

ATLEC**Assistive Technology Learning Through A Unified Curriculum****"State of the Art and Research Analysis"**

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Acronyms / Vocabulary

ACRONYM	EXPLANATION
AAC	Advisory Appointments Committee
ACE	Aiding Communication in Education
ANED	The Academic Network of European Disability experts
ASDAN	Award Scheme Development and Accreditation Network
DES	Department of Education and Skills
EAD	European Association for Disabilities
ESA	Employment and Support Allowance
FE	Further Education
HE	Higher Education
LA	Local Authority
NHS	National Health Service
NVDA	NonVisual Desktop Access
OCN	Open College Network
OCR	Oxford, Cambridge and RSA Examinations
ONS	Office for National Statistics
VDAB	(the public employment service of Flanders)
WCAG	Web Content Accessibility Guidelines

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1. Introduction

The present study on the "State of the Art relating to ICT-AT" aims to:

- Gather representative **evidence on the provision and usage of ICT-AT products and services** in Belgium, Greece, Italy, the UK and across Europe, including market mechanisms.
- Analyse **barriers and opportunities** in relation to increased access to employment associated with the use of Assistive ICT.
- Analyse and use the information gathered to **inform a unified curriculum in the training of people with disabilities to become experts in the field of ICT-AT** and, to potentially equip them with the necessary skills to train other people with disabilities.

Studies throughout Europe under ACCESSIBLE and AEGIS (FP7 projects), and KA3 project ImPaCT, highlighted in their pan-European surveys with end-users and AT (Assistive Technologies) specialists that training is the core barrier towards using AT by end-users. This lack of training is subsequently also recognised as a main barrier to obtaining a job in a regular working environment.

The aim of the ATLEC project is to analyse the use of ICT-AT by people with disabilities, and to examine the training they received that enables them to use it. Following on from this, a curriculum will be developed to enable people with disabilities to become trainers in the use of ICT-AT. This will enable them to gain new skills and also increase their ability to take up employment either within an appropriate company or as a self-employed consultant.

Unsurprisingly there is a wide variance in the fields of employment, education and independent living relating to people with disabilities and in the legislation frameworks that support them, across the ATLEC partner countries. These affect the provision, funding, take up and training relating to ICT-AT accordingly. With this in mind, the survey that was undertaken attempted not only to capture these differences, but also to gain an insight into what is needed to increase the opportunities that people with disabilities may potentially have with improvements in key areas.

The ATLEC project aims to look at how ICT-AT is used by people with disabilities, especially into the training they receive so that they can use the equipment to its full potential. Alongside this it will then look at the potential for people with disabilities to gain employment if they were trained to support other learners with disabilities in the use of ICT-AT.

To enable people with disabilities to become trainers it is vital to ensure that any training they receive is appropriate and meets their needs. With this in mind the ATLEC project aims to create a curriculum that will not only meet the needs of people with disabilities but is also usable in all the partner countries. The curriculum aims to provide people with disabilities with the skills required to become trainers as well as gaining new transferable skills that they can take into the workplace.

The document is structured as follows:

- In the first chapter we will look at some numbers regarding the people with disabilities in Europe, and more particularly regarding the variety of statistics that exist, often with very different numbers. Finding an overall objective denominator proves to be difficult here, and often numbers need a different interpretation.
- Next we focus on the education of children and young people with disabilities, and how this is addressed in all countries. Concrete details for Belgium, Greece, Italy and the UK are also included in the appendix to this document.
- The next chapter addresses the employment of people with disabilities in the EU, again dealing with data that may not reflect reality, but which is used in official statistics.
- We then look at ICT usage by people with disabilities, and the challenges people face there. Here, also data from previous recent studies is used, the AEGIS one being the largest and where PhoenixKM staff were the main authors.
- Next we go to analyse the findings from the survey we conducted in 2012 among stakeholders in various EU countries, combined with some additional input collected from user forums that were held in Italy and the UK.

Based on this, the document concludes with the relevant input towards the curriculum that is being produced by the ATLEC partnership.

2. People with Disabilities in Europe

We will begin the study by examining the profile of each ATLEC partner country (Belgium, Greece, Italy and the UK) and of Europe as a whole, relating to the prevalence of disability and an analysis of the different definitions and categories of disability in order to build a profile of our target groups.

2.1. Disability Statistics

The means of obtaining statistics on disability vary between partner countries, according to whether people with disabilities are required to be registered as such or not, whether this data appears on census information, whether statements of special educational need are provided etc. Therefore data provided here has been taken from a wide range of sources.

The main sources of data included are:

- Social insurance funds and related Ministries in order to collect data on people receiving disability benefits. This data generally covers people who have established eligibility for benefit through their employment record.
- Social protection Ministries in order to identify people receiving income maintenance assistance linked to having a disability. This generally concerns those who have not established eligibility for benefit through their employment record.
- Work pension funds and related Ministries in order to identify people receiving pensions or benefits linked to accidents at work and occupational diseases.
- Ministries of Education, the European Agency for Development in Special Needs Education as well as EURYDICE in order to collect data on the number of pupils with specific educational needs in special schools and in the mainstream education system.
- Other Ministries or bodies charged with administering other relevant benefits (which are likely to differ between countries).
- National Statistical Offices.
- The Eurostat Labour Market Policy Database (LMP) in order to collect data on the number of people with disabilities employed in sheltered workshops and those hired on the regular labour market thanks to specific state subsidies paid to the employers.
- The High Level Group on Disability also provided some help in filling the major gaps (and/or identifying the national sources in question).
- Several other studies also helped, in particular the work carried out by the Brunel University for the European Commission, which analysed the definitions of disability used by Member States for the reporting of administrative data, but also the Comparative Tables on Social Protection in the European Union, produced by MISSOC (the Mutual Information System on Social Protection) in January 2006.

Source: Study Of Compilation Of Disability Statistical Data From The Administrative Registers Of The Member States, Study Financed By Dg

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Employment, Social Affairs And Equal Opportunities, (Contract No Vc/2006/0229
– Eur 363,268.42), Applica & Cesep & European Centre, Nov 2007

2.2. Recipients of invalidity pensions

There are a high number of benefits provided to people with an activity limitation in the Member States. These benefits may be delivered at a national, regional or local level. This section focuses on benefits covering the risk of incapacity for work. A first distinction concerns the insurable risks relating to sickness and (work) invalidity. National social insurance arrangements often organise a path going from sickness to temporary incapacity and finally to permanent incapacity for work. The analysis here is limited only to permanent incapacity for work for the ATLEC partner countries of Belgium, Italy, the UK and Greece. Permanent means that it is expected to last for more than a specified period of time (six months, one year, two years, etc.) This specified time period varies across countries.

Type of benefit	2000	2001	2002	2003	2004	2005
BE Invalid persons (incapacity period > 1 year)	200,264	204,475	209,758	217,513	221,417	225,951
Disability allowances recipients (disabled adults)	118,921	120,228	123,945	130,347	133,739	136,742
Benef. of Allowance for Occupational disease (permanent incapacity >20%)	19,191	19,013	20,257	20,089	19,678	19,214
Invalidity war pensions	5,440	5,142	4,844	4,609	4,406	4,185

Figure 1: Number of disability-related benefit recipients - Belgium

UK Long-term Incapacity Benefit recipients (16-64)*	1,339,480	1,338,500	1,335,140	1,351,440	1,332,160	1,306,150
Severe Disablement Allowance (SDA) (16-65)	376,280	362,140	328,560	313,260	299,670	286,700
War disablement pensions (<65)	:	:	:	:	:	59,120
Industrial Injuries Disablement Benefit (IIDB) & Reduced Earnings Allowance (REA) (25-64)	-	-	205,030	201,045	196,600	191,510

Figure 2: Number of disability-related benefit recipients - UK

IT Benef. of incapacity/invalidity allowances & allow. for personal and contin. assistance (20-64)	399,825	369,042	342,073	321,958	440,569	424,722
Disability benefits (social assistance) (<65)	575,461	552,148	610,717	653,121	918,259	953,025
Benefits for work-related accidents or diseases (25-64) (degree: 11+)	224,594	340,631	313,217	287,824	480,304	452,973
Beneficiaries of war pensions (including survivors) (25-65)	:	21,843	20,611	19,960	38,514	:

Figure 3: Number of disability-related benefit recipients - Italy

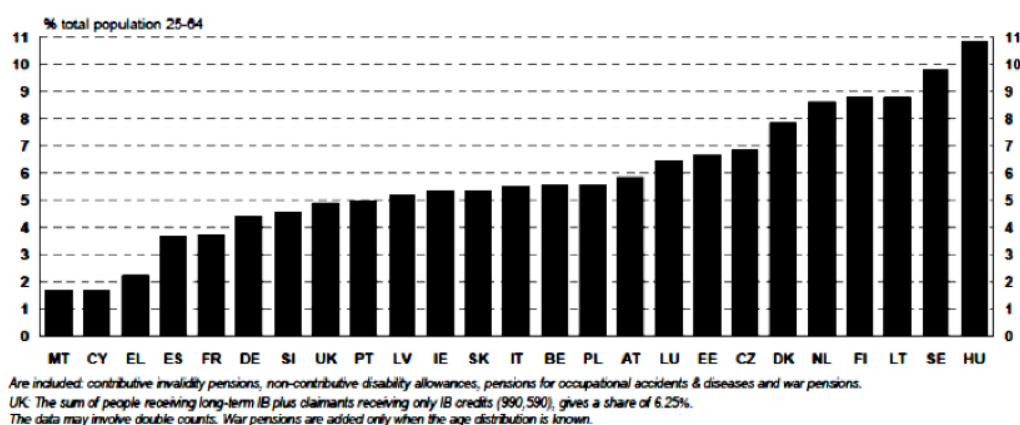
EL Principal (insurance) invalidity and occupational accidents pensions	328,447	320,190	323,255	318,148	316,058
(Principal) Subsidiary invalidity and occupational accidents pensions	29,677	32,374	34,103	35,520	37,000

Figure 4: Number of disability-related benefit recipients - Greece

(Sources: BE National Institute for Sickness & Invalidity Insurance (INAMI); Ministry of Social Security (DG people with disabilities & War victims); Fonds des accidents du travail/maladies professionnelles - UK Department for Works and Pensions (DWP) - EL National statistical office (ESYE) - IT National statistical office (ISTAT))

It is also apparent that the concept of disability is defined differently by different countries and organisations, and that these definitions are constantly revised. This is outlined in more detail later in this document.

Figure 5: Recipients of disability related benefits aged 25-64 in EU, 2005



The source study argued that estimation was sometimes necessary. This is notably the case as regards delimiting the 25-64 age groups and the exclusion of work-related pensions with an invalidity degree of less than 20%. In some cases, in order to use the same year for all types of benefits in a country, it is necessary to extrapolate the number of beneficiaries of certain types from previous years' data.

Double counting tends to overestimate the number of beneficiaries in countries with several partial financial schemes. In countries where there is a single benefit, whatever the origin of impairment or work status (active or inactive on the labour market), the number of beneficiaries will be more realistic.

2.3. Distribution by nature of disability

The International Classification of Impairments, Disabilities and Handicaps (ICIDH) published by the World Health Organisation (WHO) makes the following distinction between impairment, disability and handicap (WHO, 1980)¹:

- **Impairment:** Any loss or abnormality of psychological, physiological or anatomical structure or functions.

¹ (WHO, 1980)(2)¹:

- **Disability:** Any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner of or within the range considered normal for a human being.
- **Handicap:** A disadvantage, for a given individual, resulting from impairment or a disability, that limits or prevents the fulfilment of a role that is normal (depending on age, sex and social and cultural factors) for the individual.

The WHO document highlights the fact that attitudes towards people with disabilities are changing significantly. From seeing people with disabilities as the passive recipients of charity, society has come to recognise the legitimate demands of people with disabilities for equal rights. It argues that many definitions imply that the “problem” lies in the person him/herself. In the administrative definitions, stress is put on “work reduction capacity” (invalidity pensions) and “limitations” in activities of daily living (long-term care allowances).

The medical approach assumes that the “problem” of disability arises solely from physical or mental impairments. The person with a disability is seen as having an individual problem for which some form of treatment or rehabilitation is necessary. A causal relationship runs from impairment to social disadvantage.

The disability movement questioned the traditional assumptions and highlighted the interaction between an individual’s impairment and his/her social and physical surroundings. The social model stresses the discriminatory barriers in society and argues that society must be modified in order to include and accommodate the needs of everybody, including people with disabilities.

Also, the civil rights approach considers that disability is a restriction of activity caused by a contemporary social system that takes little or no account of people who have physical impairments and thus excludes them from the mainstream of social activities.

These approaches fostered a revision of the International Classification of Impairments, Disabilities and Handicaps (ICIDH)² into the International Classification of Functioning, Disability and Health (ICF)³.

The International Classification of Functioning, Disability and Health (ICF) presents two basic lists: part 1. Functioning and disability and part 2. Contextual factors.

Under part 1, they understand a) body functions and structures, b) activities and participation. These replace the formerly used terms “impairment”, “disability” and “handicap”.

Under part 2, they understand a) environmental factors and b) personal factors.

² International Classification of Impairments, Disabilities and Handicaps (ICIDH)

³ The International Classification of Functioning, Disability and Health (ICF).

While some national surveys on disability (e.g. France, Spain, and UK) have been influenced by these developments, national invalidity schemes rest heavily on medical approaches.

Despite the fact that in most cases, the evaluation of work incapacity takes into account the work and social dimensions, the classification used is the International Classification of Diseases.

Recognition of invalidity benefits often involves a long process, starting with absence from work due to sickness and ending in the recognition of a permanent disability status. The process begins with strictly medical factors, to which social factors are added during its course, notably when decisions are being taken about the granting of financial benefits.

3. Education of Children and Young People with Disabilities

3.1. Special Educational Need

The “Study Of Compilation Of Disability Statistical Data From The Administrative Registers Of The Member States”⁴ argues that the collection of data concerning the education of children with disabilities presents several problems. The major problem for an international comparison of data concerns the definition of the target group. Definitions indeed vary across countries and even within an individual country. The majority of Member States use the term “Special Educational Needs”, which can cover different categories.

The most frequently used categories for special educational needs include:

- Psychological and behavioural disorders
- Sensory disorders (e.g. visual, hearing)
- Physical disorders
- Intellectual disorders
- Learning difficulties
- Social problems
- Immigrants and minorities
- Travellers

All Member States make an explicit reference to children with psychological, intellectual, sensory and physical impairments.

Most countries consider “behavioural” problems except France, Italy and Sweden (however in these countries, children with such disorders might be included in the “psychological” category).

Emotional difficulties create a similar problem. For comparability reasons, these categories will be aggregated.

Learning, speech and language do not appear explicitly in all countries but these categories might be included in the light intellectual difficulties category. Comparability across countries will require the merging of intellectual and learning categories.

Some countries added children with social problems (e.g. Poland: children threatened by social maladjustment and addiction; Ireland: young offenders; Germany: certain handicaps and/or children in need of additional educational support because of problematic situations).

Certain countries have also included minority children (Malta: immigrant children; Ireland: Travellers)

Each time it was possible, data on minorities (e.g. travellers) has been excluded.

⁴ Study Of Compilation Of Disability Statistical Data From The Administrative Registers Of The Member States, Dg Employment, Social Affairs And Equal Opportunities, 2007

This report presents data on children with special educational needs in mainstream education and in special schools. The general objective is to give children with special educational needs equal opportunities to successful and efficient education in accordance with their needs and abilities both in mainstream and special schools. The disability definitions informing special educational need for the partner countries of ATLEC are presented below:

Table 1: Impairments and disabilities leading to Special Education Needs (SEN) for ATLEC partner countries

Belgium	UK	Greece	Italy
8 types: mild mental disabilities, moderate/severe mental disabilities, severe behaviour & personality problems, physical problems, illness, visual impairment, auditory impairment, instrumental impairment.	The most common types are: learning difficulties, behaviour, emotional and social difficulties, autistic disorders, sensory impairments, physical disabilities.	Significant learning and adaptation difficulties due to physical, mental, psychological, emotional and social needs (such as: mental, vision, hearing, severe neurological and orthopaedic defects, speech and language, reading or learning, complex cognitive, emotional and social disturbances, autism or any other development disturbances).	Physical, psychological, sensory disorders causing a learning, social, working difficulty and therefore a situation of disadvantage or social marginalization

All Member States aim to promote integration into mainstream education. Emphasis is placed on the education of almost all children with special educational needs within mainstream schools whenever this is possible. However, the achievement of this depends on the availability of additional assistance and sufficient financial resources.

Integration into mainstream schools often requires adapting the curriculum, teaching methods and premises as well as providing expert assistance. Member States generally consider that the right to education cannot be limited by learning difficulties, impairments or handicaps. Inclusion in ordinary education is the priority and only in exceptional circumstances when mainstream education is

confirmed not to be able to provide children with the schooling they need, will a child with disabilities attend special schools.

Teachers, parents and experts often jointly establish an educational plan. It should be noted that parents tend to be closely involved in the choice of school for their children (mainstream or special). It appears that the right to choose the kind of schooling parents prefer for their children has become well established.

However, countries with similar objectives may differ in the extent to which they succeed in achieving them, which depends inter alia on the resources allocated to this. This might affect the number of children with special educational needs integrated into mainstream schools as well as the quality of education.

There tends to be co-operation between mainstream schools attended by children with special educational needs and schools for children with disabilities offering special professional support to children and their teachers. Special education institutions are gradually changing into resource centres where equipment, specialised technicians and teacher training are available to mainstream schools. Oak Field School (ATLEC partner) is an example of this practice in the UK.

3.2. Statistics on Special Needs Education

To get a better and objective view on SEN, we refer to the European Agency for Development in Special Needs Education, which is an independent and self-governing organisation, established by member countries to act as their platform for collaboration in the field of special needs education. They have produced SEN data by country, the most recent version being "Special Needs Country Data 2010"⁵.

The data provided for three of the ATLEC partner countries is presented in the following. It must be noted that, whilst this document contains no data for Italy and neither does it offer an explanation for this, slightly older information is available in the parent site for the European Agency⁶, which is also presented on the following pages.

⁵ Special Needs Country Data 2010, European Agency for Development in Special Needs Education

⁶ <http://www.european-agency.org/country-information/italy/italian-files/ITALY-SNE.pdf>⁶

Table 2: Belgium (Flemish Speaking Community)

1. Number of compulsory school aged pupils including SEN	Public Sector		Private Sector*		Total	Academic Year of reference	Statistical yearbook of Flemish education. * These figures refer to Government dependant private schools only. Data for independent schools is not available. The number of independent private schools is very limited in the Flemish Community. This data is not collected by the Education Department. ** Home education means that parents educate their children themselves, at home. Parents have to prove to the inspectorate that they can provide quality schooling. All pupils enrolled are taken into account (i.e. pupils outside the compulsory school age are within the data).		
	268,088		603,832						
	Primary	Secondary	Primary	Secondary	871,920	2008/9			
	150,495	113,375 In addition: Part-time secondary: 3,352 Home educated: 866 **	258,930	341,319 Part-time secondary: 3,583					
2. Number of compulsory school aged pupils who have SEN (in all educational settings)	Public Sector		Private Sector		Total	Academic Year of reference	Statistical yearbook of Flemish education. * It is not possible to tell which of these pupils are in private or public education. The numbers given in this table are restricted to pupils in special schools and pupils integrated in mainstream schools.		
	54,336		-					54,336 *	2008/9
	Primary	Secondary	Primary	Secondary					
	32,068	22,268	-	-					
3. Pupils with SEN in	Public Sector		Private Sector		Total	Academic	Statistical yearbook of Flemish education		

segregated special schools						Year of reference	
	17,430		28,661				
	Primary	Secondary	Primary	Secondary	Total	Academic Year	
	10,740	6,690	16,803	11,858	46,091	2008/2009	
4. Pupils with SEN in segregated special classes in mainstream schools	Public Sector		Private Sector		Total *	Academic Year	* In the Flemish school system there are no special classes in mainstream schools. Pupils with SEN in mainstream schools are fully included.
	-		-		-	2008/9	
5. Pupils with SEN in fully inclusive settings	Public Sector		Private Sector		Total	Academic Year	Statistical yearbook of Flemish education. These pupils are included in mainstream classes for more than 80% of their school day. * It is not possible to tell which of these pupils are in private or public education.
	8,245*		-		8,245	2008/2009	
	Primary	Secondary	Primary	Secondary			
	4,525	3,720	-	-			

6. Compulsory age phase	The age range covered by compulsory education is from 6 to 18 years old. Primary school: 6 to 12 years (compulsory). Secondary school: 12 to 18 years (compulsory).
7. Clarification of Public - Private sector education	Public education refers to community education and subsidised publicly run schools. Private sector refers to subsidised privately run schools. These are general Catholic schools and the Government finances them. The number of independent private schools is limited in the Flemish Community. Data on this type of school is not collected by the Department for Education and Training
8. Legal Definition of SEN	Special education is defined as: 'education, based on a pedagogical project that provides adapted schooling, care and therapy for pupils whose personal development cannot be or can insufficiently be guaranteed, temporarily or permanently, in a mainstream school.' 8 types of special education are distinguished. The same categorisation is used for funding integrated education. Reference: Decree, 1997.

