**Work Package 3**

**IO4 – ”HR DISABILITY TOOL”**

|  |
| --- |
| **HR Disability Tool: a virtual collection of examples and practices for using assistive technology of persons with disabilities for their success & productivity in education and employment settings. A proper tool for HR managers, careers counselors, educators, work mentors, employers.** |

**National Confederation of Disabled People-NCDP**

**Athens, May 2020**

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# **List of Abbreviations**

|  |  |
| --- | --- |
| ATs | Assistive Technologies |
| APL | Assistive Products List |
| UNCRPD | United National Convention on the Rights of Persons with Disabilities |
| ACE-ES | Asociatia Consultantilor si Expertilor in Economie Sociala Romania |
| CESUR | Centro Superior de Formacion Europa Sur |
| EASPD | European Association of Service Providers for Persons with Disabilities |
| EPRS | European Parliamentary Research Service |
| FAR | Federatia pentru Accesibilizarea Romaniei |
| NCDP | National Confederation of Disabled People |
| IO | Intellectual Output |
| WHO | World Health Organisation |

# **Definitions**

**Disability** is defined by the World Health Organization (WHO), in its International Classification of Functioning Disability and Health (ICF) as an “umbrella term for impairments, activity limitations and participation restrictions”. Disability is considered by the WHO as the outcome of “interactions between health conditions (diseases, disorders and injuries) and contextual factors. Among contextual factors are external environmental factors (for example, social attitudes, architectural characteristics, legal and social structures, as well as climate, terrain and so forth); and internal personal factors, which include gender, age, coping styles, social background, education, profession, past and current experience, overall behaviour pattern, character and other factors that influence how disability is experienced by the individual” (WHO).

**Persons with disabilities** are defined by the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD as "those who have long-term physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others" (United Nations 2007, art. 1).

**Assistive technology** is the application of organized knowledge and skills related to assistive products, including systems and services and includes any external product (including devices, equipment, instruments or software), especially produced or generally available, the primary purpose of which is to maintain or improve an individual’s functioning and independence, and thereby promote their well-being (WHO).

**Priority assistive products**, those products that are highly needed, an absolute necessity to maintain or improve an individual’s functioning and which need to be available at a price the community/state can afford (WHO).

# **Abstract**

HR Disability Tool for managers, careers counsellors, educators, work mentors, employers etc. is a theoretical and practical tool with virtual collection of examples, practices (materials & videos, other type of resources) of persons with disabilities using assistive technology for success & productivity in education and employment settings. The UN Convention on the Rights of Persons with Disabilities (UNCRPD) promotes, protects and ensures the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and the respect for their inherent dignity. Access to affordable assistive technology is a human right, with a foundation in the UN Convention on the Rights of Persons with Disabilities (UNCRPD). Assistive technology is an umbrella term covering the systems and services related to the delivery of assistive products and services. Assistive technology is designed to improve the functional capabilities of persons with disabilities and it ensures that persons with disabilities are able, inter alia, to access education and employment on an equal basis with others. It does not aim to provide students and employees with disabilities with an unfair advantage, but rather to give them the independence to learn and work, in an environment that allows them to use their strengths to overcome their challenges.

**Keywords:** UNCRPD, persons with disabilities, assistive technology,

# **Introduction**

The UN Convention on the Rights of Persons with Disabilities (UNCRPD) promotes, protects and ensures the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and the respect for their inherent dignity.[[1]](#footnote-1) According to Article 9[[2]](#footnote-2) of the UNCRPD, persons with disabilities should be provided with access to the physical environment, to transportation, to the information and communications, to goods and services, etc. since accessibility is a key factor for enabling them to live independently and participate fully in all aspects of life, on an equal basis with others. Moreover, as foreseen in Article 19 of the UNCRPD, persons with disabilities have the right to live in the community, with choices equal to others, and to enjoy full inclusion and participation.[[3]](#footnote-3)

The promotion and protection of all fundamental rights of persons with disabilities can not be achieved without inclusive policies. Such policies contain provisions and guidelines that support the full integration of all persons, including those with disabilities, into an equitably functioning place. An inclusive policy may be one that is specifically geared towards eliminating discrimination or facilitating diversity. It may be also related to any kind of structural or personnel issue, such as workforce training, parking, employee benefits, communications or work/education procedures. It may, or may not, include specific language about the inclusion of specific resources for persons with disabilities. The measure for whether a policy is inclusive is its outcome, meaning that when the policy is implemented as intended, it helps to generate a work and educational environment in which no employees are excluded, marginalized, treated unfairly, or prevented from accessing any resources, responsibilities, opportunities or benefits.[[4]](#footnote-4)

In order to avoid social exclusion and inequality, development strategies must be inclusive of persons with disabilities. This means that persons with disabilities must participate and their needs must be considered in the design, implementation and monitoring of all policies and programmes. Inclusive policies are successful if from the start of their development disability-inclusive approaches are adopted and the multiple ways in which disability affects the life of a person are recognized. The following aspects are central to guide an effective and well-coordinated policy design process:[[5]](#footnote-5)

**Non-discrimination:** all forms of discrimination must be prevented, including direct and indirect, discrimination by association and the denial of reasonable accommodation. Laws and practices that discriminate on the basis of disability must be abolished.

**Accessibility:** the physical environment, transportation, information and communication systems must be accessible to persons with disabilities.

**Assistive technologies and support services:** access of persons with disabilities, including children, to mobility aids, devices, assistive technologies and forms of live assistance and intermediaries.

Assistive technology is an umbrella term covering the systems and services related to the delivery of assistive products and services. Assistive products maintain or improve an individual’s functioning and independence, thereby promoting their well-being. Hearing aids, wheelchairs, communication aids, spectacles, prostheses, pill organizers and memory aids are all examples of assistive products. Globally, more than 1 billion people need 1 or more assistive products. With an ageing global population and a rise in noncommunicable diseases, more than 2 billion people will need at least 1 assistive product by 2030, with many older people needing 2 or more. Today, only 1 in 10 people in need have access to assistive products. Assistive technology enables people to live healthy, productive, independent, and dignified lives, and to participate in education, the labour market and civic life. Assistive technology reduces the need for formal health and support services, long-term care and the work of caregivers. Without assistive technology, people are often excluded, isolated, and locked into poverty, thereby increasing the impact of disease and disability on a person, their family, and society.[[6]](#footnote-6)

Assistive technology makes it possible for individuals with disabilities to take part in life’s activities, at home, school, work, and in the community. It strengthens developmental, functional, and learning skills. It can substitute for abilities that a person may not be able to develop.[[7]](#footnote-7)

Assistive techology (AT) ensures that persons with disabilities are able to access education and employment on an equal basis with others (Articles 24 and 27 of the UNCRPD). It does not aim to provide students and employees with disabilities with an unfair advantage, but rather to give them the independence to learn and work, in an environment that allows them to use their strengths to overcome their challenges.[[8]](#footnote-8)

# **CHAPTER 1-Intellectual Output 4**

## **1.1 Description**

**Activity O4/A9:** HR Disability Tool for HR managers, careers counselor, educators, work mentors, employers etc. is a virtual collection of examples, practices (materials & videos, other type of resources) of persons with disabilities using assistive technology for success & productivity in education and employment settings from project partners. The main objective of IO4 is to provide inspiration and guidance to adult education centres, employment agencies, companies, etc. so that they are able to enhancetheir accessibility and inclusion policies and initiatives, especially in the light the provisions of the UN Convention on the Rights of People with Disabilities (UNCRPD). The second objective of IO4 is to allow the collection of evidence-based practices promoting the success of persons with disabilities in different educational and work settings.

**The content of the virtual collection refers to evidences and practices that may belong to the following categories:**

- development and use of technology for persons with disabilities;

- application of universal design in infrastructure, physical spaces, technology, goods and services.

IO4 is innovative because of the emphasis it puts on the use of technology so that different institutions and organizations create appropriate and accessible environments for adults with disabilities in the sectors of education and employment. Examples and practices collected can be also adapted and used, for example, by schools to increase access for children with disabilities.

## **1.2 Development of the tool**

### **1.2.1 Methodology**

NCDP is the lead partner for this IO due to its experience in the field of accessibility for persons with disabilities.

Steps for developing IO4 by NCDP and partners involved:

* Description of structure and content of the virtual collection (introduction, sections of collection, type of resources, etc.)
* Establishment of a set of initial common criteria for the identification, evaluation and selection of evidence-based practice, example or case study, based on the values and principles of the UNCRPD
* Searching/identification and evaluation of the resources found in accordance with the criteria established; uploading of different resources
* Debriefing at the end of each step, giving and receiving feed-back so that the most proper resources are integrated in the collection.

HR Disability Tool includes a theoretical part about the UNCRPD, the meaning and importance of accessibility, assistive technology, and inclusion policies and initiatives. The tool includes also virtual collection which contains 14 different relevant resources (7 resources on education & training settings and 7 on employment settings).

### **1.2.2 Criteria**

Eligibility criteria of evidence-based practices, examples or case studies:

* Relevance to education and employment of adults with disabilities
* Contribution to the educational or employment integration of persons with disabilities
* Contribution to social cohesion
* Promotion of values such as equality, non-discrimination, accessibility, respect of human dignity
* Possibility for application in different environments and in real-life settings
* Innovation
* Sustainability
* Intersectionality
* The practice should not advertise a specific product/device or relate to any commercial initiative
* The resources/bibliography are stated and justified

### **1.2.3 Types of Recourses**

Evidence-based practices, examples, case studies may refer to: study visits, guidances, documentaries, guides-handbooks, material (educational, information, etc.), tv spots, on-line tools/platforms and other.

### **1.2.4 Template of practices, examples or case studies**

In order to record the practices, examples and/or case studies, a template was planned. The template includes all necessary information for the detailed description such us: Title, type of resource, refers to education & training or employment, timeframe, location, brief description of the practice, specific objectives/targets/focus group, content and activities, deliverables, results (outputs/outcomes) and impact, resources (see in annex I).

# **CHAPTER 2- UNCRPD**

## **2.1 United National Convention on the Rights of Persons with Disabilities**

The UNCRPD[[9]](#footnote-9) is intended as a human rights instrument with an explicit, social development dimension. It adopts a broad categorisation of people with disabilities and reaffirms that all persons with all types of disabilities must enjoy all human rights and fundamental freedoms. It clarifies and qualifies how all categories of rights apply to people with disabilities and identifies areas where adaptations have to be made for people with disabilities to effectively exercise their rights and areas where their rights have been violated, and where protection of rights must be reinforced.

The UNCRPD sets out both general obligations and specific measures required for its implementation. A wide range of skills and competences are required to carry out these necessary steps, which include various activities such as legislative and policy reform; development of new and affordable technologies; development of outreach in accessible formats; conduct of training, including for professionals working in specific sectors; and provision of international cooperation.[[10]](#footnote-10)

States that join in the Convention commit themselves to develop and carry out policies, laws and administrative measures for securing the rights recognized in the Convention and abolish laws, regulations, customs and practices that constitute discrimination.[[11]](#footnote-11)

### **2.1.2 UNCRPD – Substantive Articles**

The articles which are presented below, are very important for the inclusion and accessibility in education and employment of persons with disabilities. Therefore, HR managers, careers counsellors, educators, work mentors, employers should take them into consideration in order to provide a full accessible and non-discrimination environment.

1. **Article 1-Purpose**[[12]](#footnote-12)

The Article 1 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), defines “persons with disabilities” the persons who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. Moreover, the purpose of the present Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity.

1. **Article 5-Equality and Non-discrimination**[[13]](#footnote-13)

According to the Article 5 persons with disabilities have the right to enjoy the equality and non-discrimination. Therefore:

1. States Parties recognize that all persons are equal before and under the law and are entitled without any discrimination to the equal protection and equal benefit of the law.

2. States Parties shall prohibit all discrimination on the basis of disability and guarantee to persons with disabilities equal and effective legal protection against discrimination on all grounds.

3. In order to promote equality and eliminate discrimination, States Parties shall take all appropriate steps to ensure that reasonable accommodation is provided.

4. Specific measures which are necessary to accelerate or achieve de facto equality of persons with disabilities shall not be considered discrimination under the terms of the present Convention.

1. **Article 9- Accessibility [[14]](#footnote-14)**

1. To enable persons with disabilities to live independently and participate fully in all aspects of life, States Parties shall take appropriate measures to ensure to persons with disabilities access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas. These measures, which shall include the identification and elimination of obstacles and barriers to accessibility, shall apply to, inter alia:

a) Buildings, roads, transportation and other indoor and outdoor facilities, including schools, housing, medical facilities and workplaces.

b) Information, communications and other services, including electronic services and emergency services.

2. States Parties shall also take appropriate measures:

a) To develop, promulgate and monitor the implementation of minimum standards and guidelines for the accessibility of facilities and services open or provided to the public.

b) To ensure that private entities that offer facilities and services which are open or provided to the public take into account all aspects of accessibility for persons with disabilities.

c) To provide training for stakeholders on accessibility issues facing persons with disabilities.

d) To provide in buildings and other facilities open to the public signage in Braille and in easy to read and understand forms;

e) To provide forms of live assistance and intermediaries, including guides, readers and professional sign language interpreters, to facilitate accessibility to buildings and other facilities open to the public.

f) To promote other appropriate forms of assistance and support to persons with disabilities to ensure their access to information.

g) To promote access for persons with disabilities to new information and communications technologies and systems, including the Internet.

h) To promote the design, development, production and distribution of accessible information and communications technologies and systems at an early stage, so that these technologies and systems become accessible at minimum cost.

