

# Inclusive Education & Disability

## Good Practices from around Europe

 **includ-ed**



**Fundación ONCE**  
para la Cooperación e Inclusión Social  
de Personas con Discapacidad



**European Union**  
**European Social Fund**  
Investing in jobs and skills



# **inluD-ed** **European Network on** **Inclusive Education & Disability**



**European Union**  
**European Social Fund**  
Investing in jobs and skills

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inluD-ed, December 2012

## **Edition**

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# Introduction

## includ-ed: the European Network on Inclusive Education & Disability

*The European Network on Inclusive Education & Disability, includ-ed, has the primary goal of promoting, identifying, exchanging and disseminating good practices on inclusive education for people with disabilities across Europe, in order to promote opportunities for employability and working inclusion. It is a network co-financed by the European Social Fund through the Operational Programme “Fight Against Discrimination 2007-2013”. The includ-ed network is aligned with one of the main fields of transnational cooperation defined by the European Social Fund as “the social inclusion of disadvantaged people and fighting discrimination in the labour market”.*

## Mission and Vision

The main purpose of includ-ed is to actively contribute to the elimination of barriers through inclusive education. The goal of this network is to promote equal opportunities in the educational context, with the aim of improving employability and work inclusion for people with disabilities.

includ-ed seeks to create, at a European level, a social and educational framework to advocate and work towards full inclusion of people with disabilities. The network is a reference on the subject of inclusive education, focused on labour integration and based on collaborative work amongst social players involved in the educational process.

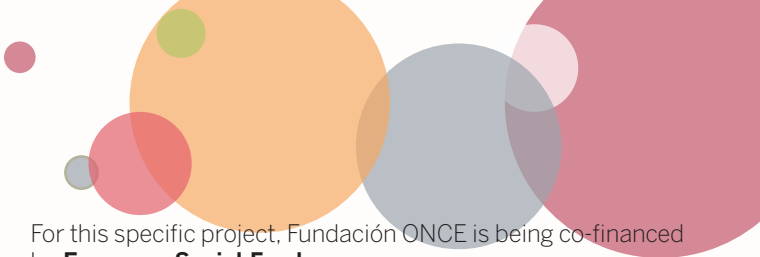
The network's **objectives** are to:

- ▶ Promote, identify, disseminate and exchange good practices in the field of inclusive education for people with disabilities.
- ▶ Communicate and share relevant information.
- ▶ Seek opportunities to promote programmes and develop policy action.
- ▶ Connect stakeholders and encourage joint efforts amongst organisations and individuals in the field of inclusive education.
- ▶ Endorse innovative experiences and activities.

## Why a European Network on Inclusive Education and Disability?

includ-ed's actions are strategically aligned with the following measures:

- ▶ **Europe 2020:** The European Union **strategy for smart, sustainable and inclusive growth**, with specific objectives for the EU regarding education.
- ▶ European Union ratification of the **United Nations Convention on the Rights of Persons with Disabilities**, which includes a specific article on education (Art. 24).
- ▶ Adoption by the European Commission of the **European Disability Strategy 2010-2020** with a main area focused on promoting inclusive education and lifelong learning.
- ▶ Focus on **education** as a key policy issue in all EU Member States and the inclusion of people with disabilities as a relevant topic in education regulations and plans implemented.
- ▶ Promote work integration and the fight against youth **unemployment**.



**Four areas** have been defined in order to guide the network's efforts in working towards educational inclusion for people with disabilities and fighting discrimination in the labour market:

- ▶ **Secondary education:** to overcome specific barriers and address the challenges facing equal opportunity.
- ▶ **Transition to other levels of education:** to ensure students with disabilities have access to higher education (university and vocational training) after secondary education.
- ▶ **Transition to adult life and the labour market:** to offer support mechanisms in social and communicative skills, lifelong learning, proper training, and other relevant actions to improve employability and facilitate entry to and development of the job market.
- ▶ **New technologies:** to narrow the digital divide and increase participation of people with disabilities in the workforce.

To this end, the **European Network on Inclusive Education and Disability** has worked in and targeted specific cities that have developed communities of players, such as local authorities, schools, universities, companies, public services or local associations. These cities have built new networks, or increased existing ones, in order to promote initiatives amongst the variety of actors involved in inclusive education and disability.

The **structure of the network** is organised around the main promoter, **Fundación ONCE**, which is an entity dedicated to social inclusion and the improvement of the quality of life for people with disabilities and their families. It particularly focuses on the areas of education, training and work integration, and accessibility to environments, products and services.

For this specific project, Fundación ONCE is being co-financed by **European Social Fund**.

An additional four partner organisations participate where the good practices have taken place. Designated **coordinators** are in charge of developing the project at local level, and mobilising players by creating Local Promoting Groups.

The following partners are part of **IncluD-ed**:

Fundación ONCE (Madrid, Spain)  
Association des Paralysés de France (Liévin, France)  
Kynnysry (Jyväskylä, Finland)  
Rytmus (Prague, Czech Republic)

The network is based upon two community-based tasks:

**Local Promoting Groups (LPGs):** Led by each partner and involving a group of actors from different fields that work together to identify, exchange and disseminate good practices of inclusive education for people with disabilities and promote the project at local level. The LPGs are managed by each network partner's designated coordinator. The fact that LPGs are integrated by a variety of players from diverse organisations ensures a multi-level and multi-stakeholder focus, which is needed in developing a sustainable framework for inclusive education. Therefore, incluD-ed can be considered a "network of networks".

