DELIVERABLE D2.1

MANUAL WORK DATASET

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NewWorkTech

From the Margins to the Masses: Standard Practices and Innovative Uses of Technology in Augmenting Different Abilities of People in Worklife

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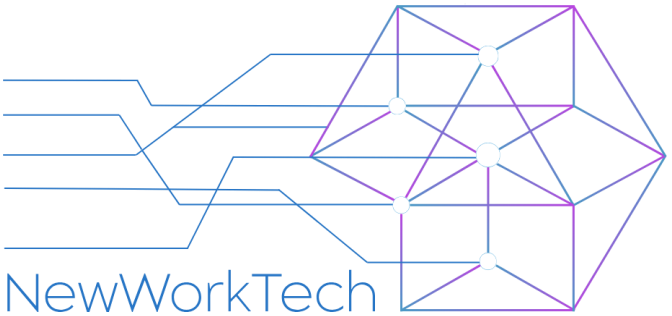

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From the Margins to the Masses: Standard Practices and Innovative Uses of Technology in Augmenting Different Abilities of People in the World of Work

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Deliverable 2.1

D2.1 – Manual Work Dataset

Table 1. General information.

WP	WP2: Technologically enhanced practices in manual work		
Author(s)	Maija Hirvonen, Brian Due, Dorothée Kraus, Annamari Korhonen, Sara Merlino, Barbara Nino Carreras		
Reviewer(s)	UCPH, UOULU		
Deliverable nature	Dataset		
Date of delivery	Contractual	27.02.2026	
Version	final		

Project Consortium

Table 2. Members of the consortium.

No.	Legal name	Short name	Country
1	TAMPEREEN KORKEAKOULUSAATIO SR (Tampere University)	TAU	FI
2	OULUN YLIOPISTO (University of Oulu)	UOULU	FI
3	Autismisäätiö sr (Autism Foundation Finland)	AFF	FI
4	KOBENHAVNS UNIVERSITET (University of Copenhagen)	UCPH	DK
5	KOBENHAVNS KOMMUNE IBOS (The Danish Institute for Visual Impairment IBOS)	IBOS	DK
6	CONSIGLIO NAZIONALE DELLE RICERCHE (The National Research Council of Italy)	CNR	IT
7	ASSOCIAZIONE ITALIANA PERSONE DOWN (The Italian Down Syndrome Association)	AIPD	IT
8	UNIVERSITY OF WARWICK	UW	UK
9	EUROPEAN PLATFORM FOR REHABILITATION	EPR	BE
10	BE MY EYES	BME	DK

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Project partners:

Tampere University (Finland), University of Warwick (UK), University of Oulu (Finland), University of Copenhagen (Denmark), The National Research Council of Italy (Italy), Autism Foundation Finland (Finland), The Danish Institute for Visual Impairment IBOS (Denmark), European Platform for Rehabilitation (EPR) (Belgium), Be My Eyes (Denmark), The Italian Down Syndrome Association (Italy)

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1. Introduction

In this deliverable, D2.1, we present the metadata and codebook for Work Package 2 (WP2).[1] The metadata consists of a descriptive overview of the data collected up to the date of this deliverable by researchers affiliated with Tampere University (TAU) and the University of Copenhagen (UCPH). Three researchers have collected video and audio data as well as field notes and interviews on manual work in Italy, Finland and Germany. In the following, we provide an overview of the theoretical framework and the categorisation we employ to organise data collection and to prepare the corpus for data analysis.

In WP2 of the NewWorkTech project, we explore manual work by 1) wheelchair users (or participants with a physical/motorial disability); 2) participants who are neurodivergent; 3) people with a learning or intellectual disability. People with learning or intellectual disabilities form a relevant group: while they may not be able to do the same kind of knowledge office work as other people in general, they may have unique skills that make them competent in kinds of knowledge work (e.g., Griffiths et al., 2024). In WP2, we focus on exploring work-related practices in performing manual (on-site) work tasks and social encounters at the workplace. Manual work in this WP means blue-collar work, in which on-site work is a prerequisite. Workplaces under study include the hospitality, health and social sectors, logistics, manufacturing, shops or stores, and beauty and cultural industries.