1. **Article 24-Education**[[15]](#footnote-15)

1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:

a. The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity.

b. The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential.

c. Enabling persons with disabilities to participate effectively in a free society.

2. In realizing this right, States Parties shall ensure that:

a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability.

b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live.

c) Reasonable accommodation of the individual’s requirements is provided.

d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education.

e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:

a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring.

b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community.

c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.

4. In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.

1. **Article 27-Work and Employment**[[16]](#footnote-16)

1. States Parties recognize the right of persons with disabilities to work, on an equal basis with others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities. States Parties shall safeguard and promote the realization of the right to work, including for those who acquire a disability during the course of employment, by taking appropriate steps, including through legislation, to, inter alia:

a) Prohibit discrimination on the basis of disability with regard to all matters concerning all forms of employment, including conditions of recruitment, hiring and employment, continuance of employment, career advancement and safe and healthy working conditions.

b) Protect the rights of persons with disabilities, on an equal basis with others, to just and favourable conditions of work, including equal opportunities and equal remuneration for work of equal value, safe and healthy working conditions, including protection from harassment, and the redress of grievances;

c) Ensure that persons with disabilities are able to exercise their labour and trade union rights on an equal basis with others.

d) Enable persons with disabilities to have effective access to general technical and vocational guidance programmes, placement services and vocational and continuing training.

e) Promote employment opportunities and career advancement for persons with disabilities in the labour market, as well as assistance in finding, obtaining, maintaining and returning to employment.

f) Promote opportunities for self-employment, entrepreneurship, the development of cooperatives and starting one’s own business.

g) Employ persons with disabilities in the public sector.

h) Promote the employment of persons with disabilities in the private sector through appropriate policies and measures, which may include affirmative action programmes, incentives and other measures.

i) Ensure that reasonable accommodation is provided to persons with disabilities in the workplace.

j) Promote the acquisition by persons with disabilities of work experience in the open labour market.

k) Promote vocational and professional rehabilitation, job retention and return-to-work programmes for persons with disabilities.

2. States Parties shall ensure that persons with disabilities are not held in slavery or in servitude, and are protected, on an equal basis with others, from forced or compulsory labour.

## **2.3** **UNCRPD- Easy to Read Version-Substantive Articles** [[17]](#footnote-17)

**1. This agreement**

|  |  |
| --- | --- |
|  | This agreement sets out what countries have to do to make sure that disabled people have the same rights as everybody else. |

**5. Being equal**

|  |  |
| --- | --- |
|  | Countries agree that everyone is equal under the law and that discrimination against is abled people will not be allowed. |

**9. Accessibility**

Countries should make sure disabled people have better access to things in all areas of life.

|  |  |
| --- | --- |
|  | * There should be better access to public buildings like hospitals and schools, and transport. |
|  | * There should be better access to information. |
|  | * Signs should be in easy read and Braille. |
|  | * More guides and sign language interpreters should be available in public buildings. |
|  | * There should be guidelines about how to make access to public services   better. |
|  | * Anyone providing services should plan for good access for disabled people. |
|  | * Accessibility training should be given. |
|  | * They should make sure that disabled people have access to new technology. |

**24. Education**

|  |  |
| --- | --- |
|  | Disabled people have a right to education. |
|  | Countries will make sure disabled people have the opportunity to go to mainstream schools and can carry on learning throughout their lives so that: |
|  | * Disabled people are able to develop their skills and abilities and take their place in the world. |
|  | * Disabled people are not excluded from(kept out of) any sort of education. |
|  | * Disabled people can go to good local schools, and don’t have to pay for them, the same as everyone else. |
|  | * Disabled people have their needs met as far as possible. |
|  | * Disabled people get proper support to learn. |
|  | * People can learn Braille and other ways of communicating as needed. |
|  | * Teach people sign language and see it as a language of the deaf community. |
|  | * Deaf and blind children get the right education and support for them to learn. |
|  | * Make sure teachers have the right skills. |
|  | * Provide the right support for disabled people to continue their education as adults if they want to. |

**27. Work**

|  |  |
| --- | --- |
|  | Disabled people have a right to work, equal with others. |

**Countries will do more to get disabled people work and will help do this by:**

|  |  |
| --- | --- |
|  | * Making laws that make sure disabled people are treated equally and fairly at work. |
|  | * Making sure disabled people have equal job rights and rules and pay. |
|  | * Making sure disabled people have a right to join a union the same as everyone else. |
|  | * Making sure disabled people can go on work programmes and work training. |
|  | * Helping disabled people find and keep jobs as well as get better jobs. |
|  | * Helping disabled people set up their own businesses. |
|  | * Giving disabled workers jobs with Government and in places like councils and hospitals. |
|  | * Helping companies give disabled people jobs. |
|  | * Making sure disabled people have suitable places to work. |
|  | * Making sure disabled people can try out work. |
|  | * Help disabled people get back to work. |
|  | * Countries must make sure that disabled people are not forced to do unpaid work. |

# **CHAPTER 3-Assistive Technology**

## **3.1 Assistive Technology**

Policies alone are not enough to build an inclusive work and educational/training place, and inclusion shouldn’t be a box-ticking exercise. At its most basic level, it is about ensuring that no one feels left out because of disability. Ultimately an inclusive working and educational/training environment allows people to be themselves. Equality and diversity can bring with them many challenges, so to promote work and educational/training place inclusion.

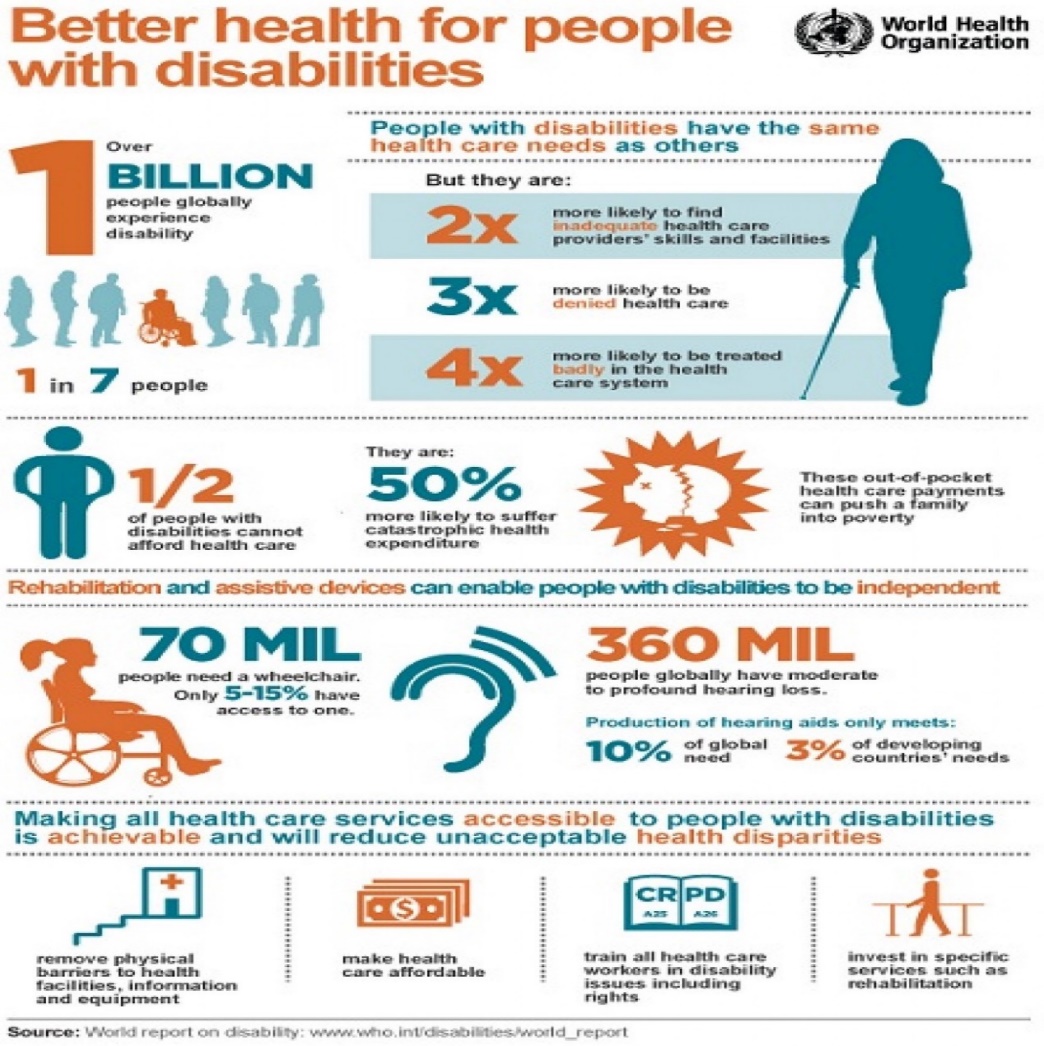
Assistive technology (AT) makes it possible for individuals with disabilities to take part in life’s activities, at home, school, work, and in the community. It strengthens developmental, functional, and learning skills. It can substitute for abilities that a person may not be able to develop.[[18]](#footnote-18)

Assistive technology (AT) ensures that persons with disabilities are able to access education and employment on an equal basis with others (Articles 24 and 27 of the UNCRPD). It does not aim to provide students and employees with disabilities with an unfair advantage, but rather to give them the independence to learn and work, in an environment that allows them to use their strengths to overcome their challenges.[[19]](#footnote-19)

**3.1.1 Unmet global need for assistive technology[[20]](#footnote-20)**

Across the globe, many people who need assistive technology do not have access to it. Examples of the unmet global need for assistive technology include:

* 200 million people with low vision who do not have access to assistive products for low-vision,
* 75 million people who need a wheelchair and only 5% to 15% of those in need who have access to one,
* 466 million people globally experience hearing loss. Hearing aid production currently meets less than 10% of the global need,
* Huge workforce shortages in assistive technology: over 75% of low-income countries have no prosthetic and orthotics training programmes. Countries with the highest prevalence of disability-related health conditions tend to be those with the lowest supply of health workers skilled in provision of assistive technology (as low as 2 professionals per 10 000 population),
* Lack of affordability in low-income countries is a major reason people in need do not possess assistive products.



[[21]](#footnote-21)

**3.1.2 Examples of assistive technologies are:**[[22]](#footnote-22)

* Mobility aids, such as wheelchairs, scooters, walkers, canes, crutches, prosthetic devices, and orthotic devices.
* Hearing aids to help people hear or hear more clearly.
* Cognitive aids, including computer or electrical assistive devices, to help people with memory, attention, or other challenges in their thinking skills.
* Computer software and hardware, such as voice recognition programs, screen readers, and screen enlargement applications, to help people with mobility and sensory impairments use computers and mobile devices.
* Tools such as automatic page turners, book holders, and adapted pencil grips to help learners with disabilities participate in educational activities.
* Closed captioning to allow people with hearing problems to watch movies, television programs, and other digital media.
* Physical modifications in the built environment, including ramps, grab bars, and wider doorways to enable access to buildings, businesses, and workplaces.
* Lightweight, high-performance mobility devices that enable persons with disabilities to play sports and be physically active.
* Adaptive switches and utensils to allow those with limited motor skills to eat, play games, and accomplish other activities.
* Devices and features of devices to help perform tasks such as cooking, dressing, and grooming; specialized handles and grips, devices that extend reach, and lights on telephones and doorbells are a few examples.

**3.1.3 Priority Assistive Products List (APL)** [[23]](#footnote-23)

WHO has set a minimum standard for assistive products that should be available in all countries:

|  |  |  |
| --- | --- | --- |
| 1. Alarm signallers with light/sound/vibration | 1. Audioplayers with DAISY capability | 1. Braille displays (note takers) |
| 1. Braille writing equipment/braillers | 1. Canes/sticks | 1. Chairs for shower/ bath/toilet |
| 1. Closed captioning displays | 1. Club foot braces | 1. Communication boards/books/cards |
| 1. Communication software | 1. Crutches, axillary/ elbow | 1. Deafblind communicators |
| 1. Fall detectors | 1. Gesture to voice technology | 1. Global positioning system (GPS) locators |
| 1. Hand rails/grab bars | 1. Hearing aids (digital) and batteries | 1. Hearing loops/FM systems |
| 1. Incontinence products, absorbent | 1. Keyboard and mouse emulation software | 1. Magnifiers, digital hand-held |
| 1. Magnifiers, optical | 1. Orthoses, lower limb | 1. Orthoses, spinal |
| 1. Orthoses, upper limb | 1. Personal digital assistant (PDA) | 1. Personal emergency alarm systems |
| 1. Pill organizers | 1. Pressure relief cushions | 1. Pressure relief mattresses |
| 1. Prostheses, lower limb | 1. Ramps, portable | 1. Recorders |
| 1. Rollators | 1. Screen readers | 1. Simplified mobile phones |
| 1. Spectacles; low vision, short distance, long distance, filters and protection | 1. Standing frames, adjustable | 1. Therapeutic footwear; diabetic, neuropathic, orthopaedic |
| 1. Time management products | 1. Travel aids, portable | 1. Tricycles |
| 1. Video communication devices | 1. Walking frames/ walkers | 1. Watches, talking/ touching |
| 1. Wheelchairs, manual for active use | 1. Wheelchairs, manual assistant-controlled | 1. Wheelchairs, manual with postural support |
| 1. Wheelchairs, electrically powered | 1. White canes |  |