**incluD-ed Online Community:** Organisations, professionals who work in the field of inclusive education, and any interested person can join the incluD-ed online community by registering in the database as experts or interested organisations.

Good practices in the fields of inclusive education and disabilities may also be shared and disseminated through the incluD-ed online community, at [www.includ-ed.eu](http://www.includ-ed.eu).

# Publication Presentation

The publication "**Inclusive Education & Disability. Good Practices from around Europe**" is a document created within the context of the European Network on Inclusive Education & Disability, incluD-ed. The aim of the present text is to become an inspiring tool, based on successful experiences that have already been implemented in different European cities by and for people and professionals involved in the inclusive education field.

The **target audience of these practices** is very broad: from organisations to associations, public institutions, professionals, families and teachers that work directly or indirectly with people with disabilities in order to facilitate their inclusion in all aspects of life. This the aim of this document is also to become a practical tool and a reference in the field of inclusive education.

The document is structured in **five parts**:

1. An **introduction** about the network incluD-ed; its **objectives, mission and vision, main themes and partners**.
2. A **presentation** of the publication, its alignment with the Europe 2020 strategy of the European Union and a brief description of the European context for people with disabilities.
3. The **methodology and criteria** specifically applied by the network to evaluate the good practices.
4. The **seven good practices** that the network partners have identified and put in place. **These experiences and good practices are related to the four areas of the network: secondary education, transition to further educational levels, transition towards adult life and the workplace, and new technologies for inclusive education.**
5. A brief presentation of the **partners** that have worked in the **incluD-ed network**, with the contact details of each one.

The reader will find that the good practices range from actions that increase and adapt IT skills for people with disabilities to supporting young students with disabilities so that they can develop their skills and train in an environment that will guarantee their rights and increase their employability.

The practices described here, are related to the transition to other educational levels from secondary education. They include an awareness project for university-level students with disabilities assistance through technological devices and IT, and the publication of a set of recommendations in order to foster accessibility to higher education and university for people with disabilities.

Each practice concisely describes the **specific steps** of the action, the **target audience**, the **role of the people with disabilities** that have participated in the practice, and the **contact details** of the organisation that has developed the action, so that the reader may contact them for further information.

This good practice publication aims to **become a reference** for other organisations and professionals working in the field of inclusive education who may implement these practices, adapting them to their own realities, and enriching them in the process.

Additionally, this exchange of good practices aims to contribute to three of the European objectives as described in the strategy **Europe 2020 for smart, sustainable and inclusive growth**, related to education and employment, two factors that have a great impact on people with disabilities. These goals are the reduction of the school drop-out rate to below 10%; achieving at least 40% of 30-34 year olds with completed tertiary or equivalent education and guaranteeing the employment of 75% of the population aged 20-64.

This good practice publication also aims at contributing to the **European Disability Strategy 2010-2020** and to spreading the pillars of the **UN Convention of the Rights of Persons with Disabilities**.



## The European Context: Some Data About the Situation of People with Disabilities in the European Union.

According to the EC communication *European Disability Strategy 2010-2020: A Renewed Commitment to a Barrier-Free Europe* (Brussels, November 2010), about **80 million people in the EU, a sixth of its population, have a disability**. They are often prevented from full social and economic participation by barriers linked to attitudes and environments.

Moreover, poverty rates amongst people with disabilities are 70% higher than average. More than 30% of people with disabilities over 75 years old are restricted to some extent, and 20% are severely restricted. The percentage of people with disabilities is set to rise as the European Union population ages. The European Union and its Member States have a strong mandate to improve the social and economic situation of people with disabilities.

On the education front, as per the EC communication referred to above, people with disabilities tend to attain lower educational levels than those without. Furthermore, people with disabilities participate less in education and have lower educational qualifications than those without disabilities:

- ▶ Only 63% of those aged 16-19 who were considerably restricted in their ability to work participated in education or training compared to 83% of those not restricted.
- ▶ Over 50% of those aged 25-64 who were considerably restricted in their ability to work had no educational qualifications beyond compulsory schooling, compared to 32% of those reporting no restriction.
- ▶ People aged between 16 and 24 who are considerably restricted in their ability to work have an employment rate of 27% compared to 45% for those with no such restrictions, but among the 55-64 group the employment

rate of those considerably restricted was only 15% compared with 45% for those not restricted.

- ▶ As stated by the EC communication, barely 24% of people aged 16-64 who are considerably restricted in their ability to work are employed, versus 62% of those restricted only to some extent.

Furthermore, the economical and financial crisis in Europe especially affects people with disabilities. Austerity measures being put in place to redress national budgets particularly hit this population. Budgets and social services are being cut back. A report by the **European Disability Forum** (EDF) on the effect of the crisis shows that people with disabilities “are feeling effects of the austerity in a variety of ways, including cuts in disability allowances, being forced to massive reassessments of disability status and a reduction in services” (EDF, December 2011).

The austerity measures have especially negative effects on the economical and social participation as well as on the freedom of movement of people with disabilities since, according to the Observatory on the Impact of the Crisis (EDF, 2012), in some countries over 70% of people with disabilities are receiving benefits. The negative consequences that the EDF has observed since 2011 challenge the Europe 2020 strategy. The present data on the unemployment of people with disabilities further shows that their inclusion in the labour market and the general reduction in unemployment as envisaged in the European Action Plan 2008-2009 (Brussels, November 2007) is still far from being realised. To overcome the crisis it is crucial to make use of the talent of people with disabilities in education, employment and innovation.

