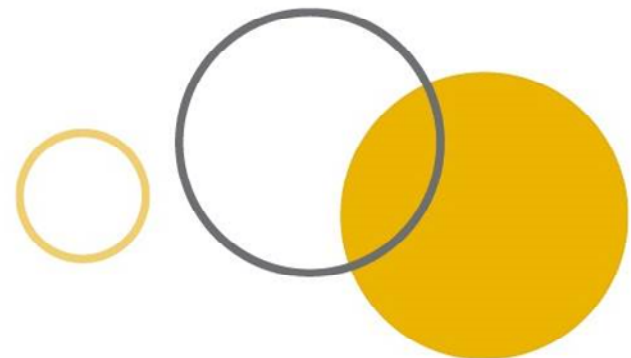
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BLOCK III.

3.1. Introduction

3.1.1 Attuning with photos

GOAL: To help participants attune to the topic of the training and to direct their attention to their own sensory faculties and perception. To make participants realize how direct experiences and moods influence their perceptions.

The most important observations from the discussion of the exercise:

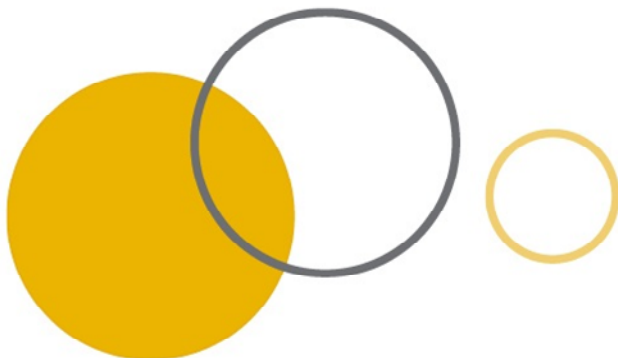
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3.1.2 Discussion of homework

GOAL: Participants expand on their knowledge of good practices related to inclusive organisational culture, as well on as the factors that support or hinder their development.

The most important observations from the discussion of the exercise:

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3.2 Sensitization

3.2.1 The case of people with mental and behavioural disorders

GOAL: To draw attention to the unique perspective and perceptions of people with mental disabilities. Drawings convey a lot of emotions and fears which can provide some insight into the thought processes, emotions and misapprehensions of people with mental and behavioural disabilities, in addition to giving some insight into their unique world.

The most important observations from the discussion of the exercise:

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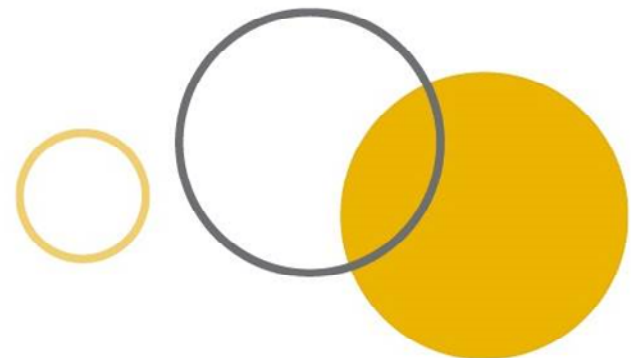
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3.3 Theory and practice

3.3.1 People with disabilities/altered working capacity in the organisation IE. (a theoretical overview of the practices of compensation and PAS)

GOAL: To clarify key concepts and critical points related to the development of performance evaluation and a compensation system involving employees with altered working capacity.

Notes:

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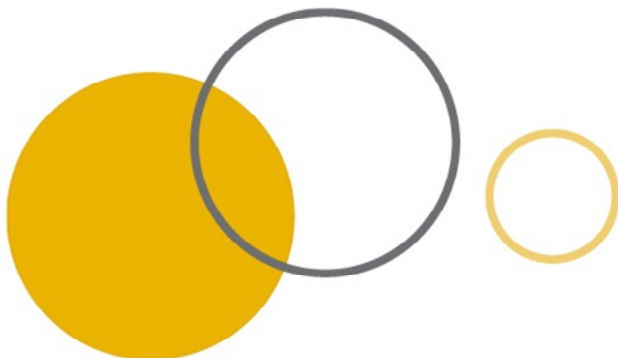
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3.3.2 HR exercise – PAS and people with disabilities/altered working capacity: situational game

GOAL: To test the principles discussed in the theoretical section in connection by applying them to certain jobs.