### **3.1.4 Who can benefit from assistive technology?**

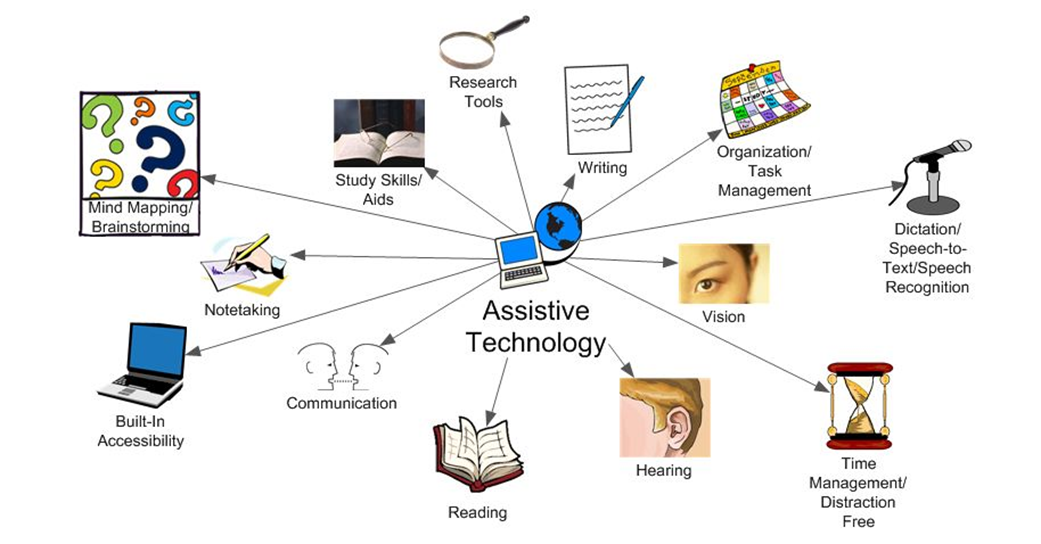
People who most need assistive technology include:

* people with disabilities,
* older people,
* people with chronic diseases such as diabetes and stroke,
* people with mental health conditions including dementia and autism,
* people with gradual functional decline.

### **3.1.5 What are the benefits?**

Assistive technology can:

* promote independence and autonomy, both for the person and those around them,
* facilitate memory and recall,
* help manage potential risks in and around the home,
* reduce early entry into care homes and hospitals,
* reduce the stress on carers, improving their quality of life, and of the person they are caring for.

[[24]](#footnote-24)

## **3.2 AT in education and employment**

AT plays an important role, especially in overcoming existing barriers at an individual level, to be fully included in education and employment each person with disabilities. AT augments the learning experience for all students and enable new possibilities for better instruction and engagement. Entering the workforce is a stressful time for every person. The use of assistive technologies in the workplace can help ease the transition of person with disabilities. Although assistive technology does not completely eliminate the challenges, it can level the playing field so that individuals with disabilities can participate more fully in the same activities as their nondisabled peers. Assistive technology in education and employment has a lot of differencies not only national but also regional in Europe.

The benefits of offering assistive technology are clear and important. A good educational system is generally regarded as the precondition for the inclusion of people with disabilities in the labour market. A high level of knowledge and skills as well as knowledge of how to use technologies in order to improve one’s own knowledge base is regarded as an important factor for the employability of people with disabilities. Technologies are seen as crucial to support this inclusion on a general level. According to *Assistive technologies for people with disabilities,* report from EPRS:[[25]](#footnote-25)

*“If people with disabilities have not been able to take part in education or have not been able to benefit from education in the same way as non-disabled children because of the lack of adjustments including technologies, then the end result is, that the person with the lower level of education and skills will have more difficulties to find a job. Not just because of the disability but mainly because of the lower level of education and training […]. Let's say, the general access to information society, all that nowadays has an impact. Nowadays and before, has an impact on the employability of people. So the more people have access to technology that allows them to take part in all aspects of life that also has a positive impact on their capacity to be effectively included in the labour market”*

*(Tromel, ILO, 45).*

Based on UNCRPD “reasonable accommodation” should be incorporated in education and employment in order to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms.

Moreover, accessibility is a precondition for persons with disabilities to live independently and participate fully and equally in society. It is also important to note that without access to the physical environment, to transportation, to information and communication, including information and communications technologies and systems, and to other facilities and services open or provided to the public, persons with disabilities would not have equal opportunities for participation in their respective societies.[[26]](#footnote-26) To improve the design, development, production and availability of accessible mainstream devices of good quality at reasonable cost, approaches like “universal design” as stipulated by the UNCRPD are very important.

# **CHAPTER 4- Virtual Collection**

## **4.1 Education**

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| **ICStudy (I can study)** |

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| **Type of resource:** Application from non-profit organization SC!FY |

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| **Refers to:**  Education & Training [ X ] Employment [ ] |

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| **Timeframe:** 2014-nowadays |

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| **Location:** Greece |

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| **Description of the practice:**  Today a student with severe visual impairment has a serious problem of access to the educational process and to educational material:   * he/she can not see the class table, therefore cannot attend the course, * he/she has difficulty / cannot read the books.   The above, have obvious effects on integration, access to knowledge and the right to learning and education. We want to change this.  The aim of ICStudy (I Can Study) project is to help students to:  a) be able to see what the teacher / professor writes at the interactive whiteboard and  b) read books in digital format (pdf). In this way, pupils / students can  have access to knowledge, integrate and participate meaningfully in school life, far from exclusions.  **Specific objectives/targets/focus group:**  The ICStudy addressed to every student who has severe visual impairment. Due to the fact that the implementation of the project does not depend on language, the application can be applied in many languages and countries, since SciFY intends to offer the application for free and in open source <https://github.com/ellak-monades-aristeias/ICStudy-v1> , so that everyone can utilize / develop it.  The application ICStudy processes the image of an interactive table using top (and free) real time video processing technology. Therefore, on the computer screen appears, in an understandable  manner by the student (high contrast enhancing contours of objects, etc.) information from the board. The result is that the student can see what is written or designed at any time in the interactive whiteboard.  In order to attend the course it is required:  a) the existance of an interactive whiteboard in the classroom.  b) the teacher's computer to be connected to the local network  c) the student should have on his desk a computer connected to the local network and  d) the installation of the application ICStudy in the student’s PC  **Results and impact:**   1. Develop a solution 2. Offer the hardware and software of the project to the high school, having already made two tests, one in a non-educational environment and one in the classroom, with positive results 3. Share our knowledge and our experience, so far:               -Presented the application in a conference for assistive technologies.              -Present the project in a Greek University         4. Continue to improve and evolve the project, wishing and encouraging its installation in every school that has an interactive whiteboard making all students equivalent partakers of knowledge without exceptions and limitations.         5. Complete the second part of the application after a funding we received by the ‘Greek Free/Open Source Software Society (GFOSS)’  from EL/LAK and we have managed to install it at KEAT school for the blind  **Resources:**  <http://www.scify.gr/site/en/impact-areas-en/assistive-technologies/icstudy>  <http://www.scify.gr/site/en/impact-areas-en/assistive-technologies>  <http://www.scify.gr/site/en/> |

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| **ATHENA** |

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| **Type of resource:** Free AT Software Inventory |

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| **Refers to:**  Education & Training [ X ] Employment [ ] |

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| **Timeframe:** 2009-nowadays |

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| **Location:** Greece, Athens |

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| **Description of the practice:**  **ATHENA Free AT Software Inventory** provided by the National and Kapodistrian University of Athens, Department of Informatics and Telecommunications, Speech and Accessibility Lab. It aims to inform and provide persons with disabilities, their facilitators as well the professionals of the domain, the available costless **Assistive Technology (AT)** solutions (Open Source or Freeware). Free Assistive Technology applications for smartphones and tablets are given in the website [**mATHENA** Free AT Software Inventory **for mobile devices**](http://access.uoa.gr/MOBILE_ATHENA/index.php/en/).  The AT software applications provided in ATHENA are presented in an organized and systematic way after they have been installed and tested in the [Speech and Accessibility Laboratory](http://speech.di.uoa.gr/), University of Athens. For each free AT software, the following information is given: application name, developer, version, AT category(ies), related disability(ies), description, operating system(s), installation procedure, settings and hints, download links, and a screenshot.  **Content and activities:**  **There are three ways to browse the ATHENA online free AT software inventory:**   * **Browse by Disability:** lists the related applications based on the chosen disability (Speech, Hearing, Motor, Blindness and Low Vision). * **Browse by Category:** lists the applications by type of AT software category (Voice Recognition, Screen Daisy Reader, Calculator, Mouse Cursor, Click Helper, Virtual Keyboard, Camera Mouse, Alternative Communication, Text To Speech, Screen Magnifier, Braille Translator, Web Browser, Mouse Emulator, Contrast Adjustment, Keyboard Shortcuts, Voice Mail, Clock, Video Call). * **Show All Applications:** simply lists the whole inventory's applications in an alphabetical order.   **Browse by Disability:** <https://access.uoa.gr/ATHENA/eng/pages/home>   |  |  |  | | --- | --- | --- | | **[Blindness](https://access.uoa.gr/ATHENA/eng/disabilities/view/4)**  [**Blindness (40)**](https://access.uoa.gr/ATHENA/eng/disabilities/view/4) | **[Motor Disability](https://access.uoa.gr/ATHENA/eng/disabilities/view/3)**  [**Motor Disability (51)**](https://access.uoa.gr/ATHENA/eng/disabilities/view/3) | [Low Vision](https://access.uoa.gr/ATHENA/eng/disabilities/view/5)  [**Low Vision (76)**](https://access.uoa.gr/ATHENA/eng/disabilities/view/5) | | [Hearing Loss](https://access.uoa.gr/ATHENA/eng/disabilities/view/2)  [**Hearing Loss (3)**](https://access.uoa.gr/ATHENA/eng/disabilities/view/2) | **[Speech Dissability](https://access.uoa.gr/ATHENA/eng/disabilities/view/1)**  [**Speech Disability (12)**](https://access.uoa.gr/ATHENA/eng/disabilities/view/1) | **[Dyslexia](https://access.uoa.gr/ATHENA/eng/disabilities/view/6)**  [**Dyslexia (44)**](https://access.uoa.gr/ATHENA/eng/disabilities/view/6) | | **[Autism](https://access.uoa.gr/ATHENA/eng/disabilities/view/8)**  [**Autism (38)**](https://access.uoa.gr/ATHENA/eng/disabilities/view/8) | **[ADHD](https://access.uoa.gr/ATHENA/eng/disabilities/view/9)**  [**ADHD (5)**](https://access.uoa.gr/ATHENA/eng/disabilities/view/9) | **[Learning Difficulties](https://access.uoa.gr/ATHENA/eng/disabilities/view/7)**  [**Learning Difficulties (44)**](https://access.uoa.gr/ATHENA/eng/disabilities/view/7) |   **Browse by Category:**   |  |  |  |  | | --- | --- | --- | --- | | [Alternative Communication (9)](https://access.uoa.gr/ATHENA/eng/categories/view/9) | [Book Readers (3)](https://access.uoa.gr/ATHENA/eng/categories/view/30) | [Braille Translators (3)](https://access.uoa.gr/ATHENA/eng/categories/view/12) | [Calculators (3)](https://access.uoa.gr/ATHENA/eng/categories/view/4) | | [Camera Mouse (1)](https://access.uoa.gr/ATHENA/eng/categories/view/8) | [Chatting (2)](https://access.uoa.gr/ATHENA/eng/categories/view/19) | [Click Helper (14)](https://access.uoa.gr/ATHENA/eng/categories/view/6) | [Clocks (1)](https://access.uoa.gr/ATHENA/eng/categories/view/18) | | [Concept Maps (3)](https://access.uoa.gr/ATHENA/eng/categories/view/24) | [Contrast/Color Adjustment (10)](https://access.uoa.gr/ATHENA/eng/categories/view/15) | [DAISY (4)](https://access.uoa.gr/ATHENA/eng/categories/view/3) | [Document Accessibility (26)](https://access.uoa.gr/ATHENA/eng/categories/view/20) | | [Entertainment (3)](https://access.uoa.gr/ATHENA/eng/categories/view/32) | [Games (11)](https://access.uoa.gr/ATHENA/eng/categories/view/31) | [Keyboard Shortcuts (7)](https://access.uoa.gr/ATHENA/eng/categories/view/16) | [Learning Activities (17)](https://access.uoa.gr/ATHENA/eng/categories/view/27) | | [Math (5)](https://access.uoa.gr/ATHENA/eng/categories/view/25) | [Mouse Emulators (4)](https://access.uoa.gr/ATHENA/eng/categories/view/14) | [Mouse Pointers (8)](https://access.uoa.gr/ATHENA/eng/categories/view/5) | [Multimedia (3)](https://access.uoa.gr/ATHENA/eng/categories/view/23) | | [Optical Character Recognition (OCR) (5)](https://access.uoa.gr/ATHENA/eng/categories/view/26) | [Screen Magnifiers (13)](https://access.uoa.gr/ATHENA/eng/categories/view/11) | [Screen Readers (7)](https://access.uoa.gr/ATHENA/eng/categories/view/2) | [Speech Recognition (2)](https://access.uoa.gr/ATHENA/eng/categories/view/1) | | [Text Editors (2)](https://access.uoa.gr/ATHENA/eng/categories/view/29) | [Text to Speech (3)](https://access.uoa.gr/ATHENA/eng/categories/view/10) | [Time Scheduling (6)](https://access.uoa.gr/ATHENA/eng/categories/view/28) | [Virtual Keyboards (3)](https://access.uoa.gr/ATHENA/eng/categories/view/7) | | [Voice Mail (1)](https://access.uoa.gr/ATHENA/eng/categories/view/17) | [Web Browsers (2)](https://access.uoa.gr/ATHENA/eng/categories/view/13) | [Word Prediction (4)](https://access.uoa.gr/ATHENA/eng/categories/view/22) |  |   **Show All Applications:**  <https://access.uoa.gr/ATHENA/eng/applications/all>  **Results and impact**  Total Downloads: 228876  **Resources:**  <https://access.uoa.gr/ATHENA/eng/pages/home> |

