IN KEY – WP3 “Survey for Mapping Inclusive Companies”
Survey Report
Summary

IN-KEY – INclusive worK Experiences for Young Professionals
GRANT AGREEMENT 2025-1-IT02-KA220-HED-000359257 FUNDED BY ERASMUS+ PROGRAMME

WORK PACKAGE 3
“Mapping Inclusive Companies”
Assessment of Diversity & Inclusion practices and challenges.
Report of the Survey

LEAD PARTNER: PER FORMARE SRL
JULY 2026

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This report presents the final findings of the INKEY Project - WP3 Company Survey on Inclusive Internship Readiness. The survey was designed to assess how prepared organisations are to host inclusive internships for young people with disabilities and/or fewer opportunities, and to identify the conditions, practices and support measures needed to make internship experiences genuinely accessible, meaningful and sustainable. This document is a brief summary of the complete report.

Within WP3, we assessed how prepared organisations are to host inclusive internships, collecting **71 valid responses** across around 20 country contexts. The sample is mainly composed of micro and small organisations, representing more than 80% of respondents.

The overall result is an **Inclusive Internship Readiness Score of 48.8 out of 100**, corresponding to the **Developing Readiness** level. This means that organisations generally show openness and willingness towards inclusion, but often still lack structured procedures, roles, tools and monitoring systems.

The strongest finding is management support: **83.1%** of respondents reported strong or full support from management or the board for D&I initiatives. However, only **29.6%** reported having a designated person, focal point or indicator linked to D&I success.

The main gaps concern digital and sensory accessibility, regular staff training, structured mentoring and monitoring. Only **31.0%** confirmed that their digital tools are accessible, while only **14.1%** provide regular D&I training.

At the same time, the potential for future action is very high: **94.4%** of organisations are willing, or conditionally willing depending on the adaptations required, to host INKEY interns. The most requested forms of support are co-funding, resources for physical or technical adaptations, and training for tutors and supervisors.

The central message is therefore clear: organisations do not simply need to be convinced about inclusion; they need practical conditions, tools and support to make inclusion possible. This is why the WP3 findings will directly inform the INKEY Toolkit and the future Quality Label.

Extended WP3 Results Summary

Work Package 3 assessed how prepared organisations are to host inclusive internships for young people with disabilities and/or fewer opportunities. The objective was to identify both the practices already in place and the main barriers, support needs and improvement priorities.

The area explored in the survey are: SECTION 1 – Company Information; SECTION 2 – Diversity & Inclusion Policies and Governance; SECTION 3 – Recruitment, Selection and Onboarding; SECTION 4 – Physical and Digital Accessibility; SECTION 5 – Training and Skills Development; SECTION 6 – Organisational Culture, Wellbeing and Retention; SECTION 7 – D&I Data and Monitoring; SECTION 8 – Past Experience with Internships with fewer opportunities; SECTION 9 – Willingness to Host INKEY Interns; SECTION 10 – Final Comments.

The quantitative analysis is based on 71 valid organisational responses collected across around 20 country contexts. The sample is mainly composed of micro and small organisations: 54.9% have fewer than ten employees and, overall, 80.3% have fewer than fifty employees. This profile is important because smaller organisations can often offer flexibility and close relationships, but may also have fewer resources, less formalised procedures and limited specialist capacity in accessibility, mentoring and Diversity & Inclusion.

The overall result is an Inclusive Internship Readiness Score of 48.8 out of 100, placing the sample at the Developing Readiness level. This means that many organisations show openness and willingness towards inclusion, but are not yet fully structured to provide inclusive internships in a systematic and sustainable way.

One of the most positive findings concerns leadership support. 83.1% of respondents reported strong or full support from management or the board for D&I initiatives. However, a clear gap emerges between intention and operational structure. Only 29.6% reported having a designated person, focal point or indicator linked to D&I success. In addition, 59.2% reported having either a formal D&I policy or informal guidance, while 40.8% had no policy or were not aware of its existence.

Recruitment and onboarding practices are also still developing. 46.5% of organisations reported having adapted recruitment procedures, but 36.6% reported having none and 15.5% did not know whether such procedures existed. Only 38.0% use specific outreach channels to reach candidates with fewer opportunities. Regarding onboarding, 50.7% reported having inclusive onboarding measures, while 49.3% did not have specific measures in place. This confirms that many organisations are willing to adapt when a need arises, but fewer have proactive and standardised procedures.