Table 3: Greece

1. Number of compulsory school aged pupils including SEN	Public Sector		Private Sector*		Total	Academic Year of Reference	Source Ministry of Education, Lifelong Learning
	1,381,251		65,047				
	Primary	Secondary	Primary	Secondary	1,146,298	2009/2010	
	702,830	678,421	50,899	14,148			
2. Number of compulsory school aged pupils who have SEN	Public Sector		Private Sector		Total	Academic Year of reference	Ministry of Education, Lifelong Learning and Religious Affairs. * Data on pupils with SEN in the private sector is not available. This applies to questions 2 to 5
	29,954		-				

(in all educational settings)	Primary	Secondary	Primary	Secondary	29,954	2009/2010	
	22,347	7,607	-	-			
3. Pupils with SEN in segregated special schools	Public Sector		Private Sector		Total	Academic Year of reference	Ministry of Education, Lifelong Learning and Religious Affairs.
	7,483		-		7483		
	Primary	Secondary	Primary	Secondary		2009/10	
	3,642	3,841	-	-			
4. Pupils with SEN in segregated special classes in mainstream schools	Public Sector		Private Sector		Total *	Academic Year	Ministry of Education, Lifelong Learning and Religious Affairs. * This is a change from 2008 data. A stricter application of the operational definition of inclusion has been applied. These pupils are placed in so called 'inclusive classes' (formerly called special classes). In inclusive classes special teaching is provided by specially trained teachers, outside the main school programme. This teaching covers 80% of the everyday school programme
	22,471		-		22,471	2008/9	
	Primary	Secondary	Primary	Secondary			
	18,705	3,766	-	-			
5. Pupils with SEN in fully inclusive	Public Sector		Private Sector		Total	Academic Year	* This is a change from 2008 data. Accurate figures on pupils with SEN who are fully included in mainstream classes are not available
	-		-		- *	-	

settings	Primary	Secondary	Primary	Secondary			
	-	-	-	-			
6. Compulsory age phase	Education in Greece is compulsory for all children between 5 to15 years, i.e. pre-primary (Nipiagwgeio – 1 year), primary (Dimotiko – 6 years) and lower secondary (Gymnasio – 3 years). However, school age may begin from the age of 2.5 (pre-school age) to Kindergartens (private/public), which are called Children's Stations or Frefonipiakoi Stathmoi. Some of them also include pre-primary units, which are licensed to operate as pre-primary schools for one year.						
7. Clarification of Public - Private sector education	All schools in Greece, including private, are under the responsibility of the Ministry of Education, use the same curricula and, after graduation, all pupils take the entrance examination for Tertiary Education. Pre-primary Education – No. of schools: 456, Teachers and specialists: 667, Pupils: 11,815 Primary Education – No. of schools: 200, Teachers and specialists: 2,860, Pupils: 39,084 Secondary Education – No. of schools: 119 Reference: Ministry of Education Lifelong Learning and Religious Affairs, 2009/2010: http://www.ypepth.gr/el_ec_categoryssm211.htm						
8. Legal Definition of SEN	The new Law 3699/2008 'Special Education and education of people with disability or special educational needs' (see * below) regulates all the issues concerning the degree of the learning difficulties that pupils may meet during the everyday education process either in the mainstream or in the special system education. According to the Law 3699/2008 'Special Education and education of people with disability or special educational needs', the following are referred to as special needs: Difficulties in learning due to sensory, intellectual, cognitive, developmental, mental and neuro-psychiatric disorders which are localised after a scientific and pedagogical evaluation. These difficulties influence the process of learning and school adjustment. Pupils with special educational needs are considered to be those pupils who have disabilities in motion, vision, hearing, who suffer from chronic diseases, disorders in speech, attention deficit, and all pervasive developmental disorders. Special needs are also considered behaviours due to complex factors, i.e. cognitive, emotional, mental and social disadvantages deriving from the family and social environment. Special educational needs are also the educational needs of 'pupils who have one or more mental						

	abilities developed to a degree that exceed a lot the expected abilities of their age range'. NB: Difficulties in learning that derive from the social and economic background of the learner as well as low achievers are not considered as pupils with special needs. * ΝΟΜΟΣ 3699/2008 – ΦΕΚ 199/Α'/2.10.2008, Ειδική Αγωγή και Εκπαίδευση ατόμων με αναπηρία ή με ειδικές εκπαιδευτικές ανάγκες, http://www.disabled.gr/lib/?p=17947
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Table 4: Italy

Number of compulsory school aged pupils including SEN	Public Sector		Private Sector*		Total	Academic Year of Reference	Ministry of Education data www.pubblica.istruzione.it 'Editoria' Title of Publication: 'La scuola statale: sintesi dei dati a.s. 2007/2008' (Public school: collection of data) Private sector source of data: 'Notiziario Statistico – a.s. 2007/2008' this publication is on the website of Ministry of Education www.pubblica.istruzione.it
	6,775,620		550,947				
	Primary	Secondary	Primary	Secondary	7,326,567	2007/2008	
	2,579,959 4,195,661	Lower secondary:	1,625,651	Upper secondary:			
2. Number of compulsory school aged pupils who have SEN (in all educational settings)	Public Sector		Private Sector		Total	Academic Year of reference	www.pubblica.istruzione.it
	162,266		8,430				
	Primary	Secondary	Primary	Secondary	170,696	2007/2008	
	65,190 97,076 4,346 4,084	Lower secondary:	2,526	Upper secondary:			

3. Pupils with SEN in segregated special schools	Public Sector		Private Sector		Total	Academic Year of reference	
	693		0		693	2007/2008	
	Primary	Secondary	Primary	Secondary			
	62	631 Lower secondary: 186 Upper secondary: 445	0	0			
4. Pupils with SEN in segregated special classes in mainstream schools	Public Sector		Private Sector		Total* -	Academic Year	* In public and private schools, there are no special, segregated classes
	-		-				
	Primary	Secondary	Primary	Secondary			
	-	-	-	-			
5. Pupils with SEN in fully inclusive settings	Public Sector		Private Sector		Total	Academic Year	www.pubblica.istruzione.it
	161,573		8,430		170,003	2007/2008	
	Primary	Secondary	Primary	Secondary			

	65,128	96,445 Lower secondary: 54,032 Upper secondary: 42,413	4,346	4,084 Lower secondary: 2,526 Upper secondary: 1,558			
6. Compulsory age phase	<p>With the last law on education n. 53 dated on 28/3/2003, pupils have a right to education for 12 years. Compulsory schooling starts from 6 and ends at 18 years old. Education is free of charge until the end of lower secondary education. At the end of the three years of lower secondary education, pupils can choose between upper secondary education (with charges and books met by their family, but the didactical areas and staff school dependents by the state) or training education (a mixed managing between state and regions). At the moment, the two branches of secondary education, upper secondary education and training education, are changing and it will be necessary for further legislation for the re-structuring of internal organisation, the government and didactical issues. Primary school is from 6 to 11 and secondary school (including lower – three years of schooling – and upper secondary – five years of schooling) from 11 to 18/19</p>						
7. Clarification of Public - Private sector education	<p>Public schools are funded by the State: the staff (teachers, headmasters and administrative assistants) are selected by national public entrance examination and all of them dependents of the State. All schools (primary, lower and upper secondary) are obliged to follow the national guidelines on education and they are visited periodically by Inspectors.</p> <p>A sub-category of public school is the 'scuola paritaria': a school legally recognised, funded by both private and state sectors, the school staff is selected directly by the school. This type of school is obliged to follow the national guidelines on education. To have legal status of 'school' (to be officially recognised), the institution is obliged to accept the enrolment of pupils with SEN. Private schools are funded only by private sectors such as parents, associations, charities etc. The staff school is selected and paid by the school management. They are not obliged to include pupils with SEN in the classrooms.</p>						

8. Legal Definition of SEN	<p>The legal definition of 'people with disabilities' is enshrined within the Act n. 104, dated 5/2/1992 that sets the picture of who is a person with disabilities. A 'person with disabilities' is anyone who presents a physical, psychological, sensory impairment, permanent or progressive, that causes a learning, social, working difficulty and that causes a situation of disadvantage or social marginalisation. This Act also relates to foreigners, stateless, domiciled or resident people inside the borders of the national territory. The Act assures the right of people with disabilities to education at pre-primary schools (not compulsory), in integrated settings of each grade of compulsory education (primary, lower and upper education) and at university. The Act states: 'Scholastic inclusion aims to develop the potentiality of the person with disabilities in learning, in communication, in relationships, in social life. The right of education cannot be limited by learning difficulties or problems caused by disabilities and handicaps. The recognition of 'person with disabilities' leads to the drawing up of the documents related to functional diagnosis useful to formulate the personal educational plan, a draft of work developed via co-operation between the parents of the pupil, the health care personnel and, for each grade of education, the support teachers of the school where the pupil is enrolled. The profile indicates the physical, psychical and social-sensitive needs of the pupil and it highlights both the learning difficulties caused by the disabilities and the means of addressing them, the qualities that the pupil has at the moment and how to support, stimulate and develop them within a perspective of respect for the cultural choices of the person with disabilities. The Presidential decree dated 19.5.2006, states that the medical commission appointed to release the statement/certificate of disability has to refer to international indicators pointed out by OMS – IC10</p>
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Table 5: United Kingdom – England

1. Number of compulsory school aged pupils including SEN	Public Sector		Private Sector*		Total	Academic Year of reference	Source
	7,321,650		712,040				
	Primary	Secondary	Primary	Secondary	8,033,690 *	2008/2009	
	-	-	-	-			

2. Number of compulsory school aged pupils who have SEN (in all educational settings)	Public Sector		Private Sector		Total	Academic Year of reference	DCSF. SFR 14/2009 – SEN in England, January 2009 (Table 2). * All data covers pupils with statements (official recognition of SEN) only. This applies to all data presented in questions 2 to 5.
	213,610		12,310				
	Primary	Secondary	Primary	Secondary	225,920 *	2008/2009	
	-	-	-	-			
3. Pupils with SEN in segregated special schools	Public Sector		Private Sector		Total	Academic Year of reference	DCSF. SFR 14/2009 – SEN in England, January 2009 (Table 2). * This figure is for all pupils in some form of segregated school. The breakdown is: in the public sector maintained special schools (including foundation schools): 83,820; in the private sector non-maintained special schools 3,640; independent special schools: 6,800, and other independent schools: 1,870
	83,820		12,310		96,130 *	2008/2009	
	Primary	Secondary	Primary	Secondary			
	-	-	-	-			
4. Pupils with SEN in segregated special classes	Public Sector		Private Sector		Total	Academic Year of reference	DCSF. SFR 14/2009 – SEN in England, January 2009 (Table 2). * This figure is for

in mainstream schools						all pupils in some form of segregated class in a mainstream school. The breakdown is: resourced provision/special classes in maintained mainstream schools: 9,040; SEN units in maintained mainstream schools: 7,150. However, it should be noted that it is not possible to say to what degree pupils are segregated or included. This varies from provision to provision. ** No data is available.
	16,190		- **		16,190	2008/2009
5. Pupils with SEN in fully inclusive settings	Public Sector		Private Sector		Total	Academic Year of reference
	113,600		- **		113,600	2008/2009
	Primary	Secondary	Primary	Secondary		January 2009 (Table 2). Please note that these figures are calculated on a very crude indicator (i.e. enrolment at a mainstream or non-mainstream school). Some pupils on roll in mainstream schools may be in segregated

	-	-	-	-			<p>classes while some pupils on the roll of special schools may spend the majority of the week in a mainstream classroom. More accurate data on actual practice is not available at the national level. * This figure is for all pupils in fully inclusive settings. The breakdown is:</p> <p>maintained mainstream schools (including foundation schools): 107,640; pupil referral units: 1,870; hospital schools: 130; academies: 2,480; pupils who are excluded and where other arrangements are made for them: 1,480. NB: There are 2,070 pupils who are either awaiting placement or their parents have made alternative arrangements for them. It is not possible to indicate where they are educated and they are</p>
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							not included in these figures. ** No data is available.
6. Compulsory age phase	The compulsory school age range is 5 to 16 years. However, published data on pupils with statements does not allow for the removal of either pupils with statements in nursery classes (under the age of 5) within primary phase schools (either mainstream or special), or pupils with statements over the age of 16 in secondary phase schools (either mainstream or special). Data presented above includes these populations. Primary education begins in the year a child is 5 years old and continues until they are 11. Compulsory secondary education is from 11 to 16 years.						
7. Clarification of Public - Private sector education	'Private education' is that which is provided in institutions, which are largely privately funded, receiving most of their income from tuition fees. There is private provision at all levels of education. Private schools are known as independent schools and they do not receive direct government funding, although some independent schools have charitable status and benefit from tax relief and they may also apply for some public support through, for example, the National Lottery funding scheme. All independent / private schools must meet regulatory requirements (Sections 463-478 of the Education Act 1996), which include reaching satisfactory standards of premises, accommodation, instruction and staffing. They must be registered with the Department for Education and Skills (or national equivalent) and are subject to mainstream inspection from Her Majesty's Inspectors to ensure their fitness to be registered. Included pupils of all ages in schools, excluded pupils in maintained and direct grant nursery schools: while they are not required to follow the national curriculum, independent/private schools must offer a curriculum of sufficient range and depth to be appropriate for the age, aptitude, ability and special educational needs of the pupils placed there. Non-maintained special schools (NMSS) are schools in England approved by the Secretary of State for Education as special schools that are not maintained by the state, but charge fees on a non-profit-making basis. Most non-maintained special schools are run by major charities or charitable trusts. It should be noted that most places in NMSS are purchased by local authorities for pupils for whom there is no available appropriate provision in a maintained school: parents rarely pay fees directly in these schools.						
8. Legal Definition of SEN	It is set out in the Education Act 1996: 312 Meaning of 'special educational needs' and 'special educational provision' etc. 1) A child has 'special educational needs' for the purposes of this Act if he has a learning difficulty which calls for special educational provision to be made for him. 2) Subject to subsection (3) (and except for the purposes of [section 15A or 15B]) a child has a						

	<p>'learning difficulty' for the purposes of this Act if (a) he has a significantly greater difficulty in learning than the majority of children of his age, (b) he has a disability which either prevents or hinders him from making use of educational facilities of a kind generally provided for children of his age in schools within the area of the local education authority, or (c) he is under [compulsory school age] and is, or would be if special educational provision were not made for him, likely to fall within paragraph (a) or (b) when of (...) that age. 3) A child is not to be taken as having a learning difficulty solely because the language (or form of the language) in which he is, or will be, taught is different from a language (or form of a language) which has at any time been spoken in his home. 4) In this Act 'special educational provision' means (a) in relation to a child who has attained the age of two, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of his age in schools maintained by the local education authority (other than special schools) and (b) in relation to a child under that age, educational provision of any kind. 5) In this Part 'child' includes any person who has not attained the age of 19 and is a registered pupil at a school; [maintained school' means any community, foundation or voluntary school or any community or foundation special school not established in a hospital.]</p>
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The approach to the inclusive education of children with disabilities differs widely between the ATLEC partner countries. Whereas the UK does not have an inclusive policy for severe and profound disabilities, the special education centres it provides are specialist resource centres, fully equipped with a broad range of ICT-AT solutions and additional support services. These schools offer support to mainstream schools that have children with disabilities in their classes, be they integrated or segregated classes.

The survey results for the partnership, presented later in this document will show varying levels of provision of ICT-AT solutions in schools in the different partner countries, with ensuing impact on the training of teachers in the use of the devices and solutions provided. This is described later in the report and has clear implications for the curriculum design for the ATLEC project.

4. European Policy on the Employment of People with Disabilities

The European Disability Strategy 2010-2020: A Renewed Commitment to a Barrier-Free Europe⁷ emphasises the fact that The EU and its Member States have a strong mandate to improve the social and economic situation of people with disabilities, as cited in the following articles:

- Article 1 of the Charter of Fundamental Rights of the EU (the Charter) states that 'Human dignity is inviolable. It must be respected and protected.' Article 26 states that 'the EU recognises and respects the right of persons with disabilities to benefit from measures designed to ensure their independence, social and occupational integration and participation in the life of the community.' In addition, Article 21 prohibits any discrimination on the basis of disability.
- The Treaty on the Functioning of the EU (TFEU) requires the Union to combat discrimination based on disability when defining and implementing its policies and activities (Article 10) and gives it the power to adopt legislation to address such discrimination (Article 19).
- The United Nations Convention on the Rights of Persons with Disabilities (the UN Convention), the first legally binding international human rights instrument to which the EU and its Member States are parties, will soon apply throughout the EU⁸. The UN Convention requires States Parties to protect and safeguard all human rights and fundamental freedoms of persons with disabilities.

The Europe 2020 strategy⁹, 'Communication From The Commission Europe 2020: A strategy for smart, sustainable and inclusive growth', set five key targets for the EU to achieve by the end of the decade. These cover employment; education; research and innovation; social inclusion and poverty reduction; and climate/energy.

The European platform against poverty and social exclusion supports work at all levels to help reach the agreed target. The strategy accepts that these targets will involve the meeting of some identified key challenges, two of which are again vital to the education and employment of people with disabilities:

- to promote the active inclusion in society and the labour market of the most vulnerable groups (see Commission Recommendation 2008 on active inclusion);
- to overcome discrimination and increase the integration of people with disabilities, ethnic minorities, immigrants and other vulnerable groups.

The European Disability Strategy recognises that quality jobs ensure economic independence, foster personal achievement, and offer the best protection against

⁷ European Disability Strategy 2010-2020: A Renewed Commitment to a Barrier-Free Europe

⁸ Agreed in 2007 and signed by all Member States and the EU; ratified by October 2010 by 16 Member States (BE, CZ, DK, DE, ES, FR, IT, LV, LT, HU, AT, PT, SI, SK, SE, UK) while the rest are in the process of doing so. The UN Convention will be binding on the EU and will form part of the EU legal order

⁹ COM(2010) 2020

poverty. However, some sources indicate that the rate of employment for people with disabilities is only around 50%¹⁰. To achieve the EU's growth targets, it is an acknowledged fact that more people with disabilities need to be in paid employment on the open labour market. The strategy also highlights the importance of paying particular attention to young people with disabilities in their transition from education to employment and this subject is dealt with later in this report. The overall aim of activity identified within the strategy is to "enable many more people with disabilities to earn their living on the open labour market." This aim is also at the core of the ATLEC project.

4.1. Employment Statistics for People with Disabilities in the EU

The aforementioned 'Study Of Compilation Of Disability Statistical Data From The Administrative Registers Of The Member States' indicates that low employment rates for people with disabilities present a key challenge to the 2020 strategy and these are compounded by high dependency on benefits, that creates what is commonly referred to as the "benefits trap", with an anxiety or unwillingness to come off benefits and into employment for fear of increased poverty. Often these benefits are used by the parents of a child with disabilities and are perceived as a core part of their own income. This, in turn, creates an attitudinal barrier from the parents towards a child entering, or preparing to enter, employment.

There are many other barriers to the employment of people with disabilities from both employers and from the people themselves that include attitudinal and discriminatory barriers, as well as those arising from misconceptions about ability levels, fears of lowered productivity or time lost to health concerns etc.¹¹

However, both Europe 2020 and the Disability Strategy 2020 emphasise the importance of shifting from a passive compensation system to an active integration programme and making best use of the available workforce. People with disabilities can represent a significant addition to the labour force and thus contribute to economic production but, although in recent years, many EU Member States have made an effort to break down the discrimination barriers with respect to disability and to consider people with disabilities as an integral part of society and the workforce, there is still much to be done to convince employers of this.

EU Member States have shifted the focus of policy from passive measures toward labour market integration policies. Legislative instruments, such as obligatory employment quota schemes, anti-discrimination legislation, job protection rights, are in place in many countries to support the participation of people with disabilities to the labour market and changes to the benefits systems are being introduced, such as the UK Welfare Reform Act 2007, which is discussed later in this report.

¹⁰ LFS AHM 2002

¹¹ Barriers To Employment For People With Disabilities, Carol Goldstone For DWP

There have been changes in the orientation of policy towards people with disabilities in a number of European countries. In some countries, the predominant approach is the “mainstreaming model” which implies not just special employment services but employment measures for people with disabilities in all policy areas. Other approaches are “special and separate employment” such as in sheltered workshops, although many of these are being closed (e.g. Remploy in the UK closed their factories in 2012 with the loss of hundreds of jobs for people with disabilities) and the “dual and multi-model system” which is a combination of this and the mainstreaming model.

In addition, targeted active labour market policies have been implemented in most countries in order to further the social integration of the people concerned, partly through financial incentives to employers hiring people with disabilities and through vocational rehabilitation programmes.

4.2. Share of employed people with disabilities in total employment

The ‘Study of Compilation of Disability Statistical Data’ argues that the number of people with disabilities who are in employment in relation to the total number of employed in the economy is very small. It is less than 1% in seven countries (Portugal, Spain, Finland, Belgium, Slovenia, Latvia and Luxembourg). The highest proportion (6%) is in Poland, followed by the UK and Ireland (respectively 5% and 4%).

Then again, other national studies show a very different picture.

