



## ARISE Project Work Package 2

# Pedagogical Framework



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## A. ARISE Pedagogical Framework Description

The ARISE Pedagogical Framework aims to support Educators, Career Counsellors and Job Seekers with Disabilities by providing guidance on:

- Professional Communication and Teamwork
- Productivity, Problem-Solving and Digital Collaboration
- Digital and Data Management Competences
- Career Development and Job Search Skills
- AI-Enhanced Career Preparation and Well-being

The ARISE Pedagogical Framework provides materials that support:

1. Blended learning environment for flexible course delivery
2. Digital course delivery
3. On-site course delivery

The ARISE Pedagogical Framework has been developed based on data extracted from national case studies and a total of 15 Focus Groups in ARISE Project partner countries; Cyprus (ADAPTORA), Greece (BEST CYBERNETICS), Austria (JAMBA), Latvia (LAA) and Estonia (VESTIFEX). Between December 2025 and end of January 2026, each partner organisation has conducted a total of 3 Focus Groups in their respective country with the following participant groups:

- Job-seekers with Disabilities
- Career Counsellors
- Employers

Additionally, to support effective training delivery to Career Counsellors and Job-Seekers with disabilities, the Framework provides:

- Theoretical foundations for education delivery to learners with disabilities
- Training module content descriptions
- Suggested pre and post-training learners' assessment

## **B. Designing Inclusive, Adaptable and Career-Focused Teaching Methods for People with Disabilities**

The concepts of “teaching methods” and “learning styles”, often used in the field of education, refers to a broad group of theories that attempt to explain how individuals learn information differently from each other (Hattie & O'Leary, 2025). According to this approach, individuals have different preferences in how information is presented, processed and learned. For example, some individuals express that they find the information more understandable when presented visually, while others may prefer verbal expression. Research reveals that individuals can express such preferences and often they can show a certain consistency (Pashler et al., 2008). In the educational literature, therefore, individual differences are addressed through broader concepts such as learning preferences and strategies (Hattie & O'Leary, 2025). This conceptual distinction points to differences on how the individual processes and makes use of information.

However, the literature makes a clear distinction: learners' preferences and the impact of adapting instruction to those preferences are not the same thing (Pashler et al., 2008). In particular, matching hypothesis (the assumption that organising teaching according to an individual's preferred way of learning will increase learning) is widely accepted in educational practices. However, educational processes should take into account the broader cognitive and strategic dimensions of the learning process (Hattie & O'Leary, 2025). This approach emphasizes that learning must be understood through processes that can adapt to different situations.

Conveniently, learning differences between individuals also vary in the context of different disabilities and conditions. Research shows that individuals' learning processes interact dynamically with various factors, such as gender, learning disability, cognitive characteristics, and personal experiences. In this context, individuals may be interested in various learning modalities simultaneously, whether visual, auditory, sensorimotor, or agency support, and these preferences may arise in different ways depending on personal profiles (Aloni et al., 2024). Indeed,

the findings suggest that individuals cannot be reduced to a single learning style, rather they tend to prefer multiple modalities, with meaningful associations between these preferences. However, specific conditions such as learning disabilities can directly shape the learning experience by impacting cognitive processing, organisational skills, social perception, and interaction processes, which can affect individuals' participation and performance in the learning process (Aloni et al., 2024).

However, these differences should not be interpreted as individuals having a fixed and unchanging learning style. On the contrary, the claim that people should consistently adhere to a particular style (one of the basic assumptions of learning styles theories) is not sufficiently supported empirically. In particular, two basic conditions prescribed by these theories are recognised:

- (1) individual's learning style is consistent in different contexts, and
- (2) learning occurs more effectively with appropriate presentation to the preferred style.

However, individuals' learning processes vary depending on context rather than fixed categories (Willingham et al., 2015). Therefore, considering the impact of different types of disability and individual circumstances on learning requires a multidimensional, flexible and context-sensitive pedagogical approach, instead of limiting learning to a single style.

Since the main target group in the ARISE project is career counsellors in addition to people with disabilities (PwD), this pedagogical framework also needs to be addressed through the pedagogical context of the professionals working with these individuals. Indeed, training and professional development of career counselors is directly linked to how theory is associated with practice (theory-practice integration), and effective career pedagogy requires the active participation of counselors in reflective learning processes. In this context, it is important to position career counselors as professionals who can integrate different theoretical approaches (theoretical integration) and adapt these theories to practical contexts (Lauder & Neary, 2024). On the other hand, current studies in career development and employability learning emphasize that capacity building is not limited to the acquisition of specific skills. It is a dynamic process shaped by the individual's identity

development, self-efficacy, and interaction with social contexts. Therefore, the pedagogical framework for career counselors should go beyond understanding the diverse learning needs of individuals to include a holistic approach that addresses learning within a contextual, relational, and process-oriented structure (Healy, 2023).

According to Healy (2023), careers and employability learning processes can be developmental and supportive, as well as include traumatic experiences in specific situations. In particular, situations such as unemployment, failure, uncertainty or sudden life changes can negatively affect an individual's career perception and self-concept. Such experiences can lead to emotional responses, such as frustration, rejection, or hopelessness, making the learning process difficult (Healy, 2023). Therefore, in pedagogical design, it is proposed to create supportive and safe learning environments that also take into account the emotional and psychosocial experiences of people, rather than treating career learning solely as a process of technical skill development. This approach will help career counselors, especially those working with vulnerable groups, reduce the negative impacts that can occur in learning processes and help individuals develop healthier and more sustainable career development processes.

In line with this theoretical framework, pedagogical approaches to the learning preferences of individuals with different types of disability need to be considered in more detail. In the context of career counseling and when working with adult learners, it is important to systematically evaluate the effects of different conditions such as learning /intellectual/sensory/physical disabilities on learning. The ability of career counselors to use flexible, accessible, and adaptive learning methods to take these differences into account is a critical element that strengthens the participation of individuals in educational processes.



## **B.1. Learning Disabilities in Career Contexts: Structuring Adaptive and Multi-Layered Pedagogical Support**

Within this framework, learning disabilities should be treated as neurological-based conditions that affect individuals' learning processes at the level of activity and participation in daily life, let alone their academic performance. As a matter of fact, individuals may face challenges while processing, organising and expressing information. Beyond learning, this situation is also directly reflected in areas such as communication, social interaction and business life. However, as highlighted earlier, these conditions are not homogeneous across individuals.

Capacity building in this case requires support over multiple dimensions, such as cognitive processing (information processing), attention (focus), social interaction, and communication. In particular, difficulties in abstraction and in generalising new knowledge suggest that persons with learning disabilities need more concrete, structured, and step-by-step approaches in their learning experience (Carr, 2018). In the case of adults, it is emphasised that learning disabilities are not merely a school-based problem, but rather a lifelong condition that re-emerges in different ways in the processes of work, social life, and individual development. In this context, pedagogical approaches to be developed for adult learners need to be compatible with andragogical (adult learning-oriented) models based on individuals' previous experience, self-management skills and active participation in educational processes (Price & Shaw, 2000).

Thus, when working with individuals with learning disabilities in the context of career counseling, pedagogical design should not be limited to recognising only individual learning differences; It also needs to develop multi-layered and context-sensitive learning strategies that support the involvement of these individuals in everyday life, the work environment and social contexts. This approach makes it possible to uncover the strengths of people, support compensatory strategies, and relate the learning process to an individual's real-life experiences.

In this context, as emphasised earlier, learning disabilities are directly related to educational strategies and the design of the capacity building environment used in individuals' learning processes. Accordingly, the literature highlights 2 basic approaches that complement each other (Ross - Gordon, 2024):

- (1) learner-centred learning strategies
- (2) restructuring the learning environment

### **a) Learner-Focused Strategies**

For adult learners, the development of individual learning strategies is of critical importance, particularly given the reduction in support mechanisms following formal education:

The key strategies that stand out in this context are as follows:

#### **Developing metacognitive awareness**

It means that the individual develops the skills to plan, monitor and evaluate their own learning process. Supported by the following learning applications:

- Clear identification of learning objectives
- Establishment of regular feedback mechanisms in the process
- Encouragement of reflective studies to evaluate the individual's own learning strategies

### **Creation of structured learning environments**

The fact that the learning process has a clear, predictable and step-by-step structure plays a supportive role, particularly for individuals who struggle with attention and organisation. It is supported by the following practices:

- Division of tasks into small and manageable steps
- Presentation of clear instructions and clear expectations
- Use of planning tools that support time management

### **Direct support of basic learning skills**

Skills such as note-taking, organising information and structuring materials must be explicitly taught. These are supported by the following activities:

- Modeling through sample applications
- Use of visual schemes and guide materials
- Reinforcement of learning strategies with practical applications

### **b) Strengths-Based Approaches**

It is important to support learning processes by building on individuals' strengths. For example:

## **Mind Mapping**

It makes it easier to organise information within a visual and relational structure. The branching out of concepts from a central point and the use of visual elements help learners to understand the information in a more holistic way.

### **c) Psychosocial Support**

The emotional and social dimensions of the learning process are an integral part of pedagogical design.

- Fostering a sense of belonging
- Creating safe and non-judgmental learning environments
- Facilitating learners' access to support resources

These factors play a decisive role, particularly in terms of sustaining motivation and active participation in the learning process.

### **d) Universal Design for Learning (UDL)**

- Engagement: fostering motivation and interest in learning
- Representation: presenting information in different formats
- Action & Expression: enabling participants to express knowledge in different ways

These principles enhance accessibility by presenting learning content in multiple formats and using a variety of assessment methods:

## LEARNING STRATEGIES FOR ADULTS WITH LEARNING DISABILITIES

| STRATEGY AREA                                                                                                                     | FOCUS                                                         | KEY STRATEGIES                                                                                                                                                                                                                                     | PURPOSE / BENEFITS                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <b>1. LEARNER-FOCUSED STRATEGIES</b>            | Strengthening individual learning skills and self-regulation. | <ul style="list-style-type: none"> <li>• Develop metacognitive awareness</li> <li>• Create structured learning environments</li> <li>• Provide direct support for study skills</li> </ul>                                                          |  Enhances planning, organization and independent learning; reduces cognitive load.                     |
|  <b>2. STRENGTHS-BASED APPROACHES</b>            | Building on individual strengths to facilitate learning.      | <ul style="list-style-type: none"> <li>• Use mind mapping (concept mapping) to organize information visually and relationally</li> </ul>                                                                                                           |  Supports understanding of the big picture and leverages visual and kinesthetic strengths.             |
|  <b>3. PSYCHOSOCIAL SUPPORT</b>                  | Addressing emotional and social dimensions of learning.       | <ul style="list-style-type: none"> <li>• Foster a sense of belonging</li> <li>• Create safe and non-judgmental environments</li> <li>• Facilitate access to support resources</li> </ul>                                                           |  Increases motivation, engagement and active participation in the learning process.                    |
|  <b>4. UNIVERSAL DESIGN FOR LEARNING (UDL)</b> | Designing inclusive learning environments for diverse needs.  | <ul style="list-style-type: none"> <li>• Engagement: enhance motivation and interest</li> <li>• Representation: present information in multiple formats</li> <li>• Action &amp; Expression: allow multiple ways to demonstrate learning</li> </ul> |  Makes learning accessible and flexible; supports diverse ways of learning and expressing knowledge. |

## B.2. Intellectual Disability: Dynamics of Learning and Participation

Intellectual disability (ID) is additionally defined by significant limitations in both intellectual functioning and adaptive behavior, including the social and practical skills required in daily life (Bowman & Plourde, 2012). This includes many areas such as language, numerical concepts, social interaction, self-direction, and everyday life skills (Bowman & Plourde, 2012). Therefore, ID, in addition to a difference that can be explained by the "way of learning," is a situation that affects the processes of learning, decision-making and interacting with the environment of the individual holistically.

One of the most critical points in this context is that there is a great deal of heterogeneity between individuals with intellectual disabilities. According to Bowman and Plourde (2012), individuals "cognitive and adaptive skills span a broad spectrum, and each individual's learning process shows unique characteristics". This results in inadequate standardised and uniform learning methodologies; Instead, it requires individualised and contextual approaches.

According to Lisle (2007), one of the important ways to understand these individual differences is to analyze how people receive and process information (sensory input). In particular, evaluations on visual, auditory and kinaesthetic modalities contribute to identifying barriers in the learning process and designing more inclusive training environments. However, Lisle (2007) stresses that such classifications should be used to support individuals in multiple learning pathways.

### 1. Goal-Oriented Learning

The learning processes of people with intellectual disabilities are largely linked to specific and concrete goals (practical goals). These goals are generally directed towards the following areas, which are directly related to everyday life (Bowman & Plourde, 2012):

- acquisition of work skills

- development of daily living skills
- support for individual interests

This suggests that learning, especially in the context of career counseling, should be functional and applied rather than abstract knowledge transfer. At this point, it is stated that capacity building styles should be associated with performance in the work environment, the way an individual learns can directly affect the process of performing work tasks (Colorosa & Makela, 2014).

## **2. Lack of (Limited Life) Experience and Exposure**

An important point highlighted in the literature is that people with intellectual disabilities often have limited life experience. The reasons for this include the following (Bowman & Plourde, 2012):

- social isolation
- limited social participation
- limited opportunities in educational settings

This can directly affect the development of individuals in areas such as "decision making," "problem solving," "social interaction." Therefore, learning processes should also include **experience-building**.

## **3. The Role of the Learning Environment**

Research shows that the learning performance of people with intellectual disabilities depends to a large extent on the learning environment. The following situations, in particular, yield more effective results:

- inclusive environments
- community-based learning
- a combination of different training settings

This approach emphasizes that learning must also occur in the real life of the individual. For example, teaching a skill in the actual environment where it will be used, provides more permanent outcomes and knowledge which remains (Bowman & Plourde, 2012).

According to Lisle (2007), technology-assisted learning (e-learning) can play an important role at this point. Digital tools, especially when visual and auditory elements are used together, make learning more accessible and user-friendly. Such tools function as a "scaffolding" mechanism that facilitates participation in learning, especially for individuals with low levels of literacy.

#### **4. Choice-Making & Self-Determination**

One of the most critical determinants in the lives and learning journeys of people with intellectual disability is choice-making. According to Bush and Tassé (2017), the degree to which individuals are able to make choices in their daily lives is directly related to employment status and independence.