Access to the field and collaboration with participants have been made possible through a close cooperation of the project partners, as well as the efforts of the researchers and experts involved in this work package in reaching out to organisations in Denmark, Italy, Finland and Germany. All researchers are working closely with the organisations and participants to conduct fieldwork and record video-ethnographic data. Both research teams at the Universities of Tampere and Copenhagen have started working on the data analysis. In this initial phase of the analysis, they evaluate the collected material, manage the data sets and analyse individual and social practices in the daily work of the participants.

In Italy, postdoctoral researcher Sara Merlino has been collecting data on persons with intellectual disabilities working in a store and in a café. In Finland, postdoctoral researcher Annamari Korhonen has been collecting data with Autistic people working in the restaurant industry and the cultural sector, as well as with trainees in the beauty industry who have various neurodivergent traits, learning difficulties and mental health disorders such as anxiety or depression. Finally, in Germany, postdoctoral researcher Dorothée Kraus has been collecting data from an Autistic person working in warehouse logistics, two people with learning disabilities who work in different fields of the social sector, and a wheelchair user who works as a delivery courier. The primary data include audio-recorded interviews, video-recordings and photos of the participants performing manual on-site tasks, and of interactions between co-workers. Additional data include observation notes, interviews with job coaches, and informal conversations with team leads or colleagues. Based on these data, we investigate the use of a diverse range of technologies including printed checklists,

[1] The first set of workplace data collected in the NewWorkTech project is described in the Deliverable D1.1 Office Work Dataset (Due et al. 2025).

digital and physical calendars, tailor-made adjustments to the physical work environment, as well as to the work tasks.

In WP2, the foci of the analysis are 1) on understanding how people with a disability perform manual work tasks, 2) how personal assistants (human-to human or human-technology) facilitate their work, and 3) on workplace interactions. By collecting and analysing ethnomethodological data, we aim to understand the practices, affordances and barriers our participants encounter in their daily work. The compilation of datasets and the analysis of chosen sequences started in project month 13.

In the following, we give an overview of the theoretical framework and methodological approach. We also present the preparations included in gaining access to workplaces and how the principle of *Nothing about us without us* continuously shapes our research design. We then present the manual work metadata and contextualise them, and draw a brief conclusion.

2. Codebook

In this section, we are going to present the theoretical and methodological background to the data collection, the research questions we are following in this work package, and the design of our interview questions.

2.1. Theoretical framework

The theoretical backgrounds of the empirical research conducted in WP2 are Ethnomethodology (Garfinkel, 1967) and Conversation Analysis (Sacks et al., 1974), hereafter EMCA. EMCA focuses on the study of social order and sense-making practices as these are produced in the ordinary, everyday activities of people engaged in co-present interaction, including in workplace settings (for talk at work, see Drew & Heritage, 1992; for workplace studies, see Hindmarsh et al., 2000). EMCA is used in this WP to understand the systematic organisation of multimodal communication at the microstructural level by identifying the practices, procedures, and resources through which participants construct meaning in their interactions. EMCA adopts an empirical bottom-up perspective by putting the participants' actions and their "own displayed understandings as shown in 'next turn' at the centre of the analysis" (Clift & Haugh, 2021:626). It develops theories of interaction inductively based on the detailed analysis of rich empirical data and draws from prior ethnomethodological studies in comparable contexts (for use of technologies, see Heath & Luff, 2000; Tuncer et al., 2023; Mlynář et al., 2024). At its core, ethnomethodology investigates how individuals produce social order, interpret the world around them, and orient their behavior through tacit rules, shared assumptions, and situated reasoning.

Our second principal methodological approach is Ethnography. Ethnography involves the close observation and systematic description of the social and cultural life of a particular group or community (see e.g. Pink, 2021). As a qualitative research methodology, it requires the researcher's immersion in the studied context: participating in, observing, and engaging with everyday practice, while collecting data through multiple techniques such as interviews, participant observations and

the writing of fieldnotes (Emerson, 2011). The objective of ethnography is to develop a deep and contextually grounded understanding of the community's social and cultural practices as they are experienced and enacted in situ.

The data collection activities of the two research groups at TAU and UCPH are informed by ethnographic fieldnotes, participant observations, and audio and video recordings. This approach allows to document the interactional dynamics of the investigated activities, a description of the work practices, and the details of participants' conduct (Goodwin, 1981; Heath et al., 2010; Mondada, 2006). The use of video data allows for detailed descriptions of participants' verbal and multimodal conduct, for which excerpts (or collections thereof) of interaction are chosen and analysed.