# Methodology

## Evaluation Criteria for incluD-ed Good Practices

*A number of criteria have been developed by incluD-ed with the participation of experts on the subject, to ensure that all practices conform to quality standards. The incluD-ed network partners have participated in the preparation of this publication by sharing the good practices developed in their cities or countries by their own organisations. All the chosen practices have therefore been developed at European level, and they focus on one or more of the four areas of the incluD-ed network. Due to the variety of criteria, the good practices found in this publication may conform to some of these, but not all.*

The criteria used for the evaluation of the good practices are the following:

### Impact

1. The practice demonstrates, by means of qualitative and/or quantitative results, an improvement in the educational, social or working conditions of people with disabilities.
2. The practice has exerted an impact on the media.

### Innovation

3. The practice integrates new elements of intervention to achieve the inclusion of people with disabilities.
4. The practice contributes progressive tools, facilities, technologies or processes to the field of inclusion.

### Transferability

5. The practice's progressive and/or established ideas may be applied to parallel or similar situations in the same or different regions.
6. The practice acts as a source of inspiration for new projects.





## **Sustainability**

- 7. The practice leads to lasting changes in the way of working and strategic planning in the long term.
- 8. The practice involves a wide range of actors and stakeholders that help sustain the project financially.

## **Participation of people with disabilities**

- 9. The practice includes people with disabilities in decision-making.
- 10. The practice involves people with disabilities at all stages of the project.

## **Broad-based participation**

- 11. The practice enjoys the collaboration of various administrations and government bodies that afford their support to the project.
- 12. The practice enjoys the cooperation of bodies and/or people from various social sectors, who strive towards the desired goals and are committed to the success of the practice.

## **Evaluation**

- 13. The practice includes an evaluation of itself.
- 14. The practice involves the various people that have taken part in the evaluation phase of the project.

# I. Transition to Adult Life and The Labour Market

## Czech Republic

### 1. Preparation for Adult Life

*This good practice describes the cooperation between Rytmus and Special School Prague 6 and focuses on a transitional programme in the academic year 2010/2011. The practice addresses to any secondary school with young people with learning disabilities, and aims to prepare them for adult life and work. It also aims to help NGOs providing vocational training to students with disabilities.*

#### Description

The aim of this good practice is to improve the work activities and environment that people with disabilities will encounter in their lives, by observing and debating them.

At the beginning of the school year, students receive a schedule to know when and what types of jobs they are going to observe. This transitional programme lasts for the complete school year beginning in September 2010, once a week. Six companies (Intercatering, CTU-Technical Canteen, Czech University of Agriculture, Charles University-Faculty of Science, Tesco Novy Smichov, Czech Savings Bank headquarters) participate in the programme.

Before the actual good practice, the process of the job-clubs takes place, led by the transitional advisor on a transversal basis. There is a dialogue on the different topics, related to jobs and the workplace, discussing images, photos, and internet searches.

My Plan Workbook, a tool that facilitates a specific person-centred approach, is used to cover all the topics explored by the practices' participants:

- ▶ What does a consultant and assistant do to help others?
- ▶ What is the difference between going to work and going to school?

- ▶ What is it like to work in an ordinary workplace in comparison with a good practice environment?

- ▶ What are my skills?

- ▶ In what environment do I want to work?

- ▶ What is my circle of relations?

What is important for me at home, at school, at leisure?

- ▶ Why is it important to work?

- ▶ How do I approach money and accept other methods of payment?

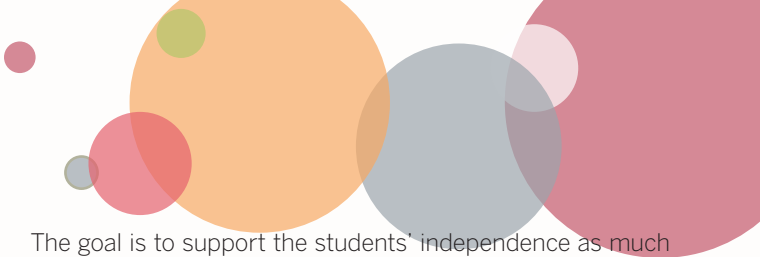
- ▶ What kind of activities do I like to do?

- ▶ What are the needs of specific jobs? (i.e.: teacher, cook, storekeeper)

- ▶ What is the difference between a sheltered and regular working environment?

- ▶ What are my wishes and dreams for the future?

- ▶ What are my housing options?



The process then moves on to creating an **individual plan** so that all students follow the same schedule. To develop the personalised plan, individual meetings between student, advisor, teacher and parents take place every two weeks during a three-month period. The plan skills monitors development, the course of the practice, training, travel and so forth. It is designed so that students understand and meet their expectations.

The students' activities consist of performing auxiliary work in kitchens, shredding paper, stamping and preparing documents for archiving, replenishing containers, copying documents, repairing damaged books, compiling textbooks, or driving pallet trucks, for instance.

The students are given photographs beforehand and are also asked to write notes so as to remember the steps of the process.