However, many individuals have limited opportunities to: (Bowman & Plourde, 2012):

- setting their own goals
- participating in decision-making processes
- making life choices

Therefore, pedagogical approaches should support the positioning of the individual as an active agent rather than a passive learner. At this point, individuals' understanding of their own learning processes (self-awareness of learning) makes them more active participants. This reinforces the importance of reflective learning and individual-centered planning in pedagogical design (Lisle, 2007).

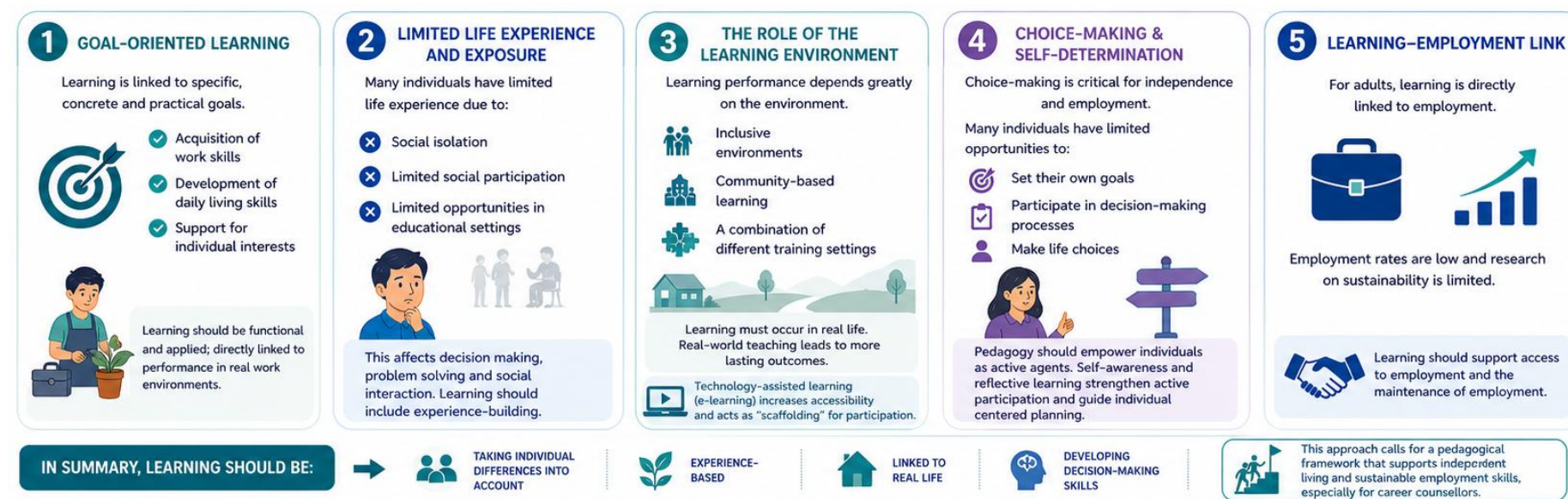
## 5. Learning-Employment Link

For adults, the learning process is directly linked to employment. However, according to Taubner et al. (2022), employment rates among individuals with intellectual disabilities are low, and there is limited research on employment sustainability. In this context, learning processes should be designed to support access to employment and maintenance employment (Taubner et al., 2022).

In general, when these findings are evaluated together, learning in the context of intellectual disability should be considered based on the following elements:

- taking individual differences into account;
- experience-based;
- linked to real life;
- developing decision-making skills

This approach calls for the creation of a pedagogical framework that supports with **independent living and sustainable employment skills**, especially for career counsellors.



At this point, learning processes in the business environment should also be considered from the perspective of performance management. Familiarity of managers and practitioners with different learning styles allows employees to support their learning process more effectively (Colorosa & Makela, 2014). In this context, it is important to communicate directly with individuals, make observations and determine learning preferences using appropriate assessment tools. In addition, performance management approaches change over time from being a solely assessment-oriented system to a more holistic structure that addresses learning, career development and performance together. Feedback in this process stands out as one of the key components of learning. Providing more specific feedback, especially in the early stages of capacity building, supports individuals' performance. However, it is stated that learning styles are not only limited to cognitive preferences, but are also closely related to an individual's behavior. Therefore, in the design of learning processes it is necessary to take into

account the forms of learning, as well as the behavioral patterns associated with them. This approach, especially in the context of Human Resource Development (HRD), helps reduce the barriers individuals face in educational processes and supports more effective performance in the workplace (Colorosa & Makela, 2014).

When these findings are evaluated together, as a conclusion, learning in the context of intellectual disability, seems that it should be considered within a structure that takes into account individual differences, supports multisensory capacity building, is experience-based and connected to real life. At the same time, this process should encourage the individual to understand their own way of learning and participate more consciously in the learning process. This approach, especially in terms of career counsellors, goes beyond simply supporting individuals with knowledge; Independent living necessitates the creation of a holistic pedagogical framework that develops self-management and sustainable employment skills.

### **B.3. Sensory Disabilities in Learning: From Access to Information to Employment Outcomes**

Sensory disabilities include visual impairment, hearing impairment, and deafblindness, which is a combination of both. The learning processes of these individuals are directly related to how information is obtained and processed from the environment. Therefore, the capacity building process should be considered in a broader framework that centers around the dimensions of access to information, communication, and interaction (Bruce et al., 2017).

In this context, one of the key elements that determines the learning experiences of persons with sensory disabilities is the high level of diversity (heterogeneity) between individuals and their individual needs/conditions. Factors such as the degree of hearing loss, the forms of communication used, educational background, and access to support services directly influence training processes (Bruce et al., 2017).

However, the level of access of individuals to vocational training processes and the way in which they participate in these processes plays a decisive role in learning outcomes (Beadles et al., 2000).

One of the most critical dimensions of learning in the context of sensory disabilities is the issue of accessibility. The fact that the tools used in learning and evaluation processes are not suitable for the sensory characteristics of the individual, may prevent the learner from revealing his true capacity (Bruce et al., 2017). This situation becomes more pronounced, especially in the process of vocational training and acquisition of business skills; Because, when appropriate support and adaptations are not provided, the gains of individuals from educational processes may be limited (Beadles et al., 2000).

However, sensory disabilities play an important role in the learning processes of individuals (lack of incidental learning). The limited knowledge gained through observation in everyday life requires that the learning process become more structured and direct, especially for individuals with vision and hearing loss (Bruce et al., 2017). This makes it necessary to present learning in a more open, systematic and supportive way.

From the perspective of adult learners, learning process among people with sensory disabilities are directly related to employment outcomes. The study of Beadles et al. (2000) shows that participation in VET processes increases the likelihood of individuals finding and remaining in employment (Beadles et al., 2000). At the same time, it is emphasised that it is important to provide assistive technologies (AT), adapted working conditions and support services for people to be successful in the business environment. This suggests that learning processes should focus on developing skills that enable compliance with the business environment.

On the other hand, persons with sensory disabilities face various structural barriers in their career development. According to Lindstrom et al. (2013), early career phases are marked by multilayered barriers such as limited work experience, low expectations, lack of access to

educational opportunities, and discrimination at work (Lindstrom et al., 2013). These factors can negatively affect the continuity of professional development along with access to employment.

Therefore, learning processes in the context of sensory disabilities should not focus solely on developing individual skills; It should also be designed to support persons to overcome the structural and environmental barriers they face in the transition from education to employment. This approach, especially in the context of career counseling, requires that capacity building is addressed in conjunction with the individual's living conditions, environmental opportunities, and job market realities.

The structure in the image below, proposed by Lindstrom et al. (2013), systematically reveals the key points that support learners' career development, strategies that correspond to these areas, adaptable to different types of disability and describes a holistic approach that addresses learning and career development together with environmental supports and system-level applications:

| Category                                      | Strategies                                                                                                                                                                                                                                                                          |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Individual Skills &amp; Attributes</b>     | <ul style="list-style-type: none"> <li>• Develop problem-solving, goal-setting, and time management skills</li> <li>• Promote disability awareness and understanding of accommodations</li> <li>• Support self-advocacy, proactive communication, and self-determination</li> </ul> |
| <b>Career Exploration</b>                     | <ul style="list-style-type: none"> <li>• Use self-assessment tools to identify strengths and interests</li> <li>• Provide exposure to diverse career paths and labor market insights</li> </ul>                                                                                     |
| <b>Work Experience</b>                        | <ul style="list-style-type: none"> <li>• Facilitate early work experiences in school and community settings</li> <li>• Ensure strong person-environment fit in job placements</li> <li>• Prioritize higher-skill initial job opportunities</li> </ul>                               |
| <b>Postsecondary Education &amp; Training</b> | <ul style="list-style-type: none"> <li>• Explore education and vocational training pathways</li> <li>• Support application processes for higher education programs</li> <li>• Encourage use of disability services and accommodations</li> </ul>                                    |
| <b>On-the-job Supports</b>                    | <ul style="list-style-type: none"> <li>• Facilitate access to mentors and role models</li> <li>• Encourage peer support and affinity groups</li> <li>• Promote use of assistive technologies and workplace accommodations</li> </ul>                                                |
| <b>Employer Engagement</b>                    | <ul style="list-style-type: none"> <li>• Provide information on disability laws and inclusive practices</li> <li>• Encourage inclusive hiring, retention, and promotion strategies</li> </ul>                                                                                       |

### **B.3.1. Deaf Learners: Language, Communication, and Agency in Learning and Career Development**

It is actually a significant mistake to assess deaf individuals solely in terms of limited auditory access within learning processes. Indeed, deaf individuals are also characterised by differences in language development, modes of communication, and ways of accessing information. The fact that digital and traditional learning environments are largely designed on an auditory basis stands out as one of the key factors limiting the equal participation of these individuals in capacity building processes (Rutledge, 2025). Therefore, training approaches for deaf individuals are shaped around the question of what channels information can be accessed through, rather than how information is presented.

In this context, one of the most critical issues of deaf individuals' learning experiences is language and communication. Research shows that early language deprivation has long-term effects on literacy and academic development (Rutledge, 2025). This means that learning processes should not be limited to content transfer alone; It also reveals that it is directly related to how the individual acquires and uses language. Therefore, in pedagogical design, it is critical that learning materials are presented in visual and sign language-based forms.

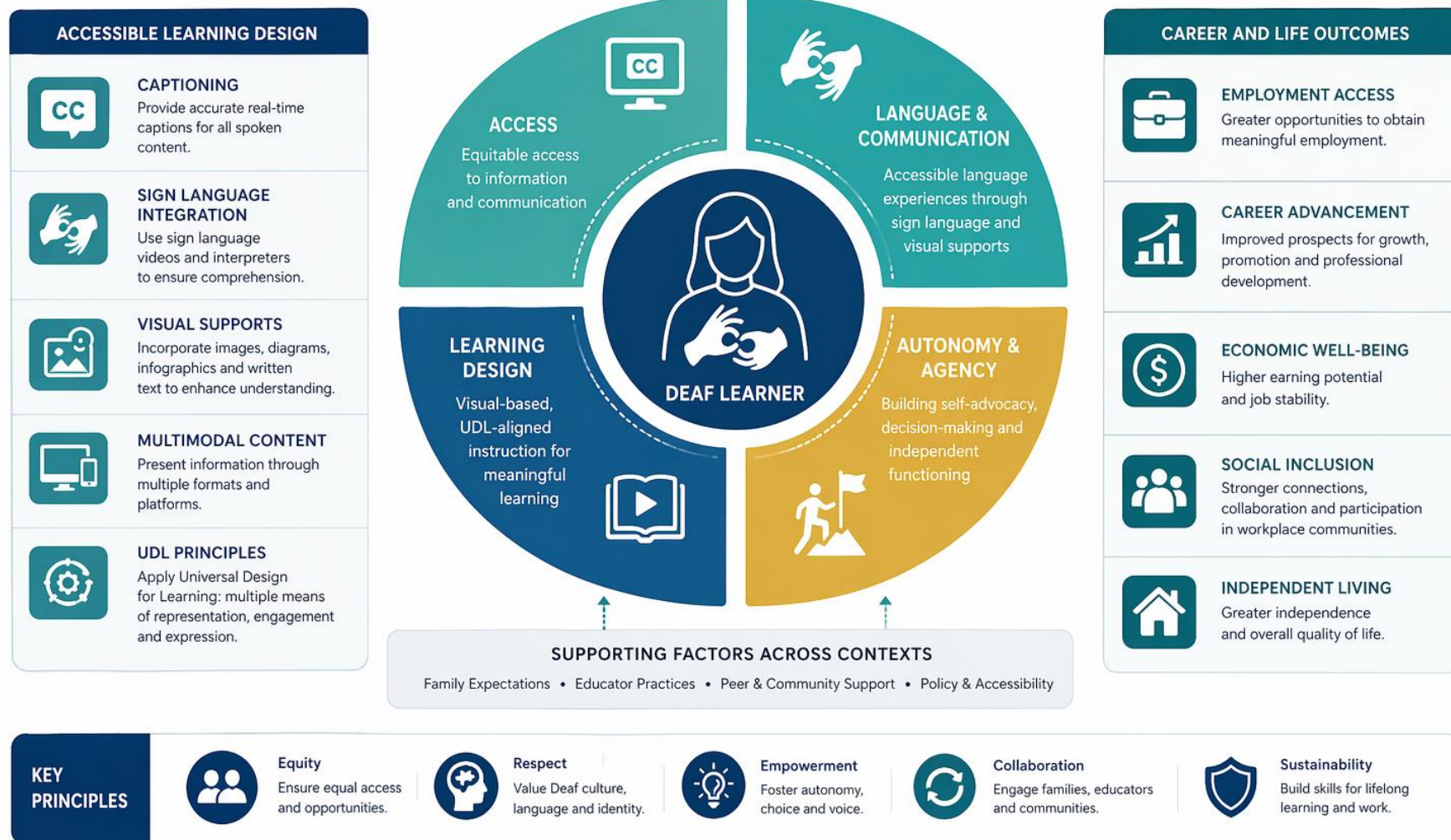
Another defining feature of learning for deaf individuals is the dependence on visual-based learning processes. Visual content, captioning, sign language videos and interactive digital tools stand out as essential tools in making the learning process accessible. In particular, within the scope of the UDL approach, presenting information with multiple means of representation is considered as an important strategy that increases the active participation of deaf individuals in learning processes (Rutledge, 2025). Therefore, learning must be structured through different sensory channels.

However, it is an illusion that deaf individuals evaluate learning processes only with educational environments. These processes are directly related to career development and employment outcomes. Studies examining the relationship between education and employment reveal that employment and income levels remain lower compared to the general population, although certain advances have been observed in the educational levels of deaf individuals (Punch, 2016). Consequently, structural and environmental barriers play an important role in the transfer of skills acquired in learning processes to business life.