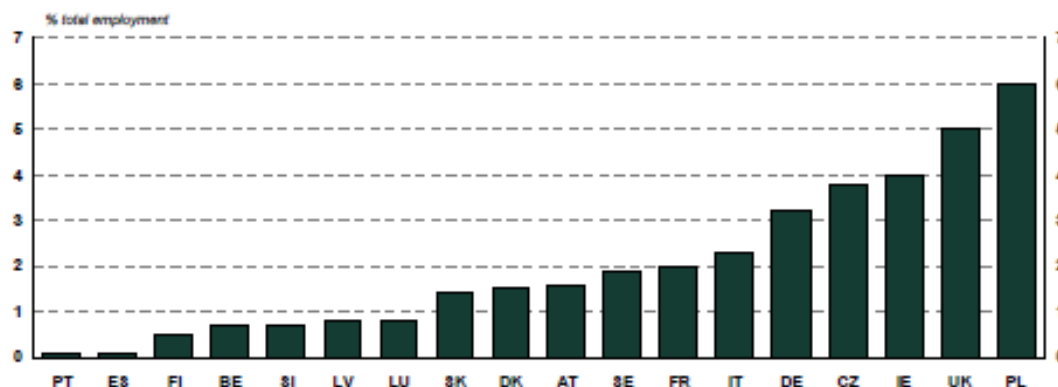


Figure 6: Share of people with disabilities in employment

The study presents a graph (see above), which suggests that the highest employment rates among people with disabilities are in Germany, Austria and Belgium, in each of which the rate is 50% or above. The rate is lowest in Finland (only 15%), which indicates a wide variation in access to employment among those with disabilities across the European Union. The unemployment rate among people with disabilities ranges from over 80% in Finland (which may reflect a definitional problem – i.e. the unemployed may include large numbers of economically inactive people), around 60% in Spain and almost 50% in Belgium to under 6% in Poland, the UK, Ireland, Sweden and the Czech Republic.

National government statistics offer yet again a very different picture, as presented below.

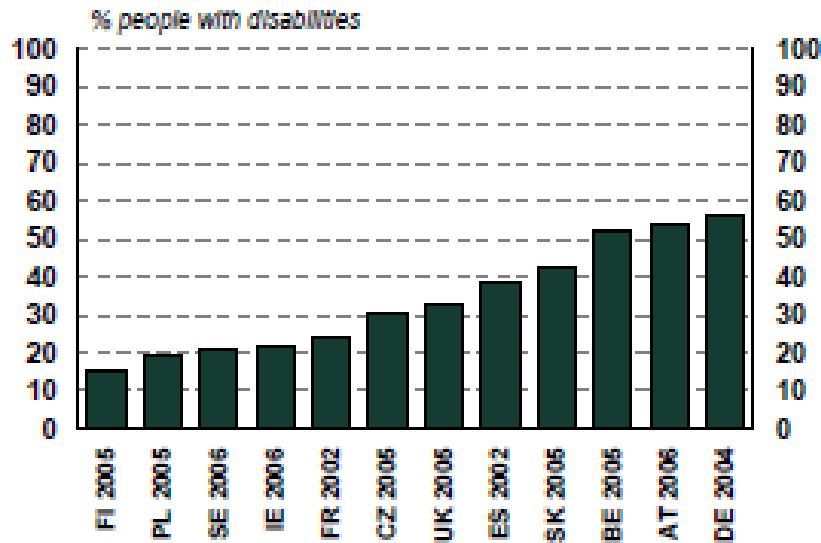


Figure 7: Employment rates among people with disabilities

4.3. National Studies into the employment statistics of people with disabilities

Following data is the outcome of the research conducted by the project partners into the employment of people with disabilities in their respective countries. This again are different from the aforementioned ones in the previous section, but are more in line with what organisations in the field also indicated. Hence we tend to give more credit to these figures.

Belgium

According to figures from various sources (EAK - Enquête naar de arbeidskrachten, PSBH - Panel Studie Belgische Huishoudens, Gezondheidsenquêtes, APS - Administratie Planning Statistiek (now SVR: Studiedienst Vlaamse Regering), ESS - European Social Survey, SILC - Survey on Living and Income Conditions), the general employment percentage of people with disabilities is 37.5-49.7% in Flanders, mostly people with minor disabilities (48-62.7%), while those with severe disabilities have a considerable lower employment rate (16.7-37.5%).

In general, the employment percentage of people with disabilities is 34% lower than the general population. For minor disabilities, this difference is on average 16%, while for severe disabilities this is almost 50%.¹²

Greece

¹² Handicap En Arbeid Deel I, Definities en Statistieken over de arbeidsdeelname van mensen met een handicap, (update januari 2012), Erik Samoy, Departement Werk en Sociale Economie

According to the latest research of the National Statistical Service of Greece (NSSG) entitled "People with Health Problems or Disabilities"¹³, that took place during the 2nd quarter of 2002, 18.2% of the country's population has a health problem or a disability, and more than half of these people are over 65 years old. The rate of unemployment for these people is smaller than the corresponding percentage of the general population (8.9% compared to 9.6%). Moreover, 84% of those individuals are economically inactive, compared to 58% of the general population. The individuals that participated in this research were the 77,451 members of the 30,057 households that belonged to the sample of the workforce research.

Half of the people mentioned above face some kind of occupational problem, while 40% of them believe that they face social exclusion problems, such as the usual phenomenon of insufficient benefits, unemployment and social services' insufficiency. One third of those people who are unemployed or economically inactive indicate that they need some kind of assistance within their workplace (including the support and understanding of their colleagues and employers).

In general, figures on unemployment released by the Hellenic Statistical Authority in September 2012 reveal that the number of people without work climbed to 1.17 million; 23.6% of the workforce, an increase from 22.6% in the first three months of 2012 and 16.3% in the second quarter of 2011. An average of 1,000 jobs were lost every day from June 2011 to June 2012. Among young people aged up to 25, unemployment has risen to 55%, compared to 20% four years ago.

Italy

Information presented by Disabilità in Italia in 2010¹⁴ shows that the position regarding the employment of people with disabilities is improving. In 2005, there were 645,220 people with disabilities included in the lists of targeted placement, 19.2% more than in 2002. Of these, 62.2% said they were willing to work. There is apparently a good balance between the demand for employment and jobs offered to companies to meet their legal requirements.

Nevertheless only 3.5% of Italians with disabilities are employed, and only 0.9% is actively seeking employment. 66% are out of the labour market, either because they are retired (43.9%) or because they are unable to work (21.8%).

There are more men with disabilities employed compared to women with disabilities: 6.82% compared to 1.82%.

This is a crude picture, which is still characterised by a lack of services and support, major problems in entering employment, strong elements of exclusion and marginalisation. Furthermore, the low number of people who are actively seeking work may be a result of a certain unwillingness to participate fully in the

¹³ People with Health Problems or Disabilities, NSGG

¹⁴ Istat "Disabilità in Italia", 2010

world of work due to the limitations imposed by the disability as well as the cultural and environmental barriers that stand between people with disabilities and the world of employment. These barriers were identified in the focus groups facilitated by AIAS for the ATLEC project, as described later in the report.

United Kingdom

The Office for Disability in the UK¹⁵ indicated that in 2012 46.3% of people with disabilities are in employment compared to 76.2% of people with no disabilities, although the gap has closed significantly in the past decade; the employment rate gap between disabled and non-disabled has narrowed slightly by 5.8 percentage points and currently stands at 29.9% .

Source: (ONS) Labour Force Survey 2012

When we come to look at employment by type of disability, we see a trend that shows that the employment levels (percentage employed 2011, highest estimate) for people with mental health issues (17.7%) and for people with severe or specific learning disabilities (16.7%) is significantly lower than for other disability categories, for example problems with hands or arms (55.8%); problems with legs or feet (46.2%); visual impairment (48.6%); hearing impairment (64.2%).

Whilst it is clear, then, that the employment rates for people with disabilities have increased for all ATLEC partner countries, there is still a vast amount of work to be done in order to meet higher employment percentages, and the implications relating to the additional work that needs to be done to create a better balance of employment rates between disability types (people with disabilities have an average employment rate of around 50%. Employment rates for people with very severe and severe degrees of disability are 19.5% and 44.1%, respectively).

¹⁵ Office for Disability Issues, disability statistics and research, 2012 & (ODI) Disability Equality Indicator B2

5. ICT-AT usage

5.1. Assistive Technologies in the EU

The e-inclusion document from the information society and media division of the EU Commission, Analysing and Federating the European Assistive Technology ICT Industry,¹⁶ represents the final report of the study, "Analysis of the Assistive Technologies Information and Communication Technologies (AT ICT) industry in Europe" for the European Commission. The overall objective of the study was to analyse the state of the EU AT ICT industry across the 27 member states and develop conclusions and recommendations as to what steps can be taken to improve the competitiveness of the companies that form the ICT-AT industry. The study was, however, restricted to five product groups: Hearing Instruments, Braille Displays, Environmental Control Systems, Software and Communication devices. The research methodology was to gather information on these product groups, in addition to other, general AT ICT industry information, via database analysis and desk based research. Researchers also attended industry events to network with industry players. In addition, interviews were done with selected stakeholders to carry out detailed case studies on these AT ICT firms, in order to gain a global view on how the industry functions in terms of AT ICT, from which the team formed initial hypotheses regarding the AT ICT industry in Europe. They then tested their hypotheses by conducting extensive structured telephone interviews with 25 companies in the EU AT ICT industry, a workshop at an industry event to gain direct feedback on the study team's initial conclusions and a final questionnaire sent to over 58 representative companies of the AT ICT industry in Europe.

From this research they were able to conclude that the profile of the ICT-AT industry in the EU is a complex one due to the broad and ever-increasing range of devices and products available, the large numbers of producers in the field and the varying systems of providing these devices to the end users (for the 10 countries for which data was available a total of 668 companies identified as manufacturers and 748 as distributors). This complexity, together with the huge variance of availability of ICT-AT between the ATLEC partner countries, has been borne out by the empirical and desk based research, conducted for this state of the art report.

One of the major problems that the Deloitte ICT-AT industry analysis team encountered, was the fragmented level of information in Europe which they felt made it virtually impossible to analyse data, especially quantifiable market and economic data, in a reliable, credible fashion. It has been one of the aims of ATLEC to add to the quality of research available by conducting a survey across and beyond the partner countries via a range of research methods, including an online survey, telephone interviews, face-to-face meetings with stakeholders and to conduct empirical research with focus groups of end users and carers.

¹⁶ Analysing and federating the European assistive technology ICT industry, Jennifer Stack, Leire Zarate, Carmen Pastor, Niels-Erik Mathiassen, Ricard Barberà Harry Knops, Hugo Kornsten, 2009

One of the main conclusions of the Deloitte AT industry analysis was that one of the major challenges of this complex industry is to ensure that the right product is delivered, via the right person, and with the right instructions and training to the end-user who needs it. This challenge is one of the primary focuses of the ATLEC project.

5.1.1. AT databases

Whilst the analysis identified that information on AT is fragmented across the EU, there are a number of databases available for each country. These may be found via the EASTIN database¹⁷, which is a network of resources related to assistive technologies and combines the assistive technology resource databases of 7 European countries. According to EASTIN, almost 40,000 assistive products are available in the EU. Some databases available in three of the ATLEC partner countries have already been integrated.

Table 6: EASTIN databases in partner countries

Country	National Database	Website
Belgium	Kenniscentrum Hulpmiddelen	http://www.koc.be
Italy	SIVA- Servizio Informazione e Valutazione Ausili	http://www.portale.siva.it
UK	DLF – Disabled Living Foundation	http://www.dlf.org.uk

5.1.2. Purchase of AT by end-users

The aforementioned “Analysing and Federating the European AT ICT Industry” study highlights the fact that the complexity of product/device provision is exacerbated by the inconsistency across the EU relating to the type of Service Delivery Model used in each country, a model which can potentially change depending on the relevant AT product. The three types of classes which exist within this Service Delivery Model are a Medical Oriented model, a Social Oriented model or a Consumer Oriented Model. The report provides an overview of the most common models (Medical, Social, Consumer) in the EU for the five product groups considered, according to their survey of National Contact Points of the Association for the Advancement of Assistive Technology in Europe (AAATE), the results of which are seen in the following Figure.

These procurement models also go together with the different reimbursement schemes applied by every country. Where this is strongly regulated, often the social oriented model can be observed (e.g. Belgium), whereas less robustly regulated countries often use the consumer oriented model because the end-user has to undertake all the necessary actions (e.g. Greece).

¹⁷ European Assistive Technology Information Network (EASTIN), <http://www.eastin.info>.

	HEARING AIDS	BRILLE READERS	APPLS FOR VOICE COMMUNICATION	SOFTWARE FOR COMMUNICATION	ENVIRONMENTAL CONTROL SYSTEMS
AUSTRIA	medical	social	social	social	social
BELGIUM	medical	social	social	social	social
DENMARK	social	social	social	social	social
FINLAND	medical	medical	medical	medical	medical
FRANCE	medical	social	consumer	social + consumer	social + consumer
GERMANY	medical	social	social	social	social
GREECE	medical	consumer	consumer	consumer	consumer
HUNGARY	medical	consumer	consumer	consumer	consumer
IRELAND	medical + consumer	medical + consumer	medical + consumer	medical + consumer	medical + consumer
ITALY	medical	medical	medical	medical	social
NETHERLANDS	medical	social	social	social	social
PORTUGAL	medical	consumer	medical + social	social + consumer	consumer
SLOVAKIA	medical	social	social	social	consumer
SLOVENIA	medical	medical	medical	social + consumer	social + consumer
SPAIN	medical *	consumer	social + consumer	social + consumer	social
SWEDEN	medical	medical	medical	medical	medical
UK	medical	social	social	consumer	social

Figure 8: Procurement models by country for the five AT ICT product groups selected

5.1.3. AT usage and barriers to uptake

A report prepared for the European Commission Information Society and Media Directorate-General by Deloitte, 'Internal Market For Inclusive And Assistive ICT, Targeted Market Analysis And Legislative Aspects'¹⁸ highlights the following issues affecting the usage and uptake of ICT-AT.

- The Assistive ICT industry in Europe is mainly categorized by a large amount of Small and Medium Sized Enterprises (SMEs). This is also the case in the U.S., for instance 60% of the AT companies have less than 10 employees.¹⁹ Next to SMEs there are also universities and research centres that develop new technologies and applications. Given the size of these companies the production volume tends to be small.
- There is an inconsistency across the member states in terms of issues relating to employers; the financial incentives they are offered to employ people with disabilities varies, as does the obligation of providing Assistive ICT technologies that is in place in some countries by national legislation.
- Licensing and upgrades - acquiring and upgrading Assistive ICT can be an issue due to high prices (e.g. JAWS Screen Reader licenses started at £600 in the UK at the time of this report), this may lead to people who cannot afford upgrades being confined to using older browsers (e.g. IE6), rendering many websites inaccessible. Systems for obtaining mobile Assistive ICT licenses can be complex, for example, mobile screen reader Talks (from Nuance) can be tied to a mobile phone (specifically, to its IMEI) or to a SIM card. Similarly to the JAWS example, such licensing poses an extra barrier when it comes to changing a handset. As a result, a large percentage of users are likely to be tied to using older technology.
- Standardisation – different proprietary development practices means that most Assistive ICT behave in different ways. To ensure accessibility of a

¹⁸ Internal Market For Inclusive And Assistive Ict, Targeted Market Analysis And Legislative Aspects, inception report, Deloitte, September 2010

¹⁹ U.S. Department of Commerce Report on the Assistive Technology Industry in the U.S.

webpage it is not sufficient to test it with one type of AT to ensure it would work equally well with others.

- Interoperability – the report highlights that there is a clear lack of interoperability between Assistive ICT. For example, voice recognition software does not currently interface well with Flash (at the time of the report – 2010), making Flash content highly inaccessible. Older screen readers, voice recognition and text to speech software currently have poor interoperability with AJAX.
- The report points out that individuals might want to use Assistive ICT in unique ways, for example, a blind person with dyslexia might want to benefit from screen reader software to browse the web, and voice recognition software to input text.
- Users' awareness – the report observes that Assistive ICT users often prefer to stick with their version of a technology due to a lack of awareness about the alternative open source products. Adding to that is a steep learning curve associated with mastering new technologies.
- Having a chance to "try before you buy" is often not there for people with disabilities. This is because having the Assistive ICT of their choice is a pre-requisite for exploring a piece of hardware. As a result, there is less opportunity to get a trial of the hardware and a tendency to rely on community opinion for buying decisions. This supports the planned role of ATLEC outputs in providing a forum for community review of ICT-AT.
- The report observed that there is often a lack of disability awareness among customer services staff, often resulting in inadequate advice and support.
- Bundled products and Mainstreaming - increasingly, Assistive ICTs are being bundled with services and software products. For example, Windows bundled Speech Recognition software with Vista OS; Apple introduced VoiceOver on Snow Leopard distribution of OS X and on iPhone 3GS. Such examples of bundling Assistive ICT are likely to lead to fewer interoperability issues. However, the report claims that levels of sophistication of the bundled solutions are likely to be lower than those of specialist software. For example, the emerging open source screen reader, NVDA is effective for web browsing but lacks the support for Microsoft Office products, like PowerPoint or Excel. Some mobile service providers, such as Vodafone in the UK are known to provide a free version of Talks mobile screen reader to its visually impaired customers.
- The three life environments - enabling people with disabilities to exercise their full rights spans a wide range of policy areas. The tender specifications for this study suggested looking at three environments that play an important role in the Internal Market for Assistive ICT; these are the Work, Education & Training and the Independent Living environments. The three life environments are principally chosen to cover the entire range issues, for different types of disabled users, including:
 - Different age groups, such as those in formal education, those in the labour force age group, and those outside the labour force (either in retirement or economically inactive),
 - Different government approaches, the different approaches of Member States and across life environments within a Member State, i.e. gaining access to

Assistive ICT in Work is often supported by different forms of 'service delivery' than in the Education & Training or Independent Living environments, create an uneven playing field for different user groups in the three environments,

- Different types of suppliers and market mechanisms in each environment. For instance in the UK, the suppliers to the education system are different from those supplying the employers. Further details on this are provided by the results of the ATLEC research later in this report. Market trends and mechanisms regarding supply and demand in these three environments were observed to be quite different within and across countries.

The report is an inception report at the start of an extensive three year study, the results of which are not yet due; however the hypotheses on which the study is based will be of major interest to the ATLEC project. The hypotheses suggested by the study are:

Hypotheses in relation to barriers:

- Lack of awareness and information provision is a barrier to access to and provision of Assistive ICT for consumers of Assistive ICT at individual, organizational and state levels.
- There is a lack of understanding of all elements of the Assistive Technology ecosystem – consumers therefore have limited information upon which to base decisions.
- The Medical and Social Service Delivery Models limit end-user choice, limit transparency for market provision, increase fragmentation and create a large amount of power in the market.
- Fragmentation of Service Delivery Models means that consumers are confused as to their rights and opportunities – as are those delivering services who may not know if a need falls under their remit. Independent advice on solutions may be limited and dependent upon the NGO sector to deliver.
- The European Assistive ICT industry is very fragmented and companies generally have small production volumes, limiting the economies of scale and possibilities to keep up with innovation as they invest effort and resources predominantly in the delivery/reimbursement systems and therefore limiting themselves in Research & Development.
- Bottom up Research & Development and innovation of Assistive ICT is an important driver, however commercialisation is complicated by the existing distribution systems (including barriers posed by the Service Delivery Model, information/awareness). Consumers report that distribution networks are non-competitive, resulting in significant disparity in costs.
- Barriers exist in the Internal Market for Assistive ICT that result in very localised markets and limited cross-border trade within the EU (e.g. different languages across the EU pose barriers to cross border trade, the divergence in definitions of disability and lack of comparative statistics on the use of Assistive ICT and divergent reimbursement rules).

Hypotheses in relation to end user opportunities:

- A Consumer Oriented Service Delivery Model results in better access to Assistive ICT, particularly for the independent living ICT environment, where full access to information is available. This needs to include full access to advice, information, assessment, training and support to calculate the total cost of ownership of the identified Assistive ICT at all levels.
- Standardisation would be an important driver for the Assistive ICT industry by forcing suppliers to support assistive and inclusive solutions and further to enhance interoperability (e.g. platform accessibility architecture, Web Accessibility). Mainstreaming in general will be an important driver to make assistive ICT more affordable to the user.
- Digital Inclusion for people with disabilities through the use of Assistive ICT is a key factor in successful social inclusion including access to employment, education and quality of life.
- Countries with stronger legal frameworks (as a result of national, European and UN regulations) and strong enforcement (e.g. access to Assistive technology as a right, disabled employee quota, stronger enforcement in the field of education and independent living) are more successful at digital inclusion and increase the market opportunities for the Assistive ICT industry.

Whilst we do not have the results of this report yet, the experience of partners in working with end users of ICT-AT, together with the empirical research undertaken by partners for the ATLEC project would suggest that these are safe hypotheses and we therefore need to carefully consider these issues in designing a training curriculum to support people with disabilities in becoming experts and trainers in ICT-AT.

5.1.4. Legislative framework in BE, GR, IT, UK and EU with respect to reimbursements schemes

National Governments and the EU have been active in introducing legislative frameworks and policy documents to support Europe 2020 including the fields governing the ATLEC project, which include: employment, education and training, e-accessibility and digital competences and disability.

The legislative frameworks for the ATLEC partner countries and for the EU in general are outlined in the following.

EU Policy Context

The EU, and particularly the European Commission, has been active in this area for many years. The activities at the EU level include policy actions and Open Method of Coordination (OMC) activities, financing projects through R&D instruments (i.e. Framework Programme, Competitiveness and Innovation Framework Programme (CIP), European Structural Funds) and with indirect legislation (whether sectoral or horizontal).

Policy action has included communications, resolutions, reports, events; studies; co-ordination activities and dialogue with stakeholders.