The transitional programme addresses the issues that the youths will face in their future working lives: (working with assistance, travelling), and also scheduled topics on individual plans such as PC or IT skills, and independent work on a daily basis.

This action takes place one morning a week, during which the student is accompanied by an assistant, that helps him/her with travelling, communicating with colleagues, learning new activities and so on.

The goal is to support the students' independence as much as possible. Therefore, after a certain time and with the agreement of the student, the advisor and the employer may discontinue their support of the student.

## Target

This good practice is addressed to secondary or high schools with young people with learning disabilities.

## Participation of People with Disabilities

Active participation of the disabled students using a person-centred approach.

### Contact data of the association that developed the practice:

Name of the association/organisation: RYTMUS, o.s.

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Telephone +420 604 112 379

Contact person: Pavla Baxová

Website: [www.rytmus.org](http://www.rytmus.org)

# I. Transition to Adult Life and The Labour Market

## Finland

## 2. Preparation, Support and Guidance to Promote Young Hearing Impaired People's Work Participation and Study Skills

*The main objective of the practice is to support young, hearing impaired peoples in developing job and study skills, so that severe hearing impaired and deafblind students have better possibilities of finding on-the-job training and of becoming employed after their studies. The Service Foundation for the Deaf as a multi-professional network, provides job training guidance and other activities to those students, targeting people who use sign language and face the risk of long-term unemployment.*

### Description

The Service Foundation for the Deaf began its cooperation with the Jyväskylä Vocational College during the academic year 2005 – 2006. The Jyväskylä Vocational College guides students in choosing the appropriate workplace for on-the-job, training and advances the skills the students need.

An educational organiser and the student work together and draw up a document that states how the skills required in the core curricula of the qualifications shall be demonstrated. The document is then approved with the signatures of both the student and a representative of the vocational college. If necessary, it can be signed by the person responsible for the qualifications, or by a representative of the company that will accept the student.

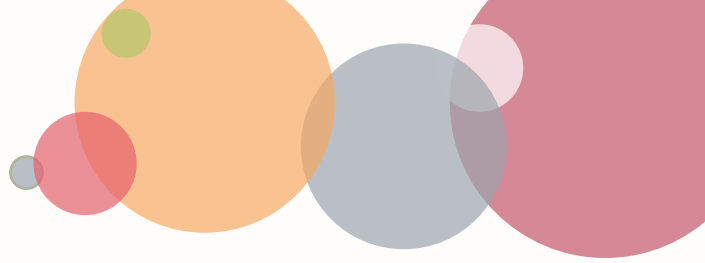
Workplace supervisors receive information about learning disabilities and the various learning barriers in different ways, like training, for instance. The staff uses sign language and has knowledge on deafness, severe hearing impairment and deafblindness. An environment using sign language, with information and interaction solutions, strengthens peer support between people who share the same language background. Preparation for work and other work activities improves the clients' know-how.

The network cooperates with Employment and Economic Development Offices, social services, educational institutions, and rehabilitation counsellors and NGO workers. The supervisors of the Foundation especially support deaf signer students at the Jyväskylä College but also other staff, particularly at the beginning of the academic year and during on-the-job training. They share information about safety issues and attitudes.

Multi-professional teamwork is a very strong aspect of this project. The Service Foundation for the Deaf cooperates with many stakeholders, like the Finnish Association of the Deaf, Employment and Economic Development Offices, and schools and vocational colleges for the hearing impaired in Jyväskylä city.

### Target

This good practice is aimed at students with disabilities, higher education staff members and education supervisors, companies, and workplace environment awareness supervisors and managers.



### Testimonials:

*“There is a different kind of evaluation and information available about the practice and many possibilities to get feedback about it. The practice is transferable elsewhere, since the basic ideas can be applied to similar or comparable situations elsewhere. This practice can lead to lasting changes in operating procedures and strategic long-term planning.*

Teuvo Kaartti, job coach of the Programme for Preparation, Support and Guidance in Promoting Young, Deaf Peoples' Professional and Study Skills at the Foundation of the Deaf.

### Contact data of the association that developed the practice:

Name of the association/organisation: KUUROJEN PALVELUSÄÄTIÖ (The Foundation of the Deaf)

E-mail: [teuvo.kaartti@kuurojenpalvelusaatio.fi](mailto:teuvo.kaartti@kuurojenpalvelusaatio.fi)

Telephone: +358 50 371 9174

Contact person: Teuvo Kaartti

Website: [www.kuurojenpalvelusaatio.fi](http://www.kuurojenpalvelusaatio.fi)

## II. Secondary Education

### France

#### 1. Inclusion? Why? Awareness Actions on Disabilities in Schools

*This good practice aims to inform students from high school education centres about various forms of disabilities. It also aims to disseminate this information amongst school staff and parents, through a set of activities organised throughout the school year.*



#### Description

This good practice is teamwork from start to end. The aim is to raise awareness amongst the pupils about the different forms of disability, through adapted sports activities (such as wheelchair football), exhibitions and informative conferences. All these activities are linked to the question of accessibility, which enables participants to talk about and understand inclusion better.

The phases of the action include preparatory meetings at the school, organising timetables and workshops, and preparing the activities with pupils, teachers and the rest of the staff involved. Topics for the conferences are defined, and media are contacted. The events have taken place during one morning, once or twice a year, for the past 8 years.