Finally, the microanalysis of selected excerpts of interactions is combined with the information gathered through ethnographic fieldwork, observations, and participants' interviews (see below). The researchers' analyses of the key moments in social action are furthermore enriched and validated in joint data analyses with the study participants (or their representatives or other key actors in the given context), following a participatory research design.

2.2. Research questions for video-ethnographic fieldwork in WP2

1. How are participants accomplishing tasks at work?

During fieldwork, we observe how the participants perform work tasks and whether they are assisted by a human or a technology to succeed in performing the task at hand.

2. How do participants participate in work-life encounters?

During fieldwork, we focus on how participants have an impact on the workplaces and how interactions between the participants and colleagues or team leads are constituted. We also observe whether and how colleagues can become assistants to the participants, or even vice versa. In training situations, colleagues or semi-/professional human assistants might play a role in learning to perform a task.

3. What are the barriers participants encounter and how are these barriers tackled in specific situations?

During fieldwork, we can focus on observable interactions and practices of facing or working around barriers. At the example of a wheelchair user, we can see that the adaptation of the physical environment is a key factor for the participant to succeed at his work.

2.3. Methodological approach

Different activities preceded the creation of the data set. Following the *Description of Action* (DoA) of the NewWorkTech project, the researchers prepared the data collection in close collaboration with the project partners between months 1-6 (Task 2.1). Between months 7 and 12, all researchers collected observation notes, video recordings and participant interviews on site at workplaces and

trainings settings (Task 2.2). The data collection of manual work involves also tasks that are facilitated by personal assistants.

In preparation for the data collection, the following activities were carried out (Task 2.1):

1) the creation of a Data Management Plan (DMP) (see also Task 6.2)
2) the creation of required documentation for ethical approval and passing the ethical review of the Ethics Committee (see also Task 6.3);
3) a preparatory phase in which access to the field and the form of our fieldwork was negotiated;
4) the design of accessible and individual documents for each target group;
5) the adaptation of the interview guide developed in WP1 to the affordances of manual work in order to conduct semi-structured interviews.

1) *Fieldwork preparation and negotiations*: We used existing contacts with organisations and associations in order to find and recruit participants for our study. Organisations that are part of the project such as AIPD, AFF, IBOS, and BME played a crucial role in providing contacts of potential participants and workplaces in the four countries. Additionally, the researchers recruited participants by mobilising their personal networks as well as social media (LinkedIn).

2) *Ethics and informed consent* (Task 6.2): As our study and data collection involve human participants in potentially vulnerable positions and sensitive data, we went through the process of ethical approval by the Ethical Committees of our Universities. The forms and information documentation necessary for the participants' informed consent were designed and approved according to the regional regulation. The names of participants are fictional, and details about the workplaces that could identify them have been omitted or modified for pseudonymisation.

3) *Accessibility*: The information sheet and the informed consent form were adapted for and made accessible to the target groups. Documents addressed to people with a learning disability were reformulated in a simplified way and included pictures. In both cases, the creation of accessible documents was realised in close collaboration between the researchers and representatives of the advocacy organisations which are part of the project (AFF, AIPD and IBOS).

4) *Video ethnography*: Data collection was preceded by an observatory phase of the workplace context and situations which would later be video recorded. The researchers accessed the field, explained participants the aims of the research, observed their work, and took notes on their observations. Photos, audio and video-recordings of the real-life situations took place in different heterogenous settings and required a consistent effort to adjust to the socio-material implications of the context (e.g., type of workplace, number of colleagues, customer interactions) and to the technologies used (e.g., tablet, phone, handheld barcode scanners).

5) *Interview design guide:* In WP1, the researchers at UCPH created an interview design guide inspired by Dahl & Monrad (2025). The guide was reviewed by the project partners involved in WP1 and 2 (see also Due et al., 2025). In WP2, the researchers at UCPH and TAU adjusted the questions developed in WP1 to the needs of people performing manual tasks. Most of the focal participants in the four countries went through semi-structured interviews that allowed the researchers to gather

information about participants' everyday life, their perception of their work conditions, and their use of technologies at work and the human or technological assistance they use on a daily basis. The interview design guide was adjusted and made accessible to the specificities and requirements of the setting, participants, and disabilities. The interviews were audio-recorded.