One of these obstacles is communication-based difficulties. Processes such as meetings, trainings and social interactions in business environments can be limiting in terms of access to information for individuals with hearing impairments. In addition, access to social networks at work, informal information sharing, and interactions critical to career progression may also be limited (Punch, 2016). This shows that career development is closely related to the availability and quality of the communication infrastructure.

On the other hand, individual agency and autonomy levels play a decisive role in the career development of deaf individuals. Research shows that persons who develop high levels of autonomy are more actively involved in job search processes. As a result, they are able to make more informed decisions toward their career goals and achieve sustainable employment outcomes (Garberoglio et al., 2017). However, the processes by which deaf individuals develop this autonomy can often be constrained by factors such as communication barriers, limited access to information, and low expectations (Garberoglio et al., 2017).

When considered within this framework, pedagogical approaches for individuals with hearing impairments should not focus solely on the production of accessible content; It should also include processes for improving individuals' skills in self-advocacy, decision-making and independent functioning. Indeed, studies that address the processes of education, employment, and independent living together show that these skills play critical roles in the transition of individuals into adult life (Appelman et al., 2012).



This framework synthesizes evidence from Rutledge (2025), Appelman et al. (2012), Punch (2016), and Garberoglio et al. (2017).

## **Accessible Digital Learning Ecosystems: The Role of E-learning, AR and VR in Career Education for Deaf and Hard-of-Hearing Individuals**

In the context of career training for deaf and hard-of-hearing individuals, digital learning technologies stand out as critical tools that directly affect access to learning, engagement, and transferability of learning outcomes. Technologies such as e-learning, augmented reality (AR) and virtual reality (VR) in particular have the potential to transcend the limitations of auditory-based learning environments, making the capacity building process visual, interactive and based on multiple forms of representation.

### **a) E-Learning: Structured and Accessible Learning**

When e-learning systems are designed in accordance with the learning profiles of persons with hearing impairments, they significantly increase the continuity and intelligibility of educational processes. Research shows that deaf individuals particularly prefer modules with structured content continuity, embedded questions, and practice-based learning (Pappas et al., 2018).

However, visual materials, descriptive videos, and graphic-assisted content make learning more effective and enhance the user experience (Pappas et al., 2018). This suggests that e-learning environments are pedagogical tools that must be designed to be responsive to the cognitive and communicative needs of deaf individuals.

### **b) Augmented Reality: Contextual and Interactive Learning**

Augmented reality is a technology that combines digital content with the real world to make learning more contextual and visual. This feature contributes to the acquisition of professional knowledge and skills in a more understandable and applicable way, especially for deaf individuals who rely more on visual learning. Research shows that AR practices increase motivation, interaction, and learning performance in

deaf and hard-of-hearing individuals (Fernandes et al., 2023). In particular, 3D visuals supported by sign language and content offered through marker-based systems facilitate the learning of technical concepts and allow individuals to develop applied skills. This situation stands out as an important element that supports the transfer of the information learned in the context of career education to the business environment (learning transfer).

However, the effectiveness of AR technology depends on some limitations. In particular, physical disturbances in the use of head-mounted displays (HMD), difficulties in the use of mobile applications and difficulties in understanding the visuals in the first stage can indirectly affect the learning process (Fernandes et al., 2023). Furthermore, the short-term nature of most of the available studies suggests that the impact of AR on long-term career outcomes is yet to be studied at a limited level.

In this context, AR technology can be considered as a tool that supports the development of professional skills for deaf individuals and the transition to business life. But the realisation of this potential depends on integrating technology with accessible, visual-based and user-friendly pedagogical approaches.

### **c) Virtual Reality: Experiential and Safe Learning Environments**

VR and XR technologies make the learning experience more immersive, allowing learners to be exposed to complex skills in safe and controlled environments. This feature offers a significant advantage that strengthens learning transfer, especially in occupations that require tech skills.

However, while the literature highlights potential benefits of these technologies for deaf individuals, it also reveals that there are still areas which need to be improved in terms of comfort of use, accessibility and design standards. When these findings are evaluated together, it is seen that e-learning, AR and VR technologies also assume a transformative role that reconstructs the learning process.

These technologies enable learning to take place in a visual, interactive and individualised manner, contributing to deaf individuals developing professional skills, adapting to the work environment and participating more actively in career development processes. Therefore, the integration of digital learning tools under the pedagogical framework should be treated as a strategic component in line with the objectives of accessibility, meaningful learning and sustainable employability.

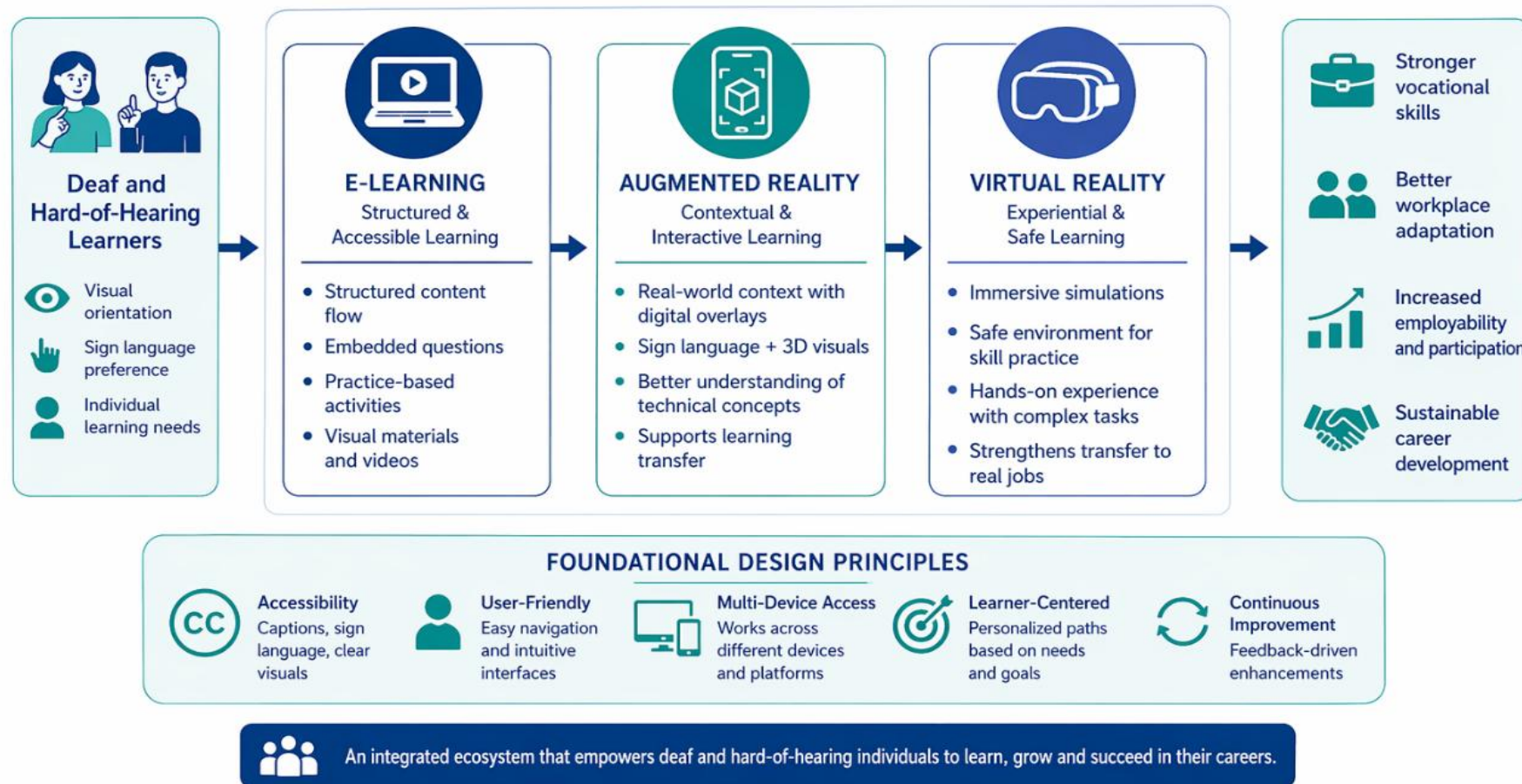
With all this in mind, the effectiveness of career guidance processes for persons with hearing impairments depends on the simultaneous re-establishment of three basic conditions:

- The systematic development of low self-efficacy and limited self-advocacy skills stems from individuals' experiences of historical exclusion, since active participation in career decisions-making is enabled by the support of these skills;
- Instead of an indirect and fragmented presentation of career information, the transfer of it through direct and meaningful interactions appropriate to the linguistic and cognitive context of the individual, since the form of communication emerges as the critical variable that determines the applicability of learning;
- The treatment of career development not as an individual process, but as a multi-layered structure shaped by role models, social support networks, and cultural context, since the absence of these elements weakens the transition between learning and employment.

In this context, designing guidance processes as an experience that integrates with linguistic accessibility, cultural recognition and real-life contexts, rather than a service that offers only information, emerges as a decisive requirement for learning to become tangible career outcome (Quirke & Mc Guckin, 2024).

# Accessible Digital Learning Ecosystems

The Role of E-learning, AR and VR in Career Education for Deaf and Hard-of-Hearing Individuals



### **B.3.2. Learners with visual impairments: Assistive Technologies, Mobility, and Career Transition**

Visual impairments require special attention in terms of pedagogical design because of the obstacles people face in their professional development and transition to employment. The literature reveals that blind or partially sighted individuals face significant challenges in the process of finding, staying, and advancing their careers, which directly affects their employment rates (Eseadi, 2024; Kirchner et al., 1997). Therefore, the pedagogical approach needs to include skills that are not only limited to learning outcomes, but also support the individual's transition to work life.

In this context, learning processes for career development should include accurate assessment of individuals' skills, the strengthening of independent-living skills and the capacity to adapt to the work environment. In particular, orientation and mobility and access to transport systems are among the critical factors that directly affect labor participation. However, early support in the direction of job interview skills and preparation for the work environment, facilitates individuals' career transition processes (Eseadi, 2024).

On the other hand, access to employment is also shaped by structural and institutional factors. Research shows that employer attitudes, lack of access to information, and limited job opportunities significantly affect the labor inclusion of visually impaired individuals. Therefore, the pedagogical framework needs to be addressed within a structure that strengthens communication and collaboration between the individual, employer and support services through career counseling processes (Kirchner et al., 1997).

At the same time, it is seen that psychosocial processes are also decisive in the career development of visually impaired individuals. In particular, resilience, relatability and a proactive approach to capacity development are associated with career success and sustainability.

However, it is emphasised that the use of (assistive) technology supports individuals' inclusion into the business environment (Bhaskar et al., 2022).

In line with these findings, the pedagogical framework requires a holistic approach that addresses the following areas together:

- development of individual skills,
- capacity for independent living and mobility,
- psychosocial processes,
- multi-stakeholder support mechanisms.

This approach contributes to the creation of structures that support the transition into working life and sustainable career development. It should therefore be carefully assessed by career counsellors.

### **Assistive Technologies: Pedagogical Integration for Career Development of Individuals with visual impairments**

Assistive technologies for blind or partially sighted individuals are key components at the heart of capacity building and labor processes. Research shows that, especially as digital skills become increasingly critical in business, the use of AT has become a prerequisite for access to employment (McDonnall et al., 2023). This suggests that the pedagogical framework should focus on developing skills that will enable people to use such technologies effectively.

In this context, the relationship between AT use and employment also emerges at the level of performance and job fit. Mobile assistive technologies (for example, smartphones and optical character recognition (OCR) applications with screen readers) allow persons with vision loss to perform tasks that were previously difficult or impossible independently, and this increases the job performance and autonomy. At the

same time, the use of these technologies positively impacts employers' perceptions of individuals' ability to perform diverse tasks, increasing employability (Babu & Heath, 2017).

However, effective use of AT does not occur automatically. The literature shows that while many visually impaired individuals have a high self-efficacy perception in using AT, they need additional training, especially for technologies used in the business environment. In particular, tools such as screen reader, OCR and computer access technologies are among the most widely used, but systematic learning processes are needed for their effective use (McDonnall et al., 2023).

On the other hand, one of the major limitations to the use of AT in the business environment is environmental incompatibilities rather than the technology itself. Research shows that factors such as inaccessible software, incompatible digital documents, and lack of integration of systems in the workplace with AT directly affect the job performance of individuals (McDonnall et al., 2024). This suggests that the pedagogical approach should focus on providing workplace-aligned learning experiences that simulate the actual work environments people will encounter.

When evaluated within this framework, assistive technologies pedagogically assume 3 basic functions:

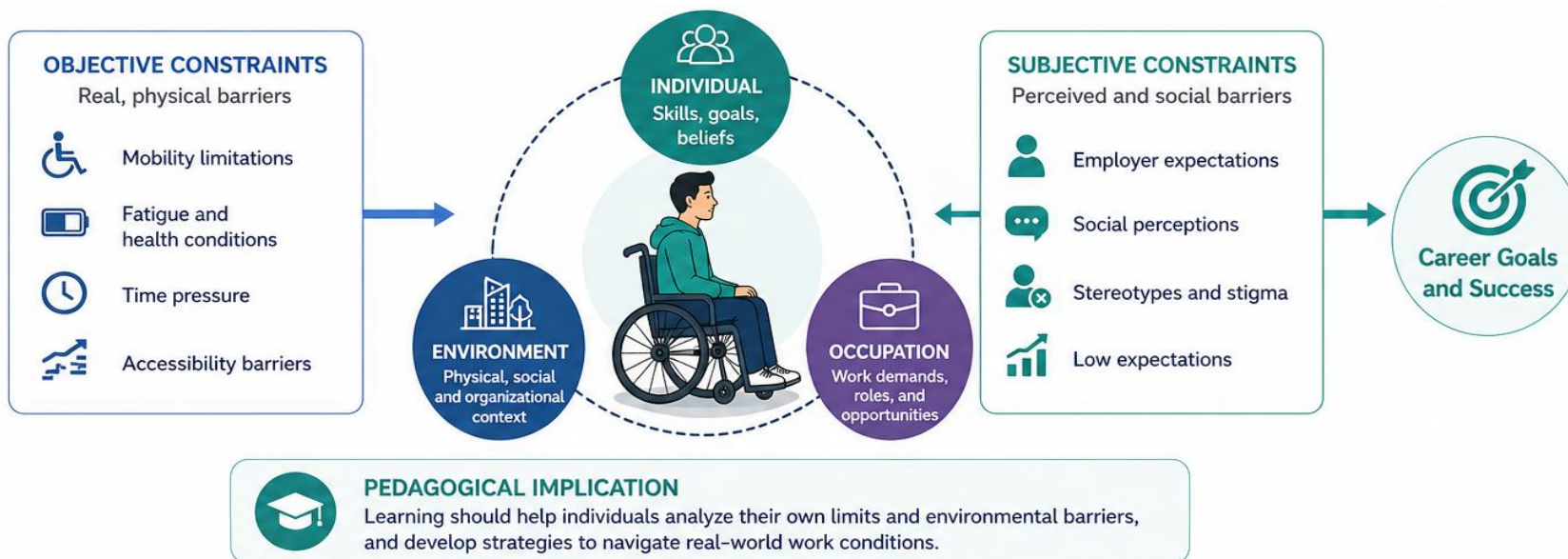
- enabling access to information
- supporting task performance
- enabling the individual to function independently in the workplace.