Fostering the acceptance of differences, raising awareness about the need for inclusion, and providing information about the various types of disabilities are the main objectives of this good practice. Pupils with special educational needs, parents (or representative members of the Parents and Teachers' Association), teachers, other associations, students, and local and educational authorities are involved in this good practice, which is promoted and disseminated via local media and educational websites.

From the outset, people with disabilities have participated in the good practice, by giving their testimonies. They also participate in conferences and workshops or sports activities.

#### Target

This good practice targets the pupils of secondary schools and informs them about various forms of disabilities. It also aims to disseminate this information amongst school staff and parents.





## Participation of People with Disabilities

People with disabilities participate as actors and guides by explaining and bearing testimony to the necessity of inclusion. School staff, parents and teachers interact with them and share information about accessibility issues.

### Testimonials:

*"This good practice is an interesting and stimulating way of making our young future citizens conscious of the difference and educating them to be tolerant".*

M. Debomy, specialised educator for students with disabilities, College Descartes, Montaigne, Liévin.

### Contact data of the association that developed the practice:

Name of the association/organisation: Collège Descartes- Montaigne de LIEVIN

E-mail: [guy.deconinck@ac-bordeaux.fr](mailto:guy.deconinck@ac-bordeaux.fr) and [ce.0622086f@ac-lille.fr](mailto:ce.0622086f@ac-lille.fr)

Telephone: 00 33 (0) 3 21 44 57 57

Website : [www.clg-descartes-lievin.fr](http://www.clg-descartes-lievin.fr)

## II. Secondary Education

### Spain

## 2. Your Education Has No Limits: Develop Your Future

*This project aims to raise awareness about disability issues, and to promote the active presence of people with disabilities in universities through educational awareness sessions involving students of compulsory secondary education.*

### Description

The main goal of this project is to create a significant increase in the number of students with disabilities in Spanish universities, so as to further the chances of these students being able to access quality employment in their futures. The programme “Your Education Has No Limits: Develop Your Future” seeks to achieve the following results in the medium term:

- ▶ Raise awareness throughout society, through the educational community, about the importance of equal opportunity higher education for people with disabilities.
- ▶ Disseminate the idea that achieving a university degree provides easier access to quality jobs, which in turn ensures a higher degree of autonomy and independence for adults.
- ▶ Emphasise the everyday presence of people with disabilities in the workforce.
- ▶ Raise the number of people with disabilities who go on to A-level education (16 to 18 years). Since A-level studies start after finishing compulsory secondary education, this achievement should gradually appear one and four years from now.
- ▶ Secure recommendations and proposals that improve the advanced educational environment for students with disabilities, and as a result, help prevent an increase in drop-out rates.

In the pilot phase, the programme consisted of awareness raising sessions that outlined the benefits of accessing higher education. It also presented testimonials from people with different types of disabilities that have successfully completed their higher education and entered the job market in a wide range of sectors.

These conferences and talks were complemented with related information (news, links and other material centred on education and disability) available to all interested users through an accessible online platform on the Repsol Foundation's website ([www.fundacionrepsol.com](http://www.fundacionrepsol.com)), where the project's development and its contents could also be tracked.

The website includes a blog where comments can be posted and ideas and contributions can be exchanged. Everything is aimed at facilitating access to the project, encouraging ongoing contact among the conference attendees, connecting with the youngest users, and establishing a technical assistance area to answer questions that may come up during the sessions.

In the second phase of the programme, based on the good results of the pilot phase, a video inspired by face-to-face informative talks was created. This video became an autonomous tool for teachers and was accompanied by an educational guide to help them with the implementation of a related activity. Five additional videos with activities will be developed, mainly addressed to teachers but also to families and students.



The pilot phase of the programme was developed from November 2010 to May 2011 in the autonomous communities of Madrid and Extremadura with the support of the regional Ministries of Education in both communities, as well as the Spanish Ministry of Education. The programme led to 26 awareness-raising actions with 1,210 attendees.

The conferences took place in the public, private and charter compulsory secondary education schools in the communities of Madrid and Extremadura, which adhere in design and execution to the parameters of universal accessibility in all their aspects.

The methodology used encourages the active involvement of all participants in the informative session, combining information dissemination with game-based techniques to stimulate individual and group reflection.

In the following phase, primary and secondary schools from all over the country will be contacted and invited to participate in the programme.

According to the data collected during the awareness sessions, the talks were considered very satisfactory, and 97% of the attendees would recommend the programme to other people.

The project partners are: ONCE Foundation and Repsol Foundation, with the collaboration of the Spanish Committee of Disabled People (CERMI).

### Contact data of the association that developed the practice:

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E-mail: [ebueno@fundaciononce.es](mailto:ebueno@fundaciononce.es)

Telephone: 91 506 89 44

Contact person: Ester Bueno

Website: [www.fundaciononce.es](http://www.fundaciononce.es) and [www.fundacionrepsol.com/educacion-y-formacion/tu-formacion](http://www.fundacionrepsol.com/educacion-y-formacion/tu-formacion)

## Target

The programme is aimed at compulsory secondary school and A-level students, family members, teachers and members of civil society organisations.

## Participation of People with Disabilities

The management team is comprised of disabled people, who are in charge of the organisation and have designed the project. The final target audience is students with disabilities.