The immediate treatment of the collected data has involved 1) digitalisation of hand-written notes and storage of digital notes; 2) storage and descriptive naming of audio and video recordings and split-screen video editing of the videos filmed from two angles; 3) transcription of audio material such as the recorded interviews (Task 2.2).

2.4. Design of the interview questions

Topic	Research Focus	Questions and protocol
Introduction and background: age, education...	Making consent and voluntary participation explicit and clear. Recording with a dictaphone if given consent. Enabling participants to introduce themselves, possibly attending to how they describe themselves and how they arrived at their job.	*Consent form signed by participant.* *Interviewer asks for consent to record.* *The interviewer briefly introduces the project and herself orally.* Before we begin, do you have questions about the NewWorkTech project? Your participation is voluntary, and you can withdraw at any time. Could you introduce yourself? Where did you grow up? How long have you been working at this company? How did you find this job?
Understanding the everyday experiences of participants and how it relates to work.	How do participants experience their everyday lives at work?	In your own words, can you describe what a typical day at work looks like?
Inclusion, well-being and accessibility in the workplace	What elements influence the participants' inclusion, well-being and accessibility in the workplace?	How would you describe an ideal day at work? Thinking back, are there particular situations at work that you found particularly enjoyable and positive? In your opinion, what makes a workplace accessible and inclusive? What is essential for you to feel included and well at work?
Technology use	What technologies do participants use and value, and how long have they been using them?	What kind of technologies are essential in your everyday life and work? What kind of strategies or accommodations are essential? When did you learn to use these technologies? And who taught you?

		Could you give some examples of how you use them in your everyday life?
Assistance	Do participants use technological tools or humans as assistance? If so, when do they use assistance?	During your training phase, was there someone or something (e.g., a mobile app) who/which helped you to onboard the work life and perform work tasks? Are you being assisted by a professional/semi-professional assistant or trainer, or a technological tool such as a mobile app, on a regular basis in order to perform work tasks and/or participate in the work-life encounters?
Challenges and barriers in the workplace or everyday life	What challenges and barriers do participants experience? How do they approach them and tackle them?	If you feel comfortable sharing with me, are there any situations where you experienced something particularly challenging in your current workplace or other company you worked for? What are the most common barriers that you experience at work? What are the common things you do to work around these barriers? Who do you ask for help? If you could give some advice to others experiencing similar situations, what would your advice be?
Summing up	What more should I know about the participant? What are the next steps? Feedback on the process	Is there anything you'd like to discuss that we didn't cover in the interview? How was it for you to participate in this interview? Can I contact you again if I have follow-up questions or need clarifications? *End the interview, researcher stops audio recording*

3. Data treatment and analysis

In month 13, the compilation of the data collected began (Task 2.3). This involves the pseudonymisation of the data, and processing it by means of (multimodal) transcription and coding.

1) Storage and pseudonymisation: Names and locations mentioned in audio and video files as well as in the transcribed interviews are pseudonymised. Each file is re-named with a brief description of what is observable in the video or audible in the audio file. Hand-written notes are being digitalised in order to make them searchable and to be able to annotate them digitally. All files are stored securely (e.g. in encrypted drives or institutional repositories). Confidential information will be excluded from publications.

2) Transcription/annotation of the audio/video/recordings of work activities and interviews: After choosing sequences for analysis, these sequences are transcribed following the conventions in EMCA, such as by Jefferson (2004) for transcribing verbal resources and by Mondada (2018) for multimodal ones. Naturally occurring interactions of workplace activities are analysed using conversation analytic categories and concepts, such as turn-taking, sequence organisation, repairs, and action formation (see Heritage, 2012; Sacks et al., 1974; Schegloff, 2007). The annotations of interview transcripts and/or notes follow an inductive approach based on qualitative content analysis (Kuckartz & Rädiker, 2023).

4. Metadata

This section presents data on the data collected for WP2, which include authentic workplace actions and interactions during manual tasks, and social encounters involving people with neurodiversity or learning/intellectual/physical/motorial disabilities. The data have been collected in Italy, Germany and Finland since May 2025 by Sara Merlino, Annamari Korhonen and Dorothée Kraus.

4.1 Data collection overview of the manual work dataset

In Table 1, we present an overview of the participants per country. The table also provides information about the type of disability and the work sector. We will also share information on their workplaces and the occupations our participants have.