What criteria would you use for developing a PAS for employees with disabilities/altered working capacity?

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How would you make sure that other employees also find the introduction of such a system fair?

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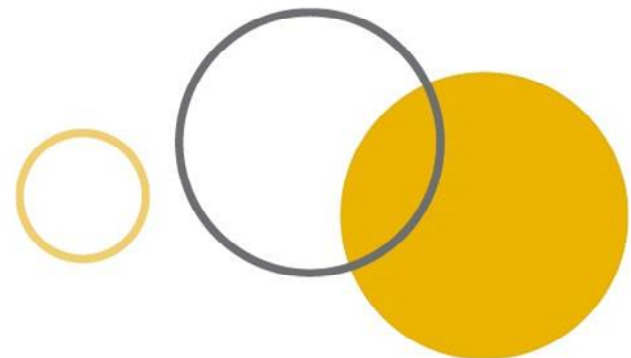
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Most important observations from the discussion of the exercise:

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3.3.3 HR exercise – alternative PAS exercise

GOAL: To clarify key concepts and information about critical issues when developing a PAS and a compensation system that also involves people with disabilities.

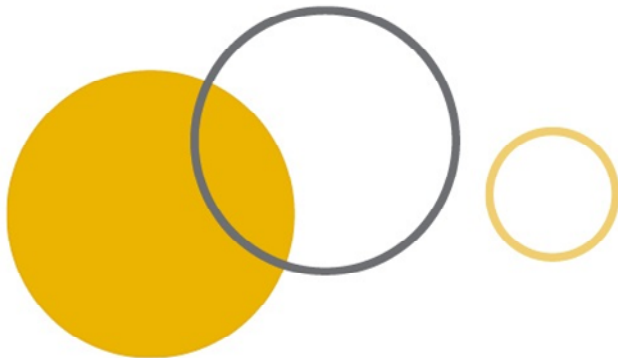
Please read again Annex II. of the Artemis case and answer the following questions:

What are the messages related to performance?

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How was a discrimination-free environment ensured?

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Do you think employees at Artemis think the PAS in used fair and equitable?

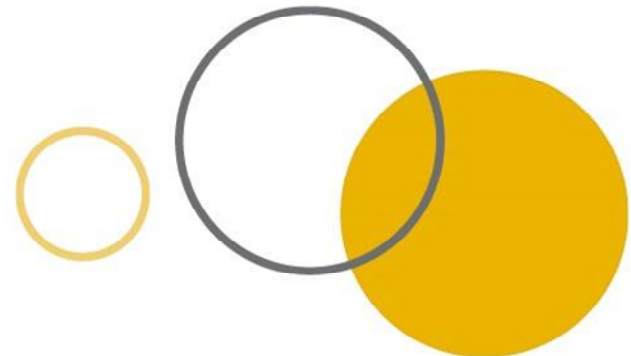
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Are there any internal contradictions?

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Most important observations from the situational game:

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3.4.2 Videos related to CSR and the employment of people with disabilities/altered working capacity

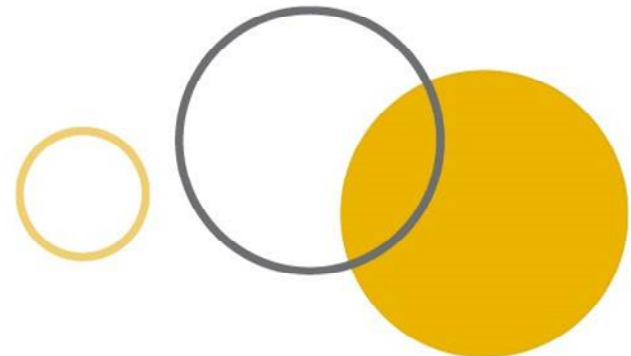
GOAL: To give some insight into the relationship between CSR and the employment of people with disabilities/altered working capacity.

What feelings and thoughts did you have while watching the videos?

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Most important points from the discussion in the big group:

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3.4.3 Discussion of the Provident case

GOAL: To discuss – using a concrete example of corporate practice – the drivers of CSR activities and the relationship between CSR and the employment of people with disabilities.