### Testimonials:

*"If the university is where you want to go, don't cast it aside because you have a disability. Don't let anybody convince you otherwise, because through education, the chances for people both with and without disabilities to get a job are even."*

Alberto Durán, Executive Senior Vice-President of the ONCE Foundation (Session to present the project at the IES Miguel de Cervantes, Móstoles, Madrid)

## III. New Technologies

### France

#### 1 . New Technologies Assistance in the Field of Independent Living, Social and Professional Integration.

*This good practice helps disabled people through the use of IT devices and technological interfaces that will help them increase their autonomy and their social and professional integration.*

#### Description

For a number of people with disabilities, the use of new technologies is an element for development, autonomy, and social and professional integration. In the IT area, knowledge must be continually updated due to the diversity of devices, software and methods.

As a result and in response to many requests, the French Association for Paralysed Persons (APF - France) created the New Technologies Network (C-RNT). This service has been operational since 1995. Open to all, C-RNT is a centre of reference and a service for institutions, rehabilitation centres, professionals, users and families, where new technologies are used in service of people with disabilities.

Founded in 1996, the Réseau Nouvelles Technologies (New Technologies Network) is a service of the APF, whose objective is to raise awareness about techniques that are used to aid people with disabilities in their daily lives.

RNT publishes a bimonthly publication composed of a newsletter and fact sheets that can be indexed in folders. These materials are written by professionals, and are related to different equipment and access to computers (appropriate software, the control environment, communication aids, electric wheelchairs, etc ...).

RNT also offers subscribers and professionals different types of material and equipment (30 days free loan), organises training workshops or training especially addressed to professionals related to communication codes (free of

charge), provides technical aids for communication and adaptation of computers, and offers constant telephone advice and accessible information in the blog:

<http://rnt.over-blog.com>

Since 2012, C-RNT has been actively working with the engineering school ISEN (Lille) in the design of new products. C-RNT covers a very broad field:

- ▶ Interfaces designed for people with motor disabilities, with or without associated disorders (multiple disabilities, multi-handicap, head injuries, sensory disabilities associated ...) "to provide aid in the areas of communication, access to computer technology, environmental action capabilities, adapted telephony, technology to help maintain home life projects, access to school, training, work, leisure...
- ▶ Suitable interfaces for the public with cognitive and/or communication elements.
- ▶ Suitable interfaces for the elderly: common problems in accessibility and ergonomics, simple interfaces, home care, monitoring, telephony and technological aids to daily living.

The network also collaborates with the Association Valentin Haüy, dedicated to the visually impaired, and Gêrontechnologies, in the field of elderly care?.



## Target

The target of this good practice is people with disabilities and their families, as well as professionals from institutions, rehabilitation centres, occupational therapists, social service workers, companies, manufacturers and distribution companies.

## Participation of People with Disabilities

C-NTR is a service of the French Association for Paralysed Persons. People with disabilities and their families are the primary beneficiaries of our services. People with disabilities participate actively in the recommendations of the association.

Activities range from the specifications defining the design of new products or services, to the actual design of brochures, films and group expression, to promoting their citizen rights and so forth.

### Testimonials:

*"The blog of the Réseau Nouvelles Technologies is one of my favorite blogs, because it contains very current and valuable computer resources and technical aids".*

José Manuel Marcos, Speech Therapist from the Special School Alborada from Zaragoza (Spain). Coordinator of Arasdac Project, a Spanish-French collaboration.

### Contact data of the association that developed the practice:

Name of the association/organisation: Association des Paralysés de France

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Telephone : 00 33 (0)3 20 20 97 70

Mobile : 06 80 84 92 47

Website : <http://rnt.over-blog.com>

## IV. Transition to Other Educational Levels

### Spain

#### 1. Multi-service Support Office

*The Multi-service Support Office for the inclusion of people with disabilities in university and higher education and the workplace aims to help all university and higher education students throughout their studies, thus improving their future chances of accessing a work environment.*

#### Description

The Multi-service Support Office (OAM, *Oficina de Atención Multicanal*, its acronym in Spanish) is an initiative of Fundación ONCE, co-financed by the European Social Fund within the context of FSC Inserta, their job-facilitating unit for people with disabilities, in cooperation with various universities.

The OAM offers university and higher education students the information and support needed to access academic and work placement services, aimed at them specifically.

The main targets of this good practice are:

- ▶ Improve orientation in higher education or university access.
- ▶ Reduce the dropout rate in universities.
- ▶ And as a subsequent related goal, improve students' accessibility to the labour market.

The OAM targets students with disabilities and informs them of the supporting academic services and options for accessibility to the labour market that universities and the Fundación ONCE-FSC Inserta can offer them.

The multi-service aspect of the OAM allows students with disabilities to benefit from its services at all times and places, choosing the most appropriate and functional methods.

The first phase of the project was developed through the implementation and development of the supporting service. This process began in 2010 on a personal basis at the offices, and virtually through the website, web portal and telephone assistance services.

The second phase is currently being implemented. It's aim is to identify the different universities where the project will be presented, and to have them join the good practice. It will entail training processes for their staff, as well as identifying and preparing new contents and making sure they are disseminated accordingly.

Up to this point, the people involved in the project development have been technical personnel from Fundación ONCE-FSC Inserta. They have brought on their expertise for the implementation and actions of the good practice.

## Target

This project is designed for students with disabilities who wish to access higher education or university, as well as university administration and staff.