The employment and social inclusion targets of Europe 2020 and of the Disability Strategy 2020 have been outlined earlier in this report. The disability strategy is supported by the European Disability Action Plan.²⁰

The objective of the EU Disability Action Plan (DAP) 2003-2010 is to make equal opportunities for people with disabilities a reality. In order to do this disability issues need to be integrated within all relevant EU policies, i.e. mainstreaming of disability issues. The plan analyses the relevant policy areas from the disability perspective, considers the diverse needs of people with disabilities and addresses these needs through policy development.

The EU's strategy for growth and jobs aims to improve the employment rates of people with disabilities. This issue is also addressed by the European Employment Strategy²¹, which calls on Member States to combat discrimination and help people with disabilities, both in the jobs market and the workplace. The integration of EU policies is achieved via the European Open Method of Coordination. This methodology enables disability issues to be taken into consideration in employment, social inclusion and protection, pensions, health and long-term care.

The issues of accessibility and discrimination are dealt with via Article 16 of the general regulation on the European Structural Funds and the European social fund is used as the means of delivering projects against the strategies' objectives. The Progress Programme 2007-2013²², adopted in 2006, provides support for the implementation of the disability strategy, through co-financing of the running costs of key European disability organisations.

Article 19 of the UN Convention on the Rights of Persons with Disabilities affirms that parties should: 'recognize the equal right of all persons with disabilities to live in the community, with choices equal to others, and shall take effective and appropriate measures to facilitate full enjoyment by persons with disabilities of this right and their full inclusion and participation in the community'. This includes the assurance that there should be measures to ensure choices and control of life on an equal basis with others. People with disabilities should be able to decide where and with whom they live, knowing that there are a range of support services (including personal assistance) to support 'living and inclusion in the community' without isolation or segregation from that community.²³

At the EU level, the 2008 Communication, "Towards an accessible information society"²⁴ stresses the need to explore the options for improving e-Accessibility through several pieces of EU legislation that are under review, or have recently been proposed. The old Directive 1999/5/EC on terminal equipment was reviewed to consider adopting specific accessibility provisions; the Commission proposal for a directive on equal treatment, which refers to access to and supply of goods and services which are available to the public and of which Article 4 guarantees compliance of the principle of equal treatment in relation to persons with disabilities. The final adoption of this Directive will contribute to the implementation of some provisions of the United Nation Convention on the Rights of Persons with Disabilities²⁵, which includes e-Accessibility obligations, amongst

²⁰ EU Disability Action Plan (DAP) 2003-2010

²¹ European Employment Strategy

²² Progress Programme 2007-2013

²³ Aned, www.disability-europe.net/theme/independent-living

²⁴ European Commission "Towards an accessible information society".

²⁵ The obligations of the Parties appear most prominently in Article 9: to "take 'appropriate measures' which shall include the identification and elimination of obstacles and barriers to accessibility", to "promote access for persons with disabilities to new information and

which is a requirement on the parties concerned “to promote access for persons with disabilities to new information and communications technologies and systems, including the internet”²⁶.

The legal frameworks differ across the Member States and across the work, education and training and independent living environments. Particularly the legislation that has an impact on the market mechanisms, such as reimbursement and financing of Assistive ICT, public procurement, structure of Service Delivery Models vary between the ATLEC partners and are topics considered in this study, as reported below.

Belgium²⁷

Independent living in Belgium is supported by the National Anti-Discrimination Legislation of 2007 and is attuning to the UN Convention on the Rights of Persons with Disabilities. The policies are equally influenced by the initiatives of regional agencies (VAPH for Flanders, AWIPH for Wallonia, DPB for the German Community, and SBFPH in Brussels) who take responsibility for a move towards deinstitutionalisation, the provision of alternative ways of living, and the provision of assistive devices. Belgium as a country is moving forward in the provision of a range of living arrangements that best meet the needs of persons with disabilities. In Flanders and Wallonia a system of personal budgets has been initiated: there is no scheme in Brussels and the German community. Also new systems of providing budgets to individuals with disabilities are being developed. Clear procedures exist with regard to the provision of assistive devices, which are procured through close collaboration between multi-disciplinary teams and people with disabilities. In Flanders and Wallonia, a council has been established by the regional governments to formalize the participation of people with disabilities and their associations, while in the German community this is organized within DPB. Also, at the national level there is a council in which people with disabilities participate with regard to policy matters: the National Council for Persons with Disabilities (Nationale Hoge Raad voor Personen met een Handicap/Conseil Supérieur des Personnes Handicapées).

Independent Living in Belgium is safeguarded by virtue of a national anti-discrimination law of 10 May 2007 to combat certain forms of discrimination (BS 30 V 7) (first initiated in 2003). This federal law provides a legal and administrative framework for the equality of chances of persons with disabilities with regard to employment, housing, and transportation. Belgium’s signing, ratifying and implementing of the UN Convention also supports the legal context of Independent Living.

In Belgium there is a system of disability benefits (provided through the Federal Service for Social Security), of aids and adaptations for housing and transportation, disabled parking badges and parking spaces, and universal health care. Other provisions specifically designed for disabled persons are organized in

communications technologies and systems, including the internet” and to “promote the design, development, production and distribution of accessible information and communication technologies and systems at an early stage, so that these technologies and systems become accessible at minimum cost.”

²⁶ Third Global Forum - UNITAR/G3ict Seminar Implementing the Digital Accessibility Agenda of the Convention on the Rights of Persons with Disabilities: Challenges and Opportunities for Signatory States, UN, NY, December 03, 2008

²⁷ ANED country report on the implementation of policies supporting independent living for people with disabilities, Country: Belgium, Author(s): Patrick Devlieger, Academic Network of European Disability experts (ANED) – VT/2007/005

Belgium according to the region in which one lives, namely the Brussels area (Service Bruxellois Francophone des Personnes Handicapées, SBFPH), the Walloon region (L'Agence Wallonne pour l'Intégration des Personnes Handicapées, AWIPH), the Flemish Community (Vlaams Agentschap voor Personen met een Handicap, VAPH), and the German Community (Dienststelle für Personen mit Behinderung, DPB). These are state-run agencies that are funded by the regional governments.

In Flanders, obtaining technical aids and adaptations of living spaces occurs through the VAPH. Technical aids are listed in a reference list, which was organized based on functional limitations (e.g., describing assistance or replacement of lower or upper limbs).

A role of support in this process occurs through the Knowledge and Support Center (KOC) which was established according to a ruling of the Flemish Government of 13 July 2001. The KOC has the objective of disseminating information regarding aids and adaptations, and providing guidance and advice on policy regarding aids and (workplace) adaptations.

The KOC maintains a data bank with information regarding the aids available in Flanders. (It includes brochures, prices, and costs of assistive equipment for persons with mobility, visual, auditory or speech disability and for persons with a cognitive or learning disability. Assistive equipment is arranged according to disability and according to their purpose.

There are an increasing number of technical devices on the market, which makes it difficult for advisers to keep an overview of the various possibilities. Complementary to VLIBANK, the KOC publishes advisory information, tips and guidelines which can assist with the choice of assistive equipment. Specifically for a target group of blind and visually impaired people, the KOC, in collaboration with the NGO Infovisie, publishes a three three-monthly Infovisie Magazine.

The advisory method starts with the wishes of the person with a disability in terms of the activity for which he experiences a problem. In choosing an assistive support or adaptation, one has to take into account (1) the person's individual functional possibilities, (2) the activities that the person wishes to carry out; (3) the situation and the environment in which the person wishes to function.

In choosing the most suitable solution there is also an evaluation of external factors such as the price/quality of the equipment and the regulatory context. The method is universally applicable. It can serve for any disability, for any question regarding care, complex or simple, for assistive devices as well as adaptations in employment situations. All advisors in multi-disciplinary teams in Flanders have to apply this method. The teams systematically analyze individual problems to formulate the most effective solutions. They do this in collaboration with the person with the disability and recognize his/her experience based competence. The team provides a report and the VAPH makes a decision based on this report with regard to the subsidy.

The KOC has developed continuously supporting work instruments and provides active support to advising teams. When a team is in doubt, is confronted with a complex solution or experiences problems, it can get assistance from the KOC, which provides relevant information or allocates the team an appointed expert.

The KOC also advises the VAPH regarding adaptations to the list of assistive devices and formulates policy, published in the KOC-Signal Books. These KOC-Signal Books are direct questions and recommendations to policy makers.

In Wallonia, according to a decree of Decree of February 4, 2004 the AWIPH can assist with the provision of assistive technologies.

Greece

The ANED country report²⁸ on policies supporting disability and equality does not identify any identifiable national disability strategy or action plan as such, however disability issues are included in the most recent National Action Plan for Social Protection and Social Inclusion 2008-2010 (Social Inclusion, Pensions, Health and Long-term Care).

Other important national laws, policies or strategies concerning people with disabilities and disability issues, identified in ANED, include:

The Greek Constitution (article 4), which establishes the principle of equality among all Greek citizens. Article 21 refers explicitly to the fundamental rights of people with disabilities for autonomy, employment, and participation in social and political life, as well as the duty of the state to implement measures that safeguard those rights.

The Equality Law 3304/2005, provides for equal treatment irrespective of racial or nationality origin, religion, disability, age or sexual orientation discrimination on the grounds of disability in accessing employment as well as within the workplace, while it foresees the necessity of reasonable adjustments in order to accommodate access requirements of disabled employees.

The Single Regulation for Health Provisions of the National Organisation of Health Services Provisions (2011) (Ministry of Work and Social Solidarity) outlines entitlements to health services, medical supplies and rehabilitation aids and equipment under the national social security system.

The Single Regulation for Defining Disability Percentages (L.11321/2011) determines the disability percentages of each impairment included, for the use of the health commissions of the Single National Certification Centre for Disability.

Law 3699/2008 Special Education for people with disability or special education needs, for the first time established compulsory education for disabled children, in either mainstream or special education units, at primary and secondary levels.

Law 2643/98 Provision for the employment of special social groups and other clauses, foresees and regulates the quota scheme of the obligatory placement of people with disabilities as well as other protected social groups in the public and private sectors.

The policy context around independent living with community support for people with disabilities in Greece involves health/ rehabilitation service provision and disability benefits/ pensions (which are provided through social security or social welfare for those uninsured); and social support services which only started developing on a local level from 2003 (L. 3106/03).

Regarding the purchase of aids and equipment: On the 31st of May 2011, IKA (the largest Social Security Organisation in Greece) announced a horizontal 50%

²⁸ ANED country report on the implementation of policies supporting independent living for people with disabilities Country: Greece, Author(s): Eleni Strati, Disability Now.

cut across cost ceilings for rehabilitation aids and equipment (IKA circular 37/2011). By that time however, all health related provisions previously managed separately by the different social security bodies are taken over by the Single Organization for Provision of Health Services – EOPYY (according to law 3863/2010). On 27th September 2011 IKA published the Single Regulation of Health Provisions, which replicated the horizontal 50% cut on assistive equipment (wheelchairs, walking aids, prosthetic limbs, etc). An updated version of the Single Regulation of Health Provisions was issued in April 2012 (including the new reduced price list).

Italy

ANED²⁹ identifies the following national laws, relating to disability in Italy: Italy has ratified the United Nations Convention and the Optional Protocol.

Important national laws, policies and strategies concerning people with disabilities include:

- Law 104/92 'Law for the assistance, the social inclusion and the rights of people with disabilities' sets out 'principles of human rights, social integration and care'. It deals with diagnosis and prevention, treatment and rehabilitation, services and support, and social exclusion.
- Law 162/98 'Modifications of the law 5 February 1992, n.104, concerning support measures towards people with grave handicap' (published in G.U: 29 of May 1998, n.123) which seeks to 'guarantee the right to independent living for people with learning disability and severe restriction of personal autonomy in the conduct of one or more essential functions of life, not overcome with technical aids'. This includes provision to assist people with high severity of through home care and personal assistance.
- Law March 1, 2006, n. 67, 'Measures for the judicial protection of persons with disabilities who are victims of discrimination', aims to: 'promote the full implementation of the principle of equal treatment and equal opportunities for persons with disabilities' (Art 1). It addresses both direct and indirect discrimination (including harassment and humiliation).
- Law 328/00 'Law for the realisation of the integrated system of interventions and social services' (published on the Ordinary Addition to the G.U. 13 November 2000, n. 265), has introduced individual projects (art.14) with the aim to define the needs and services required to guarantee the rights of people with disabilities.

Regarding independent living, the ANED report identifies the following policy context: The legislative competences concerning social services, schooling and health are the exclusive responsibility of the Regions. The State retains responsibility for the determining basic levels of civic and social services and those related to school and health. Moreover the Municipalities have administrative competences in such fields, with the exception of specific cases where the law attributes such competence to the Province (e.g. law 67/93, concerning the school attendance of blind and deaf people). Municipalities have financial autonomy, in conjunction with State control. The State takes part

²⁹ ANED country report on the implementation of policies supporting independent living for people with disabilities, Country: Italy, Author(s): Micangeli Andrea, Benedetti Maura, Puglisi Angela, Vignola Rosanna, Di Benedetto Generoso, May 2009

directly in cases of non compliance in matter of respect of the essential levels of civil and social performance.

Concerning individual life plans, art.14 of law 328/00 has instigated the principle of taking care of the total life plans of persons with disability. This is a competence of the Municipality that has been put into effect thanks to the networking of integrated services, agreed in the zone plan (art. 19) ³⁰

Public funding for ICT solutions AT does not have a precise reference standard, but there are opportunities (to a certain extent) through different regulations in the areas of health, education, employment, social integration. The standards are derived largely from the application of Act 104/92 "Framework Law for the assistance, social integration and rights of people with disabilities", with national and regional articulations.

Health is the main area in which funding for AT devices occurs. According to a list of categories of eligible products (NT) the NHS will provide. The reference standard is the DM 332 / '99 (NHS prosthetic and assistive technology). Unfortunately ICT-AT is almost entirely absent: the list includes only a few computer input and output devices to the PC for the blind, special phones for the deaf, communicators for communication disabilities. Categories are based on the ISO categories and the prices are fixed through public procurement. This practice, however, is not suitable for the ICT sector AT where a high degree of customization is necessary. In addition to being extremely limited, the list currently in force is completely obsolete: proposals were worked out for the revision of the legislation, which at the moment are not yet enacted into law.

In the education sector there are two types of funding for teaching materials and technologies: "structural" funding based on the number of students with disabilities, and funding of specific projects. The funds available are very limited. There are centres of expertise throughout the country: CTS (Territorial Support Centres) to provide technical assistance and training to school staff and CTH (Territorial Disability Resource centres)) for the loan of computer equipment for inclusive education.

Act no. 68 of 12 March 1999 "Regulations for the right to work of people with disabilities." This law promotes national integration and the integration of people with disabilities in the world of employment through support services and targeted employment. The law provides for a partial lump-sum reimbursement of expenses incurred by the employer for the adaptation of the workplace (including the adoption of ICT-AT) needs of the people with disabilities, technologies for telework and for the removal of architectural barriers.

Some Regions have laws that provide funding to people with disabilities or families to purchase solutions for independent living and adaptation of the home, including also ICT-AT. In most cases these are partial contributions to the cost incurred by the people with disabilities. The citizen with disability can freely choose the technology or, in some cases, rely on an AT Centre for advice. Depending on the Region funding may be provided via a voucher system. Funding is almost always related to the income of the person and / or family.

³⁰ Legal and political References: State: art. 9 law 328/00; art. 129 decree n.112/98. Regions: art. 117-20 law 3/01; art. 8 law 328/00; art. 131 and 132 decree n.112/98. Municipalities: art. 6 and 14 law 328/00; art. 131 decree n.112/98.

UK³¹

The key national bodies with responsibility for disability law and policy implementation include:

- The Office for Disability Issues (ODI) is the government agency that works across all departments to help deliver a national strategy for people with disabilities' equality.
- The Equality and Human Rights Commission (EHRC) is the independent agency that promotes and enforces equality in relation to disability, race, gender, age, sexual orientation and religion or belief, as well as human rights. Individual complaints and cases of discrimination can be taken to this body.

It should be noted that educational policy is one of the Conservative-Liberal Government's key areas of reform. Previously the Labour Government had introduced reforms for the education of children with disabilities, via their paper, 'Aiming High for Disabled Children'³². A Green Paper on special needs education, 'Support and aspiration: a new approach to special educational needs and disability'³³, proposed:

- a new approach to identifying SEN through a single early years setting-based category and school-based category of SEN;
- a new single assessment process and Education, Health and Care Plan by 2014;
- local authorities and other services to set out a local offer of all services available;
- the option of a personal budget by 2014 for all families with children with a statement of SEN or a new Education, Health and Care Plan;
- strengthening parental choice of school, for either a mainstream or special school; and,
- changing the assessment process to make it more independent.

Guidance on the duties of LAs and schools is set out in the statutory Code of Practice on the Assessment and Identification of Special Educational Needs³⁴

The Equality Act 2010 has already been mentioned as the key tool in countering discrimination in the employment of people with disabilities and of discriminatory behaviour in the workplace. The Welfare Reform Act 2007 introduced major changes to the benefits system, relating to disability, with the introduction of the extremely complex ESA. This benefit aims at moving more people with disabilities off benefits and into the workplace and requires an assessment of their functional capacity to work via up to four Work Capability Tests. If people are found to be capable of work they are given assistance through job clubs and training. Stringent checks are in place to ensure that they are making every effort to find work or their benefits are at risk of being withdrawn.

³¹ ANED country report on equality of educational and training opportunities for young people with disabilities, Country: United Kingdom, Author(s): Mark Priestley, Sue Pearson, Angharad Beckett and Sarah Woodin, May 2010

³² Aiming high for disabled children: better support for families, DES, May 2007

³³ Green paper on special educational needs and disability, Standard Note: SN/SP/5917

Last updated: 19 July 2012 Author: Christine Gillie, Section: Social Policy Section

³⁴ DfES 2001: H<http://www.teachernet.gov.uk/docbank/index.cfm?id=3724>

The Strategy 'Valuing People Now'³⁵ and the cross-departmental strategy, 'Progression Through partnership'³⁶, aim to move people with learning disabilities out of day centres and into employment or "meaningful occupation", through introducing a "culture of belief" that employment is a real and achievable aim for this target group, through introducing person-centred pathways to employment; the braiding of funding streams from different services, using individual budgets, to ensure maximum cost-effectiveness and flexibility in the delivery of appropriate individual job coaching, job development and, where necessary, long-term job support; and by the engagement with employers at a local level, to identify their needs, demonstrate to them the business case for employing people and get their support in raising expectations.

In terms of national strategy, the Prime Minister's Strategy Unit document: Improving the Life Chances of People with Disabilities (PMSU 2005), provided a 20 year vision for the inclusion of people with disabilities by 2025. The 2008 Independent Living Strategy is then a key reference point (based on a major review in 2006). There is a five year plan, and the main aims include ensuring that all people with disabilities who need support in daily life achieve 'greater choice and control over how support is provided'. The strategy emphasizes the values of autonomy, choice, freedom, dignity and control. It explicitly addresses people with disabilities of all ages, throughout the life course. Full details of the Strategy are available at www.odj.gov.uk/working/independent-living/strategy.php.³⁷

The framework in the UK to support the provision of ICT-AT is as follows. Sources of government funding for assistive technology (AT) in the UK depend on different circumstances and criteria, but are generally grouped into three categories: at work, in education and at home.

Funding options vary depending on the type of school, local education authority (LEA) and the child's special educational needs (SEN) status. If children have a 'statement of special educational needs', assessed and provided by an Educational Psychologist, then this may provide for an assessment for AT. However, recent Government research into provision of AT for assistive and augmentative communication aids, the Berrow Report³⁸, showed that the current system for providing support to children and young people with speech, language and communication needs (SLCN) is routinely described by families as a 'postcode lottery', particularly in the context of their access to speech and language therapy (SLT). Despite the hard work and commitment of many professionals in health and children's services, the needs of many children and young people are still not being met. This report attempted to chart a course to enable speech, language and communication services to improve educational outcomes, promote public health, tackle anti-social behaviour and bolster the skills of the workforce. It

³⁵ Valuing people now: a new three-year strategy for people with learning disabilities, Author: Department of Health, 19 January 2009

³⁶ 'Progression through Partnership': A Joint Strategy between the DfES, DH and DWP on the role of Further Education and Training in Supporting People with Learning Difficulties and/or Disabilities to Achieve Fulfilling Lives, The Stationery Office (2007)

³⁷ ANED country report on the implementation of policies supporting independent living for people with disabilities, Country: United Kingdom, Authors: Sarah Woodin, Mark Priestley and Simon Prideaux, May 2009

³⁸ The Berrow Report A Review of Services for Children and Young People (0–19) with Speech, Language and Communication Needs, DCSF, 2008, Crown Copyright

made recommendations to the Government about transforming provision for and the experiences of children and young people with SLCN and their families.

The report had a resulting action plan: 'Better Communication- An action plan to improve services for children and young people with speech, language and communication needs'³⁹ to implement the recommendations. However, as this plan was made by the previous Labour Government, it is unclear as how far implementation of this plan has gone and, certainly, it is the experience of Oak Field School that the provision of AACT has still to be argued and fought for in some cases.

However, in the green paper, "Support and aspiration: a new approach to special educational needs and disability"²⁹, the Government proposes to scrap SEN statements by 2014 and introduce school-based education, health and care plans covering children up to the age of 25.

The streamlined system, unveiled in April 2012 by children's minister Sarah Teather, would be backed by a single assessment process and the option of personal budgets for families of children with SEN to spend on support for their education.

The changes, hailed as the biggest shake-up in the system for 30 years, intended to cut bureaucracy, were welcomed by companies providing assistive technology to children with SEN because money would be focused on children rather than schools who were currently tempted to spend the cash for SEN on general items such as buildings.