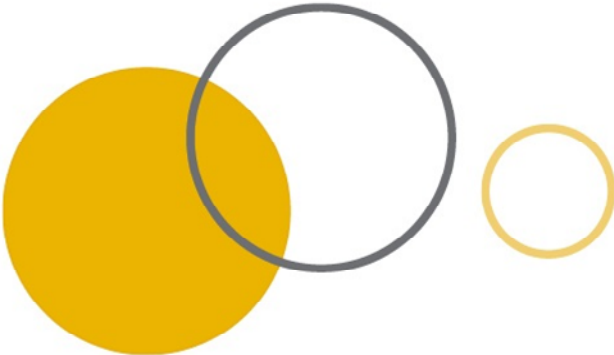
Please read the Provident case study and discuss the following questions in your small group:

What do we know about the basic activities of the company? To what extent can this activity be considered socially responsible?

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Based on the case, what would you say are the main arguments for employing people with altered working capacity? Can you identify any problems based on the case?

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To what extent did the company integrate the employment of PWD into its strategy?

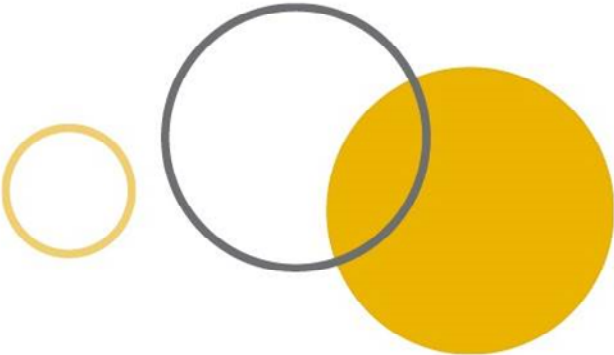
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In which other areas could the company take part in integrating people with disabilities?

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Most important points from the discussion in the larger group:

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3.4.4 Corporate Social Responsibility II – CSR and people with disabilities/altered working capacity, pros and cons

GOAL: To clarify key concepts and information

Notes:

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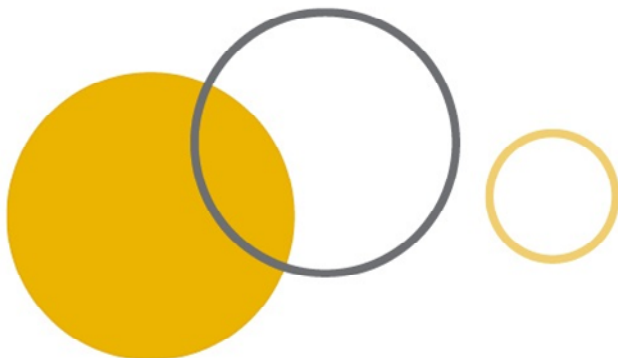
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3.5 Wrap-up

3.5.1 Concluding remarks

GOAL: To conclude the third block with participant summaries about the insights they gained during the training, and their reflections on the relationship of these to the goals of the training.

Please try to summarize the main conclusions of the third block:

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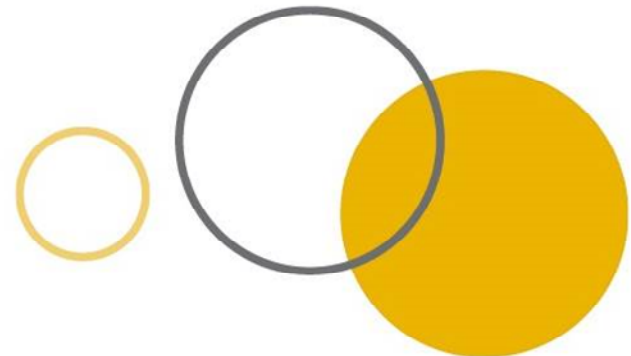
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3.5.2 Giving out homework

GOAL: To implement the knowledge gained during the training, to write an essay.