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| **SiMAX system. Social Entrepreneurship: Scale-up of a Social Innovation**  **for deaf people** |

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| **Type of resource:** SiMAX is a software for semi-automatic translation into sign language with avatars (graphical representations of persons) |

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| **Refers to:**  Education & Training [X] Employment [ ] |

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| **Timeframe:** 2017-2020 |

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| **Location:** Austria (for the time being)/Europe – in the future |

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| **Description of the practice/ Specific objectives, targets, focus group:**  It was developed within the project ”**SiMAX - The Sign Language Avatar”** (HORIZON 2020) Grant agreement ID: 778421(1 September 2017- 29 February 2020).  *The problem:*  There are around 1 million deaf people in Europe. They do not have access to information in audible form and limited access to written information (80% of the deaf persons are functionally illiterate). Currently, video translations into sign language are produced in film studios with actors performing in sign language. This is a costly and time-consuming process.  While barrier-free communication for blind people has been largely established (announcements in passenger elevators, subways, two-channel sound on TV, etc.), sign language as a barrier-free form of communication for deaf people is only emerging although the constitutions of many countries recognize the respective national sign languages as proper languages.  Deaf people do not have access to information in audible form and limited access to written information, which is an abstract form of spoken language. It is generally assumed that about 80% of the deaf persons are functionally illiterate. In times of steadily increasing digital content such as websites, social media, ebooks, e-learning, etc., deaf persons are excluded from all digital content due to the lack of barrier-free communication.  The educational deficit of deaf people is enormous. As a result of the poor school education, deaf people work mainly in low-paid professions. Moreover, the unemployment rate of deaf persons is three times higher than on average.  *The solution:*  The Sign Time GmbH – a social enterprise from Vienna produces videos in sign language for the purpose of barrier-free communication with deaf people. Since 2010 the company has been focusing on the development of the SiMAX system. SiMAX is a software for semi-automatic translation into sign languagewith avatars (graphical representations of persons).  *Proof of concept:*  Already during its development the SIMAX software are used by the City of Vienna, Infoscreen (in subway stations) and the Deutsche Bahn.  **Content and activities:**  SiMAX is a software for semi-automatic translation into sign language with avatars. The source text is translated by the translation engine based on the vocabulary in the database. A draft translation is generated. A human sign language translator checks the text and makes manual adjustments, if necessary. The final translation is then signed in sign language by an avatar.  Pilot translations of citizen and consumer information (for public authorities and companies) were carried out in Germany, UK, France and Poland together with translators, another important customer/partner group.  **Deliverables:**  SiMAX is a software for semi-automatic translation into sign language with avatars. The source text is translated by the translation engine based on the vocabulary in the database. A draft translation is generated. A human sign language translator checks the text and makes manual adjustments, if necessary. The final translation is then signed in sign language by an avatar.  USES FOR INDIVIDUAL USERS:   * For free within the range of the available sign vocabulary in the database * Users can create their own sing language messages with SIMAX (like Google Translator) * SIMAX followers today: > 18.000 on Facebook.   USES FOR ORGANIZATIONS:   * Municipalities: election information material * Companies: usage for PR purposes * Medicine: translation of package leaflets * Museums: content translation   **Results and impact**  Increasing accessibility to information society for the deaf community thus contributing to inclusion and social cohesion in the EU.  **Resources:**  <https://cordis.europa.eu/project/id/778421>  <https://simax.media/?lang=en>  <https://simax.media/simax-about-us/?lang=en>  <https://fa-se.de/static/fa_se_de/uploads/2018/07/Case-Study-Signtime.pdf?x47903> |

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| **Debate Club for people with disability** |

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| **Type of resource:** Debate **club -** Services to address knowledge of the provisions of the UN Convention on the Rights of Persons with Disabilities |

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| **Refers to:**  Education & Training [X] Employment [ ] |

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| **Timeframe:** 2017-2020 |

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| **Location:** Romania (for the time being)/Europe |

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| **Description of the practice:**  **ARGUMENT**  The need to know the UN Convention on the Rights of Persons with Disabilities.  From 19 December 2001, by establishing an Ad Hoc Committee open to the participation of all Member States and United Nations observers, to examine proposals for a comprehensive and inclusive international convention for the promotion and protection of the rights and dignity of persons with disabilities, based on an approach holistic work in the fields of social development, human rights and non-discrimination and taking into account the recommendations of the Commission on Human Rights and the Commission on Social Development, paved the way for the adoption of the Convention on the Rights of Persons with Disabilities.  By Law no. 221/2010 for the ratification of the Convention on the Rights of Persons with Disabilities, adopted in New York by the General Assembly of the United Nations on December 13, 2006, opened for signature on March 30, 2007 and signed by Romania on September 26, 2007, Romania has undertaken the provisions of the UN Convention.  The European Union (EU) ratified the United Nations Convention on the Rights of Persons with Disabilities and in 2010 the European Commission adopted the European Strategy on Persons with Disabilities 2010-2020. The Strategy for Persons with Disabilities provides a roadmap for the implementation of the UN Convention in Romania, around eight main areas of action:  Accessibility: goods and services accessible to people with disabilities; promoting the market for assistive devices.  Participation: elimination of barriers to equal participation in leisure activities; promoting the provision of quality services based on community involvement. Equality: combating discrimination on the grounds of disability and promoting equal opportunities.  Employment: Significantly increase the share of people with disabilities working in the free labor market.  Education and training: promoting inclusive education and lifelong learning for students and pupils with disabilities.  Social protection: promoting decent living conditions, combating poverty and social exclusion.  Health: promoting equal access to health services and related facilities.  External action: promoting the rights of people with disabilities in EU enlargement and international development programs.  **PURPOSE**  The National Disability Debate Clubs program is designed in response to the need to connect to the increasingly complex and dynamic life ofcontemporary society.  Most of the time phenomena such as: marginalization, exclusion, illiteracy, exploitation, abuse, violence or discrimination are painful truths that mark and stigmatize the personality of the individual from childhood. In this context, the program was designed rather as an educational tool, protection and prevention against abuse of any kind, than as a predominantly theoretical object of study on the UN Convention, due to the complex structure of approach to social life, whose space exercise is the community of people with disabilities in Romania, respectively over 800,000 people.  National Disability Debate Clubs aim to promote a free, tolerant and just society, training, developing and exercising the democratic social and civic skills and attitudes necessary for people with disabilities to actively participate in social life, contributing to the defense of the values ​​and principles of freedom, of pluralism, human rights and the rule of law which are the foundations of democracy. The chosen starting point was based on the indivisible, interdependent and international nature of human rights, which facilitated openness, flexibility and, by polarizing different types of complementary education: education on assistive technologies, so that it can communicate interactively with people with different types of handicap: blind, deaf, etc.  **Content and activities:**  The national frameworks for disability debates are:  • awareness and respect for human rights;  • forming tolerant behavior that stimulates respect, understanding and cooperation;  • gradual elimination of discrimination of any kind and the achievement of social integration with the help of assistive technologies and assistive equipment;  • supporting and facilitating the access of persons with disabilities to community actions, in order to promote their rights, observance of the basic rules, laws and institutions of the democratic state;  • assuming roles and responsibilities in social life by people with disabilities;  • stimulating the involvement of people with disabilities in solving the problems of community life, as future decision makers, as human resources capable of building a democratic society and a better future, through the use of assistive equipment.  **Specific objective, targets, focus group:**  **TARGET GROUPS** - people with disabilities and their families, NGOs in the field.  The national clubs for debates in the field of disability have as a framework object:  • forming a tolerant behavior that stimulates respect, understanding and cooperation between people with different types of disabilities;  • the gradual elimination of discrimination of any kind and the achievement of social integration with the help of assistive technologies;  • supporting and facilitating the access of persons with disabilities to community actions, in order to promote their rights, observance of the basic rules, laws and institutions of the democratic state;  • assuming roles and responsibilities in social life by people with disabilities, without encountering obstacles in communication, with the help of assistive equipment;  • stimulating the involvement of people with disabilities in solving the problems of community life, as future decision makers, as human resources capable of building a democratic society and a better future.  **GENERAL OBJECTIVE**  The creation of National Disability Debate Clubs (SDCs) consists of a study of the concepts and values common to all modern democracies, a clear understanding of them and their relations in the context of the implementation of the UN Convention on the Rights of Persons with Disabilities. These clubs are a premise for the active participation and responsibility of people with disabilities in the communication process through assistive technologies.  The basic operational concepts are:  - knowledge of assistive equipment, without which there will be no communication outside the type of disability (eg isolation of people with hearing or visual impairments, who can not communicate with people who do not have these deficiencies without the help of assistive equipment)  For the blind:**OrCam** MyEye  For People Who Are Blind or Visually Impaired  OrCam MyEye is a revolutionary voice activated device that attaches to virtually any glasses. It can instantly read to you text from a book, smartphone screen or any other surface, recognize faces, help you shop on your own, work more efficiently, and live a more independent life!  OrCam MyEye conveys visual information audibly, in real-time and offline.  **SPECIFIC OBJECTIVES**  Training and development of basic and specific skills, through assistive equipment: - participation, cooperation and networking skills; - multiple communication skills; - productive and creative skills; - self-assessment skills of people with disabilities.  DDC focuses on cognitive, social and affective development: - cognitive skills - emotional skills - participatory-affective skills  Considering involvement as a key agent of mentality change, creating the framework for skills training and development, as well as participation in community life, CND is a priority objective of the reform, by knowing the latest acquisitions in assistive technologies, which facilitate communication, understanding and participation; the social life of people with disabilities. Approaching specific topics for accessibility and creating the premises for the disabled person to participate independently in communication changes the access from the informative character of CND to the formative one, aiming at creating a coherent information system regarding access and accessibility.  **Deliverables:**  - assistive equipment with product sheets  - films in accessible format for initiation in the use of equipment;  - video / audio equipment.  **Results and impact:**  Increasing accessibility for the community with disabilities, thus contributing to inclusion and social cohesion in the European Union.   * **The advantages of debates as an instructive-educational activity**   People with disabilities who take part in the debates are preparing to exercise their duties as citizens. They are preparing to participate in the life of the society they belong to. This does not mean that they will necessarily become politicians or civil servants in the state administration, although, with this option, they can prepare for a new career. The real significance of this activity is that people with disabilities will have a better understanding of problems, concepts and conflicts, through the use of specific equipment.  They will learn:  - to use assistive equipment;  - to work in a team;  - to be empathetic;  - to know and recognize their own limits in terms of personal sensitivity, depending on prejudices and inclinations;  - to participate fully in social life, without obstacles due to disability.   * **Composition of debate clubs**   It is important for a debate club to have a place where it can work seriously. In the club they have to find a series of resources: assistive equipment for types of disabilities, computers, video projectors, etc. Also, the room must be the place to keep the documents from the tournaments, official and unofficial documents, children with various cases, trophies, diplomas, photos. , etc.  The club hall must be the place that provides the framework for the informal interaction of people with disabilities, members of the club.  Club members must be in the debate club, which is set up as a constantly evolving collective entity. The feeling of belonging to the group can be obtained by managing space, time, as well as by organizing the structure of the club.  Club meetings are recommended to take place at least once a week. Even if the club members are not involved in a competition, they meet to discuss new topics or events, to learn how to use the assistive equipment, to avoid communication barriers.  **Resources:**  <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>  <https://www.orcam.com/en/about/>  <https://www.euassistant.com/wp-content/themes/dustland-express/files/RO/Modul%2010%20Instrumente%20asistive.pdf>  <https://www.who.int/phi/implementation/assistive_technology/romanian_apl_global_survey_for_web.pdf> |

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| **e-Mintza** |

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| **Type of resource:** Software |

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| **Refers to:**  Education & Training [X] Employment [ ] |

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| **Timeframe:** 2009 - nowadays |

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| **Location:** Spain |

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| **Description of the practice:**  e-Mintza is a customized and dynamic augmentative and alternative communication system aimed to people with autism or with written or speaking communication barriers. It was born with the partnership among Fundación Orange and Fundación Policlínica Gipuzkoa Fundazioa which allow users to communicate with other people thanks to touch and multimedia technology by adapting it easily to the users’ needs. At the same time, it promotes their autonomy through a customized agenda.  **Specific objectives/targets/focus group:**  This program objective is to allow a direct and easy communication. It consists on a customized board that the user can interact with through a touch screen in a device such as a tablet or the mouse if there is not a touch screen computer.  This software was created in order to facilitate the communication of autist people, and it was tasted with them firstly. Later, it was realized that the software could also be used by other kind of people, since it can be quite highly customized. This way, it can be also useful for death people, people with severe intellectual disabilities, patients with brain damage, elder people with neurodegenerative diseases, people who cannot communicate because they need intubation or assisted ventilation during their stay at the hospital, etc.  **Content and activities:**  The software is made of two integrated applications:   1. A board that opens a new screen every time that you touch over a different category. In the screen, a series of pictograms can be found, each of them with an different associated sound. When you touch the pictogram, the voice send a direct message to a board that makes a sentence. For example, in the Food Category, different dishes and food are offered and the user can choose among all of them (represented in different pictures or pictograms). The software speaks with real voices. 2. An authoring tool in which the tutor (relative, therapist or similar) or even the user. This will allow customizing the software or creating the communicator adapted to the specific needs for everyone. It will be able to add or edit in each category, easily, new pictograms, pictures or sounds.   **Deliverables:**  The software is a cross-platform and it is prepared to operate in Windows, MacOS, iPad and tablets with Android system from the version 2.2. It works in different touch and non-touch devices: desk computers, notebooks, laptop and tablets supporting Adoble Air technology; in this case the minimum display resolution is 1024x600.  **Results and impact:**  Improving communication of people with autism or with speaking or writing communication barriers, making easier their inclusion into the society, education and learning.  **Resources:**  <http://www.fundacionorange.es/descarga-de-e-mintza/> |