Thus, the pedagogical framework should treat the use of AT as an integrated (supportive) part of the learning process of persons who are blind or have low vision. This approach provides a structure that supports individuals to take part effectively and sustainably in real business contexts as well.

## B.4. Physical Disabilities in Learning and Career Development

In the context of physical disabilities, career development is shaped by the person-environment-occupation interaction. Within this framework, the career goals of individuals are determined by both concrete physical limitations and environmental and social factors. Objective constraints (e.g., mobility, fatigue, time pressure) and subjective constraints (e.g., employer expectations and social perceptions) faced by people, especially in the early career period, should be evaluated together (Feldman, 2004; Cheatham & Randolph, 2020). Addressing these two dimensions together requires that pedagogical design focus only on the "what to learn" question, as well as on the circumstances in which the individual can use this knowledge. Therefore, in learning processes, it is recommended to include structured reflective studies in which individuals can analyze their own limits and environmental barriers.

One of the most critical challenges faced in employment processes is that the physical barrier often shows a variable and unpredictable structure. Especially for individuals with chronic conditions, energy levels, pain level, or functional capacity may change during the day, which can directly affect work performance (Graham et al., 2018). This finding, together with the "difficulties in transitioning from structured education to a less structured work environment" highlighted by Cheatham and Randolph (2020), reveals an important result in terms of pedagogical design: it is not enough for individuals to learn to perform only certain tasks. In addition, it needs to develop the ability to manage variable performance conditions. Accordingly, skills such as flexible task planning, energy management and alternative work strategies should be taught systematically in learning processes.



Another critical element prominent in career development is the perceptions of inequality and discrimination that individuals experience in the work environment. Villanueva-Flores et al. (2014) show that the inequality, as individuals compare themselves with other employees, translates directly into discrimination, which in turn has a decisive effect on job satisfaction. This finding, combined with Bartram and Cavanagh's (2019) emphasis on the concept of inclusion in the business environment, provides the critical pedagogical conclusion that individuals need to be able to recognize organisational structures, expectations, and possible inequalities. For this reason, in career training, it is recommended to prepare individuals for such situations through business environment simulations, role-play and organisational scenarios.

The transition from education to employment is one of the most vulnerable stages for individuals with physical disabilities. Cheatham and Randolph (2020) demonstrate that individuals exhibit significant differences in key life transitions (such as completing education, participating in higher education and securing employment) depending on the type and severity of their condition. When this finding is considered alongside the lack of social support, family influence and mentoring highlighted by Lindsay et al. (2017), it becomes clear that the transition process is not merely a matter of individual preparation. Consequently, the pedagogical framework must incorporate a multi-layered structure that supports the transition process. In particular, peer mentoring and e-mentoring programmes enhance career awareness and support the development of self-efficacy by enabling individuals to learn from real-life experiences. Such approaches ensure that learning is approached as an experiential and social process.

Within this overall structure, gender size constitutes a decisive differentiation area in terms of professional growth. Lindsay et al. (2017) show that women have lower employment rates in the context of physical disabilities, work for lower wages, and have more limited access to career advancement opportunities. This finding was made by Villanueva-Flores et al. (2014) found that gender-based disadvantages cannot be explained by single factors alone. In particular, aspects such as family expectations, caring responsibilities, and low career prospects stand

out as structural limitations to women's career development (Lindsay et al., 2017). Therefore, the pedagogical approach needs to include content that supports individuals to recognize these differences and develop their own career strategies accordingly.

Finally, the role of VET systems is critical in making this multidimensional structure pedagogically applicable. VET programs not only enable the development of technical skills, but also support individuals to become socially accepted in the business environment, to take part in the team, and to develop independence (Bartram & Cavanagh, 2019). However, the failure of employers to adequately understand the needs associated with disability stands out as one of the most important limiting aspects of this process (Bartram & Cavanagh, 2019). Therefore, the pedagogical framework needs to be addressed within a structure that indirectly targets employers and institutions.

The learning experience in the context of physical disabilities is shaped more by the accessibility of the physical environment in which the individual resides than by his or her individual capacity, the proficiency of educators in inclusive practices, and the level of participation of learners in the learning environment. In this regard, the table inspired by Pal's (2025) work is as follows:

| <b>PEDAGOGICAL DIMENSION</b>                   | <b>OBSERVED BARRIER</b>                                 | <b>PEDAGOGICAL IMPLICATION</b>                                                     |
|------------------------------------------------|---------------------------------------------------------|------------------------------------------------------------------------------------|
| <b>Physical Environment</b>                    | <b>Stairs, narrow doorways, inaccessible classrooms</b> | <b>Learning environments must be physically reachable to support participation</b> |
| <b>Learning Participation</b>                  | <b>Spatial design limits movement and interaction</b>   | <b>Learning design should enable mobility and active engagement</b>                |
| <b>Educator / Career Counsellor Competence</b> | <b>Limited training in inclusive practices</b>          | <b>Training should include inclusive and disability-aware approaches</b>           |
| <b>Learner Involvement</b>                     | <b>Low involvement in environment design</b>            | <b>Individuals should be actively involved in shaping learning environments</b>    |
| <b>Access to Resources</b>                     | <b>Limited access to learning materials and tools</b>   | <b>Resources should be adapted to ensure accessibility</b>                         |
| <b>Institutional Priority</b>                  | <b>Accessibility not sufficiently prioritized</b>       | <b>Accessibility should be integrated into institutional planning</b>              |

## B.5. Universal Design for Learning in Inclusive and Career-Oriented Education

Universal Design for Learning is a holistic design framework that aims to systematically reduce the barriers that individuals face in learning, engagement and performance processes. This approach redefines the concept of "disability" by focusing on the design of the training environment, rather than attributing the difficulties encountered in the learning process to the inadequacy of the individual (Rao et al., 2023). This perspective aligns directly with the finding highlighted by Almeqdad et al. (2023) that mismatches between the curriculum and learners are one of the primary sources of learning difficulties. Consequently, UDL aims to structure learning design from the outset to accommodate diverse needs.

The learner variability approach, which lies at the heart of this framework, acknowledges that individuals' learning styles and needs vary significantly and places these differences at the centre of pedagogical design (Rao et al., 2023). Similarly, the UDL principles of representation, engagement, and action & expression target the "what", "why" and "how" dimensions of capacity building respectively, enabling persons to perceive information in different ways, engage with learning, and express what they have learnt (Almeqdad et al., 2023). This multi-modal framework is supported by the finding highlighted by Roski et al. (2021) that monomodal teaching approaches create barriers to training by relying on the assumption of the "average learner". Consequently, UDL makes learning accessible through multiple pathways rather than a single format, thereby facilitating more effective participation in training processes for individuals with various disabilities.

This multi-structure approach of UDL plays a critical role, especially in the context of career and employment. While individuals are expected to adapt quickly in organisational learning and professional development processes, standardised training models may be insufficient to meet this need. Selseleh et al. (2024) shows that the implementation of UDL in the context of organisational training makes capacity building processes more accessible and improves employee learning experiences. When this finding is evaluated together with

Pittman and Heiselt's (2014) emphasis that accessibility in online environments should be addressed at the beginning of the design process, it is seen that UDL offers a proactive approach in professional growth processes. This approach increases the applicability of learning by pre-emptively reducing the barriers that individuals may face in the transition to the business environment.

Research shows that UDL practices **increase learner engagement, motivation to learn, and persistence of learned knowledge** (Selseleh et al., 2024; Almeqdad et al., 2023). This suggests that the impact of UDL on career-oriented learning is not limited to access. This is becoming especially important in the context of work-integrated learning (WIL). Because WIL experiences are critical learning processes that directly affect individuals' transition to the world of work. Rao et al. (2024) reveals that integrating UDL principles into WIL environments makes learning experiences of individuals from different backgrounds more inclusive and supports career readiness processes. According to these findings, learning environments should be designed in connection with actual work experiences.

On the other hand, the literature also points out some limitations regarding the implementation of UDL. Especially Roski et al. (2021) note that the multilayered structure of UDL can create uncertainty in practice, and it is not clear which components have a greater impact on learning outcomes. In this case, Almeqdad et al. (2023)'s meta-analysis together with its findings reveal that UDL must be applied systematically and in a balanced manner in order to be effective. It is also emphasised that the UDL should not remain merely a theoretical framework, but should be supported by concrete pedagogical practices (Selseleh et al., 2024).

One of the most critical contributions of UDL is its ability to relate learning processes to an individual's real-life and work experiences. Rao et al. (2024)'s findings in the WIL context reveal that incorporating learner voice and individual experiences into learning design enables individuals to participate more actively in career development processes. This approach, together with Pittman and Heiselt (2014)'s findings that accessible design should be an integral part of the learning process, suggests that UDL also offers a framework that reconstructs learners' career pathways.

Finally, the role of the UDL within the pedagogical framework is not limited to merely providing flexibility and accessibility; It also signifies a more fundamental transformation in how training environments are designed. Considered in conjunction with inclusive pedagogy, the focus of UDL is to create meaningful and participatory learning experiences for everyone by re-constructing capacity building, rather than adapting individuals to the current system (Sanger, 2020). From this point of view, Cole et al. It also coincides with the findings of (2024). Especially when real-world activities, hands-on experiences, and accessible teaching methods are used, learning becomes more effective in terms of both neurodivergent individuals and other groups of learners (Cole et al., 2024).

When these two approaches are taken together, the real power of UDL becomes clearer: there is a shift from a system that adapts learning to individual differences later, to a more inclusive understanding of design that accepts those differences from the outset and is shaped accordingly. Especially in the context of career and employment, this transformation is of great importance. Because it's not just about access to learning; At the same time, the knowledge learned can be used in real business environments, sustainability and active participation of the individual in this process. UDL stands out at this point as a fundamental approach that strengthens the link between learning and real life.

## B.6. Artificial Intelligence in Learning and Career Development

Artificial Intelligence (AI) can be considered as a system that can reshape the organisation of learning in the educational and career development processes. The literature shows that AI-powered learning environments can transform learners' experiences from static structures to dynamic systems that can be tailored to performance, emotional state, and individual needs (Ahmed et al., 2025). This structure has the potential to increase access to capacity building and support educational continuity, especially in terms of diverse disability groups.

Personalisation in this context is not limited to content adaptation alone, but can encompass the entire learning process. AI systems can reconstruct the learning experience by evaluating learning speed, performance, and emotional responses together (Ahmed et al., 2025). This multidimensional structure can support the transfer of learning to the business environment and strengthen application-oriented learning, especially in career development processes.

The adaptive capacity of AI stems from data-based operating principles. Patterns from large data sets can enable analysis of individuals' learning needs and career orientations (Wilson et al., 2022). This can contribute to providing more targeted and appropriate recommendations to career guidance processes. However, when data representation is limited, the scope of recommendations may also be narrowed; therefore contextual evaluation is important.

From a pedagogical point of view, the combination of AI systems with UDL can create more inclusive learning environments. Take Song et al. (2024) shows that structuring AI-powered learning with dimensions of representation, engagement, and action & expression can increase the participation of different groups of learners in the process. This structure can contribute to making learning more flexible, accessible and individual-oriented.

The role of AI in the context of career guidance can extend beyond learning to decision support processes. AI systems can offer career paths through labour market information and facilitate the evaluation of these options (Wilson et al., 2022). However, the data-based nature of these systems may risk reproducing existing inequalities; the ethical dimension should therefore be treated as an integral part of pedagogical design.

The literature also draws attention to some limitations. Lack of transparency, failure to fully explain decision processes, and potential biases are among the key elements to note in the use of AI systems (Wilson et al., 2022; Ahmed et al., 2025). In this context, it becomes important that users can critically evaluate these systems.

As a result, when current studies are evaluated together, adaptive learning systems can support learning and career development through UDL-based pedagogical structure and data-driven decision processes. The effective emergence of this potential may depend on the combined consideration of pedagogical design, ethical awareness and contextual implementation processes.

## B.7. Large Language Models: A New Era in Learning and Their Connection to Career Counselling

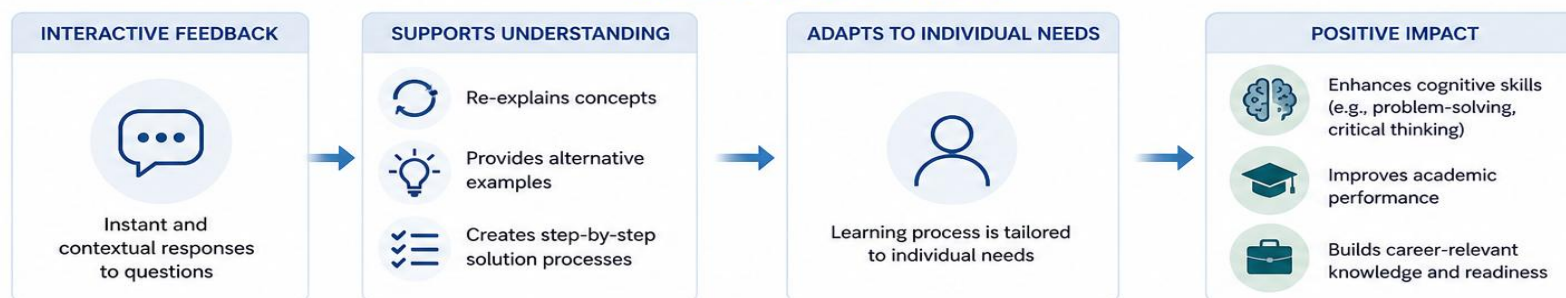
In Large Language Models (LLMs), ChatGPT and similar generative AI systems (Gemini, Claude, MistralAI, etc.) can be treated as interactive systems that cannot only be limited in their learning processes as tools for content production, but can also reconstruct the relationship between capacity building and career development. The transformer architecture and pre-training processes underlying these systems enable context-aware generation capacity and enable the learning approach to proceed in dynamic interaction with the user (Kasneci et al., 2023). This structure can transform learning from one-way knowledge transfer into an ever-forming dialogue process.