Accessibility is one of the most critical areas. In terms of physical accessibility, 46.5% of organisations rated their premises at high accessibility levels, while 33.8% rated them at low levels. The situation is more challenging in digital and sensory accessibility: only 31.0% confirmed that their digital tools, websites or platforms are accessible; 21.1% stated that they are not accessible and 46.5% were unable to assess this. In addition, 57.7% of organisations rated their sensory accessibility provision at the two lowest levels. This suggests that accessibility is still often understood mainly as a physical infrastructure issue, while more work is needed on documents, digital tools, communication, assistive technologies, noise, lighting and work organisation.

Staff training is another major priority. Only 14.1% of organisations provide regular D&I training; 43.7% provide it occasionally and 42.3% provide no D&I training at all. The need is therefore not only to raise awareness, but to offer practical guidance to tutors, supervisors, managers and colleagues on inclusive communication, task adaptation, reasonable accommodation, feedback, onboarding and support for diverse needs.

Mentoring is already present in many organisations, but mainly in informal forms. 52.1% reported providing informal support to interns, while 29.6% have a structured mentoring or support programme. Only 11.3% reported having specific mentorship programmes for people with

particular support needs. This shows that goodwill and personal commitment are widespread, but are not always supported by clear roles, dedicated time and shared procedures.

Monitoring is another weak area. Only 26.8% of respondents regularly use climate surveys, inclusion surveys or D&I metrics, while 56.3% do not use such tools. Only 25.4% produce D&I reports annually or biennially. This means that many organisations may have positive practices, but still lack simple tools to collect feedback, understand what works and improve over time.

In terms of previous experience, 50.7% of organisations have already hosted interns with fewer opportunities. The main challenges identified are practical rather than ideological: 28.2% reported the need for additional supervision or mentoring time; 18.3% identified difficulties in adapting tasks; 16.9% mentioned concerns about productivity or performance; and 14.1% reported a lack of D&I experience or training.

At the same time, organisations show strong potential for future action. 38.0% would be immediately willing to host INKEY interns and 56.3% would be willing depending on the adaptations required. Overall, 94.4% are therefore willing or conditionally willing to host an intern within a funded project.

The support needs are very clear. 71.8% requested financial incentives or co-funding; 49.3% requested resources for physical or technical adaptations; 42.3% requested tutor and supervisor training; and 26.8% requested administrative support. In addition, 67.6% expressed interest in attending a free online seminar on inclusive internships and D&I practices.

The survey results are consistent with the wider European evidence included in the report. European Commission research shows that D&I brings real organisational benefits only when leadership commitment is supported by policies, resources, responsibilities and monitoring. Research on SMEs shows that many smaller organisations are open to inclusion but often lack focal points, training, accountability structures and data systems. Evidence on reasonable accommodation also confirms the importance of adapting tasks, communication, schedules, digital tools and support arrangements, in cooperation with training providers, employment services and specialist organisations.

The main message of WP3 is therefore clear: organisations do not only need awareness-raising, because openness to inclusion is already relatively widespread. They need practical, easy-to-use and proportionate tools that allow them to translate willingness into concrete capacity.

For this reason, the WP3 findings will directly inform the INKEY Toolkit and the future Quality Label. The Toolkit should help organisations move from informal willingness to practical readiness through tools such as readiness checklists, inclusive onboarding templates, tutor guides, task adaptation tools, accessibility checklists, feedback forms and simple monitoring instruments.

The aim is not to divide organisations into “inclusive” and “non-inclusive” hosts. The aim is to support a progressive improvement pathway, enabling organisations to become more accessible, supportive and capable of offering meaningful professional opportunities to all young people.

ANNEX1: FINAL CLASSIFICATION SCORE TABLE

Score	**Maturity Level**
0–39	INITIAL
40-59	DEVELOPING READINESS
60–74	ADVANCED READINESS
75–100	EXCELLENCE READINESS

- Initial Readiness: below 40 points Organisations with limited, fragmented or mainly informal inclusive practices.
- Developing Readiness: 40–59 points Organisations showing willingness and some relevant practices, but still requiring more structured tools, procedures and support.
- Advanced Readiness: 60–74 points Organisations with several established practices, stronger internal structures and a more developed inclusion framework.
- Excellence Readiness: 75–100 points, organization with a full established practice, structured process of monitoring, onboarding and tutoring.