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| **E-IDEAS “Empowerment of youth with Intellectual Disabilities through Educational and training curricula for Acquiring employment Skills”** |

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| **Type of resources:**  iPad  App AVAIL (<https://www.availsupport.com/>)  Employment Preparation Curriculum  Individualized Internship |

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| **Refers to (please check):**  Education & Training [X] Employment [X] |

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| **Timeframe:** The practice was developed in the framework of a Marie-Curie post-doc research fellowship (2017 – 2019) and it took place between November 2018 and April 2019 |

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| **Location:** The practice took place in Ireland, Galway at: National University of Ireland in Galway and St. Joseph training center of Ability West. |

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| **Description of the practice:**  This practice addressed the educational and career preparation context for youths with Intellectual Disability (ID) in Ireland through a transition program composed by three activities:  1. Delivery of an Employment Preparation Curriculum developed using a person-centered approach.  2. Provision of an Individualized Internship, supported by job coaches of local organization (EmployAbility Galway) that provides real-life work experience.  3. Use of assistive technologies, including iPads and app AVAIL (a mobile solution based upon the principles of Applied Behavior Analysis enabling learners to develop life skills).  The E-IDEAS curriculum was developed starting from the identification of skills that are significant to overcome barriers for obtaining and maintaining a paid employment. These have been further analyzed and organized in four categories of skills: basic, social, independent living and employment.  The delivery of curriculum took place at the National University of Ireland in Galway (2 sessions of two hours for two days per week) and St. Joseph training center of Ability West (1 session of two hours for one day per week), for a total of 96 hours.  The individualized internship of participants, provided concurrently with the delivery of curriculum, took place in five different job placements (2 hours for 2 days per week). These were a cafeteria, a restaurant, a supermarket, a collaborative space for co-working of entrepreneurs and a volunteering organization.  **Specific objectives/targets/focus group:**  Objective: provide real-life work experience combined with training in employability and independent living skills to help youths with ID make the successful transition from school to productive adult life.  Targets: five participants ranging in age from 19 to 22 years with a diagnosis of ID (mild to moderate disability, IQ 50-70).  Focus groups: were organized to identify employment needs and collect feedback from all the stakeholders involved (participants, families and staff members of Ability West and EmploAbility Galway)  **Content and activities:**  Curriculum included several types of teaching activities:  • Individual reflections  • Group discussions  • Group activities  • Role-play  • Team working  • Practical cases and exercises  • Use of slides, photos and videos  • Interviews  • Use of iPad and app AVAIL  The curriculum contents have been organized in four categories of skills: basic, social, independent living and employment.  **Deliverables:**  The deliverables developed in the framework of the curriculum were:  • Power point presentations (using the Easy-to-read method)  • Photos/images  • Videos of the skills to be acquired  • Worksheets for exercises and practical cases  • Maps of Galway City and timetables of buses for familiarizing with travelling resources and localize the places were the individualized internship took place.  **Results and impact:**  All five participants were evaluated using pre- and post-tests (Quality of Life Index and Vineland II) in order to provide a social and qualitative validity of Intervention.  Across all curricular areas, including social skills, communication skills, independent living skills and employment skills, participants demonstrated to acquire such skills correctly following the implementation of the teaching and training activities.  The main impact was represented by the fact the 3 of 5 participants obtained a payed job.  **Resources:**  Traina, I., (2018). E-IDEAS transition program: a personalized learning pathway addressed to youths with intellectual disabilities for acquiring employment skills. EDULEARN 2018 Proceeding of 10th International Conference on Education and New Learning Technologies, pp. 4619-4624.  ISBN: 978-84-09-02709-5  Traina, I., (2018). Empowerment of youth with intellectual disabilities through a personalized transition program for acquiring employment skills. INTED 2018Proceedings of the 12th International Technology, Education and Development Conference, pp. 8591-8596.  ISBN: 978-84-697-9480-7, ISSN: 2340-1079 |

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| **RoboBraille Service in Education** |

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| **Type of resource:** Service for persons with visual disabilities and dyslexia |

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| **Refers to:**  Education & Training [ x ] Employment [ ] |

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| **Timeframe:** 2004-nowadays |

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| **Location:** Web-based |

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| **Description of the practice:**  [RoboBraille](http://robobraille.org/introduction-robobraille)is a web and email service capable of converting documents into a range of accessible formats including Braille, mp3, e-books and [Daisy](https://en.wikipedia.org/wiki/DAISY_Digital_Talking_Book" \o "DAISY Digital Talking Book)[[27]](#footnote-27). The service can furthermore be used to convert otherwise inaccessible documents such as scanned images and pdf files into more accessible formats. RoboBraille has been in operation since 2004 and currently serves thousands of user requests each month from users across the world. The service is available for free for strictly individual, non-commercial use. Institutional use by academic institutions is available through [SensusAccess](http://www.sensusaccess.com/).  ***RoboBraille Service as an Education tool***  **RoboBraille can be used both as an assistive technology and a learning technology. It has applications in any educational setting at all levels and can be used for a wide range of learners: people with visual impairments, people with learning difficulties as well as a tool to support flexible learning.**  As an **assistive technology**, RoboBraille can be used to create content that is accessible for individuals with either visual impairments or specific learning difficulties. With RoboBraille you can produce speech, braille, ebooks and DAISY audiobooks from almost any kind of file type. You can also use RoboBraille to convert your file to another document format. These supports are available as a four step process through the RoboBraille website or as an email service: <http://robobraille.org/convert-file>   1. **Supporting blind students and students with visual impairments** 2. **Supporting students with a specific learning difficulty (such as dyslexia, or other learning difficulties)** by transforming written material into audio material   Whilst RoboBraille is primarily an assistive technology, it can also equally be considered as a **learning technology**. Learning technologies are regarded as universally beneficial to all students and teachers who wish to transform traditional learning materials into more innovative, individualised and effective experiences. Such examples may include:   1. **Using RoboBraille to help with learning a new language. This can be helpful for auditory learners and students with dyslexia** 2. **Using RoboBraille to support flexible learning. This can be used as a method for learning, which can be helpful for student who can combine audio material with written one.**   To learn about examples on how RoboBraille can be used in educational practices, please visit the[**Catalogue of Good Practice.**](https://www.robobraille.org/sites/default/files/resourcefiles/The%20Robobraille%20Service%20in%20Education%20Catalogue%20Long%20Version%20August%202013%20FINAL.pdf)  **Content and activities:**   1. ***RoboBraille e-learning course***   The e-learning course is designed to take you through the RoboBraille service. It also teaches you how to use RoboBraille to convert a variety of documents into alternative formats such as audio books, e-books, digital large-print and Braille.  **English version**  [Module 1: Introduction to the e-learning course](http://www.robobraille.org/elearn/en/module1/story.html)  [Module 2: Introduction to RoboBraille](http://www.robobraille.org/elearn/en/module2/story.html)  [Module 3: Producing simple MP3 files](http://www.robobraille.org/elearn/en/module3/story.html)  [Module 4: Converting inaccessible or tricky documents](http://www.robobraille.org/elearn/en/module4/story.html)  [Module 5: Producing simple e-books](http://www.robobraille.org/elearn/en/module5/story.html)  [Module 6: Design and creating accessible documents](http://www.robobraille.org/elearn/en/module6/story.html)  [Module 7: Producing advanced e-books](http://www.robobraille.org/elearn/en/module7/story.html)  [Module 8: Producing DAISY books](http://www.robobraille.org/elearn/en/module8/story.html)  [Module 9: Producing Braille](http://www.robobraille.org/elearn/en/module9/story.html)  **Czech version**  [Introduction to RoboBraille](http://www.robobraille.org/elearn/cz/story.html)  **Slovak version**  [Introduction to RoboBraille](http://www.robobraille.org/elearn/sk/story.html)   1. ***SMART Training Course***   The RoboBraille SMART Alternate Media Training Course was developed as part of the [RoboBraille SMART Alternate Media project](http://www.robobraille.org/robobraille-projects" \l "RoboBraille_Smart_Alternate_Media). Funded by the European Commission under the Leonardi da Vinci part of the Life Long Learning programme, the goal of the project was to explore new smarter and easier methods to prepare and produce educational material in alternate formats (e.g., digital Braille, audio books, e-books and other accessible documents) using RoboBraille and other relevant free ICT tools, and to further educate teachers, parents and professional alternate media producers supporting people with visual and reading impairments to use such methods and tools.  A Course Handbook as well as six training units were produced as part of the project. The material can be downloaded from the links below:Course Handbook   * [RoboBraille SMART Alternative Media Course Handbook (in PDF)](https://www.dropbox.com/s/6bczulct4fzy0ii/The%20Robobraille%20SMART%20Project%20Final.pdf?dl=0) * [RoboBraille SMART Alternative Media Course Handbook (in Word)](https://www.dropbox.com/s/t6ma3273v41s3dc/The%20Robobraille%20SMART%20Project%20Final.docx?dl=0)   **Training Units**  **Unit 1 - An Introduction to inclusive education**  In the first unit, the topic of inclusive education is introduced and discussed using case studies. Inclusive education is at the heart of the SMART course and learners will be introduced to the concepts such as universal design theory, assistive technologies and learning technologies. Building on these, learners will learn more about the RoboBraille Consortium and its members, in particular how inclusive education can be implemented at local, regional and national levels.  [Slides supporting Unit 1](https://www.dropbox.com/s/oixr4q6uf7plrrq/Unit%201%20From%20Relief%20Letters%20to%20RoboBraille.pptx?dl=0)  **Unit 2 - Designing Accessible Documents**  In the second unit, learners will be introduced to how to create accessible documents. To begin, the unit will offer learners an insight into the concept of universal design theory and the origins of accessibility in education. Following this, learners will learn about the procedures and challenges to creating accessible common documents. In particular, guidelines will be provided for the creation of accessible Word documents and PDF’s. From here, the unit will present an overview of the challenges to creating accessible PowerPoint documents. Finally, the unit will offer learners an insight into the principles behind accessible web content.  [Slides supporting Unit 2](https://www.dropbox.com/s/qml8fz014a3fxuo/Unit%202%20Accessible_Word_Documents.ppt?dl=0)  **Unit 3 - Using Learning Technologies to support Learners**  In the third unit, learners will be introduced to how to use learning technologies in an inclusive learning environment. To begin, the unit will offer learners an insight into free learning technologies such as mind maps, audio notes and RoboBraille. Building on this, the Unit will present an inclusive play strategy to improve brain harmonisation and coordination. Following this, learners will be directed to [Unit 3 slides](https://www.dropbox.com/s/nasxfqiwlllklna/Unit%203%20Smart%20Supports%20for%20students.pptx?dl=0), where they will be introduced to the specific challenges of supporting Learners with visual impairments and Learners with specific learning difficulties.  [Slides supporting Unit 3](https://www.dropbox.com/s/nasxfqiwlllklna/Unit%203%20Smart%20Supports%20for%20students.pptx?dl=0)  **Unit 4 - DAISY Conversions**  In Unit four, learners will become familiar with the procedures needed in order to create DAISY conversions. To begin, the unit will focus on what is DAISY and offer learners an insight into the different types of DAISY conversion options. Following this, the Unit will guide learners through a complete DAISY process and outline specific tasks to be completed either in class or outside of class time.  [Slides supporting Unit 4](https://www.dropbox.com/s/du9rzwd7lc07yzz/Unit%204%20DAISY%20Workshop.ppt?dl=0)  **Unit 5 - E-book conversions**  In the fifth Unit, learners will become familiar with the procedures needed in order to create E-Book conversions. To begin, the unit will focus on what E-book conversions are and offer learners an insight into the different types of e-book conversions available. Following this, the Unit will guide learners through a complete E-book conversion process and outline specific tasks to be completed either in class or outside of class time.  [Slides supporting Unit 5](https://www.dropbox.com/s/qyq0nhf0xe2dh72/Unit%205%20e-books.ppt?dl=0)  **Unit 6 - Braille conversions**  In the sixth Unit, learners will become familiar with the procedures needed in order to create Braille conversions. To begin, the unit will focus on what Braille conversions are and offer learners an insight into the challenges of Braille conversion. Following this, the Unit will guide learners through a Braille conversion processes and outline specific tasks to be completed either in class or outside of class time.  [Slides supporting Unit 6](https://www.dropbox.com/s/wgzqrp6g468ujs6/Unit%206%20Braille%20Overview.ppt?dl=0)   1. ***Teaching guides***   The teaching guides and catalogue of good inclusion practice below were produced by the Erasmus+ IncluTech project (2015-2017). More information about the project is available at <http://www.robobraille.org/project-inclutech>  The teaching guides are available in English, Danish, Italien, Greek, Bulgarian, Romanian and Hungarian. Localised versions can be downloaded from the Erasmus+ Project Results platform at <https://ec.europa.eu/programmes/erasmus-plus/projects/>  PDF icon [Teaching First Language to Students who are Blind](http://www.robobraille.org/sites/default/files/resourcefiles/teaching_first_language_-_blind.pdf" \o "teaching_first_language_-_blind.pdf)  PDF icon [Teaching Foreign Language to Students who are Blind](http://www.robobraille.org/sites/default/files/resourcefiles/teaching_foreign_language_-_blind.pdf)  PDF icon [Teaching Mathematics to Students who are Blind](http://www.robobraille.org/sites/default/files/resourcefiles/teaching_maths_-_blind.pdf)  PDF icon [Teaching Music to Students who are Blind](http://www.robobraille.org/sites/default/files/resourcefiles/teaching_music_-_blind.pdf)  PDF icon [Teaching First Language to Students who are Partially Sighted](http://www.robobraille.org/sites/default/files/resourcefiles/guide_to_teaching_first_language_to_partially_sighted.pdf)  PDF icon [Teaching Foreign Language to Students who are Partially Sighted](http://www.robobraille.org/sites/default/files/resourcefiles/guide_to_teaching_foreign_language_to_partially_sighted.pdf)  PDF icon [Teaching Mathematics to Students who are Partially Sighted](http://www.robobraille.org/sites/default/files/resourcefiles/guide_to_teaching_maths_to_partially_sighted.pdf)  PDF icon [Teaching Music to Students who are Partially Sighted](http://www.robobraille.org/sites/default/files/resourcefiles/guide_to_teaching_music_to_partially_sighted.pdf)  PDF icon [Teaching First Language to Students with Dyslexia](http://www.robobraille.org/sites/default/files/resourcefiles/teaching_guide_for_first_langauge_and_dyslexia.pdf)  PDF icon [Teaching Foreign Language to Students with Dyslexia](http://www.robobraille.org/sites/default/files/resourcefiles/teaching_guide_for_foreign_langauge_and_dyslexia.pdf)  PDF icon [Teaching Mathematics to Students with Dyslexia](http://www.robobraille.org/sites/default/files/resourcefiles/teaching_guide_for_math_and_dyslexia.pdf)  PDF icon [Teaching Music to Students with Dyslexia](http://www.robobraille.org/sites/default/files/resourcefiles/teaching_guide_for_music_and_dyslexia.pdf)  PDF icon [Catalogue of Good Inclusion Practice](http://www.robobraille.org/sites/default/files/resourcefiles/catalogue_of_good_inclusion_practice.pdf)   1. ***Guides and Best Practices***   PDF icon [RoboBraille Service Summary - Features, Functions and Options of the RoboBraille Service](http://www.robobraille.org/sites/default/files/resourcefiles/RoboBraille%20Service%20Summary%20version%201-23%20en.pdf" \o "RoboBraille Service Summary version 1-23 en.pdf)  PDF icon [RoboBraille in Education: Catalog of Good Practice](http://www.robobraille.org/sites/default/files/resourcefiles/The%20Robobraille%20Service%20in%20Education%20Catalogue%20Long%20Version%20August%202013%20FINAL.pdf)  PDF icon [Roles and Responsibilities of Partners in a RoboBraille-project](http://www.robobraille.org/sites/default/files/resourcefiles/Roles%20and%20Responsibilities%20of%20Partners%20in%20a%20RoboBraille-project.pdf" \o "Roles and Responsibilities of Partners in a RoboBraille-project.pdf)  PDF icon [Current Languages and Functions in RoboBraille](http://www.robobraille.org/sites/default/files/resourcefiles/Current%20languages%20and%20functions%20in%20RoboBraille%201.3.pdf)  PDF icon [RoboBraille Conversion Matrix](http://www.robobraille.org/sites/default/files/resourcefiles/robobraille_conversion_matrix_1-3.pdf)  PDF icon [The e-mail interface to RoboBraille](http://www.robobraille.org/sites/default/files/resourcefiles/the_email_interface_to_robobraille_0.pdf)   1. ***Brochures***   PDF icon [Main RoboBraille leaflet - version A](http://www.robobraille.org/sites/default/files/resourcefiles/RoboBraille%20webA.pdf" \o "RoboBraille webA.pdf)  PDF icon [Main RoboBraille leaflet - version B](http://www.robobraille.org/sites/default/files/resourcefiles/RoboBraille%20webB.pdf)  PDF icon [Sensus PharmaBraille datasheet. A Braille solution for pharmaceutical packaging](http://www.robobraille.org/sites/default/files/resourcefiles/sensus_pharmabraille_-_datasheet.pdf)   1. ***Videos***   <http://www.robobraille.org/resources/videos> |