The impact of this transformation on learning can be understood more clearly, particularly through mechanisms of interactive feedback (immediate and contextual feedback). ChatGPT can re-explain concepts, provide alternative examples and create step-by-step solution processes by responding instantly to the user's questions. Such interactions can support the adaptation of the learning process to individual needs. Dahri et al. (2024) demonstrate that the use of ChatGPT has a significant effect on cognitive skills and supports the development of career-relevant knowledge. The same study highlights the link between cognitive development and academic performance and career readiness, suggesting that these interactions within the learning process may indirectly contribute to career readiness.

The mechanism behind this contribution is linked to the way the system is integrated into the learning process. Rather than merely producing results, ChatGPT develops explanations, offers alternative solutions and refines its responses based on user feedback. This structure can support the process of active engagement and enable individuals to steer their own learning process. Kasneci et al. (2023) note that such

interactions may be particularly linked to problem-solving and critical thinking skills. These skills are directly related to the processes of analysis, interpretation and decision-making, which are considered fundamental in the context of career counselling.

### 1. LLMs ENHANCE LEARNING



### 2. HOW LLMs STRENGTHEN THE LEARNING PROCESS



### 3. CHALLENGE: FRAGMENTED CAREER GUIDANCE TOOLS



This link between capacity building and professional growth is becoming more tangible with the integration of AI systems into career counseling processes. It is stated that traditional career guidance tools (resume builder, interview preparation, skill analysis) often work independently of each other and this creates inefficiency in an individual's planning. The CareerAI model as a "good practice" offers a holistic approach that combines components such as resume optimisation, skill gap analysis and industry insights into a single system by eliminating this fragmented structure (Srivastav & Singh, 2025). Such systems can create a structure that makes it possible to transfer learning outcomes directly to employability processes.

How this integration works can be explained through the data processing and decision-support mechanisms of AI systems. In the case of CareerAI, data collected from the user (skills, interests, target industry) is processed and matched with job market trends, resulting in the generation of personalised recommendations (Srivastav & Singh, 2025). In this process:

- Neuro linguistic programming (NLP)-based systems compare job descriptions with user profiles
- skill extraction identifies missing competencies
- AI-driven CV generation optimises application materials

In the context of career counselling, the role of these systems becomes even more pronounced, particularly through simulation-based interaction. ChatGPT can enable individuals to practise their professional skills by creating interview simulations, professional correspondence and work scenarios. Dahri et al. (2024) demonstrate that such applications establish a direct link between capacity building and career preparation and can support the development of employability skills. Furthermore, NLP-based systems can perform text analysis during CV creation, cover letter generation and job matching processes, thereby providing individuals with more targeted and context-sensitive recommendations (Wilson et al., 2022).

However, the integration of these systems into career processes can pose some critical risks. In particular, the use of GPT-based systems for resume screening in hiring processes has the potential to produce bias while enabling the automation of decision mechanisms. A resume audit study shows that adding the information associated with disability to the CV can lead to a lower ranking of the candidate. This suggests that AI systems can reproduce social biases from training data.

Similarly, AI-based career recommendation systems can in some cases offer recommendations based on a medical model of disability perspective and produce outputs that can limit an individual's potential (Werner et al., 2026). Such limitations suggest that the recommendations offered by AI systems may not always be inclusive and context-sensitive.

These limits make the importance of the human factor in career counseling processes more visible. Fulmer et al. (2026) highlights that career counselors find AI systems useful in terms of accessing information and reducing workload, but elements such as empathy, trust relationship, and individual bonding require human interaction. This suggests that positioning ChatGPT as a tool that complements human expertise in career counseling processes may be a more sustainable approach.

As a result, ChatGPT and its derivatives can offer a structure that can establish a multi-layered connection between the processes of career counseling and employability. When current studies are evaluated together, it is seen that such systems can contribute to career readiness processes by supporting cognitive development, facilitate the development of professional skills with scenario-based interactions, and support career decisions with data-based analysis. However, considering factors, including bias, ethical limitations, and the need for human interaction, the use of these systems structured within a pedagogical and ethical framework can stand out as a more balanced approach.

Finally, it is essential to build on this comprehensive pedagogical and theoretical foundation by grounding these insights in empirical evidence reflecting the real-life experiences of people with disabilities, career counsellors, and employers. The theoretical foundation has outlined inclusive, adaptive, and technology-enhanced learning approaches to education delivery, and consequently, the practical implementation of such a framework requires a deeper understanding of the challenges, expectations, and systemic barriers encountered in real-world employment contexts. More specifically, the increasing role of AI in recruitment and career development processes introduces both new opportunities and critical concerns that must be addressed through an evidence-based education design. To support this, the ARISE Project partnership has implemented EU-wide qualitative research, the results of which have informed the development of tailored, narrowly targetted training modules and micro-learning resources as part of a responsive, inclusive, and career-oriented pedagogical framework.

## **C. Qualitative Research with Job-Seekers with Disabilities, Career Counsellors and Employers**

The target group research activities (case studies and focus groups) conducted between December 2025 and January 2026 in the context of Work Package 2 of the Erasmus+ ARISE project, aimed at identifying key challenges, opportunities, and support needs related to the employment and support of people with disabilities, as well as the use of tailored AI-powered tools that can be used from the recruitment stage all the way throughout the entire employment cycle. The research was conducted across Austria, Cyprus, Greece, Latvia and Estonia. Specifically, the research involved:

- A total of **28 case studies**, which provided examples of insights into real-life experiences related to the employment and career development of people with disabilities, as well as examples of effective and ineffective use of AI technology by job-seekers, career counsellors and employers alike in the employment cycle. The case studies highlighted both barriers and enabling factors affecting the participation of people with disabilities in the labour market.
- A total of **15 focus group activities** involving **93 participants across the five partner countries**. The focus groups collected data from three key stakeholder groups; job-seekers with disabilities, employers and career counsellors. Their perspectives were deemed essential for understanding the dynamics, practices, barriers, opportunities and national perspectives on inclusive employment. The focus groups were attended by a total of **40 job-seekers with disabilities, 28 career counsellors, and 25 employers**.

The project partnership compiled findings from the two research activities carried out across the project partner countries, in the form of Themes which represented the training needs and essential learning topics.

## Qualitative Data Analysis Methodology

The qualitative data collected through the national case studies and focus group activities was analysed using a Thematic Analysis approach, aimed at the identification and extraction of recurring patterns, key themes, and stakeholder perspectives. The specific objectives of the Thematic Analysis were:

1. To provide an evidence-based foundation for the development of the **ARISE Pedagogical Framework and narrowly targeted micro-learning Modules**, in order to deliver a comprehensive training resource that will support job-seekers with disabilities by addressing

the skills, knowledge areas, and the effective use of AI –powered tools that can enhance their competitiveness as candidates for new jobs and increase their competencies as employees.

2. To provide an evidence-based foundation for the development of the ARISE Guide for Career Counsellors, which provides practical guidance to career counsellors for the support of candidates and employees with disabilities throughout the entire employment cycle.

## Qualitative Data Results

The Thematic Analysis of the Qualitative Research Data yielded results/themes that were categorised into “umbrella” Knowledge Areas, described in the next section of the Pedagogical Framework. In summary, the target group research concluded the following:

### **1. Challenges in Communication in the Workplace, Digital Interaction and Self-Presentation/Self-Advocacy**

The thematic analysis concluded that:

- Job-seekers with disabilities commonly face challenges in articulating their strengths and needs effectively, across all stages of the employment cycle. In particular, within an increasingly digitalised recruitment environment, such difficulties are becoming harder to overcome due to the lack of human interventions, that would otherwise present opportunities for a more individual-oriented recruitment experience.

- Job-seekers with disabilities face difficulties in drafting tailored application documents, navigating professional communication norms, and maintaining uniqueness/authenticity when using AI tools were frequently reported.

## **2. Challenges in Inclusive Teamwork, Collaboration and Workplace Integration**

The qualitative research concluded that:

- Successful recruitment and long-term employment of people with disabilities depends on inclusive social dynamics within organisations; this includes the following: presence of supportive management, clear role expectations and inclusive organisational cultures
- Job-seekers with disabilities face persistent issues such as stigma, limited disability awareness, and lack of structured inclusion practices indicate that inclusive employment must be understood as a relational process rather than an individual achievement.

## **3. Training Needs for Skills Development for Resource Management, Self-Employment and Entrepreneurship**

The data indicated that:

- The job search process can be time-intensive, repetitive, and cognitively demanding, particularly in complex digital environments that often lack transparency. These challenges extend into the workplace, where structured routines, clear expectations and responsibilities are always necessary for effective performance.
- Self-employment and entrepreneurship are considered by people with disabilities as alternative and, in some cases, more accessible pathways to labour market participation. For many individuals with disabilities and particularly those facing accessibility and

organisational barriers in “traditional” employment, entrepreneurial activity offers greater flexibility, autonomy, as well as the possibility to adapt working conditions to individual preferences.

- People with disabilities generally have limited access to tailored entrepreneurial training, basic financial literacy, and business support mechanisms renders self-employment/entrepreneurship two options that are often overlooked and not even considered.

#### **4. Problem-solving, Self-Advocacy, Resilience and Self-Care**

The data indicated that:

- The emotional dimension of job searching and employment is dominated by high levels of stress, anxiety, and rejection fatigue and uncertainty regarding the disclosure of disabilities during the recruitment process present complex and highly sensitive issues.
- There are significant gaps in awareness and utilisation of mentoring, coaching and mediation mechanisms. In many cases, career counsellors act as intermediaries between job-seekers and employers, which is not enough to bridge the gap between the two.
- Job-seekers with disabilities need tailored training for the development of universally applicable skills such as problem-solving, risk awareness, and navigating the complex issue of managing the disclosure of disabilities throughout the entire employment cycle.
- Job-seekers with disabilities need tailored training in identifying workplace challenges and responding appropriately, implementing self-care practices and maintaining a healthy work-life balance.

#### **5. Working in Digital Environments, Using Digital/AI Tools and AI Ethics**

The data indicated that:

- Job-seekers with disabilities need to enhance their skills in implementing effective Job Searching Strategies; The widespread use of automated systems for screening, comparing and evaluating candidates has introduced new barriers such as lack of transparency, meaningful application follow-up/feedback and potential algorithmic bias that positions job-seekers with disabilities at an objective disadvantage against their peers. Job-seekers must therefore not only understand how to use digital platforms but also how to adapt their applications, CVs and Cover Letters to match AI algorithmic processes.
- Job-seekers with disabilities need training in the ethical use of AI Tools, and effective implementation of GDPR principles. Concerns regarding algorithmic bias, transparency, data protection, lack of clear understanding of personal data collection/processing and over-reliance on AI (both by employees and employers) were prevalent topics that emerged from the research.
- Job-seekers with disabilities need training in effective interview preparation through the use of AI; Recruitment readiness is critical in achieving long-term employment. Interviews and uncertainty about employer attitudes and assessment criteria are characterised as a major source of anxiety.

## **D. ARISE Pedagogical Framework: Description of Key Knowledge Areas**

### **Knowledge Area 1: Workplace Communication Essentials**

Learning Topics:

- Professional workplace communication
- Strengths and work preferences
- Workplace expectations and responsibilities
- Communicating support needs
- Professional Workplace Profile

### **Knowledge Area 2: Teamwork in Inclusive Workplaces**

Learning Topics:

- Workplace integration
- Inclusive workplace relationships
- Support networks
- Asking for help and clarification

- Reasonable adjustments
- First-month workplace planning
- Responding to integration challenges

### **Knowledge Area 3: Resource Management, Self-Employment and Entrepreneurship**

#### Learning Topics:

- Personal and professional resources
- Time, energy and priority management
- Goal setting and planning
- Entrepreneurship and self-employment
- Market and customer needs
- Business models and value propositions
- Basic financial planning
- Business sustainability

### **Knowledge Area 4: Problem-solving at Work**

#### Learning Topics:

- Structured problem-solving
- Problem analysis
- Generating and evaluating solutions
- Mind mapping
- Collaborative problem-solving
- Psychological safety
- Learning from mistakes and feedback

### **Knowledge Area 5: Self-care**

#### Learning Topics:

- Dimensions of self-care
- Job-search stress
- Interview anxiety
- Resilience after rejection
- Self-advocacy
- Workplace rights
- Harassment and discrimination

- Workplace stress and burnout
- Work–life balance

### **Knowledge Area 6: Effective Job Searching**

Learning Topics:

- Skills-first career profiling
- Job-search strategies
- Job portals and professional networks
- Keywords, filters and job alerts
- Identifying suitable opportunities
- Assessing job advertisements
- Employer credibility and warning signs
- Accessibility needs and preferences.

### **Knowledge Area 7: Online Collaboration Tools**

Learning Topics:

- Remote and hybrid collaboration
- Cloud-based communication and file sharing
- AI-enabled collaboration features
- Access and sharing permissions
- Secure virtual meetings
- Responsible digital communication
- Confidentiality in online environments

### **Knowledge Area 8: AI Ethics and Data Management**

#### Learning Topics:

- Benefits and risks of AI
- EU AI Act basics
- AI risk classification
- Transparency and human oversight
- Bias and AI accuracy
- GDPR principles
- Secure data handling

- Privacy and confidentiality
- Responsible AI use

### **Knowledge Area 9: Job Matching, AI-Powered CV and Cover Letter Development**

#### Learning Topics:

- AI-assisted job matching
- Skills-first career profiles
- Tailored CV development
- Accessible CV design
- Personalised Cover Letters
- Truthful AI-generated content
- Critical review of AI outputs
- ARISE Career Guidance Toolkit

### **Knowledge Area 10: AI-assisted Interview Preparation**

#### Learning Topics:

- Interview research and preparation
- STAR interview technique
- AI-assisted interview practice
- ARISE Interview Simulator
- Reasonable accommodations
- Disability disclosure decisions
- Critical evaluation of AI feedback
- Authentic self-representation

## E. ARISE Pedagogical Framework Modules

The ARISE Training Material allows for blended, physical or digital delivery depending on available resources and training needs of individual learning groups and educators. The ARISE Pedagogical Framework consists of a total of 5 Training Modules, covering the 10 Identified Knowledge Areas:

- Module 1: **Workplace Integration**
- Module 2: **Resource Management and Entrepreneurship**
- Module 3: **Self-Care**

- Module 4: **AI Ethics and GDPR**
- Module 5: **ARISE AI-Assisted Tools**

Each ARISE Training Module includes a corresponding micro-learning PowerPoint Slide Deck. Specifically:

- The ARISE Module PowerPoint Presentations (or Slide Decks) contain images and text designed to introduce learners to the key learning points of their corresponding Modules during Training Sessions.
- The ARISE Module Texts include Theory and references to External Study Resources; they can be studied in sequence or in any order, depending on learning needs.