Data of manual work (videos, photos, observation notes, interviews) as of month 15 in the project				
	Type of disability	**Work sectors**	**Workplaces**	**Occupations**
Italy (n=5)	Participants with Down syndrome (n=3); Participant on the autism spectrum (n=1); Participant with developmental disorder (n=1)	Retail, hospitality	Shop, bar	Salesperson, bar tender
Germany (n=5)	Participants with a learning disability (n=3); Neurodivergent participant (n=1); Wheelchair user (n=1)	Social sector, logistics, health sector	Offices, health facilities, cultural centre	Trained logistics professional, janitor, member of the office cleaning team, delivery courier
Finland (n=10)	Neurodivergent participants (n=5), Participants with learning	Cultural industry, restaurant, beauty industry	Museum, kitchen,	Museum assistant, kitchen worker,

	disability (n=5), Participants with mental health disorder (n=3) Undefined challenges (n=3) (Several participants had challenges belonging to more than one category)		beauty industry training site	beauty industry trainee

Table 1: Overview of data collected by UCPH and TAU on manual work and workplace interactions (last update: Feb, 15, 2026)

4.2 Metadata overview of WP2

In the following (Table 2), we present the metadata of the collected data. All names are pseudonyms.

Metadata: manual work and workplace interactions (all names are fictitious and used for pseudonymisation)				
Date	**Participant**	**Setting**	**Use of human-human or human-technology assistance**	**Data types**
29-May-25	Tomas, a person with Down syndrome, Italy	Shop selling computer devices; cleaning and stocking items on shelters	Human assistance (colleagues and work supervisor), Use of checklists	mp4, mp3
14-July-25	Francesco, a person with Down syndrome, Italy Roberto, a person with Down syndrome, Italy Mattia, an autistic person, Italy Luca, a person with a developmental disorder, Italy	Café; bartending	Human assistance (colleagues and work supervisor)	mp4, mp3
16-July-25	Francesco, a person	Café; bartending	Human assistance	mp4, mp3

	with Down syndrome, Italy Roberto, a person with Down syndrome, Italy Mattia, an autistic person, Italy Luca, a person with a developmental disorder, Italy		(colleagues and work supervisor)	
18-July-25	Francesco, a person with Down syndrome, Italy Roberto, a person with Down syndrome, Italy Mattia, an autistic person, Italy Luca, a person with a developmental disorder, Italy	Café; bartending	Human assistance (colleagues and work supervisor)	mp4, mp3
21-July-25	Francesco, a person with Down syndrome, Italy Roberto, a person with Down syndrome, Italy Mattia, an autistic person, Italy Luca, a person with a developmental disorder, Italy	Café; bartending	Human assistance (colleagues and work supervisor)	mp4, mp3
23-July-25	Tomas, a person	Shop selling	Human assistance	mp4, mp3

	with Down syndrome, Italy	computer devices; cleaning and stocking items on shelters	(colleagues and work supervisor), Use of checklists	
24-July-25	Tomas, a person with Down syndrome, Italy	Shop selling computer devices; cleaning and stocking items on shelters	Human assistance (colleagues and work supervisor), Use of checklists	mp4, mp3
25-July-25	Francesco, a person with Down syndrome, Italy Roberto, a person with Down syndrome, Italy Mattia, an autistic person, Italy Luca, a person with a developmental disorder, Italy	Café; bartending	Human assistance (colleagues and work supervisor)	mp4, mp3
31-July-25	Tomas, a person with Down syndrome, Italy	Shop selling computer devices; cleaning and stocking items on shelters	Human assistance (colleagues and work supervisor), Use of checklists	mp4, mp3
21-Aug-25	Heidi, an autistic/ADHD person, Finland	Museum work	None	mp4, mp3, docx, jpg
22-Aug-25	Heidi, an autistic/ADHD person, Finland	Museum work	None	mp4, mp3, docx, jpg
11-Sep-25	Birgit, a person with a learning disability, Germany	Office; cleaning	Daily kick-off	mp4, m4a, jpg, docx
17-Sep-25	Martin, a wheelchair user, Germany	Hospital; delivery	Job coach during training phase, Electric wheelchair	jpg, mp4, mov, pdf, docx