For college and university, the Government in England and Wales provides a grant for FE and HE called the DSA (Disabled Students Allowance) that helps to meet the additional education costs directly resulting from a disability, as defined in the Disability Discrimination Act (DDA), with the aim of helping disabled students study on an equal basis with other students. This grant may be used for the provision of AT.

When a UK employer employs a person with a disability, as defined in the Disability Discrimination Act (DDA), the employer is responsible for making any "reasonable adjustments", in order to avoid this employee being put at a disadvantage compared to non-disabled colleagues. This act was superseded by the Equality Act 2010, which bans unfair treatment and helps achieve equal opportunities in the workplace and in wider society. The act replaced previous anti-discrimination laws with a single act to make the law simpler and to remove inconsistencies. This makes the law easier for people to understand and comply with. The new act also strengthened protection in some situations.

The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the protected characteristics, so the act protects everyone against unfair treatment. The protected characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief

³⁹ Better Communication An action plan to improve services for children and young people with speech, language and communication needs', DCSF, 2008.

- sex
- sexual orientation

The Equality Act sets out the different ways in which it is unlawful to treat someone, e.g. with direct or indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a disabled person.

The costs of AT are generally covered under this legislation. However, how the AT is funded differs from employer to employer. Some may choose to fund the AT themselves and others may seek funding from the government's Access to Work scheme via JobCentre Plus. Access to Work provides financial support towards the extra costs that may arise because of an individual's disability and is accessed by the disabled person themselves. It can help people in any paid job, whether full-time or part-time, permanent or temporary. It can provide grants towards the cost of special equipment, or alterations to existing equipment, to help a person with disabilities function effectively in the work place. It is the experience of ATLEC's local partner (Oak Field School) in Nottinghamshire that communication aids for individuals are purchased by the Health Authority. For individual learning needs they are provided from the high cost equipment budget. For general support in schools they are funded from general school budgets.

Some Health Authorities fund equipment for children, but funding is more likely to be provided by the Educational Authority, or by a private trust or charity, such as Action Aid or Totally Yours.

Some Educational Authorities have their own assessment services, some use regional assessment services (NHS AAC assessment services, the ACE centres in Oldham and Oxford, CALL Scotland in Edinburgh). All these services are knowledgeable about sources of funding. However, it can take a long time for money to be agreed on, and budgets are limited. Some families resort to buying equipment themselves, fundraising or making applications to relevant charities.

For adults, the situation again varies from area to area. Some Health Authorities, Primary Care Trusts (PCTs) and Social Services departments have a budget, but many adults have to buy equipment themselves, fundraise or even borrow equipment. Equipment may also be provided under Access to Work and, in further or higher education, by the EFA (Education Funding Agency).

5.2. Conclusions and Recommendations for the Development of a Training Curriculum in ICT-AT

Based on the analyses we have made, the following conclusions and recommendations can be made for the development of a training curriculum in ICT-AT in the context of the ATLEC project:

- There is a huge variance in the fields of education and training, employment and independent living between the ATLEC partner countries, in the legislative frameworks that guide services and in the effect this has on the service delivery models of ICT-AT. This will require personalisation of the curriculum by each partner country, to meet their national situations.
- There is also, accordingly, a disparity between levels of training provision in the field of ICT-AT.
- There have been several studies and projects relating to the field of ICT-AT previously funded by the EU. ATLEC must ensure that partners transfer, adapt and enhance the results of these projects.
- In the UK, a broad range of training courses and platforms have already been developed. Rather than repeat the effort made in developing these materials, the models should be transferred, adapted and enhanced to meet the needs and service delivery models of the other partner countries. UK partners will also need to transfer, adapt and enhance these training models to go beyond the state of the art for the UK.
- Employment statistics show that there are particular challenges relating to the employment of people with learning disabilities. ATLEC partners will need to meet these challenges by adapting the pedagogical approach of the project and learning objectives of the curriculum to support the learning of this target group. This will include the consideration of inclusive design and usability principles to ensure that the learning content is engaging, accessible, learning effective and culturally appropriate for each target group in each partner country. This is necessary to ensure that, in line with EU e-inclusion and e-accessibility objectives, the right product is delivered, via the right person, and with the right instructions and training to the end-user for whom it is intended.

6. Survey Findings

6.1. The Survey methodologies

The starting point for any project is to review the current opportunities available and assess how these relate to its aims. The state of the art report included in the previous chapters aims to do this.

It was decided by the Atlec partners that in order to accurately scope the required content for a curriculum and to ensure the relevance of this curriculum for the target groups' needs, a survey should be conducted in each partner country. Surveys can be undertaken in a number of different ways but as the wider the audience reached, the more meaningful the results, an on-line, accessible survey was considered to be the best option for reaching the greatest number of people.

To collect the data, LimeSurvey was selected. It is an open source package that allows users to produce an effective survey and it will also conduct an analysis of the results. LimeSurvey is rated highly in testing against WCAG guidelines (Web Accessibility Centre, 2008), which was desirable, taking into account the many different groups of people with disabilities whom we wanted to reach. Another positive aspect of LimeSurvey is that it is easy to translate into all the appropriate languages, thus making it accessible to and useable by all partner countries.

The [online survey](#) was aimed at distinct stakeholder groups including parents/carers, end-users, ICT-AT providers, staff within support agencies, educators and policy makers. It was felt that this would ensure that all those who had views on what was needed would therefore have an opportunity to have their say. The survey was launched on the 30th June 2012 and kept online until the end of December 2012.

As well as the online survey, additional focus groups were organised in some countries, where data collection would benefit from further clarification by stakeholders. This was useful, especially for people with disabilities that have multiple support needs who may find it difficult to access the online survey. All partners agreed that where appropriate they would also hold focus groups therefore getting as wide a view as possible which would enable the curriculum to cover all the key areas required of it. A more basic version of the survey was devised so that whilst it still related directly to the online survey, it was phrased in different terms to make it easier for people with learning disabilities for example, to understand and yet would still capture the relevant data. The focus group results gave the partnership some additional findings that have helped to further inform the curriculum development.

6.2. General Findings of the Survey

The survey has had 978 respondents in total, of which 396 have answered all questions, while 582 have answered parts of the survey. The following results have been based on all answers, using data from both the fully and the partially completed questionnaires.

6.2.1. National Variations and Similarities

The survey was translated into the four partner languages (Dutch, Italian, English and Greek) and was distributed by all the partners through their extensive networks.

The following graph shows the breakdown of respondents by partner country.

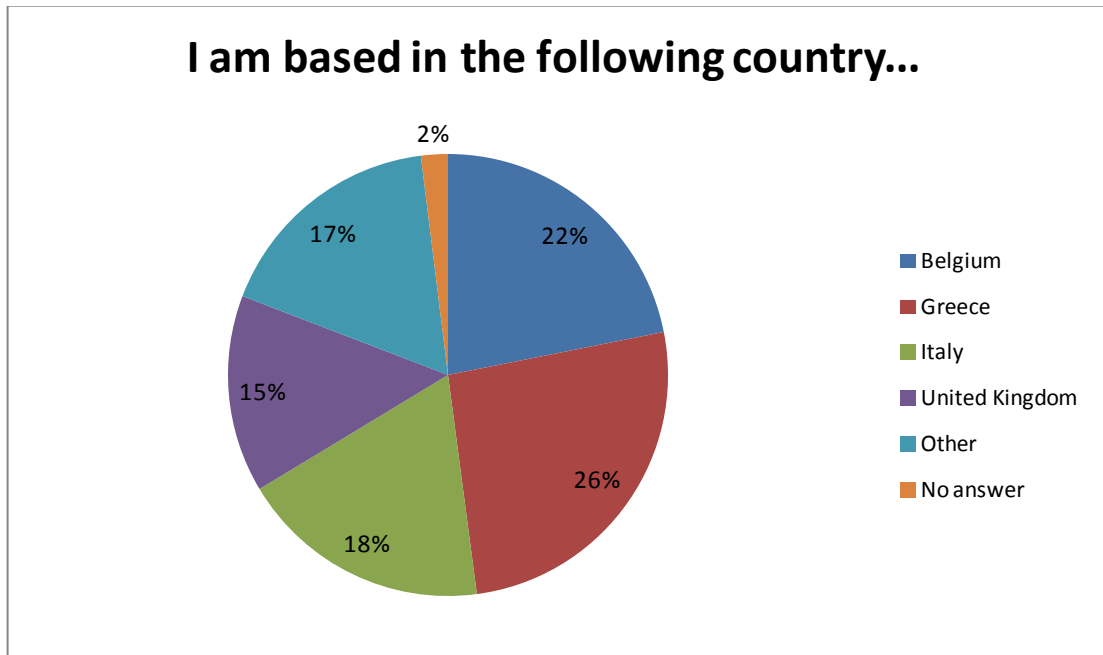


Figure 9: Origin of respondents

The graph does not take into account the focus groups of people with disabilities and carers that took place within the UK and Italy, so in fact the number of respondents from these two countries is higher than this graph suggests. These groups were asked a simplified version of the report as well as specific questions in relation to what may need to be included within the curriculum. In these focus groups, the data collected was generally in agreement with the results seen in the online survey. Of particular importance and interest for the Atlec project, was the fact that the focus group members were especially in agreement with the online respondents regarding the question that asked if they felt that improved ICT-AT skills would increase their employability.

A key point that was raised in Italy was the negativity often displayed by potential employers that people with disabilities encounter when they attempt to enter the labour market.. This impacts on the likelihood of an individual accessing training, as if they feel that employers will be unwilling to make the appropriate adjustments, it might be felt that time and money spent on any training would therefore be wasted. This issue was also identified as an attitudinal barrier faced by people with disabilities in the UK focus groups. This is not felt to be the case in Belgium though, as there are specific support programs in place. So it is clear that these attitudinal barriers from employers would need to be addressed in order that the ICT-AT training will positively affect the employment opportunities for people with disabilities

6.2.2. Survey Respondents

There was a fairly equal spread of surveys completed by representatives of the relevant stakeholders groups. The following graphs show the split by group and by country.

My reason for interest in the ATLEC project

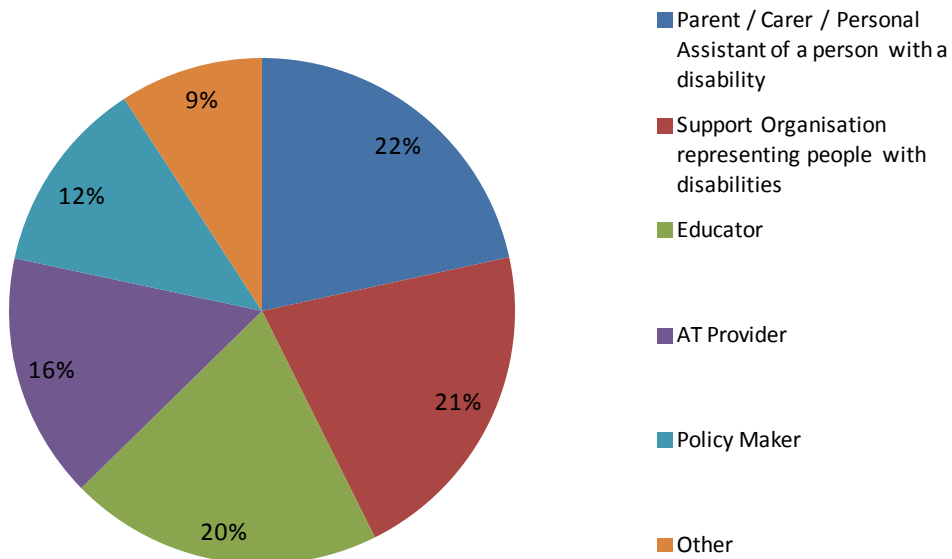


Figure 10: My reason for interest in the ATLEC project (stakeholder groups from all four partner countries).

My reason for interest in the ATLEC project (Belgium)

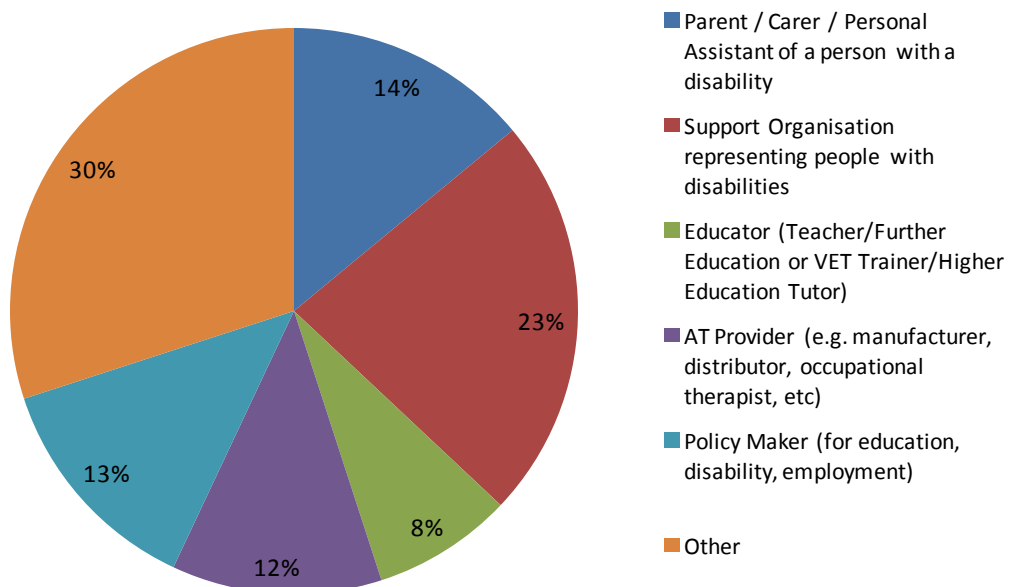


Figure 11: My reason for interest in the ATLEC project (Belgium)

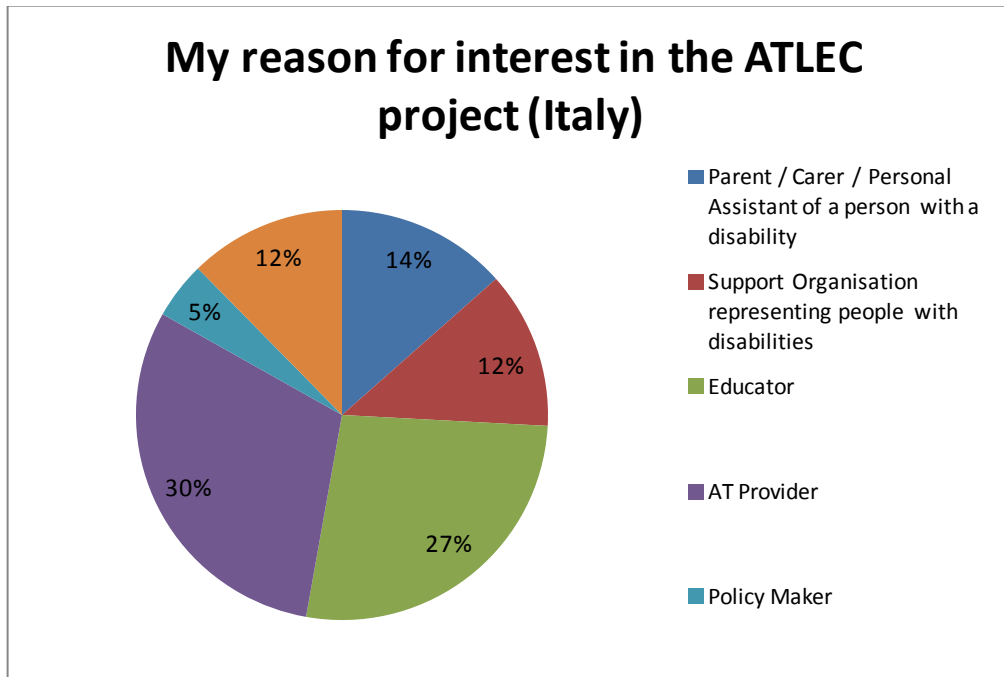


Figure 12: My reason for interest in the ATLEC project (Italy)

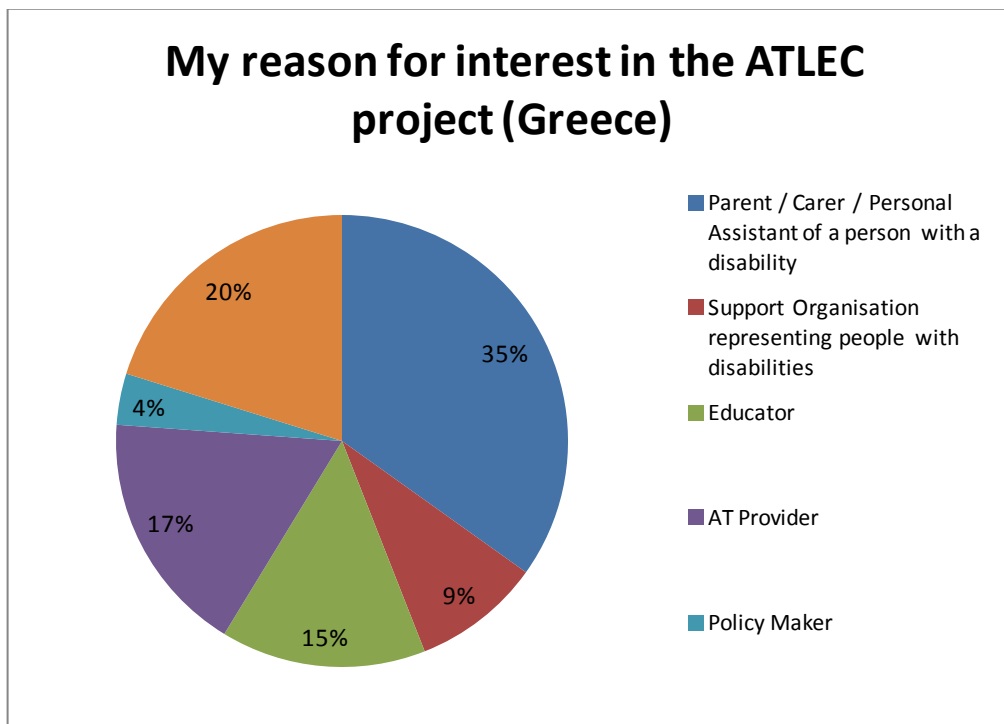


Figure 13: My reason for interest in the ATLEC project (Greece)

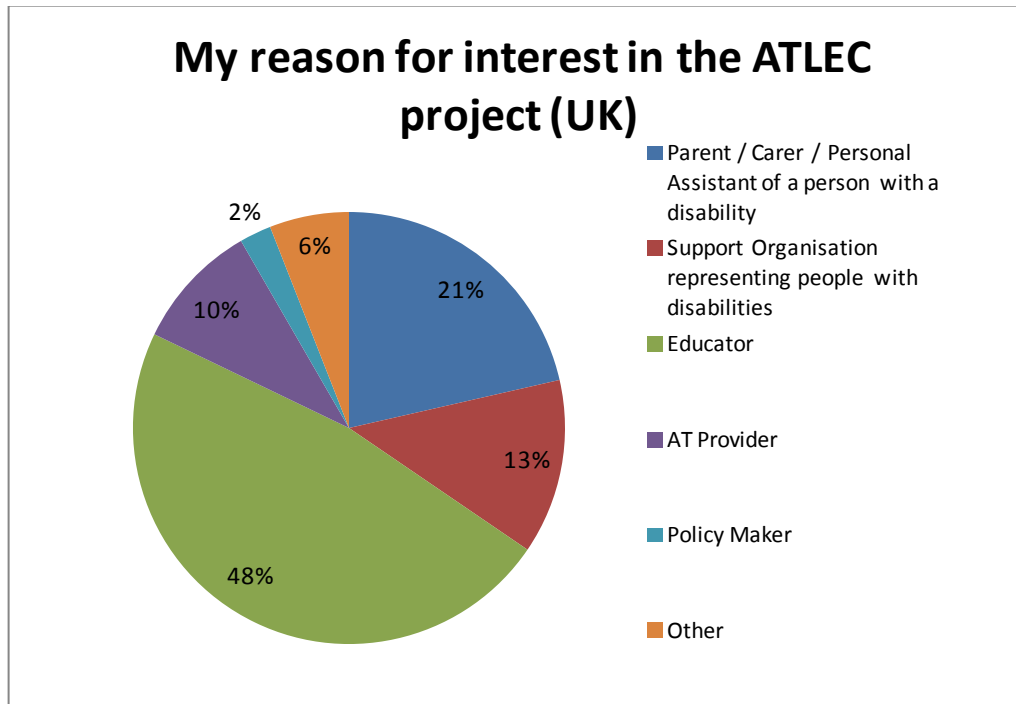


Figure 14: My reason for interest in the ATLEC project (UK)

As can be seen from the graphs above that illustrate the groups within each country, in Belgium there has been a wide spread of respondents, in Italy and the UK the largest group was educators, whereas in Greece it was parent/carers. Overall though, when looking at the results from the four countries compiled together, parents/carers were the main group who responded and therefore whose opinions are most represented by the results of the survey.

6.2.3. Disability Groups represented by the survey respondents.

The following table shows the split of disability groups represented amongst all of the respondent categories. The only variance between these categories was in the support organisation category, where there was a more even split amongst the disability groups represented.

The person I care for has the following disabilities.