## Tables: ARISE Pedagogical Framework - Module Content Descriptions

### Module 1: Workplace Integration

| Module 1 Description |                                                                  | Module 1 aims to prepare job seekers with disabilities for a successful start in a new workplace by helping them understand their workplace integration needs, communicate professionally, use AI as a career support tool, and prepare effectively for their first month at work.                                                                                                                                                                                                                                                                                                                                                                  | Suggested Guided Learning Duration: 3 hours |
|----------------------|------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| Learning Topics      |                                                                  | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                             |
| 1                    | Understanding Workplace Integration and Individual Support Needs | <ul style="list-style-type: none"> <li>• Definition and importance of workplace integration</li> <li>• The Three Layers of Workplace Integration: Functional, Social and Personal Adaptation</li> <li>• Identifying personal strengths, preferred ways of working and possible workplace challenges</li> <li>• Identifying workplace support needs and conditions that support effective performance</li> <li>• Understanding the relationship between individual needs, job demands and the workplace environment</li> <li>• Using AI-supported reflection to identify strengths, integration risks and practical adaptation strategies</li> </ul> |                                             |
| 2                    | Professional Workplace Communication and Support Networks        | <ul style="list-style-type: none"> <li>• Creating a Professional Workplace Profile based on strengths, contribution, preferred ways of working and support needs</li> <li>• Communicating workplace needs in a professional, strengths-based and solution-focused way</li> <li>• Preparing for the first meeting with a manager/team leader</li> </ul>                                                                                                                                                                                                                                                                                              |                                             |

|   |                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   |                                                                          | <ul style="list-style-type: none"> <li>• Clarifying responsibilities, workplace expectations, routines, communication preferences and feedback arrangements</li> <li>• Preparing decisions about what information to share, when to share it, with whom and why</li> <li>• Discussing functional workplace support and reasonable adjustments without unnecessary focus on medical diagnosis</li> <li>• Identifying the Workplace Support Network, including managers/supervisors, HR, colleagues, mentors/buddies and career support professionals</li> <li>• Understanding when and how to ask questions, request clarification and seek support</li> <li>• Using AI to organise ideas and prepare for workplace conversations and support-seeking</li> </ul>                                                                                                                                                                                                          |
| 3 | Managing Workplace Integration Challenges and Planning the First 30 Days | <ul style="list-style-type: none"> <li>• Recognising early signs of workplace integration difficulties</li> <li>• Identifying challenges related to role/task expectations, communication, workplace adjustments, social integration, health and well-being, and fair treatment</li> <li>• Applying the Action Ladder to describe a challenge, identify its type, select an appropriate response, prepare relevant facts and identify sources of support</li> <li>• Identifying appropriate internal and external support mechanisms</li> <li>• Responding to workplace challenges through timely communication, support-seeking and practical problem-solving</li> <li>• Establishing realistic learning priorities for the first month of employment</li> <li>• Planning important workplace conversations, support needs, reasonable adjustments and healthy working habits</li> <li>• Creating a realistic and flexible 30-Day Workplace Integration Plan</li> </ul> |

## Module 2: Resource Management and Entrepreneurship

| Module 2 Description |                                                               | Module 2 aims to enable learners to manage personal and professional resources effectively, apply structured problem-solving strategies in individual and team settings, and explore entrepreneurship and self-employment as potential career pathways through practical business planning tools.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Suggested Guided Learning Duration: 3 hours |
|----------------------|---------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| Learning Topics      |                                                               | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                             |
| 1                    | Effective Resource Management and Sustainable Self-Management | <ul style="list-style-type: none"> <li>• Identification and management of seven key resource types: human resources, time, energy, financial resources, digital resources, knowledge and skills, and accessibility and support</li> <li>• Understanding how different resources interact and influence productivity, independence and quality of life</li> <li>• Understanding the role of human capital and social capital in sustainable professional development</li> <li>• Prioritising tasks and distinguishing between urgent and important activities</li> <li>• Setting realistic goals and breaking larger tasks into manageable steps</li> <li>• Organising remote and hybrid working routines</li> <li>• Using practical planning and productivity tools such as planners, calendars, checklists, reminders and accessible digital tools</li> </ul> |                                             |
| 2                    | Structured Problem-Solving in the Workplace                   | <ul style="list-style-type: none"> <li>• Definition and importance of effective problem-solving</li> <li>• Applying a structured problem-solving process: identify the problem, analyse the situation, generate options, evaluate options, implement a solution and review the outcome</li> <li>• Recognising that different workplace environments may require different problem-solving approaches</li> <li>• Using mind mapping to organise complex problems, identify connections, causes and possible solutions</li> </ul>                                                                                                                                                                                                                                                                                                                                |                                             |

|   |                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---|---------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|   |                                                         | <ul style="list-style-type: none"> <li>• Applying problem-solving strategies in individual and team settings</li> <li>• Understanding the role of open communication, different perspectives and shared decision-making in collaborative problem-solving</li> <li>• Understanding the importance of psychological safety in enabling team members to contribute ideas and raise concerns</li> <li>• Learning from mistakes through reflection and analysis rather than blame</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 3 | Entrepreneurship, Self-Employment and Business Planning | <ul style="list-style-type: none"> <li>• Understanding the concepts of self-employment and entrepreneurship</li> <li>• Exploring entrepreneurship as a possible career pathway, including its potential benefits, challenges, flexibility and responsibilities</li> <li>• Researching market opportunities, customer needs and existing competitors</li> <li>• Selecting and developing an appropriate business model</li> <li>• Developing a go-to-market and marketing strategy</li> <li>• Understanding the main components of a basic Business Plan, including the Executive Summary</li> <li>• Preparing basic revenue, expenditure and resource projections and considering financial sustainability</li> <li>• Understanding break-even considerations and evaluating whether a business idea is financially realistic</li> <li>• Identifying possible funding opportunities, entrepreneurship programmes and support mechanisms</li> <li>• Considering risk management and long-term business sustainability</li> </ul> |

## Module 3: Self-Care

| Module 3 Description |                                                 | Module 3 aims to strengthen learners' ability to maintain their well-being throughout the employment journey by developing practical self-care and resilience strategies, strengthening self-advocacy and awareness of workplace rights, and supporting effective management of workplace stress and work-life balance.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Suggested Guided Learning Duration: 3 hours |
|----------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| Learning Topics      |                                                 | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                             |
| 1                    | Self-Care, Job Search Well-being and Resilience | <ul style="list-style-type: none"> <li>• Understanding the physical, emotional, social and professional dimensions of self-care</li> <li>• Understanding the relationship between self-care, resilience, productivity, motivation and long-term well-being</li> <li>• Developing practical self-care habits, including mindful routines, regular breaks, attention to basic needs, healthy boundaries, supportive environments and rest/recovery</li> <li>• Understanding the causes and physical, cognitive and behavioural signs of interview anxiety</li> <li>• Applying practical strategies for managing interview anxiety through preparation, relaxation techniques, positive thinking, planning and self-compassion</li> <li>• Developing a personal Interview Preparation Plan</li> <li>• Understanding the emotional impact of repeated job rejection and setbacks</li> <li>• Developing resilience through emotional awareness, a growth mindset, reflection, supportive relationships, healthy routines and focus on controllable factors</li> <li>• Learning from rejection and using setbacks to improve future job-search strategies</li> </ul> |                                             |

|   |                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---|-------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | Inclusive Workplaces, Self-Advocacy and Workplace Rights    | <ul style="list-style-type: none"> <li>• Understanding the characteristics of an inclusive workplace, including accessibility, fairness, belonging, psychological safety, equal opportunities and respectful communication</li> <li>• Understanding and developing self-advocacy skills</li> <li>• Communicating needs, rights, opinions and professional goals clearly, respectfully and confidently</li> <li>• Requesting workplace support or reasonable adjustments and establishing healthy professional boundaries</li> <li>• Understanding fundamental employee rights and employer responsibilities relating to fair treatment, workplace safety, accessibility, reasonable adjustments and equal opportunities</li> <li>• Recognising inappropriate workplace behaviour across physical and digital work environments</li> <li>• Applying appropriate procedures for responding to and reporting workplace incidents, including recording information, reporting concerns, seeking support and escalating issues where necessary</li> </ul> |
| 3 | Managing Workplace Stress, Work–Life Balance and Well-being | <ul style="list-style-type: none"> <li>• Identifying common workplace stressors and recognising their potential effects on physical and mental well-being</li> <li>• Recognising early warning signs of chronic stress and burnout</li> <li>• Developing a personal Wellness Action Plan incorporating realistic goals, time management, breaks, healthy boundaries and support</li> <li>• Applying techniques such as mindfulness, breathing and relaxation exercises, prioritisation, movement and support-seeking</li> <li>• Maintaining healthy routines, relationships, leisure activities and sleep habits</li> <li>• Regularly reflecting on and adjusting work–life balance according to changing personal and professional circumstances</li> </ul>                                                                                                                                                                                                                                                                                         |

## Module 4: AI Ethics and GDPR

| Module 4 Description |                                        | Module 4 aims to equip learners with the knowledge and practical skills required to use AI and digital technologies responsibly by understanding key EU regulatory frameworks, applying ethical AI and GDPR principles, managing personal and organisational data safely, and using AI-enabled online collaboration platforms securely and responsibly.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Suggested Guided Learning Duration: 3 hours |
|----------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| Learning Topics      |                                        | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                             |
| 1                    | AI Ethics and EU Regulatory Frameworks | <ul style="list-style-type: none"> <li>Understanding the benefits and risks of AI in everyday and professional contexts, including productivity, accessibility, decision-making, privacy, bias, overreliance and accuracy</li> <li>Introduction to the EU AI Act and its purpose in promoting safe, transparent and responsible AI use</li> <li>Understanding the risk-based classification of AI systems: unacceptable, high, limited and minimal risk</li> <li>Understanding the importance of transparency, human oversight, accountability and risk management in the use of AI</li> <li>Applying ethical AI principles in day-to-day work, including reviewing and verifying AI-generated outputs</li> <li>Protecting confidential and personal information when using AI tools</li> <li>Maintaining transparency when AI-generated content or AI systems are used</li> <li>Following organisational policies and governance procedures for responsible AI use</li> </ul> |                                             |

|   |                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | GDPR and Responsible Data Management                              | <ul style="list-style-type: none"> <li>• Introduction to the General Data Protection Regulation (GDPR) and its role in protecting personal data and privacy</li> <li>• Recognising everyday examples of data breaches and inappropriate data handling</li> <li>• Applying safe practices for collecting, accessing, sharing, storing and deleting personal and confidential data</li> <li>• Using strong and unique passwords, two-factor authentication, updated software and secure devices</li> <li>• Applying safe storage practices and avoiding the transfer of sensitive data to unsecured devices or systems</li> <li>• Applying safe communication practices when handling personal and confidential information</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                       |
| 3 | Responsible Use of Online Collaboration Platforms and AI Features | <ul style="list-style-type: none"> <li>• Understanding the role of online collaboration tools in modern remote and hybrid working environments</li> <li>• Recognising ethical, confidentiality and data-protection concerns associated with AI-generated meeting summaries, automated drafting, content generation and other integrated AI functions</li> <li>• Understanding how messages, documents, images, recordings and other information shared on collaboration platforms may be stored, analysed or processed by third-party providers</li> <li>• Assigning appropriate access and sharing permissions to cloud-based files and folders</li> <li>• Using only organisationally approved collaboration and AI tools in accordance with internal GDPR and security policies</li> <li>• Securing virtual meetings through passwords, waiting rooms and participant verification</li> <li>• Treating digital communication as potentially auditable professional material</li> <li>• Avoiding the upload of confidential or personal information to AI-enabled platforms without appropriate authorisation</li> </ul> |

## Module 5: ARISE AI-Assisted Tools

| Module 5 Description |                                             | Module 5 aims to develop learners' practical skills in using digital and AI-assisted career tools to build a career profile, identify suitable employment opportunities, prepare tailored application documents and practise for interviews, while promoting accessibility, informed decision-making, authentic self-representation and the safe, critical and responsible use of AI.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Suggested Guided Learning Duration: 3 hours |
|----------------------|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|
| Learning Topics      |                                             | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                             |
| 1                    | Career Profiling and AI-Assisted Job Search | <ul style="list-style-type: none"> <li>Understanding how the ARISE Career Guidance Toolkit supports the employment journey through career profiling, job searching, recommended jobs, application preparation and interview support</li> <li>Building a structured, skills-first career profile based on skills, strengths, education, experience, interests, career goals and work preferences</li> <li>Maintaining learner control over personal information, accessibility preferences and reasonable accommodation information</li> <li>Using the Toolkit's AI-assisted features to support personalised career guidance while maintaining independent judgement</li> <li>Navigating job portals, professional networks and trusted employment services using relevant keywords, alternative job titles, filters and job alerts</li> <li>Identifying suitable opportunities according to skills, qualifications, career goals, work preferences and accessibility needs</li> <li>Reading and assessing job advertisements critically</li> <li>Identifying warning signs, checking employer credibility and independently verifying job advertisements before sharing personal information or applying</li> </ul> |                                             |

|   |                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2 | AI-Assisted CV and Cover Letter Development                             | <ul style="list-style-type: none"> <li>• Understanding how AI-assisted tools can support the preparation and personalisation of application documents</li> <li>• Structuring a professional CV around relevant skills, qualifications, experience, education and transferable skills</li> <li>• Applying accessibility principles to CV design, including clear headings, logical reading order, legible text, simple layouts and accessible document formats</li> <li>• Developing a personalised Cover Letter that links skills, experience and motivation to a specific vacancy</li> <li>• Structuring Cover Letters around the position, relevant skills/experience, motivation and professional closing</li> <li>• Using the ARISE Toolkit to generate, review, personalise and finalise application documents</li> </ul>                                                                                                                                                                                               |
| 3 | AI-Assisted Interview Preparation, Accessibility and Responsible AI Use | <ul style="list-style-type: none"> <li>• Preparing for interviews by researching the employer and role, reviewing job requirements, selecting relevant examples and preparing questions</li> <li>• Using the ARISE Interview Simulator and AI-assisted mock interviews for repeated, role-specific practice</li> <li>• Making informed decisions about disability disclosure, including what, when, how and to whom information may be shared</li> <li>• Identifying and requesting reasonable accommodations where needed, focusing on practical barriers and required support rather than unnecessary medical information</li> <li>• Treating AI feedback concerning eye contact, body language, tone, pace or communication style with appropriate caution</li> <li>• Using AI as guidance rather than a final decision-maker throughout the recruitment process</li> <li>• Maintaining privacy, personal autonomy, truthful self-representation and independent judgement when using AI-assisted career tools</li> </ul> |

## **F. ARISE Pedagogical Framework Specification**

### **1. VET Course Objectives**

- To provide resources for the training of Job-seekers with disabilities, aimed at the enhancement of performance and well-being throughout the entire employment cycle, as well as the effective use of the ARISE AI-assisted Toolkit. More specifically:
  - i. To educate on the application of essential workplace skills and competences such as teamwork, self-care and GDPR implementation.
  - ii. To use AI-assisted tools for Job Searching
  - iii. To use AI-assisted tools for Interview Preparation
  - iv. To use AI-assisted tools for CV and Cover Letter Preparation
- To include training components that support Blended, Physical and fully Digital Delivery Methods.