## **4.2** **Employment**

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| **e-life** |

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| **Type of resource:** Web portal/platform |

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| **Refers to:**  Education & Training [ X ] Employment [ X ] |

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| **Timeframe:** 2011-nowadays |

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| **Location:** Greece, Romania, Spain, Turkey, Slovakia |

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| **Description of the practice:** The information and communications technologies have profoundly impacted on the work processes and the global work environment are changing radically in today's world. The new ways of working have been increasing in the virtual workplaces. At this stage virtual assistance is one of the growing businesses in today‘s computer-driven world and an ideal solution particularly who need work at home jobs due to a disability. VA allows you to career, good paying options, and build new skills as a business owner.  The aim of the e-LIFE project is to expanding employment opportunities for persons with disabilities, through start and builds a successful virtual assistant business and offer guidance to build a thriving practice. Based on these facts we are opening the doors e-Training Program for persons with disabilities and looking to create a virtual assistant business. Training materials are all on website, in a member’s only resource area and program contains six modules. Each module is based on approximately 2-5 hours. All modules also have a short test to assess understanding by the potential virtual assistants. The virtual workspace provides the ability to conduct daily functions without the constrains of the physical work environment. It is known that, even if they are employed, persons with disabilities face much harder situations in the labour market than persons without disabilities. So, persons with disabilities with mobility limitation are the most suitable part of the population which confirms to this new trend from the most aspects - to work from their home ("home based employment").  Knowing these circumstances, project e-Learning Virtual Center for People with Physical Disabilities - e-LIFE has been developed. The concrete aim of this project is "to e-train people with physical disabilities for home-based employment by means of e-learning and introduce them to virtual working environment and let them actually work at their home". The philosophy of this project is to improve the skills and competencies of computer and technical oriented persons with disabilities to train the individual to produce better and competitive outputs in project fields which covers almost 40% of technical based services.  **Specific objectives/targets/focus group:**  In general, persons with physical disabilites have less training opportunities than the others which causes very big problems for disabled people to get job and keep it. The VET systems lacks of training specific for this target group - persons with disabilities.  The concrete aim of this project is “to e-train persons with physical disabilities for home based employment by means of e-learning and introduce them to virtual working environment and let them actually work”. Project will support participants of e-LIFE in further training activities for improving their skills and competencies of computer and technical oriented to train the individual to produce better and competitive outputs in project fields which cover almost 40% of technical based services. e-LIFE project will develop a module that will teach the persons with physical disabilities how they can start and operate a virtual assistant business, how can become a virtual assistant and how to work virtually.  The materials based on e-learning, enhancing the development of innovative ICT-based content for lifelong learning of persons with disabilities. With this methodology be ensured that the products can be reached by the target group because e-learning permits more accessibility, and flexibility.  The tool of the project is a learning platform for persons with physical disabilities, and also an open platform for companies, trainers, and institutions of vocational training and education, as the project will develop a model, including tools and templates (e-LIFE Training Handbook) that can be used to qualify persons to assume the role of virtual worker (e-worker). Thus, companies will surely benefit from the model when recruiting persons with disabilities and thereby creating a more inclusive labour market, and trainers and institutions of vocational training and education will benefit from the use of the e-training and e-employment model offered in elife-eu.net  This project aims encouragement of cooperation between VET and the world of work. The project will develop an e-learning platform and a "VET Center" (elife-eu.net) for persons with disabilities. So, courses developed in this project improve the skills and competencies and exchange experience over the virtual training center. It also increases the opportunity by helping persons with disabilities to use ICT, which is an essential tool in current and future life. The e-training courses increase the accessibility of persons with disabilities on labour market.  **Content and activities:**  This project aims to develop/enhance a two stage e-training program for computer oriented disabled people on graphics, Web design, MS Office and enhance the e-platform which serves those people to work as a freelance, self-employed or entrepreneur from their home based offices (general name: “virtual assistants”). This two-stage e-training covers:  1. Training on “how to become a virtual assistant”, that is learning the general principles of home office business and how to work as self-employed (or as “virtual assistants”) in general,  2. Training on specific service fields: CADD - Computer aided drafting detailing, Graphics, Web-design, MS Office.  The idea behind this future efforts is basically to improve the skills and competencies of computer and technical oriented persons with disabilites to train the individual to produce better and competitive outputs in drafting, graphic and Web-design fields which covers almost 40% of design and engineering activities in architectural, civil, mechanical and electrical fields of engineering design projects, Web developments and presentations, which are most vital and essential parts of any engineering, commercial design and presentation activities. Office support positions are also widely used, thus increasing the necessity of profiency and high competencies in Office tools using capabilities.  As this overall activity requires continuous training both in e-environment being the gateway to the e-employment, computer hardware and software as well as related technical disciplines, the quality of output is directly a function of continuous vocational training which is a very significant and extremely important but implicitly integrated part of the project. This vital part will be accessed via the e-LIFE web-portal and e-employment PEDVA.net and it will refresh itself by means of continuing inputs from users, that are "disabled virtual assistants". This unique structure of "integrated training and employment" which renew and improve itself further continuously serving both vocational and employment of disabled people in this few specific activity fields is a new e-learning model (VET e-center) and guidance for other similar fields.  **Deliverables:**   * Multilanguage e-Learning Web-portal and the Virtual VET Center * Module 1 - e-LIFE Virtual Assistant * Module 2 - MS Office course (Word, Excel, Power Point) * Module 3 - Other Office Utilities – * Module 4 - Graphic course * Module 5 - Web-design course * Module 6 - CADD (Computer aided drafting detailing) course * e-LIFE Training Handbook - a handbook for virtual assistants with a short presentation of pedagogical tools and methods * Presentation Seminar Organisation of e-LIFE Training Sessions * e-LIFE Pilot Curricula - A model for adaptation and modulation of pilot curricula * Valorisation and Dissemination Materials - Valorisation material, info letters, leaflets, flyers * Valorisation and Dissemination Report * Evaluation Report of e-LIFE training course * Sustainability Plan, marketing and dissemination plan * Quality Management Plan   **Results and impact:**  This project aims to develop/enhance a two stage e-training program for computer oriented persons with disabilities on graphics, Web design, MS Office and enhance the e-platform which serves those people to work as a freelance, self-employed or entrepreneur from their home based offices (general name: “virtual assistants”). This two-stage e-training will cover:  1. Training on “how to become a virtual assistant”, that is learning the general principles of home office business and how to work as self-employed (or as “virtual assistants”) in general,  2. Training on specific service fields: CADD - Computer aided drafting detailing, Graphics, Web-design, MS Office.  The idea is basically to improve the skills and competencies of computer and technical oriented of persons with disabilities to train the individual to produce better and competitive outputs in drafting, graphic and Web-design fields which covers almost 40% of design and engineering activities in architectural, civil, mechanical and electrical fields of engineering design projects, Web developments and presentations, which are most vital and essential parts of any engineering, commercial design and presentation activities. Office support positions are also widely used, thus increasing the necessity of profiency and high competencies in Office tools using capabilities.  As this overall activity requires continuous training both in e-environment being the gateway to the e-employment, computer hardware and software as well as related technical disciplines, the quality of output is directly a function of continuous vocational training which is a very significant and extremely important but implicitly integrated part of the project.  **Resources:**  <http://www.elife-eu.net/>  <http://pedva.net/> |

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| **ICSee (I can see)** |

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| **Type of resource:** Application on play store from non-profit organization SC!FY |

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| **Refers to:**  Education & Training [ X ] Employment [ X ] |

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| **Timeframe:** 2012-nowadays |

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| **Location:** Greece |

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| **Description of the practice:**  The innovative application called ICSee is free with an open source code. The ICsee software is designed and launched for Android and iOS devices. Android and IOS users can easily download and install this application from the Play Store. ICsee on PC free application has Limited features to get advanced features it is needed to download ICsee Pro app.  The project was funded by SciFY and the project ["*Electronic Services for the Development and Dissemination of Open Source Software*"](https://ma.ellak.gr/), whereas a new version of the application is funded by [The John S. Latsis Public Benefit Foundation](http://www.latsis-foundation.org/eng/social-welfare-community-development/inclusion-accessibility/grants/all/2016/icsee-innovative-application-for-people-with-visual-impairments).  ICSee is an open source project and everyone can use it in order to produce a new and improved version.  **Specific objectives/targets/focus group:**  It is a simple tool which is designed to facilitate and help persons with severe visual impairment during their courses, tuitions, work, or other daily routines.  **Results and impact:**  Direct Impact: 16,000+ Downloads  **Resources:**  <http://www.scify.gr/site/en/>  [Download from Google Play](https://play.google.com/store/apps/details?id=gr.scify.icsee&hl=en)  You can find the source code of ICSee application on GitHub [here](https://github.com/ellak-monades-aristeias/ICSee-v1) and also the documentation [here](https://github.com/ellak-monades-aristeias/ICSee-v1/wiki/Technical-Documentation). |