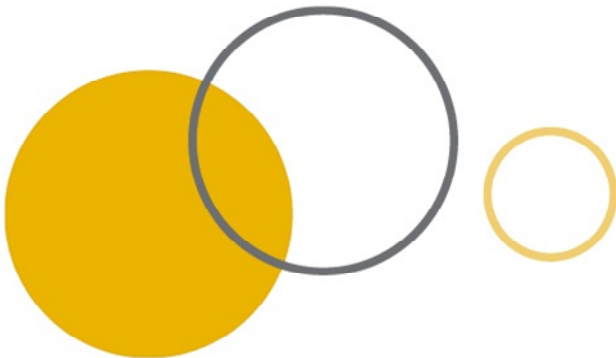
A. Conducting an interview with a person with disability/ altered working capacity based on the following criteria:

Choose a disability group that you have little interaction with and/or which falls outside your usual contact zone.

- Choose a disability group that you have little interaction with and /or which falls outside your usual zone of contact.
- Note your own pre-conceptions and resistance in connection with the group and formulate questions that may help to tackle them. Consult the trainer about your questions if needed.
- After the interview, note any changes that happened with your pre-conceptions, and identify why they happened.
- When summarizing the main conclusions, make reference to the theories discussed before.

B. Read and analyse the Szerencsejáték case based on the following questions:

- Have you ever heard about the company in this context? If yes, where/when? Is it a good thing that you have heard/not heard about it? (Here you can move the discussion onto the issue of the media, communication and the dissemination of good practices)
- What do you think CSR means in this industry? What problems do you think the company management may have? How is the employment of people with disabilities/altered working capacity connected to CSR activities?



- Based on the case, what are the main success factors and difficulties in relation to the employment of people with disabilities/altered working capacity? Do you think these factors are present at your company?
- Do you have any suggestions for the company?

Notes (For exercise A or B)

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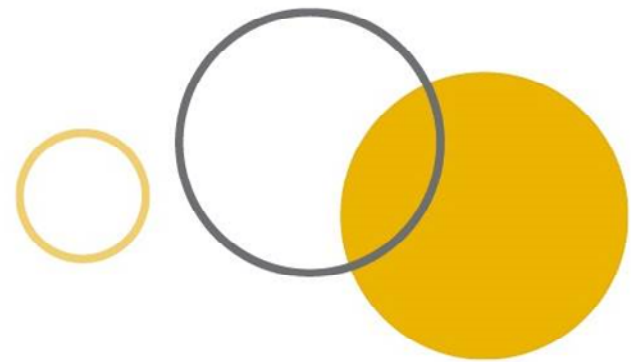
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BLOCK IV.

4.1 Introduction

4.1.1 Attuning

GOAL: To support participants to become familiar with the topic of the training and to focus their attention on their own experiences and changing perceptions.

Most important points from the discussion in the big group:

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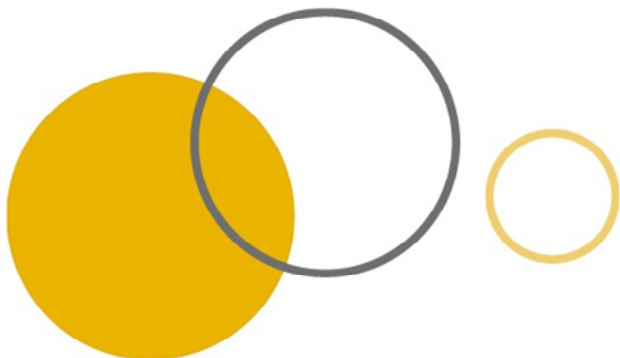
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4.1.2 Feedback from the interviews

GOAL: To help participants recognize their own mental barriers related to the disability groups that they came to know through the interviews and to recognize the most important positive and negative environmental elements from their point of view.

How did you select the disability group that you wanted to work with?

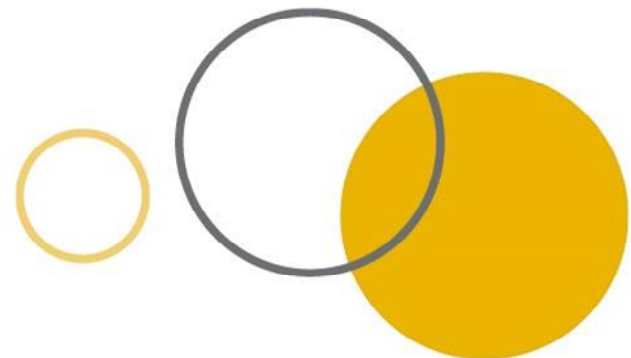
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How did your pre-conceptions change as a result of the interview?