### **2. Course Target Groups/Trainee Profile**

The target groups of the ARISE VET Course are Job-seekers with disabilities who wish to expand their knowledge and skills in order to become more competitive candidates during job searching, and more competent professionals throughout their career in the long-term.

Additionally, the ARISE VET Course is useful for VET Educators and Career Counsellors who:

- Are interested in learning more about inclusive employment practices
- Are interested in learning more about using AI-assisted tools tailored to job-seekers with disabilities
- Are engaged in the education and professional development of Management in order to support staff and candidates with disabilities
- Are interested in enhancing the Social Sustainability of the European Business Sector

### 3. ARISE Course Duration and Structure

An ARISE-themed VET Training Course should have a suggested duration of 15 hours of guided learning plus 1,5 hours for evaluations.

The ARISE Pedagogical Framework and the training materials are designed in a specific way, in order to allow for Blended, Physical or fully Digital delivery.

| Indication of an ARISE Training Seminar<br>(in a Blended, Physical or Digital Format) |               |                                                 |
|---------------------------------------------------------------------------------------|---------------|-------------------------------------------------|
| Training Session Day 1                                                                | 09:00 - 12:00 | Module 1                                        |
|                                                                                       | 12:00 - 15:00 | Module 2                                        |
|                                                                                       | 15:00 - 18:00 | Module 3                                        |
|                                                                                       | 18:00 - 18:30 | Ending the day/Discussion                       |
| Training Seminar Day 2                                                                | 09:00 - 12:00 | Module 4                                        |
|                                                                                       | 12:00 - 15:00 | Module 5                                        |
|                                                                                       | 15:00 - 16:00 | Ending the day/Discussion & Training Evaluation |

## G. ARISE Training Course Assessment Methodology

To support the learning experience and the achievement of learning outcomes of each module, the ARISE Pedagogical Framework includes an informal Pre-Training and Post-Training Self-Assessment Methodology. The ARISE Assessment process is designed to help learners self-reflect on their existing knowledge, confidence and perceived ability and capacity in relation to the key learning outcomes of the ARISE Training Modules. The ARISE Assessment Method has three main objectives:

1. To support learner reflection and self-awareness before the training, and them identify priority learning needs as well as focus on the most relevant (for them) modules.

2. To support learner reflection post- training, and and help them comprehend the learning impact and lessons learnt from the ARISE Training Course;
3. To provide an accessible Assesment Tool that can implemented by Trainers/Educators/Career Counsellors in professional training/consulting contexts, as well as by learners themselves in self-directed study

The ARISE Course is intended for diverse learner groups, including job-seekers with disabilities, VET Trainers/Eeducators and Career Counsellors; therefore, the use of a simple self-assessment model provides an inclusive, low barrier method of evaluation that does not rely on formal testing or certification requirements. Additionally, by engaging with the ARISE informal assessment which also provided an implicit “first taste” of the topics covered by the Course, learners are more likely to stay motivated. They will understand their own learning needs better, and will be able to relate those needs to real-life goals.

## Overview of the ARISE Assessment Tool

The ARISE Assessment Tool consists of two templates:

- **Template 1:** Pre-Training Self-Assessment Tool with 20 self-reflection statements, which also includes instructions and a scoring board with indicative feedback for module prioritisation.
- **Template 2:** Post-Training Self-Assessment Tool with 20 self-reflection statements, which also includes instructions and a scoring board with indicative feedback aimed at giving learners information about their learning achievements.

The ARISE assessment self-reflection statements measure:

- Confidence in supporting others
- Confidence and ability in using ARISE AI-assisted tools
- Effective communication with job-seekers with disabilities and employers
- Capacity to apply practical strategies in career counselling for skills development and preparation of job-seekers with disabilities

As mentioned above, the Pre-Training and Post-Training tools contain the same 20 self-reflection statements, and each statement is linked to one of the five ARISE Modules.

## Using the Pre-Training Assessment

**- STEP 1:** The Pre-Training Assessment is completed by learners before the course begins. Learners score each statement using a 4-point self-rating scale:

- 1 = No confidence/ability**
- 2 = Limited No confidence/ability**
- 3 = Good No confidence/ability**
- 4 = Excellent confidence/ability**

**STEP 2:** Learners add the total score of each column into the “Total Column Score” row.

|                                                                                                          |  |  |  |  |  |
|----------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| <b>16. I can create a realistic 30-Day Workplace Integration Plan using AI where helpful.</b>            |  |  |  |  |  |
| <b>17. I can develop and present the main elements of a basic business idea.</b>                         |  |  |  |  |  |
| <b>18. I can manage workplace stress and maintain a healthy work–life balance.</b>                       |  |  |  |  |  |
| <b>19. I can use AI-enabled collaboration tools safely and responsibly.</b>                              |  |  |  |  |  |
| <b>20. I can prepare for interviews using STAR, AI-assisted practice and appropriate accommodations.</b> |  |  |  |  |  |
| <b>Total Column Score</b>                                                                                |  |  |  |  |  |

Each module column receives a total score between 4 (minimum) and 16 (maximum) points.

**- STEP 3:** Learners enter the total scores of each column into the “Pre-Training Assessment Results” Table.

| Score          | Chapter                                            | Chapter Content                                                                                                                                                                                                                                                                                                         |
|----------------|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A =....        | Module 1: Workplace Integration                    | Module 1 aims to prepare job seekers with disabilities for a successful start in a new workplace by helping them understand their workplace integration needs, communicate professionally, use AI as a career support tool, and prepare effectively for their first month at work.                                      |
| <b>B =....</b> | Module 2: Resource Management and Entrepreneurship | Module 2 aims to enable learners to manage personal and professional resources effectively, apply structured problem-solving strategies in individual and team settings, and explore entrepreneurship and self-employment as potential career pathways through practical business planning tools.                       |
| C =....        | Module 3: Self-Care                                | Module 3 aims to strengthen learners’ ability to maintain their well-being throughout the employment journey by developing practical self-care and resilience strategies, strengthening self-advocacy and awareness of workplace rights, and supporting effective management of workplace stress and work-life balance. |

**- STEP 4:** Learners may refer to the “Score Table”, which provides an indication of the ARISE Modules that should be prioritised in order satisfy gaps in knowledge and skills.

| Score Table                          |                                                                                                                                                                                                                                                            |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4 points in any column:</b>       | It is recommended that you study the corresponding modules in depth, as this will help you build a solid foundation in the topics covered. The micro-learning slide decks include useful, practical resources which will help you link theory to practice. |
| <b>5 – 9 points in any column:</b>   | By studying the corresponding modules of the ARISE Course, you will strengthen your knowledge. deepen your understanding about inclusive recruitment and employment, and increase your confidence in applying it in practice.                              |
| <b>10 – 16 points in any column:</b> | You have good understanding of the topics covered by the ARISE Course. You will find the chapters are a practical way of updating your knowledge and learn about best practices, collected from professionals across Europe.                               |

## Using the Post-Training Assessment

**- STEP 1:** The Post-Training Assessment is completed after the course using the same statements and scale. Repeating the same measure enables learners to compare results. The use of matched pre/post statements strengthens consistency and allows simple impact analysis.

**STEP 2:** Learners add the total score of each column into the “Total Column Score” row.

|                                                                                                          |  |  |  |  |  |
|----------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| <b>16. I can create a realistic 30-Day Workplace Integration Plan using AI where helpful.</b>            |  |  |  |  |  |
| <b>17. I can develop and present the main elements of a basic business idea.</b>                         |  |  |  |  |  |
| <b>18. I can manage workplace stress and maintain a healthy work–life balance.</b>                       |  |  |  |  |  |
| <b>19. I can use AI-enabled collaboration tools safely and responsibly.</b>                              |  |  |  |  |  |
| <b>20. I can prepare for interviews using STAR, AI-assisted practice and appropriate accommodations.</b> |  |  |  |  |  |
| <b>Total Column Score</b>                                                                                |  |  |  |  |  |

Each module column receives a total score between 4 (minimum) and 16 (maximum) points.

- **STEP 3:** Learners enter the Pre and Post-Training Assessment Scores into the “Training Impact Calculation” Table.

**ARISE Training Impact Calculation Table**

**1. Enter your Pre-Training and Post-Training Assessment total column scores into the “Impact Calculation Table” below:**

| Score                                                         | Post-Training Score | Pre-Training Score | Total Score (IMPACT) |
|---------------------------------------------------------------|---------------------|--------------------|----------------------|
| Column A - Module 1: Workplace Integration                    |                     |                    |                      |
| Column B - Module 2: Resource Management and Entrepreneurship |                     |                    |                      |
| Column C - Module 3: Self-Care                                |                     |                    |                      |

**The table will help learners understand the impact of the ARISE Training Course in their knowledge and skills.**

**- STEP 4:** To calculate impact of the ARISE Training Course, learners can use the following guide:

|                                                               |                               |                    |                      |
|---------------------------------------------------------------|-------------------------------|--------------------|----------------------|
| Minimum Score:                                                | 4 points                      |                    |                      |
| Maximum Score:                                                | 16 points                     |                    |                      |
| Calculation:                                                  | IMPACT = PostScore - PreScore |                    |                      |
| For Example:                                                  |                               |                    |                      |
| Score:                                                        | Post-Training Score           | Pre-Training Score | Total Score (IMPACT) |
| Column A - Module 1: Workplace Integration                    | 8                             | 5                  | +3                   |
| Column B - Module 2: Resource Management and Entrepreneurship | 12                            | 7                  | +5                   |
| Column C - Module 3: Self-Care                                | 9                             | 9                  | 0                    |

Positive increases in the “Total Score” (Impact) column indicate growth in knowledge, comprehension, confidence and readiness to apply knowledge and skills gained from the training into real practice. Higher gains may occur in cases where learners began with lower baseline scores, while smaller gains may occur where learners already possessed strong prior knowledge and skills.

**- STEP 5:** Learners may use the “Feedback Table, which will help them contextualise and interpret their learning progress. If this tool is used in a group training setting, the results can be used by learners and trainers/counsellors as a kick-starter for discussion.

| Feedback Table                |                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>0 Impact Score:</b>        | <b>Your score remained the same. If your Pre-Training Score in the corresponding knowledge area was between 4 and 9 and this indicates that you need further study to strengthen your knowledge. If your Pre-Training score was between 9 and 16, this indicates that you already had confidence and sufficient knowledge in the corresponding knowledge area.</b> |
| <b>+1 to +3 Impact Score:</b> | <b>You have made good progress in the corresponding knowledge area. Your ability and confidence in applying new knowledge and skills in your work, should have rightfully increased!</b>                                                                                                                                                                           |
| <b>+4 to +6 Impact Score:</b> | <b>You have made strong progress in this knowledge area. This indicates that the training has significantly increased your knowledge and skills, which will undoubtedly help you support job seekers with disabilities and guide employers much more effectively.</b>                                                                                              |

**Trainers/Counsellors may ask questions such as:**

- a) Which modules created the greatest impact for you?
- b) Which areas need further study and practice?
- c) Where did you demonstrate strong knowledge and skills?
- d) How prepared do you feel to apply what you have learnt in real settings?

## References

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## **H. ANNEXES**

## **Annex 1: Pre-Training Evaluation Self-Assessment Questionnaire**



ARISE Project Work Package 2

# Pedagogical Framework

Pre-Training Self-Evaluation

## Pre-Training Learners' Self-Assessment Questionnaire

### How to the ARISE Pre-Training Self-Assessment Tool:

**Step 1:** The Self-Assessment Tool includes 20 statements and a corresponding grid for scoring them.

**Step 2:** Dedicate a few minutes of self-reflection and score\* each statement between 1 and 4, based on your knowledge and comprehension of the topic in each statement using the following scale:

|                  |                                     |
|------------------|-------------------------------------|
| <b>Score 1 =</b> | <b>No confidence/ability</b>        |
| <b>Score 2 =</b> | <b>Limited confidence/ability</b>   |
| <b>Score 3 =</b> | <b>Good confidence/ability</b>      |
| <b>Score 4 =</b> | <b>Excellent confidence/ability</b> |

**\*Note:** You should enter your score in the **bold cell in each column**, as seen in the example below:

| Statements                                                                                | A | B | C        | D        | E        |
|-------------------------------------------------------------------------------------------|---|---|----------|----------|----------|
| <b>3. I can apply practical self-care strategies during job searching and employment.</b> |   |   | <b>1</b> |          |          |
| <b>4. I can explain the basic purpose and risk-based approach of the EU AI Act.</b>       |   |   |          | <b>4</b> |          |
| <b>5. I can build a career profile and search effectively for suitable jobs.</b>          |   |   |          |          | <b>2</b> |

**Step 3:** Complete scoring the statements in the **bold cells** on the grid. Make sure that all **bold cells** have a score number. **Scoring statements in the correct bold cell is important**, as **each column corresponds to specific learning outcomes in a corresponding training module**.