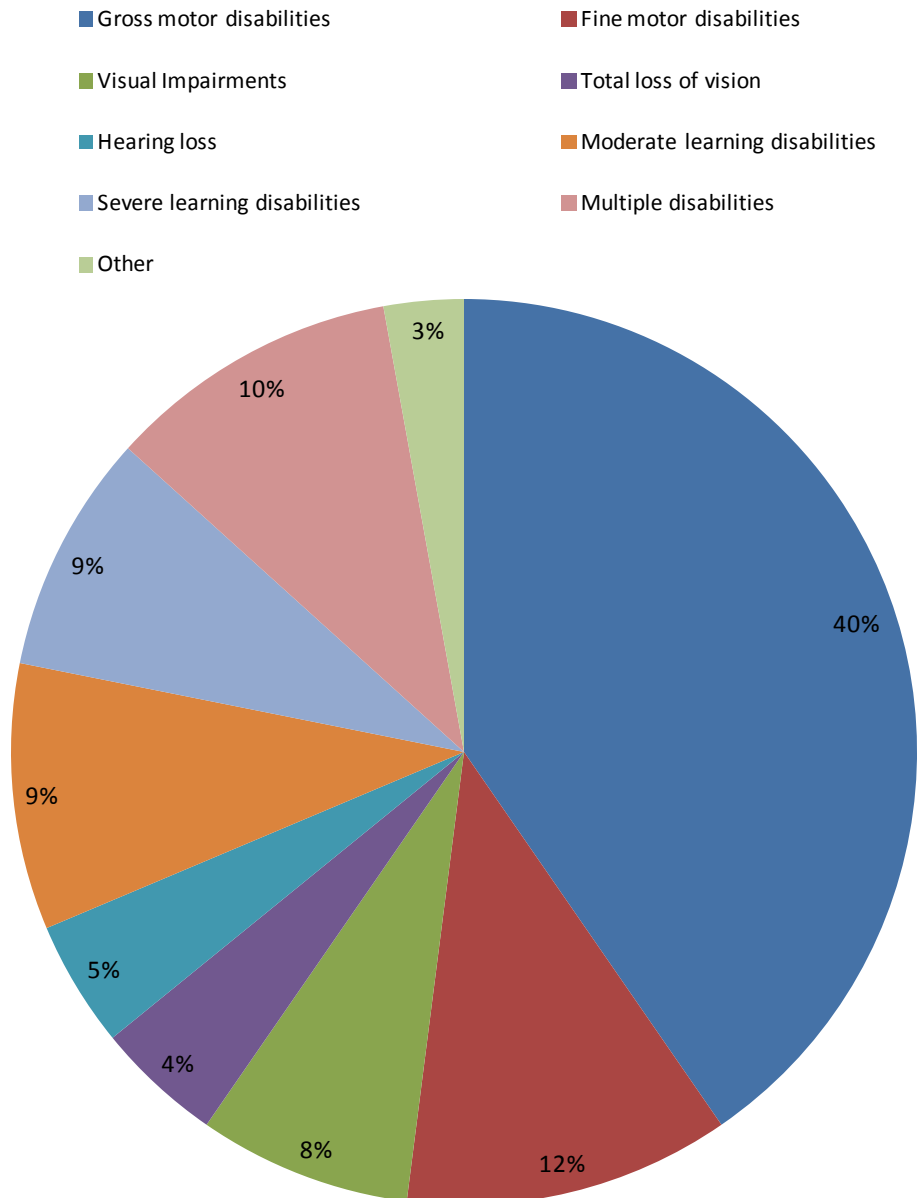


Figure 15: The person/people I care for has/have the following disabilities.

As the graph shows, the predominant group of people respondents cared for were people with gross motor disabilities.

6.2.4. Types of equipment used

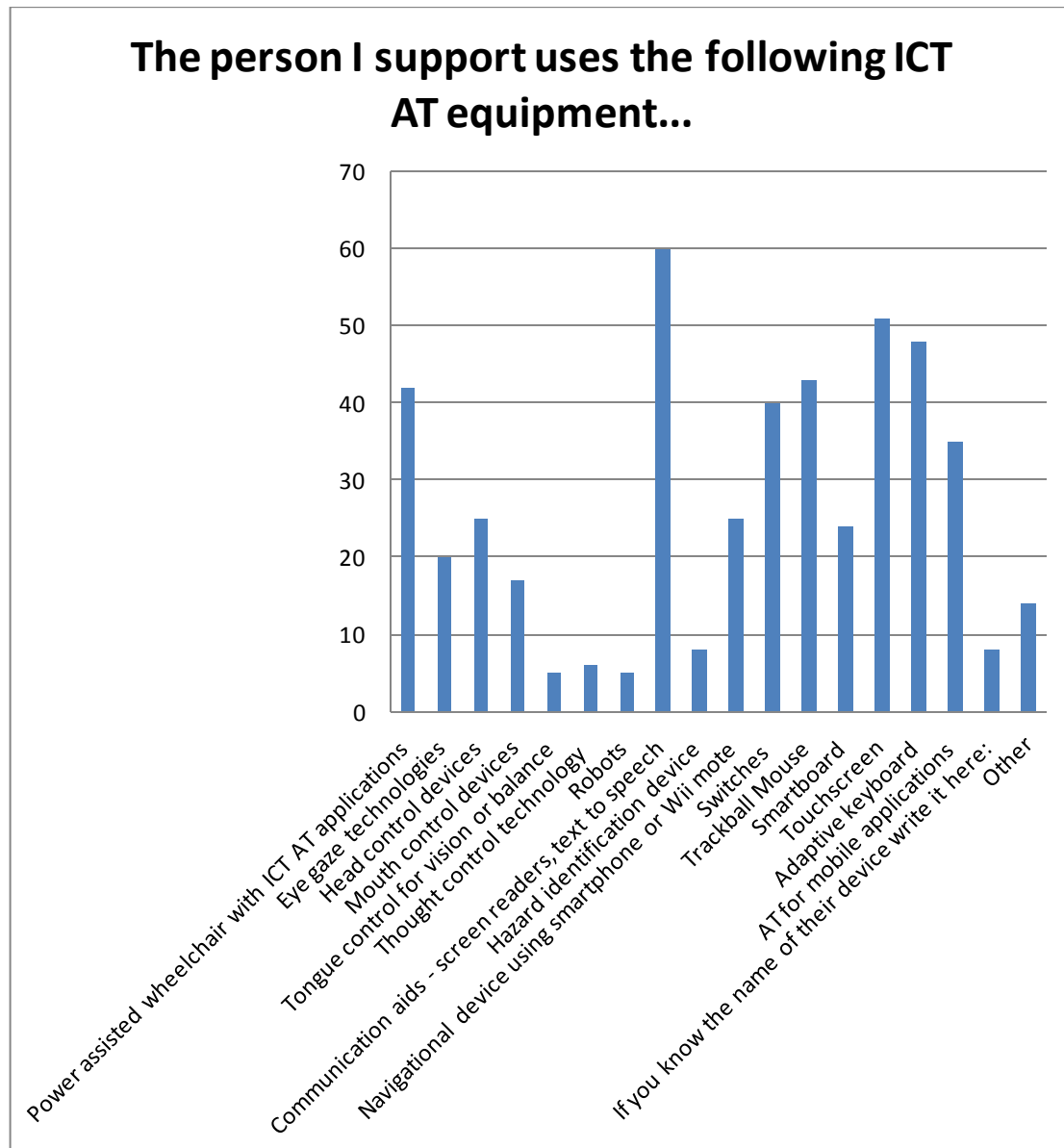


Figure 16: ICT-AT usage.

Reflecting the prevalence of people with mobility and associated communication problems who responded to the survey, communication related ICT-AT devices and software is the largest group among the AT used by people receiving support.

When this is analysed country by country, similar results are observed:

The person(s) I support use(s) the following ICT AT equipment (Belgium).

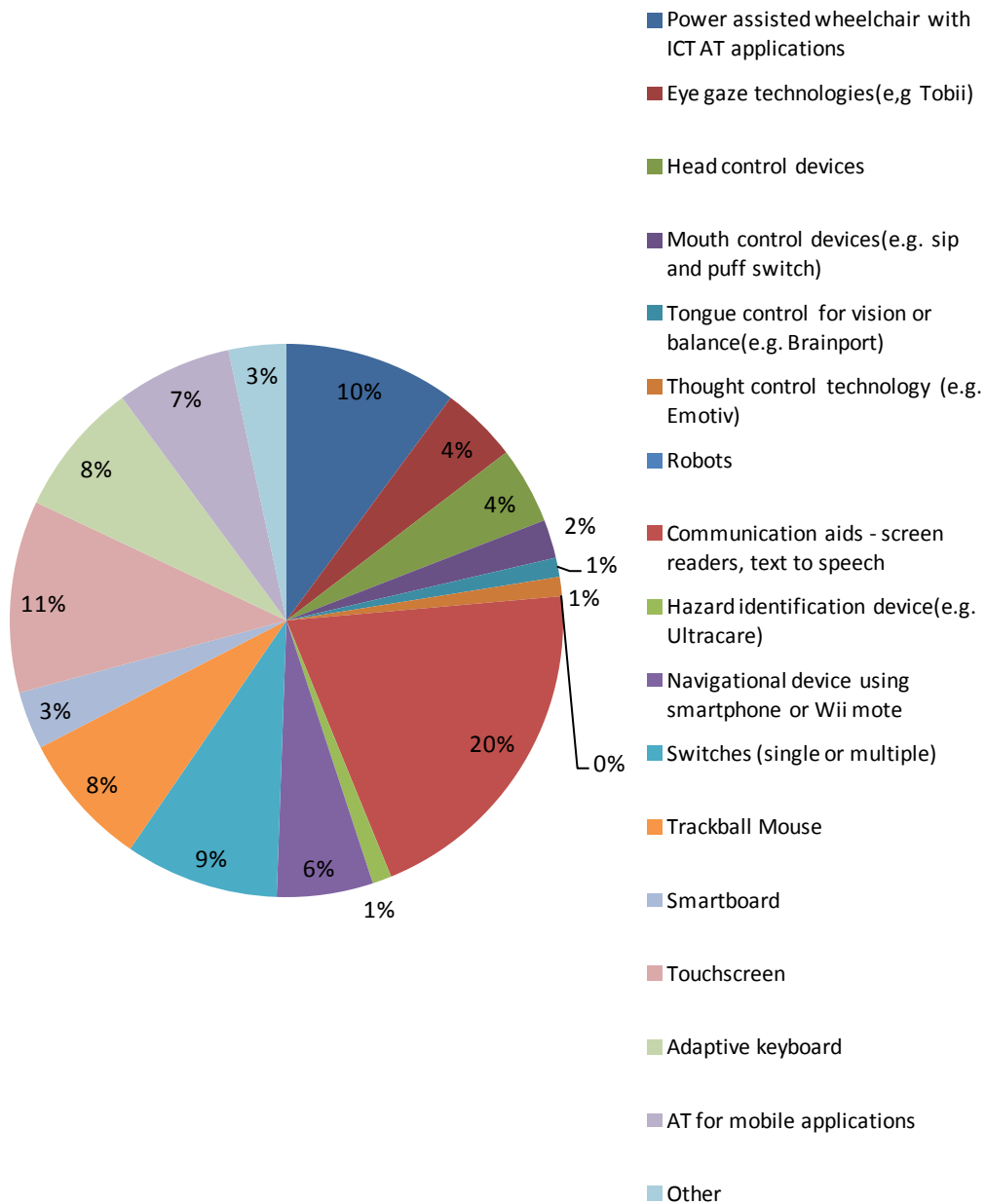


Figure 17: ICT-AT equipment usage (Belgium)

The person(s) I support use(s) the following ICT AT equipment (Greece)

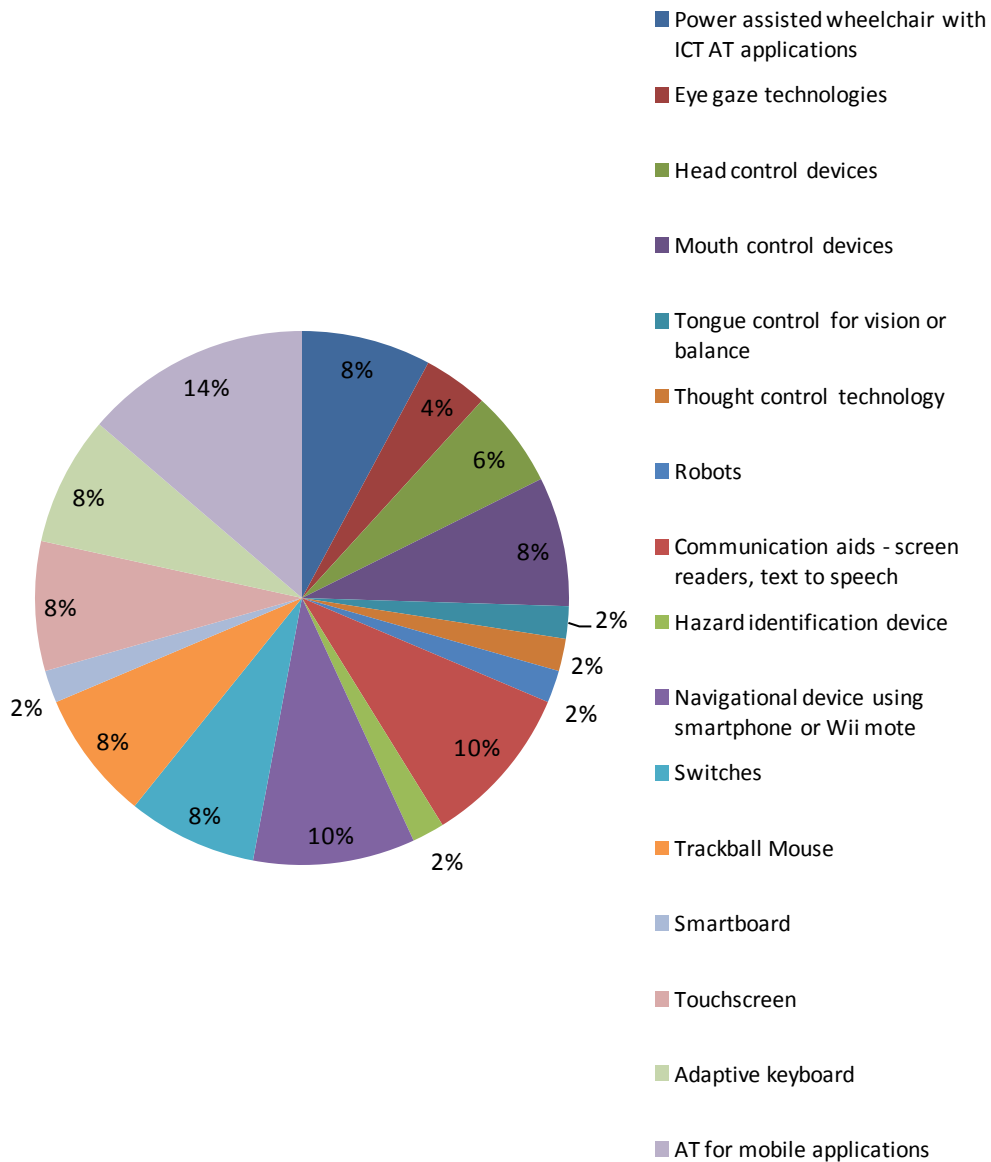


Figure 18: ICT-AT equipment usage (Greece)

The person I support use the following ICT AT equipment (Italy)

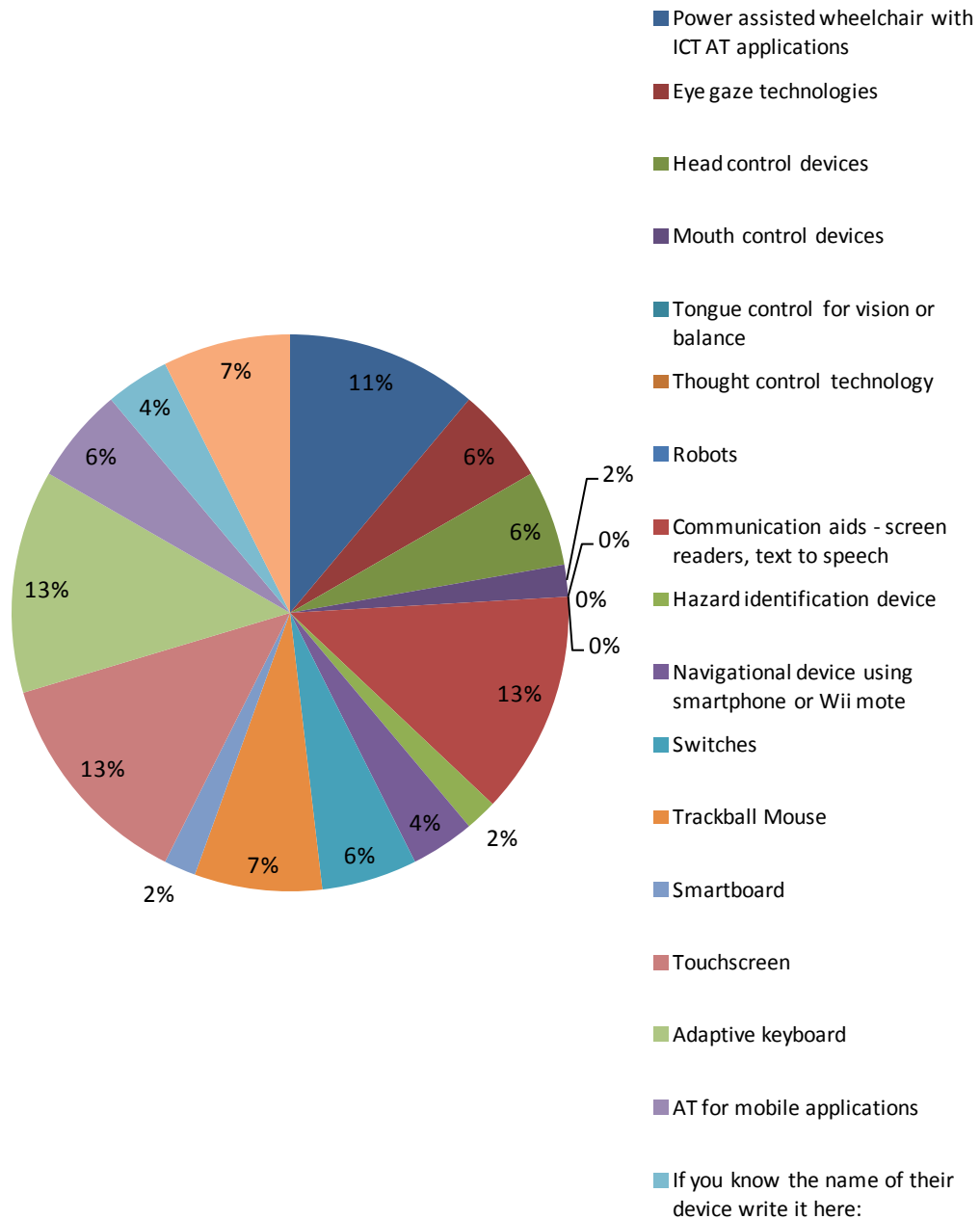


Figure 19: ICT-AT equipment usage (Italy)

The person I support uses the following ICT AT equipment (UK)

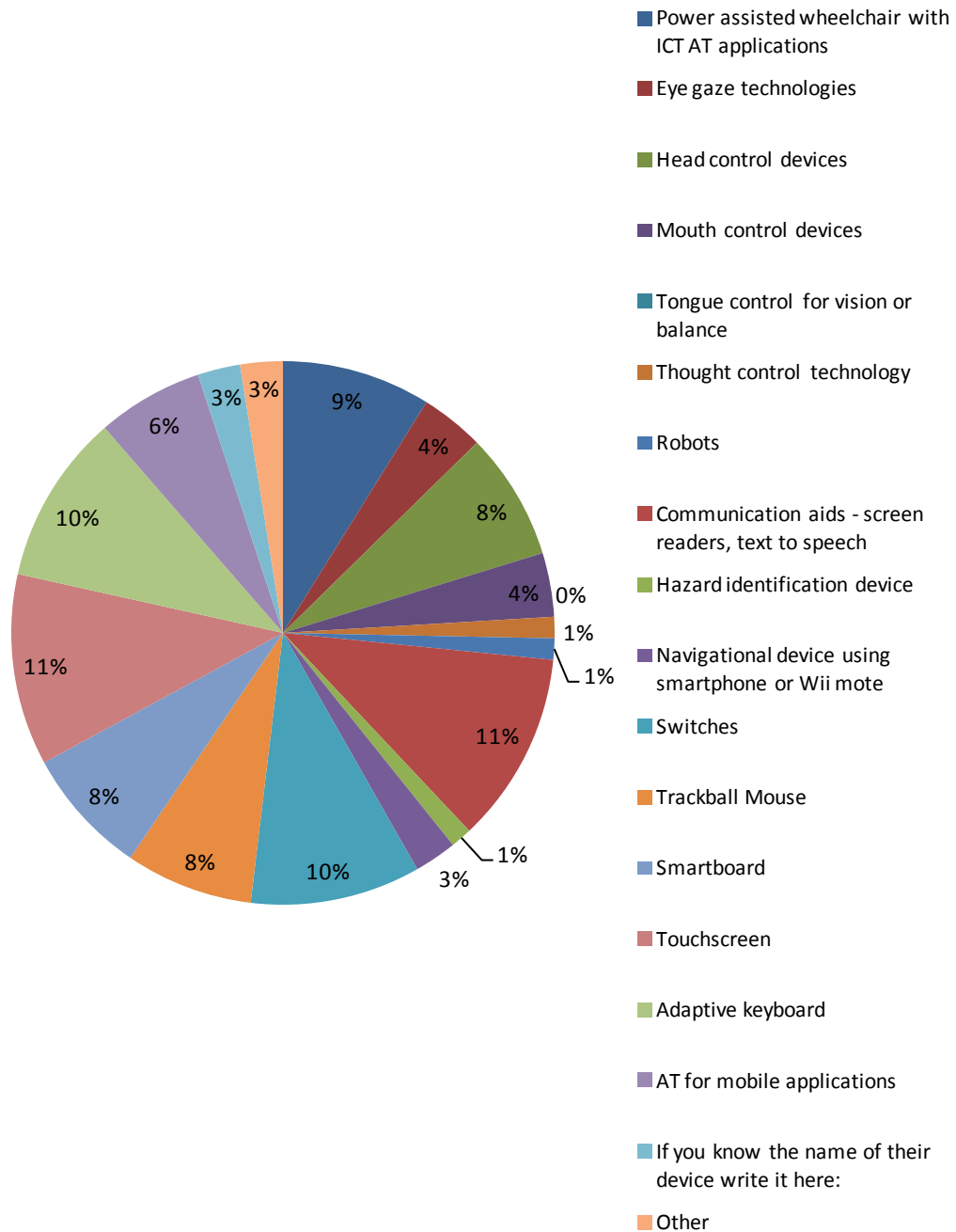


Figure 20: ICT-AT equipment usage (UK)

6.2.5. IT skills of People with Disabilities.

One of the key considerations in the curriculum that will be developed in the ATLEC project, will be to facilitate access to training for people with disabilities. This will enable them to improve their IT skills in order to use of ICT-AT to its full capacity and also to potentially become experts in this field with the possible outcome of therefore being able to train others in the use of ICT-AT. The following graph shows the carers' perceptions of the ICT skills of people with disabilities, which was consistent across all respondent categories.