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| **I can work! (potlucra.eu)** |

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| **Type of resource:** Jobs platform for persons with disabilities |

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| **Refers to:** [ ] Employment [X] |

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| **Timeframe:** 2017 - nowadays |

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| **Location:** Romania |

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| **Description of the practice:**  There are many companies that have jobs available for people with disabilities. At the same time, there are people with disabilities who want to get hired, but it is very difficult for them to find a job that suits their needs. So, a platform was created to make this connection between companies and people with disabilities: potlucra.eu (I can work!)  I can work! is an initiative of an individual – the founder is Radu Stefan to promote social and labour integration of people with disabilities.  “My main motivation is to change and help. We are not made to go through life just to enjoy it. We can do this, but at the same time we can make a change and we can help others, ”says Radu Stefan.  The jobs platform: - the app does pretty much everything most job platforms do on the market. The point of differentiation is its target, but, more importantly, the way the processes happen, we provide the necessary help to all people with disabilities who are looking for a job using ”I can work!”.  Posting ads by employers and responding from candidates requires creating an account, using an email address.  The platform was created within the ”Changeneers” competition, organized by Impact Hub Bucharest and Samsung Romania.  The platform "PotLucra.eu" was supported only by the personal funds of the one who laid the foundations of this project, and all users benefited free of charge for its use. As of May 2019, the platform charges a monthly fee of 10 euros, but only for employers.  **Specific objectives/targets/focus group:**  The job platform goal is to help people with disabilities find the right job and facilitate the recruitment process for companies interested in this project.  Main targets groups:  a) persons with disabilities looking for a job  b) employers - companies&institutions that want to hire persons with disabilities.  In the following period, the platform aims to increase to 500 companies, 5000 jobs, 900 people, 103 localities, automatic matching mode, online consulting, automatic career orientation.  **Content and activities:**  Once the platform is accessed, the interested party is instructed how to create a CV and how to post it. Once this CV has been drafted, it can be posted on the site, not before becoming a member, following simple registration steps. At the same time, in the announcements section can be watched the positions for which candidates are recruited by different companies, from all over Romania.  Among the most popular companies that have posted job ads on the platform "PotLucra.eu" are Decathlon, Mega Image or Unilever. People with disabilities looking for a job enjoy a wide range of activity areas to choose from, ranging from Marketing or Retail to Sales, Telecommunications and Secretariat.  **Deliverables:** Web portal/job platform  **Results and impact:**  Professional integration and direct access to jobs in companies willing to support people with disabilities throughout the country.  **Resources:**  <https://potlucra.eu/>  <https://changeneers.ro/2018/06/26/pot-lucra-eu/>  <https://www.galasocietatiicivile.ro/stiri/joburi/persoanele-cu-dizabilita-i-pot-lucra-platforma-de-joburi-dedicata-persoanelor-cu-dizabilita-i-17099.html>  <https://business-talks.ro/start-up-fara-dizabilitati/> |

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| **RO DISABJOBS PLATFORM** |

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| **Type of resource:** Jobs platform for persons with disabilities |

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| **Refers to:**  Education & Training [ ] Employment [X] |

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| **Timeframe:** 2019 |

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| **Location:** Romania |

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| **Description of the practice:**  Aiming to address disability issues from a human rights perspective, the EU promotes the active inclusion of people with disabilities and their full participation in society. Because it is about rights, it is an issue that cannot be left to the Member States. This approach is also at the heart of the United Nations Convention on the Rights of Persons with Disabilities, to which the EU is a signatory.  The European Union (EU) ratified the United Nations Convention on the Rights of Persons with Disabilities and in 2010 the European Commission adopted the European Strategy on Persons with Disabilities 2010-2020. The Strategy for People with Disabilities provides a roadmap for the implementation of the UN Convention in Romania, around eight main areas of action:  Accessibility: goods and services accessible to people with disabilities; promoting the market for assistive devices.  Participation: elimination of barriers to equal participation in leisure activities; promoting the provision of quality services based on community involvement.  Equality: combating discrimination on the grounds of disability and promoting equal opportunities.  Employment: Significantly increase the share of people with disabilities working in the free labor market.  Education and training: promoting inclusive education and lifelong learning for students and pupils with disabilities.  Social protection: promoting decent living conditions, combating poverty and social exclusion.  Health: promoting equal access to health services and related facilities.  External action: promoting the rights of people with disabilities and international development projects.  **Collective intelligence, exchange of ideas, innovation, employment issues, accessibility**  **I choose**  **I am a candidate**  **I'm employed**  **1. I CHOOSE**  A platform that provides employers and people with disabilities information about products, equipment, accessories for them to reasonably adapt to the workplace.  United Nations Convention on the Rights of Persons with Disabilities (Law No. 221 of 11 November 2010)  The concept of "reasonable accommodation"  Art. 2.4: "Reasonable adjustment" means the necessary and appropriate changes and adjustments, which do not require a disproportionate or unjustified effort when necessary in a particular case, to enable persons with disabilities to enjoy or exercise, in equal conditions with others, all fundamental human rights and freedoms.  Accessibility  Art.9.1: In order to enable persons with disabilities to live independently and to participate fully in all aspects of life, States Parties shall take appropriate measures to ensure that such persons have equal access to the physical environment to transport. , information and means of communication, including information and communication technologies and systems and other facilities and services open or provided to the public, both in urban and rural areas. These measures, which include the identification and removal of barriers and barriers to full access, should be applied, inter alia, to:  (a) Buildings, roads, means of transport and other indoor or outdoor facilities, including schools, dwellings, medical facilities and workplaces;  (b) Information, communications and other services, including electronic and emergency services.  Article 9.2: States Parties shall also take appropriate measures to: (a) Develop, promulgate and monitor the implementation of minimum standards and instructions for the accessibility of facilities and services open to or offered to the public;  (b) Ensure that private entities providing or providing facilities and services open to the public take into account all aspects of accessibility for persons with disabilities;  (c) Provide training on accessibility issues faced by persons with disabilities;  (d) Provide Braille signs and forms that are easy to read and understand in buildings and other public spaces;  (e) Provide live forms of assistance and intermediation, including professional sign language guides, readers and interpreters, to facilitate access to buildings and other public spaces;  (f) Promote other appropriate forms of assistance and support for persons with disabilities to ensure their access to information;  (g) To promote access for persons with disabilities to new information and communication technologies and systems, including the Internet;  (h) To promote the design, development, production and distribution of accessible information and communication technologies and systems, from the earliest stages, so that these technologies and systems become accessible at minimal cost.  The platform is powered by providers of assistive equipment and technologies.  Each product is the subject of a detail sheet, in which those interested will find the photo, the technical characteristics of the products, the price, its evaluation by an independent expert, the opinion of the users.  This information allows the evaluation by the employer and the disabled person of the quality / price ratio of each product.  The platform aims to find the best product, with the best price, to meet the needs of people with disabilities, expanding the range of products with specific information available.  **Field of action** - Companies, associations, people with disabilities, medical field, social services field  **Benefits** - choosing a price that can be settled by the state and quickly comparing the prices of assistive equipment of the same type  **Actions** - the product sheet is necessary throughout the life of a disabled person, for continuous information, to find the product sought at the best price, to save time, for a centralization of products and services, for the availability of information and widening access to information by identifying all national and international suppliers.  **Perspectives** - this platform values ​​at national and European level the products destined for people with disabilities in their private and professional life, being able to be financed by four companies and the producers or distributors of assistive equipment, through advertising.  It can be a cost-effective model, and can be sold as a license to interested companies. It will remain free for people with disabilities, who will receive help from the FAR, by getting involved in the project.  **2. I am a candidate**  Tools needed to hire people with disabilities:  The local recruitment process is defined by several issues:  - Difficulties encountered by employers in identifying people with disabilities in order to find a job;  - the difficulties encountered by those who recruit the workforce regarding the integration of people with disabilities in the needs / skills equation, due to their CVs, which are most often atypical (periods of inactivity, lack of experience, etc.).  - Our goal is to write resumes in such a way as to legitimize people with disabilities in the desired positions, optimizing recruitment.  - The general objective is to put in the situation of candidate for a position / position a person with disabilities in front of a recruiting company.  - A first stage is the creation of the database of virtual private or public employers, for the employment platform.  - The second stage is the inventory of existing vacancies through field visits. Thus, the recognition of jobs and vacancies, working conditions and other information for potential candidates will be made. These visits are of great importance, as they will create the link between companies looking to recruit people with disabilities and people fit for jobs. The candidate who was able to demonstrate his skills for a certain position will be better motivated. If the experience is sufficient for both the candidate and the employer, he will be employed and will continue to share his experience with others. Recruitment will be done with a CV, depending on the requirements of the vacancy offered.  **Field of action** - optimizing the recruitment by recognizing on the spot the best competencies of the candidate, the exact proposal for the reasonable arrangement of the workplace, creating a work space by integrating in the team, innovation in the enterprise by accepting a social approach, informing colleagues and the success of the integration / insertion / inclusion of the candidate for work - the disabled person, as part of the team.  **Actions** - this alternative solution to employment falls to the FAR, as the main actor in the employment of people with disabilities. The FAR will contact potential employers directly to raise awareness and complete the employment process.  **Perspectives** - this pilot solution at county / local level, can be implemented at national level, as a public recruitment / employment policy by identifying people from FAR member NGOs, training them and creating a network of vocational counselors on employment in the field of disability (among companies), allowing the structuring of requirements and facilitating recruitment, as well as testing the constraints and opportunities of companies in employment.  Establishment of a recruitment office within FAR, partner of the companies.  Project identification of at least one company to test the proposed platform  **3. I’m employed**  **The business incubator** - Examples of good practice regarding education and employment - film, radio and newspaper on the **observatorul.ro platform.**  It is about a project in which the successes are disseminated, in order to highlight the good practices, means, training and information in the matter of employment for the persons with disabilities, but also for the employers.  **Social innovation** will be among our concerns, within the BUSINESS INCUBATOR, providing a space for debate in which to discuss and develop topics in the field of education, training and employment of people with disabilities, innovative projects that can be put into practice. future entrepreneurs.  The incubator will be piloted in Bucharest, completing a numerical platform: private and state companies, enterprise managers, entrepreneurs, social partners, employed disabled people, etc. which will hold meetings in the form of round tables. These meetings will be the basis of innovation, any participant can create new projects, interesting for both employers and the local community.  **Actions** - creating an adapted work space - for each type of disability, which will bring innovation as a social requirement, information about disability, sharing the successes of integrating people with disabilities in work.  The presentation of the integration successes in the work will be conceived as an innovation opportunity for the companies.  **Deliverables:**  A workshop space with accessible furniture, operational team  **Perspectives** - creation of a national network for the employment of people with disabilities.  **Resources:**  <https://observatorul.ro>  <https://observatorul.tv>  <https://www.galasocietatiicivile.ro/stiri/joburi/persoanele-cu-dizabilita-i-pot-lucra-platforma-de-joburi-dedicata-persoanelor-cu-dizabilita-i-17099.html> |

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| **DiscapNET** |

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| **Type of resource:** Website |

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| **Refers to:**  Education & Training [ ] Employment [X] |

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| **Timeframe:** 1998 - nowadays |

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| **Location:** Spain |

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| **Description of the practice:**  Discapnet is an initiative to promote social and labour integration of people with disabilities. It was created by the Fundación ONCE and ILUNION Tecnología y Accesibilidad and it has two main lines of approach:   1. An information service for organizations, professionals, people with disabilities and their relatives. 2. A platform for the development of actions aimed to promote the participation on financial, social and cultural life of people with disabilities.   **Specific objectives/targets/focus group:**  Discapnet aims accessibility in the different sectors of Internet, online learning and telecommuting, adequacy to people with severe disabilities or who may be potentially info-excluded.  Discapnet is accessible to everyone, no matter the kind of disability or the access technology used.  **Content and activities:**  Among knowledge content and services that are part of Discapnet, they can be highlighted the following ones:   * Updated information: news about disability and society. * Documentary collection: a document file related to subjects such as prevention, different facets of rehabilitation, vocational and educational training, employment, benefits and financial support, leisure and sport, associative life, personal autonomy and accessibility, functional dependency and active life, independent life. * Calls agenda: announcement of next calls in the field of disabilities: meetings, training courses, fairs and conferences, etc. * Information about employment: training services, career advising and employment management. * Virtual communities in order to networking and share knowledges and experiences.   **Deliverables:** Web portal about disabilities  **Results and impact:**  The platform contains different interactive tools in order to improve the answer to the needs of users, network and share knowledge and experiences, promoting social participation and independent life.  **Resources:**  This platform offers multiple resources:  **Accessibility**   * Inclusive Tourism * Accessible transport * Accessible Entertainment * Guides for homemade technical support * Resources   **Health:**   * Disabilities * Diseases * Encyclopedia * Health Education * Psychosocial risks * Occupational Health * Labor conciliation * Medical care * Self-care * Health guides and articles * Documents and posts * Resources * Visual disabilities * Interviews about health * Health apps   **Our rights:**   * Your rights, in-depth content * Legislation * Financial aids for disabilities * FAQs   **Education:**   * Education and Disability * Lifelong learning * University guideline for students with disabilities * Scholarships and aids * Guidelines about network technology * Support tool: MobiAbility * Educational game * Inclusive Technology   **Innovation and Employment:**   * Fundación ONCE and employment * Promotion of employment * Special centers for employment * Conciliation of work and family * FAQs for entrepreneurship   **Sport:**   * Introduction * Adapted sport * Paralympic sports * Sport system * Sport competitions * Links and resources   **Tourism and Culture:**   * Culture * Tourism * Entertainment and interviews   **Seniors:**   * Health and Seniors * Caregiver * Special cares * Legislation * Support resources * New technologies and seniors   **Inclusive design:**   * Accessibility at home * Urban accessibility * Accessibility to communication * Support products * Projects about accessibility * Link of interest |