22-Sep 25	Per, an autistic person, Germany	Logistics warehouse	Job coach during training phase, Mobile apps during training phase, Handheld barcode scanner	docx
23-Sep-25	Pascal, a person with different difficulties, Germany	Cultural centre; janitor	Daily lists with his tasks, Daily interaction with job coaches, Daily updates on tasks accomplished via WhatsApp, Regular work trainings with his job coaches	m4a, docx
24-Sep-25	Per, an autistic person, Germany	Logistics warehouse	Job coach during training phase, Mobile apps during training phase, Handheld barcode scanner	jpg, docx, m4a
24-Sep-25	Ida, a person with a learning disability, Germany	Adult daycare centre; care	Initial training phase, Adjustment of her workplace together with job coach	docx, m4a
25-Sep-25	Pascal, a person with different difficulties, Germany	Cultural centre; janitor	Daily lists with his tasks, Daily interaction with job coaches, Daily updates on tasks accomplished via WhatsApp, Regular work trainings with his job coaches	jpg, mp4, docx
26-Sep-25	Martin, a wheelchair user, Germany	Hospital; delivery	Job coach during training phase, Electric wheelchair	jpg, docx, mp4, m4a
30-Sept-25	Tomas, a person with Down syndrome, Italy	Shop selling computer devices; cleaning and	Human assistance (colleagues and work supervisor),	mp3

		stocking items on shelters	Use of checklists	
15-Oct-25	Francesco, a person with Down syndrome, Italy Roberto, a person with Down syndrome, Italy Mattia, an autistic person, Italy Luca, a person with a developmental disorder, Italy	Café; bartending	Human assistance (colleagues and work supervisor)	mp4, mp3
22/28/29-Oct-25	Iida: anxiety, depression, dyslexia, learning difficulty, possible ADHD, Finland	Beauty industry training	Daily workboard, Checklists and customer worksheets, Educators providing instructions	mp4, mp3, docx, jpg
22/28/29-Oct-25	Sofia: Autism, ADD, anxiety, Finland	Beauty industry training	Daily workboard, Checklists and customer worksheets, Educators providing instructions	mp4, mp3, docx, jpg
22/28/29-Oct-2025	Ella: problems with working memory, Finland	Beauty industry training	Daily workboard, Checklists and customer worksheets, Educators providing instructions	mp4, mp3, docx, jpg
22-Oct-25	Sara: undefined challenges, Finland	Beauty industry training	Daily workboard, Checklists and customer worksheets, Educators providing instructions	mp4, docx, jpg
22/28/29-Oct-25	Vilma: ADD, learning difficulties, Finland	Beauty industry training	Daily workboard, Checklists and customer	mp4, mp3, docx, jpg

			worksheets, Educators providing instructions	
28/29-Oct-25	Milla: Depression, anxiety, social phobia, dyslexia, poor working memory, Finland	Beauty industry training	Daily workboard, Checklists and customer worksheets, Educators providing instructions	mp4, mp3, docx, jpg
28-Oct-25	Jenna: undefined challenges, Finland	Beauty industry training	None	mp4, docx, jpg
28-Oct-25	Lotta: undefined challenges, Finland	Beauty industry training	None	mp4, docx, jpg
26-Nov-25	Tomi, an autistic person with learning difficulties, Finland	Kitchen work	Educator providing instructions, Supervisor providing instructions	mp4, mp3, docx, jpg
27-Nov-25	Tomi, an autistic person with learning difficulties, Finland	Kitchen work	Supervisor providing instructions	mp4, mp3, docx, jpg
28-Nov-25	Tomas, a person with Down syndrome, Italy	Shop selling computer devices; cleaning and stocking items on shelters	Human assistance (colleagues and work supervisor), Use of checklists	mp4, mp3
28-Nov-25	Tomi, an autistic person with learning difficulties, Finland	Kitchen work	Supervisor providing instructions	mp4, mp3, docx, jpg
17-Dec-25	Tomas, a person with Down syndrome, Italy	Shop selling computer devices; cleaning and stocking items on shelters	Human assistance (colleagues and work supervisor), Use of checklists	mp4, mp3

4.3 Contextualisation of the metadata

Birgit
is a person with a learning disability living in Germany who has been in the office cleaning team for over 20 years. She is also an activist for people with learning disabilities. Dorothée Kraus shadowed a full day of Birgit's work, took observation notes, interviewed her, filmed her when working

individually and when interacting with colleagues, and took notes on a team meeting. We collected her data in the following formats: mp4, m4a, jpg, and docx.