**Step 4:** Add up your score for each column and write the total column score in the **bottom cells** of the grid marked '**Total Scores**'. **The maximum score you can have in the Total Score cells for any column is '16' and the minimum is '4'**.

**Step 5:** Transfer your **Total Scores** to the "**Total Column Score**" row and the "**Pre-Training Assessment Results**" Sheet. Save a copy of your completed Pre-Training Self-Assessment and enjoy the training!

**Step 6:** Upon completing the ARISE Training Course, follow the instructions in the Post-Training Self-Assessment Template.

## Pre-Training Learner's Self-Assessment

Score each one of the following statements, on a scale between 1 and 4:

| Statements                                                                                        | A | B | C | D | E |
|---------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. I can identify my strengths, work preferences and workplace support needs.                     |   |   |   |   |   |
| 2. I can manage key personal and professional resources effectively.                              |   |   |   |   |   |
| 3. I can apply practical self-care strategies during job searching and employment.                |   |   |   |   |   |
| 4. I can explain the basic purpose and risk-based approach of the EU AI Act.                      |   |   |   |   |   |
| 5. I can build a career profile and search effectively for suitable jobs.                         |   |   |   |   |   |
| 6. I can communicate workplace expectations, preferences and support needs professionally.        |   |   |   |   |   |
| 7. I can apply structured problem-solving strategies to workplace challenges.                     |   |   |   |   |   |
| 8. I can manage job-search stress, interview anxiety and rejection effectively.                   |   |   |   |   |   |
| 9. I can apply GDPR principles and safe data-management practices.                                |   |   |   |   |   |
| 10. I can assess job advertisements for requirements, suitability and warning signs.              |   |   |   |   |   |
| 11. I can identify workplace support networks and respond to integration challenges.              |   |   |   |   |   |
| 12. I can assess whether entrepreneurship or self-employment is suitable for me.                  |   |   |   |   |   |
| 13. I can advocate for my needs and recognise workplace rights and inappropriate behaviour.       |   |   |   |   |   |
| 14. I can use AI ethically and critically in professional contexts.                               |   |   |   |   |   |
| 15. I can use AI to create truthful, tailored and accessible CVs and Cover Letters.               |   |   |   |   |   |
| 16. I can create a realistic 30-Day Workplace Integration Plan using AI where helpful.            |   |   |   |   |   |
| 17. I can develop and present the main elements of a basic business idea.                         |   |   |   |   |   |
| 18. I can manage workplace stress and maintain a healthy work-life balance.                       |   |   |   |   |   |
| 19. I can use AI-enabled collaboration tools safely and responsibly.                              |   |   |   |   |   |
| 20. I can prepare for interviews using STAR, AI-assisted practice and appropriate accommodations. |   |   |   |   |   |
| <b>Total Column Score</b>                                                                         |   |   |   |   |   |

### Pre-Training Assessment Results

Enter your scores into the “Score Column” in the table. The table will help you determine which ARISE Modules you should prioritise for further study:

| Score          | Module                                                    | Module Content                                                                                                                                                                                                                                                                                                                                                                               |
|----------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A =....</b> | <b>Module 1: Workplace Integration</b>                    | <b>Module 1 aims to prepare job seekers with disabilities for a successful start in a new workplace by helping them understand their workplace integration needs, communicate professionally, use AI as a career support tool, and prepare effectively for their first month at work.</b>                                                                                                    |
| <b>B =....</b> | <b>Module 2: Resource Management and Entrepreneurship</b> | <b>Module 2 aims to enable learners to manage personal and professional resources effectively, apply structured problem-solving strategies in individual and team settings, and explore entrepreneurship and self-employment as potential career pathways through practical business planning tools.</b>                                                                                     |
| <b>C =....</b> | <b>Module 3: Self-Care</b>                                | <b>Module 3 aims to strengthen learners’ ability to maintain their well-being throughout the employment journey by developing practical self-care and resilience strategies, strengthening self-advocacy and awareness of workplace rights, and supporting effective management of workplace stress and work–life balance.</b>                                                               |
| <b>D =....</b> | <b>Module 4: AI Ethics and GDPR</b>                       | <b>Module 4 aims to equip learners with the knowledge and practical skills required to use AI and digital technologies responsibly by understanding key EU regulatory frameworks, applying ethical AI and GDPR principles, managing personal and organisational data safely, and using AI-enabled online collaboration platforms securely and responsibly.</b>                               |
| <b>E =....</b> | <b>Module 5: ARISE AI-Assisted Tools</b>                  | <b>Module 5 aims to develop learners’ practical skills in using digital and AI-assisted career tools to build a career profile, identify suitable employment opportunities, prepare tailored application documents and practise for interviews, while promoting accessibility, informed decision-making, authentic self-representation and the safe, critical and responsible use of AI.</b> |

| Score Table                          |                                                                                                                                                                                                                                                                   |
|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4 points in any column:</b>       | <b>It is recommended that you study the corresponding modules in depth, as this will help you build a solid foundation in the topics covered. The micro-learning slide decks include useful, practical resources which will help you link theory to practice.</b> |
| <b>5 – 9 points in any column:</b>   | <b>By studying the corresponding modules of the ARISE Course, you will strengthen your knowledge, deepen your understanding about inclusive recruitment and employment, and increase your confidence in applying it in practice.</b>                              |
| <b>10 – 16 points in any column:</b> | <b>You have good understanding of the topics covered by the ARISE Course. You will find the modules are a practical way of updating your knowledge and learn about best practices, collected from professionals across Europe.</b>                                |

## **Annex 2: Post-Training Evaluation Self-Assessment Questionnaire**



ARISE Project Work Package 2

# Pedagogical Framework

Post-Training Self-Evaluation

## Post-Training Learners' Self-Assessment Questionnaire

### How to the ARISE Post-Training Self-Assessment Tool:

**Step 1:** The Self-Assessment Tool includes 20 statements and a corresponding grid for scoring them.

**Step 2:** Dedicate a few minutes of self-reflection and score\* each statement between 1 and 4, based on your knowledge and comprehension of the topic in each statement using the following scale:

|                  |                                     |
|------------------|-------------------------------------|
| <b>Score 1 =</b> | <b>No confidence/ability</b>        |
| <b>Score 2 =</b> | <b>Limited confidence/ability</b>   |
| <b>Score 3 =</b> | <b>Good confidence/ability</b>      |
| <b>Score 4 =</b> | <b>Excellent confidence/ability</b> |

**\*Note:** You should enter your score in the **bold cell in each column**, as seen in the example below:

| Statements                                                                                | A | B | C        | D        | E        |
|-------------------------------------------------------------------------------------------|---|---|----------|----------|----------|
| <b>3. I can apply practical self-care strategies during job searching and employment.</b> |   |   | <b>1</b> |          |          |
| <b>4. I can explain the basic purpose and risk-based approach of the EU AI Act.</b>       |   |   |          | <b>4</b> |          |
| <b>5. I can build a career profile and search effectively for suitable jobs.</b>          |   |   |          |          | <b>2</b> |

**Step 3:** Complete scoring the statements in the **bold cells** on the grid. Make sure that all **bold cells** have a score number. **Scoring statements in the correct bold cell is important**, as **each column corresponds to specific learning outcomes in a corresponding training module**.

**Step 4:** Add up your score for each column and write the total column score in the **bottom cells** of the grid marked '**Total Scores**'. **The maximum score you can have in the Total Score cells for any column is '16' and the minimum is '4'**.

**Step 5:** Transfer your **Total Scores** to the "**Total Column Score**" row, and retrieve your completed "**Pre-Training Assessment Self-Evaluation**" sheet. You should now have both completed self-assessments.

**Step 6: Calculate the overall ARISE Course Impact, by entering your Pre-Training and Post-Training Assessment total column scores into the “Impact Calculation Table”.** The table will help you understand the impact of the ARISE Training Course in your knowledge and skills. To calculate impact of the ARISE Training Course, use the following guide:

|                                                               |                               |                    |                      |
|---------------------------------------------------------------|-------------------------------|--------------------|----------------------|
| Minimum Score:                                                | 4 points                      |                    |                      |
| Maximum Score:                                                | 16 points                     |                    |                      |
| Calculation:                                                  | IMPACT = PostScore - PreScore |                    |                      |
| For Example:                                                  |                               |                    |                      |
| Score:                                                        | Post-Training Score           | Pre-Training Score | Total Score (IMPACT) |
| Column A - Module 1: Workplace Integration                    | 8                             | 5                  | +3                   |
| Column B - Module 2: Resource Management and Entrepreneurship | 12                            | 7                  | +5                   |
| Column C - Module 3: Self-Care                                | 9                             | 9                  | 0                    |

**Step 7: After calculating the Impact Score for each Column/Module, refer to the “Feedback Table”.** The table will help you understand how effectively you studied the ARISE Training Modules.

### Post-Training Learner's Self-Assessment

Score each one of the following statements, on a scale between 1 and 4:

| Statements                                                                                        | A | B | C | D | E |
|---------------------------------------------------------------------------------------------------|---|---|---|---|---|
| 1. I can identify my strengths, work preferences and workplace support needs.                     |   |   |   |   |   |
| 2. I can manage key personal and professional resources effectively.                              |   |   |   |   |   |
| 3. I can apply practical self-care strategies during job searching and employment.                |   |   |   |   |   |
| 4. I can explain the basic purpose and risk-based approach of the EU AI Act.                      |   |   |   |   |   |
| 5. I can build a career profile and search effectively for suitable jobs.                         |   |   |   |   |   |
| 6. I can communicate workplace expectations, preferences and support needs professionally.        |   |   |   |   |   |
| 7. I can apply structured problem-solving strategies to workplace challenges.                     |   |   |   |   |   |
| 8. I can manage job-search stress, interview anxiety and rejection effectively.                   |   |   |   |   |   |
| 9. I can apply GDPR principles and safe data-management practices.                                |   |   |   |   |   |
| 10. I can assess job advertisements for requirements, suitability and warning signs.              |   |   |   |   |   |
| 11. I can identify workplace support networks and respond to integration challenges.              |   |   |   |   |   |
| 12. I can assess whether entrepreneurship or self-employment is suitable for me.                  |   |   |   |   |   |
| 13. I can advocate for my needs and recognise workplace rights and inappropriate behaviour.       |   |   |   |   |   |
| 14. I can use AI ethically and critically in professional contexts.                               |   |   |   |   |   |
| 15. I can use AI to create truthful, tailored and accessible CVs and Cover Letters.               |   |   |   |   |   |
| 16. I can create a realistic 30-Day Workplace Integration Plan using AI where helpful.            |   |   |   |   |   |
| 17. I can develop and present the main elements of a basic business idea.                         |   |   |   |   |   |
| 18. I can manage workplace stress and maintain a healthy work-life balance.                       |   |   |   |   |   |
| 19. I can use AI-enabled collaboration tools safely and responsibly.                              |   |   |   |   |   |
| 20. I can prepare for interviews using STAR, AI-assisted practice and appropriate accommodations. |   |   |   |   |   |
| <b>Total Column Score</b>                                                                         |   |   |   |   |   |

### ARISE Training Impact Calculation Table

1. Enter your Pre-Training and Post-Training Assessment total column scores into the “Impact Calculation Table” below:

| Score                                                         | Post-Training Score | Pre-Training Score | Total Score (IMPACT) |
|---------------------------------------------------------------|---------------------|--------------------|----------------------|
| Column A - Module 1: Workplace Integration                    |                     |                    |                      |
| Column B - Module 2: Resource Management and Entrepreneurship |                     |                    |                      |
| Column C - Module 3: Self-Care                                |                     |                    |                      |
| Column D - Module 4: AI Ethics and GDPR                       |                     |                    |                      |
| Column E - Module 5: ARISE AI-Assisted Tools                  |                     |                    |                      |

2. How effective was the ARISE Course for you? The Feedback Table below will help you understand how you performed:

| Feedback Table                 |                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>0 Impact Score:</b>         | Your score remained the same. If your Pre-Training Score in the corresponding knowledge area was between 4 and 9 and this indicates that you need further study to strengthen your knowledge. If your Pre-Training score was between 9 and 16, this indicates that you already had confidence and sufficient knowledge in the corresponding knowledge area. |
| <b>+1 to +3 Impact Score:</b>  | You have made good progress in the corresponding knowledge area. Your ability and confidence in applying new knowledge and skills in your work, should have rightfully increased!                                                                                                                                                                           |
| <b>+4 to +6 Impact Score:</b>  | You have made strong progress in this knowledge area. This indicates that the training has significantly increased your knowledge and skills, which will undoubtedly help you support job seekers with disabilities and guide employers much more effectively.                                                                                              |
| <b>+7 to +12 Impact Score:</b> | You have made exceptional progress in this knowledge area. This indicates substantial growth in your understanding and readiness to apply knowledge and skills in practice, in your work with job seekers with disabilities and employers. You should consider taking action and spread the knowledge among your colleagues!                                |

**Annex 3.****ARISE Training Course****Evaluation Form****Location:****Date:**

|                   |  |
|-------------------|--|
| <b>Evaluator:</b> |  |
|-------------------|--|

**1. What did you like about the module content?****2. What do you think can be improved about the module content?**

**3. What did you like the Module presentations?**

**4. What do you think can be improved about the module presentations?**

**5. What did you like the ARISE AI-assisted Toolkit?**

**6. What do you think can be improved in the ARISE AI-assisted Toolkit?**

**7. Please rate the following statements using a scale from ‘Totally Disagree’ to ‘Totally Agree’**

|                                                                              | <b>Totally disagree</b> | <b>Somewhat disagree</b> | <b>Neutral</b> | <b>Somewhat agree</b> | <b>Totally agree</b> |
|------------------------------------------------------------------------------|-------------------------|--------------------------|----------------|-----------------------|----------------------|
| <b>The ARISE Modules are an effective learning resource.</b>                 |                         |                          |                |                       |                      |
| <b>The ARISE Modules contain clear information about the topics covered</b>  |                         |                          |                |                       |                      |
| <b>The ARISE AI-assisted Toolkit is practical and can be easily used.</b>    |                         |                          |                |                       |                      |
| <b>The ARISE Training Material is based on relevant theory and practices</b> |                         |                          |                |                       |                      |

**8. Would you like to make any final comments on the ARISE Training Materials and/or AI-assisted Toolkit?**

**Thank you!**