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| **Lichtwerk: assistive technology at the workplace** |

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| **Type of resource:** Service for persons with intellectual disabilities (and people with difficulties entering the open labour market) |

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| **Refers to:**  Education & Training [ ] Employment [ x ] |

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| **Timeframe:** The non-profit organization Lichtwerk started in May 2019. |

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| **Location:** Based in Gits, Belgium/ In the first place, Lichtwerk wants to reach (social) enterprises in Flanders (Belgium), but in the future the target public will be expanded to Europe. |

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| **Description of the practice:**  **LICHTWERK**  [Lichtwerk](https://licht-werk.be/) is a non-profit organization and a “radical innovator” (a recognition offered by [De Standaard[[28]](#footnote-28)](https://www.standaard.be/cnt/dmf20191216_04769564) and [De Sociale Innovatiefabriek](https://www.radicalevernieuwers.be/content/winnaars-2019#overlay-context=winnaars)[[29]](#footnote-29) in 2019) from out of a partnership between four founding members in Flanders, Belgium: [Mariasteen](https://mariasteen.be/) and [Molendries](https://molendries.be/) are two social enterprises, [Groep Gidts](https://www.gidts.be/) provides education, care and work for people with disabilities (Molendries and Mariasteen are part of Groep Gidts) and [emino](https://www.emino.be/) which is an organization that helps people in their search for work on the open labour market.  Lichtwerk keeps track of existing technologies in different sectors and investigates which technologies can support employees (people with a distance to the labour market) at the workplace.  **CONTEXT**  Within the context of social enterprises, Mariasteen, one of the partners, realized that the market is changing and that activities are more complex and more unique. The workforce has other skills and new incoming workers are getting older. Another challenge is the government policy that wants social enterprises to train people with disabilities to be able to find a job in the regular economy. These factors have shown the need to invest in assistive technology. Moreover, Lichtwerk wants to transfer expertise from social enterprises to the regular economy, so more people with disabilities find a job in the regular labour market.  **PRECEDENTS**  Mariasteen has been working with assistive technologies for some years now, so they  have gained a lot of experience and know-how, especially concerning Augmented Reality. They use [Light Guide Systems](https://lightguidesys.com/) to project instructions onto the workplace of the employees.  *Light Guide Systems (LGS) is a patented Industrial Augmented Reality system that is transforming manual processes with visual guidance for customers around the globe.[[30]](#footnote-30)*  These instructions can be used for (re)training, to guarantee the quality of the products, especially in case of small series. The programming time is limited, so new instructions can be made easily, by everyone who had some training. Nevertheless, the implementation of those technologies is not easy. That’s also what Mariasteen and Molendries experienced.  **SERVICE**  Consequently, Lichtwerk wants to support companies in the implementation of assistive technologies, since they have experience with the target group (people with a disability;  people excluded from the labour or whom have difficulties entering the labour market force for different reasons such as: foreign language speakers, older people, people with a chronic disease…). The not-for-profit organization wants to keep up with new technologies and developments related to their sector and other sectors to develop new solutions. Lichtwerk gives training and teaches companies how to use the technologies.  Lichtwerk wants social enterprises as well as enterprises from the regular economy to  be able to implement assistive technologies, so more people have access to the labour  market. The non-profit cooperation wants an inclusive labour market, where everybody  finds a meaningful job. People with difficulties entering the labour force can be an  indispensable link in the company they work for.  In some sectors there’s a labour shortage (metal industry, electricity). With the help of assistive technology, people with disabilities as well as those with difficulities entering the labour market can be employed to cover these shortages. If the technology is implemented in the regular economy, companies can hire people with a disability in the open labour market and support them.  Lichtwerk has a license to export Light Guide Systems and cooperation across Europe is possible. Currently, Lichtwerk wants to help (social) enterprises, but in the future, schools and learning environments could profit from the service as well.  To learn how the ***Light Guide Systems*** is being implemented, please check the following videos:  **Resources:**  www.licht-werk.be  https://vimeo.com/groepgidts  https://www.gidts.be/codar |

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| **The Valueable network (****Access of people with intellectual disabilities (ID) to vocational training and employment in the hospitality sector)** |

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| **Type of resource:** Service for persons with intellectual disabilities |

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| **Refers to (please check):**  Education & Training [ x ] Employment [ x ] |

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| **Timeframe:** 2014-2022 |

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| **Location:** Portugal, Spain, Italy, Germany, Hungary and Turkey |

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| **Description of the practice:**  **Objectives**  The Value**able**network was created within the Erasmus + "On my own...at work" project, financed by the European Commission in 2014-2017. The objective of the [Value**able** European network](https://www.valueablenetwork.eu/) is to provide access of people with intellectual disabilities (ID) to vocational training and employment in the hospitality sector, through the establishment of long-lasting partnerships between VET providers and companies.  Promoted by the [Italian Association of People with Down syndrome (AIPD)](http://www.aipdpisa.it/it/index.asp) and set up in December 2016 by a group of disability associations, hotel chains and other organisations, the Value**able** network is now present in Portugal, Spain, Italy, Germany, Hungary and Turkey and counts more than 100 hospitality company members.  The members of the network undertake non-discriminating and inclusive positive actions, receive the support of a job inclusion expert organisation and their engagement is promoted through specific communication actions.  In the first phase of the network (2014-2017), the members designed, developed and tested three tools, which are now promoted by the network:   * an **app** for the *trainees/workers* with intellectual disabilities, * **videos** for a proper relationship between people with*intellectual disabilities* and their colleagues, * and **e-learning** for *managers* of the *hospitality sector* aimed at certifying the efforts of the company towards *job inclusion*.   In recognition of the enterprises supporting or employing persons with disabilities, the network has developed a trademark“Value**able** – handing opportunities**”** registered at the European Intellectual Property Office.  The trademark “VALUEABLE, handing opportunities” (hereinafter the Trademark) is aimed at all organisations (accommodation and catering services), which: comply with the national legislation on the employment of people with disabilities, are committed to including people with intellectual disabilities within their workforce by providing internships and/or recruiting them and comply with the rules set out by the network.  The Trademark can be used in three variations (same shape, different colours) based on the level of commitment of the signing organisation:   * B**ronze:** for employers who host internships. * S**ilver**: **fixed** (min. 3 months) or **permanent job** for at least one worker with ID. * G**olden:** for those who hire at least one worker and act as Value**able** ambassadors.   **For information about the trademark, members who have it, how to get the trademark and training agencies, please click here:** <http://www.valueablenetwork.eu/valueable-catalogue>  **Target groups and dedicated tools:**  Several target groups were identified, and specific tools were design for each of them:   1. **Trainees workers with intellectual disabilities**  * [“On my own” app](https://www.valueablenetwork.eu/resources/app): supports people with disabilities on their job, always available in their pockets to remind them tasks, tools and check lists.   The application aims to offer a digital support to workers with intellectual disabilities for the proper and independent execution of activities within the catering and hotel facilities.  The catering and hotel facilities participating in the On My Own at work program can use a helpful service to ensure the quality of its services. They can manage the profiles of their trainees or employees with intellectual disabilities by customizing the tasks entrusted to them by the management panel.  Users with intellectual disabilities working within the catering and hotel facilities participating in the program are provided a simple and intuitive digital guide that reminds them every single task to be performed, the tools to use, the daily and the weekly agenda.  The simple interface removes distractions and allows an immediate understanding of the tasks to be performed. The customizable menu based on pictograms provides access to:  - the task assigned to each user - textual description of the activity - photos of the activity  -video of the activity - checklist (with checkmarks) with the phases of each activity - photos and descriptions of the tool to use  -daily agenda: weekday, task to be performed and timetable of shift. - weekly agenda: weekdays, tasks to be performed and timetable of shifts.  The app is available here: <https://www.valueablenetwork.eu/resources/app>   * Coming soon: an easy to use a Hazard analysis and critical control points (**HACCP course)** for people who will work in kitchens and restaurants.  1. **Workmates**    * 14 video tutorials about do’s and taboos of a proper relation with workers with ID: <https://www.valueablenetwork.eu/resources/video-tutorials> 2. **Managers**    * 4 module eLearning courses on job inclusion of people with intellectual disabilities: <https://www.valueablenetwork.eu/resources/elearning-platforms>    * dedicated webinars and study visits to “inclusive” hotels. 3. **VET providers.**    * A specific e Learning for VET professionals, which will be available at the end of 2020.    * An accreditation protocol with any training agency that can guarantee its experience in the field of job placement in the open market. It can be a job centre, a disability association. Any organisation which respects Value**able** accreditation criteria and act as reliable mediator between the would-be worker and the hospitality company.   **Internships abroad**  Among others, Value**able** offers the opportunity of internships abroad. 2 trainees with intellectual disabilities and one tutor, can go to a Value**able** hotel in a foreign country for three weeks to be trained.  **Results and impact:**  About 200 people with ID have been included in the labour market, 20 had an internship abroad and more than 120 companies have (taken) part in the project. |

# **ANNEX I**

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| **Title:** |

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| **Type of resource:** |

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| **Refers to (please check):**  Education & Training [ ] Employment [ ] |

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| **Timeframe: (i.e. the period in which the practice took place)** |

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| **Location: [country, district, town]** |

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| **Description of the practice: (please describe the practice in detail and use the following guidelines)**   * **Brief description of the practice** * **Specific objectives/targets/focus group** * **Content and activities** * **Deliverables** * **Results (outputs/outcomes) and impact** * **Resources** |

1. <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-1-purpose.html> [↑](#footnote-ref-1)
2. <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-9-accessibility.html> [↑](#footnote-ref-2)
3. <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-19-living-independently-and-being-included-in-the-community.html> [↑](#footnote-ref-3)
4. <http://bbi.syr.edu/projects/Demand_Side_Models/docs/b_inclusive_policies.htm#_ftn1> [↑](#footnote-ref-4)
5. <http://www.embracingdiversity.net/report/disability-inclusive-policies_1024> [↑](#footnote-ref-5)
6. <https://www.who.int/news-room/fact-sheets/detail/assistive-technology> [↑](#footnote-ref-6)
7. <https://www.ctdinstitute.org/sites/default/files/file_attachments/CTD-AT101-V4.pdf> [↑](#footnote-ref-7)
8. <https://www.independentliving.co.uk/advice/assistive-technology-education/> [↑](#footnote-ref-8)
9. <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/convention-on-the-rights-of-persons-with-disabilities-2.html> [↑](#footnote-ref-9)
10. https://www.un.org/esa/socdev/documents/disability/Toolkit/Building-multi-stakeholders.pdf [↑](#footnote-ref-10)
11. <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-4-general-obligations.html> [↑](#footnote-ref-11)
12. <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-1-purpose.html> [↑](#footnote-ref-12)
13. <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-5-equality-and-non-discrimination.html> [↑](#footnote-ref-13)
14. <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-9-accessibility.html> [↑](#footnote-ref-14)
15. <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-24-education.html> [↑](#footnote-ref-15)
16. <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-27-work-and-employment.html> [↑](#footnote-ref-16)
17. <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/345108/easy-read-un-convention.pdf> [↑](#footnote-ref-17)
18. <https://www.ctdinstitute.org/sites/default/files/file_attachments/CTD-AT101-V4.pdf> [↑](#footnote-ref-18)
19. <https://www.independentliving.co.uk/advice/assistive-technology-education/> [↑](#footnote-ref-19)
20. <https://www.who.int/en/news-room/fact-sheets/detail/assistive-technology> [↑](#footnote-ref-20)
21. <https://www.google.com/search?q=Priority+assistive+Products+List&rlz=1C1GCEA_enGR785GR785&sxsrf=ALeKk0357Obp6PcvsQ3ONEpvp30AN1doCA:1586162065384&source=lnms&tbm=isch&sa=X&ved=2ahUKEwi2mNqTstPoAhVVuHEKHbvUBdgQ_AUoAXoECAwQAw&biw=1280&bih=609#imgrc=4-j3Re6zlk5tUM> [↑](#footnote-ref-21)
22. <https://www.nichd.nih.gov/health/topics/rehabtech/conditioninfo/device> [↑](#footnote-ref-22)
23. <https://apps.who.int/medicinedocs/documents/s22396en/s22396en.pdf> [↑](#footnote-ref-23)
24. <https://www.augsburg.edu/class/wp-content/uploads/sites/78/2014/05/AT-Mind-Map-for-Website.jpg> [↑](#footnote-ref-24)
25. <https://www.researchgate.net/publication/322664968_Assistive_technologies_for_people_with_disabilities_-_Part_III_Perspectives_on_assistive_technologies> [↑](#footnote-ref-25)
26. <https://tbinternet.ohchr.org/_layouts/15/treatybodyexternal/Download.aspx?symbolno=CRPD/C/GC/2&Lang=en> [↑](#footnote-ref-26)
27. Digital Accessible Information System [↑](#footnote-ref-27)
28. A Flemish newspaper with wide circulation [↑](#footnote-ref-28)
29. A network organization in Flanders which promotes social innovation and social entrepreneurship [↑](#footnote-ref-29)
30. More information: <https://lightguidesys.com/> [↑](#footnote-ref-30)