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What were the main conclusions of the interview?

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Most important points from the discussion in the big group:

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4.2 Theory and practice, Corporate Social Responsibility (CSR) and the employment of people with disabilities/altered working capacity

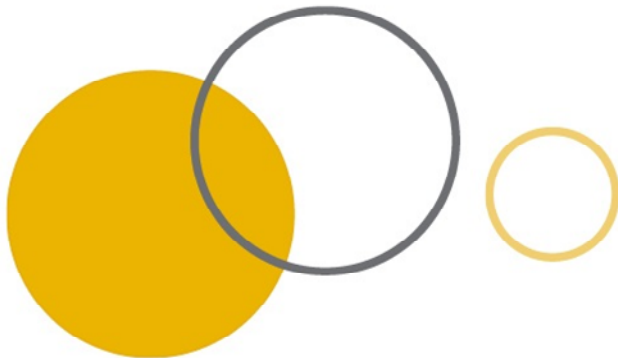
4.2.1 A complex

A complex case – Analysis of the Grundfos case-study

GOAL: To use a concrete corporate example to create discussion about the drivers of CSR activities and the relationship between CRS and the employment of people with altered working capacity.

Notes:

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4.3 Wrap-up

4.3.1 Final conclusions and evaluation

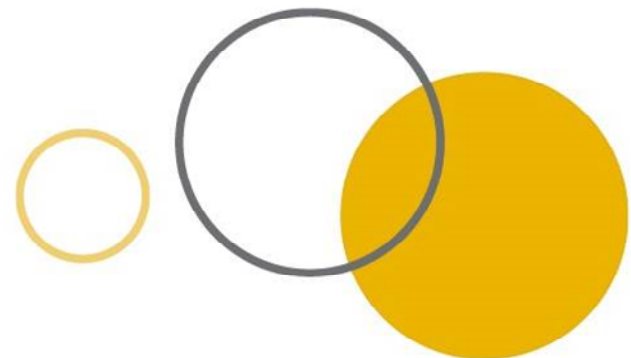
GOAL: To conclude the training by sharing participants' conclusions and reflecting on the goals of the training in light of these.

What are the most important conclusions of the training for you?

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Please describe a concrete activity that you can envisage undertaking at your own organisation (this may also be a university or student organisation) to promote the integration of employees with disabilities/altered working capacity

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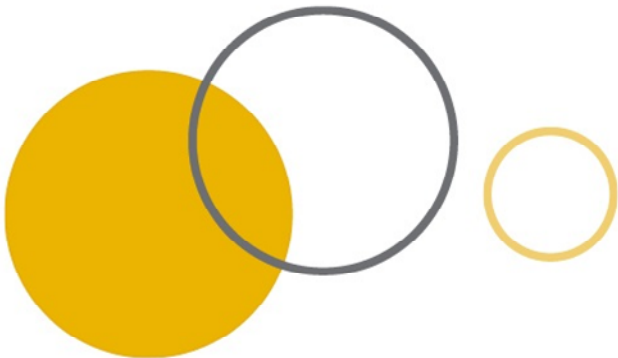
4.3.2 Learning report

GOAL:

For participants to reflect on and formulate their reflections and learning points after the training event.

Learning report:

- what did you realize about people with disabilities and altered working capacity: what were the learning points?
- what stereotypes did you identify?
- what was your best experience at the training – and why?
- how will you implement your learning points in practice? Please mention concrete examples, maybe including reference to the social and labour market, as well as organisational actors.



Useful websites:

www.proability.hu

www.salvavita.hu

<http://fogyatekos.lap.hu>

<http://fogyatekosok.network.hu>

<http://emberijogok.kormany.hu/fogyatekkal-elok>

<http://www.kezenfogva.hu>

<http://rehabportal.hu>

<http://megvaltozott.hu/munkaltatoknak/>

<http://napra-forgo.hu>

<http://www.figyeljramegyesulet.hu>

<http://www.nemadomfel.hu>

<http://fszk.hu>

www.ringerivannet.org

<http://www.independentliving.org/donet/>

https://en.wikipedia.org/wiki/List_of_disability_rights_organizations

<http://www.disability-europe.net/links>

<http://www.ilo.org/global/topics/disability-and-work/lang-en/index.htm>