## Participation of People with Disabilities

This good practice has been internally developed at Fundación ONCE-FSC Inserta, with the participation of all parties necessary for the preparation of the project, its promotion, and its dissemination within the academic and workplace orientation support services, targeting higher education and university students with disabilities.



### Contact data of the association that developed the practice:

Name of the association/organisation: Fundación ONCE – FSC Inserta

Contact person: Francisca Fernández

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Telephone : 00 34 91 – 468 85 00

Website: <http://www.portalento.es/OAM/Paginas/UniversidadOAM.aspx>

## IV. Transition to Other Educational Levels

### Finland

#### 1. Accessibility in Entrance Exams at Higher Education Institutions

*This good practice is aimed at supporting higher education institutions during the development of their selection processes in order to ensure integration of students with disabilities. This will increase accessibility to employment and higher education for any potential student. This practice was conceived as a manual for academic personnel, to be used as a support in developing institutional instructions.*

#### Description

This good practice guarantees equal opportunity for students to prove their skills and training capacity at all stages within their higher education and work environments. Each applicant will have accessibility, especially those with disabilities, illnesses or learning difficulties, or those belonging to a linguistic or cultural minority.

The practice is based on a national higher education accessibility project (ESOK in Finnish), which aimed to promote barrier-free learning in higher education institutions, and started in 2006. A recommendation guide ensued and was published and disseminated. The project operated with the support of the Ministry of Education from 2007 to 2009, and it was further developed by 30 representatives from universities and organisations as well as individuals.

Accessible student selection requires that the entrance exam staff at universities, are committed to promoting equality and implementing accessibility measures.

An important factor of this good practice is that the study environment should be barrier-free, both attitudinally and physically, and that there should be services for people with disabilities. The students' personal resources that lead to steady progress in studies include strong self-esteem, perseverance, knowledge of one's own needs and rights, and functioning social relationships.

The recommendations guide of this project is divided into the following sections: student recruitment, accessible entrance exam design, accessibility in entrance exams and evaluation, development of barrier-free student selection, accessibility in studying and legislation, and consideration of individual needs and tools.

This practice is an example of broad cooperation, because the stakeholders are committed to it from the planning stage. The practice gained a wider public and expert feedback when the publication was in its planning stage and it was sent to higher education institutions, associations and other organisations. There was an open opportunity to comment on the publication on the ESOK website and in its newsletter. The guide can be found on the organisation's website listed on the following page.

## Target

This good practice is aimed at higher education institutions, associations, and other organisations in Finland as well as international stakeholders and cooperation partners. Its recommendations are useful for promoting accessibility after primary school education. The practice's perspective is of equality in recruitment and selection of students, examination planning, providing information to applicants, entrance exam arrangements, information and further guidance after the entrance exam and making arrangements for assessment and development.

## Participation of People with Disabilities

People with disabilities have participated in the ESOK from the very early sessions of the project (2006), through all the various working groups and activities, until the end of the project phase (2011) and then stayed on the project as it became a voluntary network. At all times, people with disabilities took part in sharing the information and news in the ESOK portal, as speakers in conferences, as experts in working groups and teams that produced the guidelines, recommendations and publications, and as commentators when planning activities and events.



### Testimonials:

*"ESOK project ended at the end of 2011, and now we will continue on a voluntary basis as an ESOK network. We have the possibility to disseminate the recommendations and to use our powerful network. This is also a good practice in terms of continuity."*

Mr Hannu Puupponen.  
Project Coordinator  
University of Jyväskylä

### Contact data of the association that developed the practice:

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Website: <http://www.esok.fi/esok-hanke/esittely/en>



# Partners Information



## Fundación ONCE

**Participating city:** Madrid

**Country:** Spain

**Organisation website:** [www.fundaciononce.es](http://www.fundaciononce.es)

**Contact details:**

[mtussy@fundaciononce.es](mailto:mtussy@fundaciononce.es)

[cbonino@fundaciononce.es](mailto:cbonino@fundaciononce.es)

**Contact person:** Maria Tussy and Carla Bonino.

**Position:** Maria Tussy, Head of the European Programmes Unit. Carla Bonino, Programme Officer, European Programmes Unit, Network Coordinator at Fundación ONCE.

### Brief description of the organisation and interest in the network:

The Fundación ONCE (ONCE Foundation for the Cooperation and Social Inclusion of People with Disabilities) was founded in 1988 by ONCE (the National Organisation of Spanish Blind) as an instrument of cooperation and solidarity from the Spanish blind towards other people with disabilities in order to improve their living conditions.

In addition to ONCE itself as the founding entity, the principal organisations for people with disabilities are represented in Fundación ONCE, through its primary governing body, the Board of Trustees.

It also includes CERMI (*Comité Español de Representantes de las Personas con Discapacidad* – The Spanish Committee of Representatives of People with Disability), a platform that unites the main organisations for people with disabilities in Spain, bringing together more than 4,000 associations and entities, which represent the 3.8 million people with disabilities, and their families, that live in Spain.

Fundación ONCE's principal source of financing comes from the 3% of gross sales obtained from the commercialisation of ONCE lottery products. This figure accounts for one of every three euros that ONCE dedicates to social services.

Since 2000, Fundación ONCE has managed the Operational Programme (OP) "Fight against Discrimination", co-financed by the European Social Fund, now in the period 2007-2013. Within this framework, many activities have been implemented to promote the employability of people with disabilities, considering education and training as key factors in obtaining better jobs. One of these activities, within the transnational cooperation pillar of the OP, is the development of the European Network of Inclusive Education and Disability, IncluD-ed.