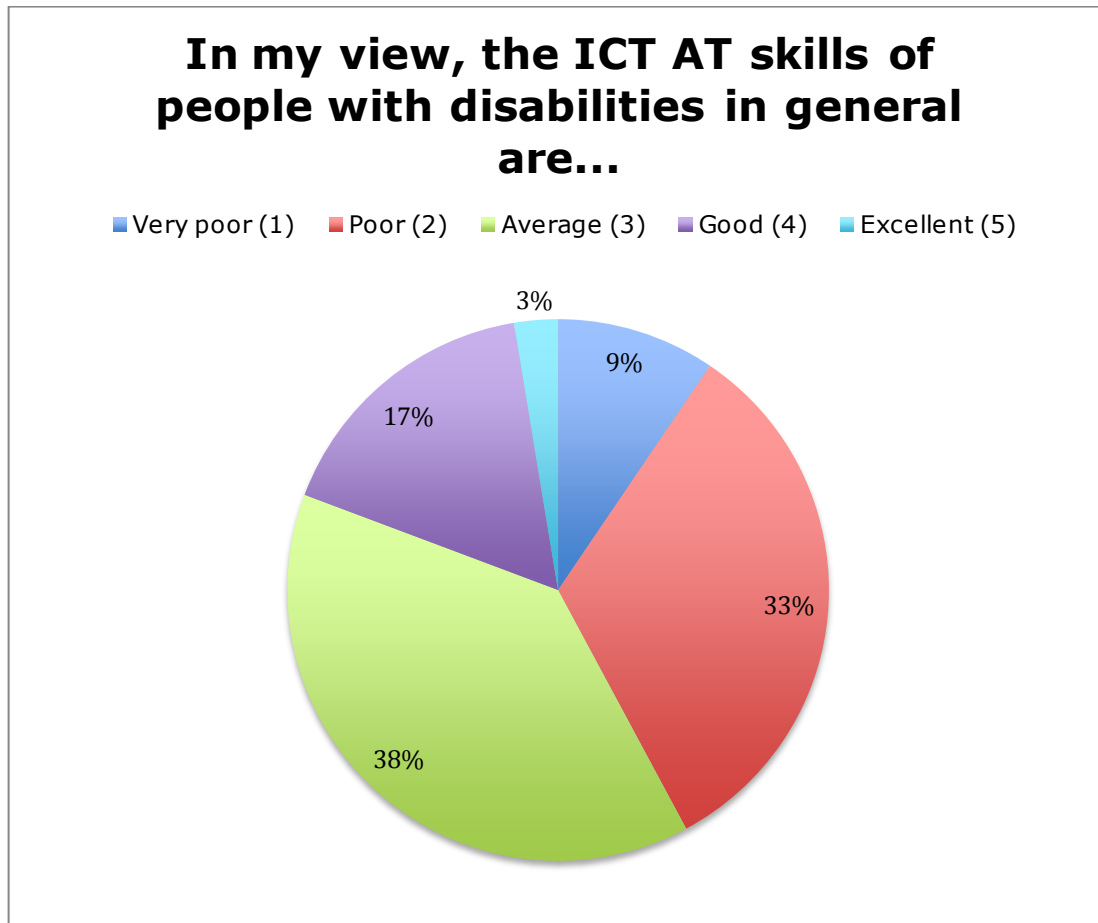


Figure 21: ICT-AT skills of people with disabilities (as perceived by their carers)

A little less than half of the respondents consider the ICT-AT skills to be poor to average. This clearly demonstrates that there is a need for better training both in basic ICT skills and subsequently also in ICT-AT use. This confirms the need to include ICT skills as a module in the ATLEC curriculum, which will be achieved by its links to the ViPi (Virtual Portal for Impaired Groups Interaction) project.

6.2.6. Improved training for increased employment opportunities for people with disabilities

This question is fundamental to the outcomes of the ATLEC project - whether improved training will increase employment opportunities for people with disabilities. There was a consensus among all respondents that improved training in ICT can increase the chances of people with disabilities in gaining employment.

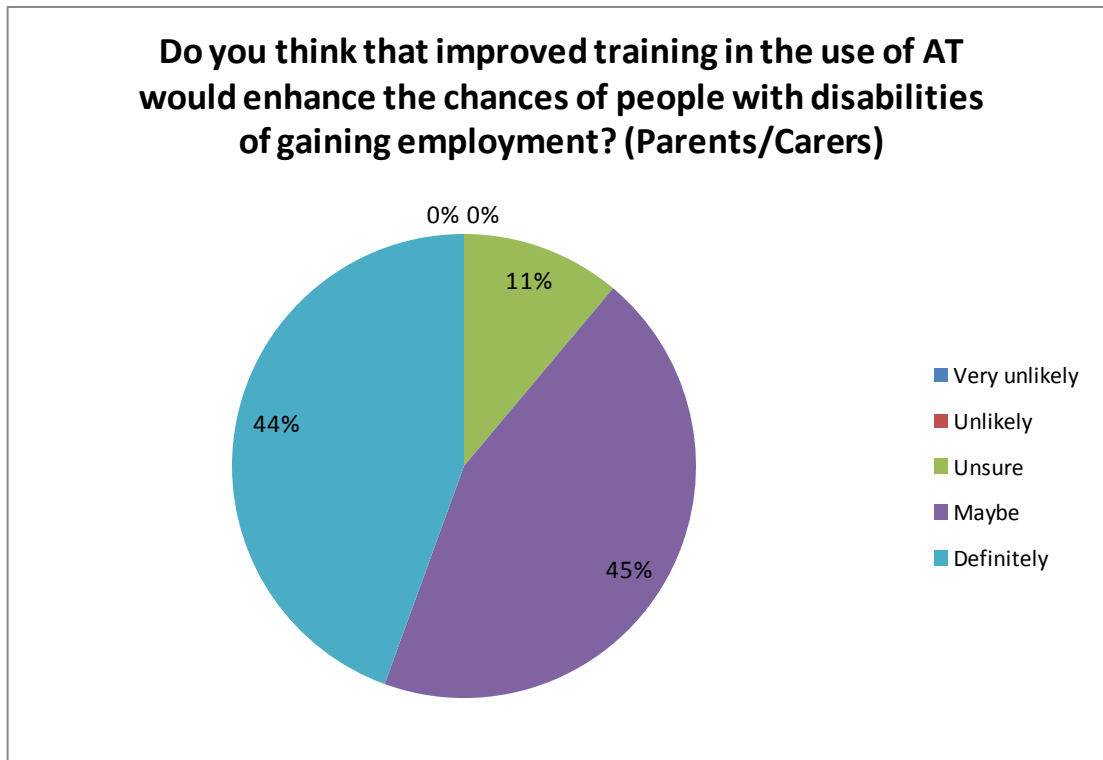


Figure 22: Would improved training in the use of AT lead to higher employability? – parents/carers

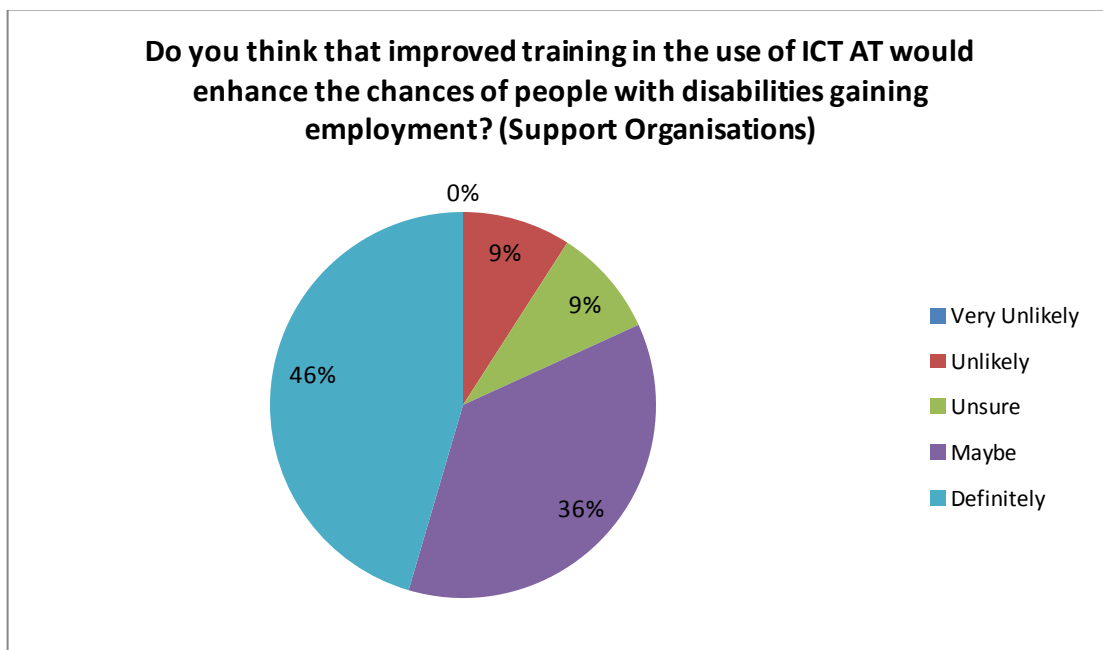


Figure 23: Would improved training in the use of AT lead to higher employability? – support organisations

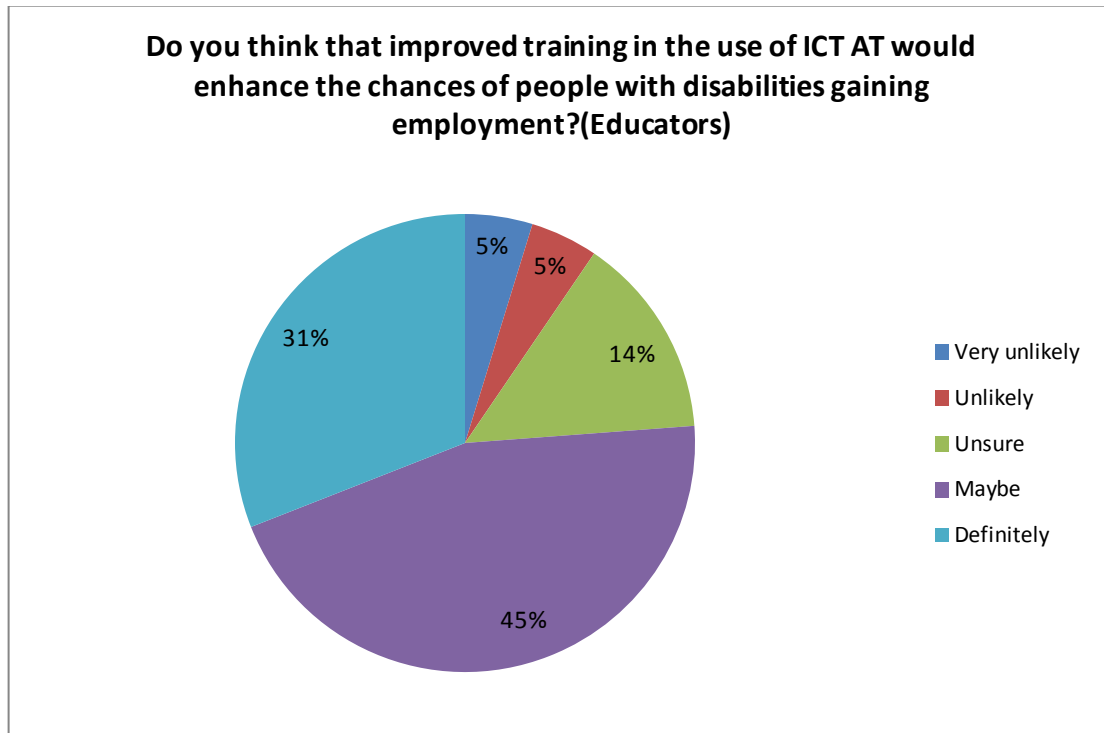


Figure 24: Would improved training in the use of AT lead to higher employability? – educators

6.2.7. Impact of training on the employability of people with disabilities.

The following graph shows the results of the slightly more subtle question of whether enhanced training in ICT-AT would indeed increase the chances of people with disabilities to both undertake certain jobs and also to gain employment in general.

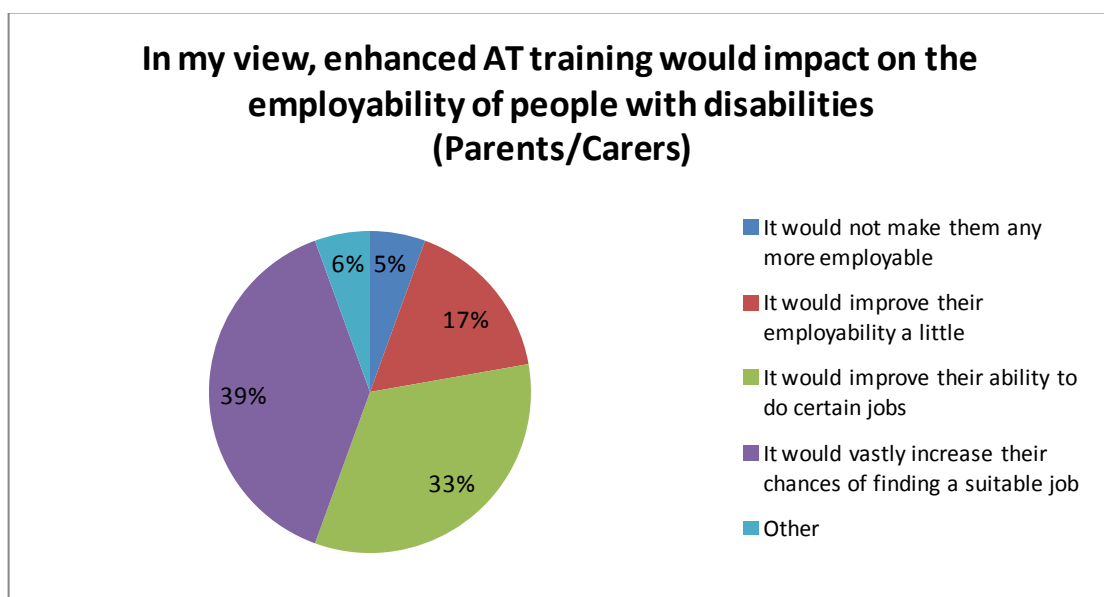


Figure 25: Enhanced AT training and employability of people with disabilities (Parents/Carers)

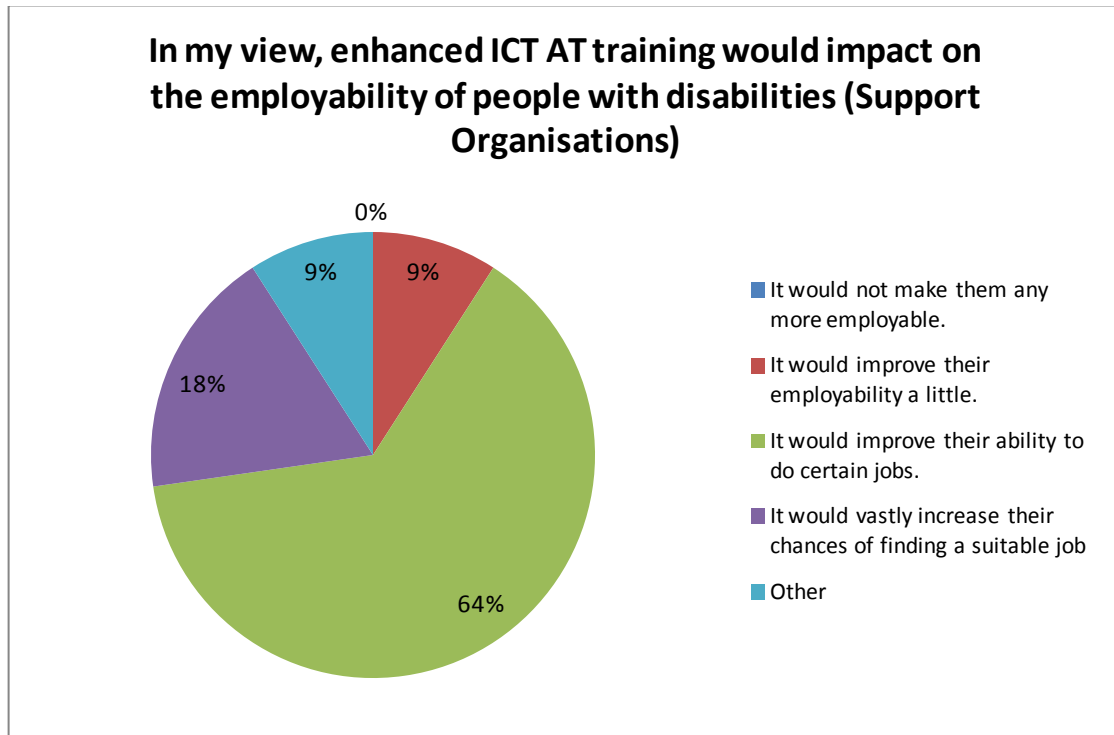


Figure 26: Enhanced AT training and employability of people with disabilities (Support organisations)

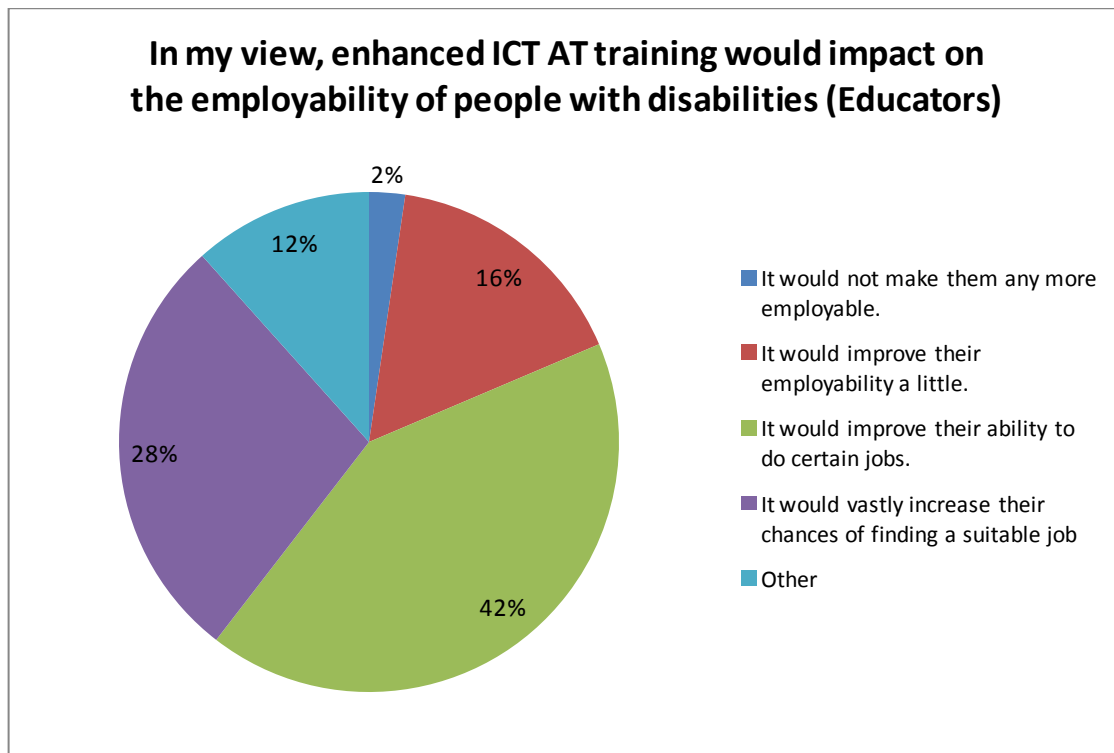


Figure 27: Enhanced AT training and employability of people with disabilities (Educators)

These graphs clearly show that the majority of the respondents feel that ICT-AT training may increase their opportunities in gaining employment, whether doing a certain job in order to be employed, or actually doing a job suitable to his/her needs, abilities and aspirations.