Martin
is a German wheelchair user who has been working in his current position for 10 years. Dorothée Kraus visited him together with his job coach on Sep, 17, 2025, and got to know him and his team lead. On Sep, 26, 2025, Dorothée Kraus shadowed him during the afternoon, met colleagues, and conducted the interview. We collected his data in the following formats: jpg, docx, mp4, m4a, mov, and additional data in PDF.

Per
is an autistic professional living in Germany. After finishing his vocational training, during which he had the help of a job coach, he has been working in a logistics warehouse. He enjoys driving the forklift and works with a barcode scanner. Dorothée Kraus got to know him together with his job coach on Sep, 22, 2025, and took notes on his work. On Sep, 24, 2025, Dorothée Kraus shadowed Per during his workday, took photos and notes, and conducted an interview. We collected his data in the following formats: docx, jpg, and m4a.

Pascal
is a person with different difficulties living in Germany. He has been working as a janitor in a cultural centre for nearly three years. Dorothée Kraus got to know him when interviewing him first on Sep, 23, 2025, and shadowed his workday accompanied by his job coach on Sep, 25, 2025. He is in contact with his job coaches on a daily basis and notifies them daily via Signal about the progress of his work. He uses several tools in order to fulfill his tasks; among others he uses an automatic electric stair climbing sack truck to carry several bottle crates at once. His data have been collected in the following formats: m4a and docx, jpg, mp4.

Ida
is a person with a learning disability living in Germany. She has been working in the social sector for several years. On Sep, 24, 2025 Dorothée Kraus met her and her job coach for an interview. Her audio data is available in m4a and docx formats.

Heidi
Heidi is a museum and cultural industry professional with ADHD and self-diagnosed autism spectrum disorder. She lives in Finland and has been working in museums and the cultural sector for several years. Annamari Korhonen filmed and interviewed her at work on August 21 and 22, 2025. She has no particular work accommodations.

Tomi
Tomi is on the autism spectrum and has learning difficulties, and is currently completing his education as kitchen employee. He lives in Finland. He has completed several training periods in various restaurant kitchen workplaces. From 27 to 29 November 2025, Annamari Korhonen observed him working with an educator (on the first day) and a kitchen supervisor, conducting food preparation and cleaning tasks. On the third day, sufficient trust was achieved to make filming possible. Tomi also filmed some of his workstations and introduced them. An informal interview

was conducted as part of general discussions at the workplace. Tomi receives frequent instructions from the supervisor and refers to general information sheets available at the workplace.

Iida
Iida lives in Finland and has anxiety disorder, depression, and learning difficulties. She is dyslexic and is currently being diagnosed for ADHD. She was filmed and interviewed by Annamari Korhonen at a beauty industry training site on three days between 22 and 29 October 2025. All the trainees at the site use a daily workboard and various worksheets as part of their work, and are instructed by educators.

Sofia
Sofia lives in Finland and is on the autism spectrum and has ADHD (ADD). Furthermore, she suffers from an anxiety disorder that severely impacts her ability to work long hours. She was filmed and interviewed by Annamari Korhonen at a beauty industry training site on three days between 22 and 29 October 2025. All the trainees at the site use a daily workboard and various worksheets as part of their work, and are instructed by educators.

Ella
Ella lives in Finland and has problems with her working memory, which have made her educational path challenging. She was filmed and interviewed by Annamari Korhonen at a beauty industry training site on three days between 22 and 29 October 2025. All the trainees at the site use a daily workboard and various worksheets as part of their work, and are instructed by educators.

Sara
Sara lives in Finland and was observed and filmed by Annamari Korhonen at the beauty industry training site on 22 October 2025. As she was only present on one day, she was not interviewed, which also means that no information about possible disabilities or long-term challenges is available.

Vilma
Vilma lives in Finland and has ADHD (ADD) and high need of support in her learning. She was filmed and interviewed by Annamari Korhonen at a beauty industry training site on three days between 22 and 29 October 2025. All the trainees at the site use a daily workboard and various worksheets as part of their work, and are instructed by educators.