This network is being promoted with coherence to Fundación ONCE main objectives.





### Target:

The principal objective of Fundación ONCE is to implement integration programmes of work-related training and employment for people with disabilities, and to help develop universal accessibility by promoting the creation of accessible environments, products and services.

Through these actions, Fundación ONCE seeks to improve the rights and quality of life for people with disabilities and their families.

### Activities:

- ▶ Education, training and employment programmes.
- ▶ Actions to improve the accessibility and design of all environments, products and services.
- ▶ Financial support for projects of disability organisations.
- ▶ Policy action.
- ▶ European programmes, such as the Transnational Cooperation Networks.
- ▶ Fundosa Group, created in 1989, to increase the employment possibilities of people with disabilities.

Today the Fundosa Group, with a workforce of more than 14,000 employees, and the majority of them with disabilities, is the largest provider of products and services in the disability sector. It is mostly supplied by Sheltered Workplaces with a wide base in technology, industrial, service, accessibility and socio-sanitary sectors.

In the field of education, Fundación ONCE works closely with the CERMI (Spanish Committee of Representatives of People with Disability) and with public administration. It also develops various programmes to improve the educational level and qualification of this group, from an inclusive perspective, as a key factor for labour integration and social inclusion. It pays special attention to the participation of people with disabilities in tertiary education.

### Other relevant information:

The Fundación ONCE is present at various relevant European platforms such as the European Economic and Social Committee (EESC), representing the Spanish Business Confederation on Social Economy (CEPES); Social Economy Europe; the European Forum on Disability (EDF); and the European Foundation Centre (EFC).

# Partners Information

## Association des Paralysés de France (APF)

**Participating city:** Liévin

**Country:** FRANCE

**Organisation website:** [www.apf.asso.fr](http://www.apf.asso.fr)

**Contact details:** E-mail: [philippe.miet@apf.asso.fr](mailto:philippe.miet@apf.asso.fr) ou [sophie.escolar@apf.asso.fr](mailto:sophie.escolar@apf.asso.fr)

**Telephone:** +33 1 40 78 27 45

**Contact person:** Philippe Miet

**Position:** Conseiller National  
"politiques Européennes et internationales".

**Brief description of the organisation and interest in the network:**

APF is a national movement which represents and is an advocate for people with disabilities, as well as their families.

### Target:

Its role is to advocate for people in all dimensions beyond disability or disease.

### Activities:

The organisation presents itself before governments and the general public in all districts to ensure that people with disabilities and their families have equal rights and exercise their citizenship.



## Kynnys ry (Threshold Association)

**Participating city:** Jyväskylä

**Country:** Finland

**Organisation website:** [www.kynnys.fi](http://www.kynnys.fi)

**Contact details:**

E-mail: [aulis.makinen@kynnys.fi](mailto:aulis.makinen@kynnys.fi)

**Telephone:** +35809 6850 1140, +35845 7732 4109

**Contact person:** Aulis Mäkinen

**Position:** Regional Secretary

**Brief description of the organisation and interest in the network:**

Kynnys promotes the rights of people with disabilities and their independent living, and is interested in disseminating information in the network.

**Target:** The organisation targets disabled people, authorities, other decision-makers and people who are interested in, inclusion.

**Activities:** Education, information, publishing, peer support, development projects.

### Other relevant information:

We have a head office in Helsinki and branches in Tampere, Kuopio, Jyväskylä, Oulu and Turku.



## Rytmus

**Participating city:** Prague

**Country:** Czech Republic

**Organisation website:** [www.rytmus.org](http://www.rytmus.org)

**Contact details:** E-mail: [rytmus@rytmus.org](mailto:rytmus@rytmus.org)

**Telephone:** +420 224 251 610

**Contact person:** Pavla Baxová

**Position:** Director of the organisation

### Brief description of the organisation and interest in the network:

The mission of Rytmus is to make it possible for people with disabilities to pursue active participation in society - in employment, at school and in their local community.

The civic association Rytmus was set up in 1994. It provides social services in Prague and in the Karlovy Vary region and educational services throughout the Czech Republic.

The main service objectives are:

- ▶ Provide service users only with the necessary degree of support, based on an individual approach that is guaranteed by our use of people-centred planning methods.
- ▶ Support service users in independent decision-making.
- ▶ Place emphasis on the quality of the services provided.
- ▶ Systematically integrate voluntary advisors of Rytmus into the organisation's activities.

### Target:

People with disabilities that pursue active participation in society.

### Activities:

Rytmus provides three types of social services: social rehabilitation using the methods of supported employment and transition programmes, personal assistance, and support for independent living.

Educational and awareness raising activities are carried out by the Rytmus Inclusion Support Centre.

The main activities include:

- ▶ Referrals to other expert services for integrated pupils.
- ▶ Pedagogical assistance directly in the classroom provided by special education teachers.
- ▶ Organisation of training courses for teachers and teacher assistants.
- ▶ Organisation of courses for citizens with disabilities designed to support their independence.
- ▶ Guidance related to the selection of a school.
- ▶ Supporting parents of children with disabilities in dealing with authorities and schools.
- ▶ Publication and awareness-raising activities in support of inclusion.



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[www.includ-ed.eu](http://www.includ-ed.eu)