Milla
Milla lives in Finland and has depression, anxiety, social phobia and poor memory. She is also dyslexic. She was filmed and interviewed by Annamari Korhonen at a beauty industry training site on 28 and 29 October 2025. All the trainees at the site use a daily workboard and various worksheets as part of their work, and are instructed by educators.

Jenna
Jenna is a student living in Finland and currently at a crossroads in her educational path. She spent time at the beauty industry training site and started to learn basics in order to be able to decide on which education she would pursue in the future. She was filmed by Annamari Korhonen on 28 October 2025. Since she was not interviewed, no information is available on possible diagnoses.

Lotta
Lotta is a student living in Finland and currently at a crossroads in her educational path. She spent time at the beauty industry training site and started to learn basics in order to be able to decide on which education she would pursue in the future. She was filmed by Annamari Korhonen on 28 October 2025. Since she was not interviewed, no information is available on possible diagnoses.

Tomas
Tomas is a man with Down syndrome who works in a shop selling computer products. He has obtained a permanent position in the company. His main tasks involve cleaning and organizing product stocks. To support his work, he uses checklists. The educator who supported Tomas during his professional integration regularly monitors his work. This supervision takes place through the review of his checklists and through in-person visits to the shop to ensure that everything is proceeding smoothly. An extensive fieldwork on Tomas was conducted by Sara Merlino. The researcher first carried out preliminary observations in the workplace and then recorded Tomas's working days over several days (see the dates in the table). In addition, interviews were conducted with both Tomas and his educator in order to gain a deeper understanding of his work activities and his use of technologies in his daily life and assistive tools at work, such as checklists.

Francesco
Francesco is a man with Down syndrome who works in a café as part of a professional integration program for individuals with Down syndrome. His responsibilities include interacting with customers and preparing coffee and breakfast items. His activities are supervised by educators. The work activities at the café were documented by Sara Merlino through video recordings collected over several days. In addition, a semi-structured interview was conducted with Francesco to gain a deeper understanding of his work practices and his use of technologies in his everyday life.

Roberto
Roberto is a man with Down syndrome who works in a café as part of a professional integration program for individuals with Down syndrome. At the café, his responsibilities include interacting with customers and preparing coffee and breakfast items. His work is regularly supervised by educators. The work activities at the café were documented by Sara Merlino through video recordings collected over several days. In addition, a semi-structured interview was conducted with Roberto to gain a deeper understanding of his work practices and his use of technologies in his everyday life.

Mattia
Roberto is a man with Autism who works in a café as part of the activities organized for supporting young people in their training and professional insertion. At the café, his responsibilities include interacting with customers and preparing coffee and breakfast items. He is regularly supervised by educators. The work activities at the café were documented by Sara Merlino through video recordings collected over several days. In addition, a semi-structured interview was conducted with Mattia to gain a deeper understanding of his work practices and his use of technologies in his everyday life.

Luca

Luca is a man with a light developmental disorder who works in a café as part of the activities organized for the training and professional insertion of young people. At the café, his responsibilities include interacting with customers and preparing coffee and breakfast items. His work is regularly supervised by educators. The work activities at the café were documented by Sara Merlino through video recordings collected over several days.

5. Conclusion

The data presented illustrate the diversity of workplaces of people with learning or physical disabilities, neurodiversity, or invisible disabilities such as mental health conditions. By collecting a variety of different data over several days, we gain a better understanding of the participants' work realities. These work realities include collaboration with colleagues, using tools that support their work, such as workboards and checklists, and receiving training, supervision and support from colleagues, educators, and job coaches.

Our observations and preliminary findings show that people with a disability participate in the workforce after a training phase sometimes even above their estimated work capacities if the workplace fits their needs. In the case of Ida who has a learning disability this can mean enjoying the interactions at work, in the case of Martin who uses a wheelchair this means knowing how important his job is and how competent he is in fulfilling his tasks, and feeling appreciated at work. Martin also mentions how important curb cuts are for him in order to succeed in his work. Importantly, the observed "fit to work" can be thanks to the type of work people are doing and because of the workplace actively seeks to support their needs (e.g., via accommodations) – or both at the same time. Furthermore, even the simplest work task can be difficult to carry out if its management is messy. In future research, it will be interesting to understand the detailed work practices of the participants, to analyse how human and technological assistance facilitate their work, and to explore workplace interactions and collaboration in detail.

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