6.2.8. Important outcomes of any training.

The following section of the survey looked at a number of issues that may affect individuals or organisations accessing training in ICT-AT. To evaluate the different views, responses were taken from parent/carers, support organisations and then educators. Key questions were asked and then split into sub-questions where people were asked to rate each element in respect to its importance.

The following tables look at these questions and the results have been split down by country. Each figure is presented as a percentage of those people that have answered this question thus enabling a comparative analysis to be completed.

The rating scale used was from 1-5 with 1 being not relevant at all, and 5 being very relevant.

Table 7: Parents/Carers opinion on ICT-AT training

Parents/Carers	Country	1	2	3	4	5
1.To have an overview of existing technologies and their possible use	UK	0	0	13	19	69
	Belgium	0	0	17	8	75
	Italy	8	8	17	0	67
	Greece	3	3	14	29	40
2.To be able to set up and personalise the equipment or applications	UK	0	6	6	29	59
	Belgium	0	8	8	16	67
	Italy	0	0	25	8	67
	Greece	9	9	24	33	24
3.To Be able to compare between different available solutions on the market	UK	0	13	6	44	38
	Belgium	0	16	8	25	50
	Italy	9	0	18	18	55
	Greece	3	13	28	34	22
4.To be able to help the person(s) I support to use	UK	0	0	0	12	88
	Belgium	0	0	18	18	63
	Italy	0	0	8	25	67

Parents/Care rs	Country	1	2	3	4	5
the technology effectively	Greece	6	0	6	21	67
5.To be able to help the person(s) I support to use the technology efficiently	UK	0	0	0	18	82
	Belgium	0	0	18	18	63
	Italy	0	0	17	8	75
	Greece	0	3	3	26	68
6.To understand what benefits technology can bring to a single person	UK	0	0	12	24	65
	Belgium	0	0	17	17	67
	Italy	0	0	27	18	55
	Greece	6	12	15	15	52
7.To be aware of the limitations of my knowledge base and identify my further training needs	UK	0	0	6	35	59
	Belgium	0	9	18	27	46
	Italy	0	8	8	33	50
	Greece	13	19	16	26	26
8.To be able to advise the person I support on how technology can improve skills in learning or knowledge application and to motivate them	UK	0	0	6	35	59
	Belgium	0	8	8	25	58
	Italy	0	0	8	42	50
	Greece	3	6	9	18	64
9.To have a better idea of how technology can help the people I support in getting a job or improve their education	UK	0	0	24	29	47
	Belgium	0	17	17	33	33
	Italy	0	0	18	36	46
	Greece	3	6	12	24	55
10.To be able	UK	0	0	6	29	65

Parents/Care rs	Country	1	2	3	4	5
to solve simple problems and do essential maintenance of the equipment	Belgium	8	8	25	16	42
	Italy	0	0	25	17	58
	Greece	6	9	33	24	27
11.To understand how the technology can support a person in his/her self realisation	UK	0	0	18	29	53
	Belgium	0	8	8	25	58
	Italy	0	0	17	33	50
	Greece	12	21	15	18	33
12.To understand the impact of the technology on the person's mood and motivation	UK	0	6	18	18	59
	Belgium	0	0	18	27	55
	Italy	0	0	17	17	67
	Greece	9	6	19	25	41
13.To know where I can get help in case of problems	UK	0	0	0	29	71
	Belgium	0	0	18	27	54
	Italy	0	0	0	8	92
	Greece	6	12	16	19	50
14.To know how the technology can help me build a better relationship with the person I support	UK	6	0	18	24	53
	Belgium	0	0	33	33	33
	Italy	0	0	8	33	58
	Greece	3	3	16	26	52
15.To understand where the problems are if technology is not used effectively	UK	0	0	12	41	47
	Belgium	0	0	25	33	42
	Italy	0	0	17	42	42
	Greece	16	9	19	19	38
16.To be able to use the equipment myself in order to provide	UK	0	0	6	18	76
	Belgium	0	0	16	16	67
	Italy	0	0	33	8	58

Parents/Care rs	Country	1	2	3	4	5
more effective guidance	Greece	6	9	16	25	44
17.To understand the conditions that have to be met for the technology to be helpful to the person I support	UK	0	0	12	29	59
	Belgium	0	0	25	17	58
	Italy	0	0	17	34	50
	Greece	24	0	12	24	39

Table 8: Support organisations opinion on ICT-AT training

Support Organisations	Country	1	2	3	4	5
To have an overview of existing technologies and their possible use	UK	10	0	0	10	80
	Belgium	0	0	16	21	63
	Italy	0	10	20	20	50
	Greece	0	0	10	70	20
To be able to set up and personalise the equipment or applications	UK	0	0	40	20	40
	Belgium	0	0	32	16	52
	Italy	10	10	30	10	40
	Greece	0	0	20	10	70
To be able to help the person(s) I support to use the technology effectively	UK	0	0	0	30	70
	Belgium	0	0	12	18	70
	Italy	0	0	10	30	60
	Greece	0	0	20	10	70
To be able to help the person(s) I support to use the technology efficiently	UK	0	0	0	30	70
	Belgium	0	0	18	18	64
	Italy	0	0	20	20	60
	Greece	0	0	0	30	70
To understand what benefits	UK	0	0	0	10	90
	Belgium	0	0	10	30	60

Support Organisations	Country	1	2	3	4	5
technology can bring to a single person	Italy	0	0	0	18	81
	Greece	0	10	10	20	60
To be aware of the limitations of my knowledge base and identify my further training needs	UK	0	0	0	40	60
	Belgium	0	0	33	44	22
	Italy	0	9	18	36	36
	Greece	0	10	20	10	50
To be able to advise the person I support on how technology can improve skills in learning or knowledge application and to motivate them	UK	0	10	10	30	50
	Belgium	0	0	11	35	53
	Italy	0	9	0	18	72
	Greece	0	0	0	30	70
To have a better idea of how technology can help the people I support in getting a job or improve their education	UK	0	20	0	50	30
	Belgium	0	10	16	37	37
	Italy	0	0	18	45	36
	Greece	0	0	20	10	70
To be able to solve simple problems and do essential maintenance of the equipment	UK	0	10	20	20	50
	Belgium	0	0	42	21	36
	Italy	0	9	27	36	27
	Greece	0	0	40	30	30
To understand how the technology can support a person in his/her self realisation	UK	0	0	20	10	70
	Belgium	0	5	10	40	45
	Italy	0	0	9	36	54
	Greece	0	12.5	12.5	25	50
To understand the impact of	UK	0	0	40	10	50
	Belgium	0	10	30	40	20

Support Organisations	Country	1	2	3	4	5
the technology on the person's mood and motivation	Italy	0	0	9	36	45
	Greece	11	0	11	22	55
To know where I can get help in case of problems	UK	0	10	0	40	50
	Belgium	0	5	5	50	35
	Italy	0	0	9	18	72
	Greece	0	20	30	0	50
To know how the technology can help me build a better relationship with the person I support	UK	0	20	10	0	70
	Belgium	5	15	25	25	30
	Italy	0	0	0	63	36
	Greece	0	0	10	20	70
To understand where the problems are if technology is not used effectively	UK	0	10	10	40	40
	Belgium	0	21	16	21	42
	Italy	0	0	27	45	27
	Greece	11	11	11	22	44
To be able to use the equipment myself in order to provide more effective guidance	UK	0	10	10	30	50
	Belgium	0	5	15	30	50
	Italy	0	0	27	45	27
	Greece	0	11	0	22	66
To understand the conditions that have to be met for the technology to be helpful to the person I support	UK	0	0	10	20	70
	Belgium	0	5	5	30	60
	Italy	0	0	0	27	72
	Greece	22	11	0	22	44

Table 9: Educators opinion on ICT-AT training

Educators	Country	1	2	3	4	5
To have an overview of existing technologies and their possible use	UK	0	0	3	16	81
	Belgium	0	0	17	50	33
	Italy	0	0	13	4	83
	Greece	0	6	6	24	60
To be able to set up and personalise the equipment or applications	UK	0	0	14	16	69
	Belgium	17	0	33	33	17
	Italy	9	9	18	18	45
	Greece	0	0	19	31	50
To be able to compare between different available solutions on the market	UK	0	6	16	36	39
	Belgium	0	0	17	67	16
	Italy	9	0	23	23	45
	Greece	0	13	6	40	40
To be able to help the person I support to use the technology effectively	UK	0	0	3	8	89
	Belgium	0	0	17	50	33
	Italy	0	0	9	32	59
	Greece	0	0	0	6	94
To be able to help the person I support to use the technology efficiently	UK	0	0	6	17	77
	Belgium	0	0	0	67	33
	Italy	0	0	14	19	67
	Greece	0	12	0	6	81
To understand what benefits technology can bring to a single person	UK	0	6	6	19	69
	Belgium	0	0	17	66	17
	Italy	0	0	14	19	67
	Greece	0	13	6	13	68
To be aware of the limitations of my knowledge base and identify my further training needs	UK	0	3	5	25	58
	Belgium	0	0	50	33	17
	Italy	0	5	5	36	54
	Greece	0	6	25	13	56

Educators	Country	1	2	3	4	5
To advise the person I support how technology can improve skills in learning or knowledge application and to motivate them	UK	0	0	6	28	66
	Belgium	0	0	17	66	17
	Italy	0	9	12	26	52
	Greece	0	0	13	13	75
To have a better idea of how technology can help the people I support in getting a job or improve their education	UK	0	0	11	33	56
	Belgium	0	17	17	50	16
	Italy	0	17	4	22	57
	Greece	0	6	37	13	43
To be able to solve simple problems and do essential maintenance of equipment	UK	0	0	28	25	47
	Belgium	17	17	17	33	16
	Italy	5	19	19	19	38
	Greece	0	6	37	13	43
To understand how the technology can support a person in his/her self realisation	UK	0	3	11	27	58
	Belgium	0	0	50	33	17
	Italy	4	0	9	27	59
	Greece	6	6	37	13	37
To understand the impact of the technology on the persons mood and motivation	UK	0	3	11	33	50
	Belgium	17	17	17	33	16
	Italy	5	0	14	27	54
	Greece	0	6	25	18	50
To know where I can get help in case of problems	UK	0	0	11	14	75
	Belgium	0	0	33	50	17
	Italy	0	0	23	27	50
	Greece	6	0	25	13	56
To know how the technology can help me to	UK	0	3	17	27	53
	Belgium	17	0	33	33	17
	Italy	5	0	27	36	32

Educators	Country	1	2	3	4	5
build a better relationship with the person I support	Greece	6	0	18	18	56
To understand where the problems are if technology is not used effectively	UK	0	6	6	38	50
	Belgium	17	0	0	67	16
	Italy	0	10	19	29	42
	Greece	6	13	18	13	50
To be able to use the equipment myself to provide more effective guidance	UK	0	0	11	22	67
	Belgium	0	0	17	33	50
	Italy	5	9	5	26	55
	Greece	0	0	25	18	56
To understand the conditions that have to be met for the technology to be helpful to the person I support	UK	0	0	9	40	50
	Belgium	17	0	17	33	33
	Italy	0	4	4	39	52
	Greece	6	18	18	6	50

When looking at the results of the survey it is apparent that the majority of respondents felt that it was important that the training should give a comprehensive overview of available assistive technologies. This however was not considered to be of particular significance by Greek respondents. Another key aspect of ICT-AT training that garnered a high level of response was learning content to support people with a disability in how to use the technology more efficiently and effectively. This was especially the case in the UK.

It was also considered to be important that people gain an understanding of where to get help in the case of problems. It is likely that this will need to be covered by the AT provider but it needs to be an area that people are made aware of within any training. Some training courses in the UK include some generic maintenance content but this could be made more accessible by the use of video clips. This response was highest in the UK and Italy where 92% of parents/carers felt that this was highly relevant.

When looking at the same responses from support organisations, one area that was felt to be highly important was that people with disabilities understand fully the positive differences that their Assistive technology devices can make to their lives when used to their full potential. This was especially the case in the UK where 90% felt this was case and 81% of people in Italy agreed.

In Greece (72%) and Italy (70%), one of the key outcomes identified was that support organisations wanted to be able to advise the person they support on

how technology can improve skills in learning or knowledge acquisition and to motivate them. However, this issue did not score so highly within the UK or Belgium.

There was also a big difference when looking at the outcome relating to giving people a better idea of how technology can help people get a job or improve their education. In Italy 70% respondents felt this was highly relevant but amongst the other partner countries there was quite a big jump down to Belgium, where only 37% felt that this was relevant.

Another area that scored highly in the UK (70%) and in Greece (70%) was “how the technology can help me build a better relationship with the person I support”. Interestingly however, this did not score as highly in Belgium (30%) or in Italy (36%).

Amongst the support organisations, especially in the UK (70%) and in Italy (72%), another important consideration was the ability to understand the conditions that have to be met for the technology to be helpful to the person they support. Figures were not much lower from Belgium but were significantly lower from Greece.

When looking at the results from the educators who completed the survey, it was observed that having an overview of existing ICT-AT technologies and their use was felt to be extremely important. The only exception to this was in Belgium, where only 33% thought that this was an important consideration.. As with the parents/carers and support organisations, educators also felt that being able to support the technology effectively and efficiently is of great importance.

Some of the relevant outcomes surveyed were more specific, such as being able to undertake simple maintenance of the equipment. This was not an area that was seen as being of great significance, but it was suggested in the focus groups that generic maintenance could be addressed in a video clip, as mentioned above.

6.2.9. Relevant outcomes of any training for people with a disability

The next question asked was what the relevant outcomes of ICT-AT learning for people with disabilities would be. The tables below are a summary of the responses received and the figures show the percentage of responses per country. Once again, a rating scale of 1-5 was used, where 1 is not important and 5 is very important.

Table 10: Relevant outcomes of ICT-AT learning for people with disabilities (Parents/Carers)

Parents/Carers	Country	1	2	3	4	5
1.To be able to set up and launch the technology by themselves	UK	0	0	17	33	50
	Belgium	0	17	17	42	25
	Italy	0	18	27	36	27
	Greece	6	12	18	38	26
2.To be aware of all features of the single devices and	UK	0	6	12	33	50
	Belgium	0	0	17	67	17
	Italy	0	17	33	17	33

Parents/Carers	Country	1	2	3	4	5
applications	Greece	3	6	15	32	44
3.To be able to compare between different available solutions on the market	UK	6	6	28	44	17
	Belgium	0	8	42	25	25
	Italy	8	16	8	42	25
	Greece	3	6	24	33	33
4.To have a good idea of how technology can boost skills	UK	0	0	0	44	56
	Belgium	0	0	8	42	50
	Italy	0	0	8	33	58
	Greece	3	6	9	21	61
5.To have a good idea on how technology can help people to be more successful in employment or in education	UK	0	0	17	22	61
	Belgium	8	8	16	32	32
	Italy	0	8	0	50	42
	Greece	6	0	19	13	69
6.To be able to use the technology for interaction with friends and significant others	UK	0	0	6	22	72
	Belgium	0	0	0	27	73
	Italy	0	0	0	17	83
	Greece	6	0	12	9	74
7. To be interested in technology and its opportunities and motivated for further learning	UK	0	6	17	39	39
	Belgium	0	0	17	42	42
	Italy	0	9	9	46	36
	Greece	3	3	21	3	70
8.To have increased independence in everyday life	UK	0	0	0	6	94
	Belgium	0	0	0	17	83
	Italy	0	0	0	0	100
	Greece	6	0	6	3	84
9.To be aware of the importance of technology for their self-realisation.	UK	0	6	6	28	61
	Belgium	0	0	8	16	75
	Italy	0	8	8	25	58
	Greece	13	6	28	19	34
10.To be able to handle the personal equipment, fix small problems, and upgrade software versions	UK	0	11	22	22	44
	Belgium	0	16	34	16	34
	Italy	0	8	25	25	42
	Greece	0	13	22	28	38
11.To know where to get help in case of problems	UK	0	0	0	22	78
	Belgium	0	0	18	9	72
	Italy	0	0	0	17	83

Parents/Carers	Country	1	2	3	4	5
	Greece	3	6	18	33	39
12.To know how the technology can help to build a better (working) relationship with other people	UK	0	0	6	44	50
	Belgium	0	0	25	42	33
	Italy	0	8	0	42	50
	Greece	0	9	31	19	41
13.To understand where the problems are if technology is not working well	UK	6	6	22	17	50
	Belgium	0	27	18	36	27
	Italy	0	8	16	50	25
	Greece	10	3	32	29	26
14.To be aware of the limitations of technology in everyday life	UK	0	0	22	33	44
	Belgium	0	0	40	30	30
	Italy	0	0	8	33	58
	Greece	33	9	30	12	15
15.To be able to motivate others in the use of technology and have the knowledge to direct them further	UK	0	6	28	28	39
	Belgium	9	9	18	46	18
	Italy	0	16	16	34	34
	Greece	16	19	13	28	25
16.To know the difference between mainstream and special needs technology	UK	6	17	24	6	47
	Belgium	8	33	50	0	8
	Italy	0	17	17	25	42
	Greece	30	12	15	24	18
17.To be able to explain to others the importance of technology for them	UK	0	6	22	22	50
	Belgium	8	33	8	33	16
	Italy	0	8	8	50	33
	Greece	9	9	16	28	38

When responding to these questions, the parents/carers indicated that there were 3 areas that were highly relevant:

- for people to have increased independence in everyday life (in Italy, 100% of respondents felt this was important);
- for people to be able to use the technology for interaction with friends and significant others;
- for people to know where to get help in case of problems, although in Greece only 39% felt this was relevant.

50% of parents and carers in Italy and 32% in Belgium felt that it was important for people to have a good idea of how technology can help people to be more successful in employment or in education but there were lower numbers in the UK and Greece. This does reflect the general experience of ATLEC partners with

respect to the attitude of parents and carers of people with disabilities relating to their employment potential.

Parents/carers in all countries could see the clear benefit of training to support their children with disabilities to become more independent and to enable them to interact with friends.

Table 11: Relevant outcomes of ICT-AT learning for people with disabilities (Support Organisations)

Support Orgs	Country	1	2	3	4	5
To be able to set up and launch the technology by themselves	UK	0	0	22	22	56
	Belgium	5	10	20	25	35
	Italy	9	9	9	45	27
	Greece	0	20	10	10	60
To be aware of all features of the single devices and applications	UK	11	11	33	22	22
	Belgium	0	15	20	35	25
	Italy	0	9	36	36	18
	Greece	0	30	20	0	50
To be able to compare between different available solutions on the market	UK	11	0	22	33	33
	Belgium	0	15	10	30	40
	Italy	0	9	45	36	9
	Greece	0	11	22	33	33
To have a good idea of how technology can boost skills	UK	0	0	11	44	44
	Belgium	0	0	0	45	55
	Italy	0	0	0	45	54
	Greece	0	0	11	33	55
To have a good idea on how technology can help people to be more successful in employment or in education	UK	0	0	11	33	56
	Belgium	0	5	17	22	56
	Italy	0	0	9	45	45
	Greece	0	0	0	20	80
To be able to use the technology to communicate with friends and significant others	UK	0	0	22	11	67
	Belgium	0	0	0	35	75
	Italy	0	0	0	27	73
	Greece	0	0	10	10	80
To be interested in technology and its opportunities and motivated for further learning	UK	0	11	44	11	33
	Belgium	0	11	22	36	31
	Italy	0	0	18	45	37
	Greece	0	0	0	50	50
To have increased independence in everyday life	UK	0	0	0	0	100
	Belgium	0	0	5	16	79
	Italy	0	0	0	37	63
	Greece	0	0	0	30	70

Support Orgs	Country	1	2	3	4	5
To be aware of the importance of technology to maximize their capabilities	UK	0	0	22	56	22
	Belgium	0	11	16	36	36
	Italy	0	0	0	27	73
	Greece	10	20	30	20	20
To be able to handle the personal equipment, fix small problems, and upgrade software versions	UK	0	0	56	22	22
	Belgium	0	15	32	32	21
	Italy	0	0	27	46	27
	Greece	0	30	0	20	50
To know where to get help in case of problems	UK	0	0	11	22	67
	Belgium	0	10	0	22	68
	Italy	0	0	10	30	60
	Greece	0	20	10	20	50
To know how the technology can help to build a better relationship with other people	UK	0	11	11	22	56
	Belgium	0	0	32	32	36
	Italy	0	0	9	54	37
	Greece	0	10	20	40	30
To understand where the problems are if technology is not working well	UK	0	0	44	33	22
	Belgium	5	15	36	21	21
	Italy	0	9	18	64	9
	Greece	0	10	30	30	30
To be aware of the limitations of technology in everyday life	UK	0	0	33	33	34
	Belgium	0	4	32	32	32
	Italy	0	0	27	36	37
	Greece	50	0	10	20	20
To be able to motivate others in the use of technology and have the knowledge to direct them further	UK	0	11	33	33	22
	Belgium	5	15	32	26	21
	Italy	0	0	27	45	27
	Greece	20	30	20	20	10
To know the difference between mainstream and special needs technology	UK	0	0	67	11	22
	Belgium	10	32	32	21	5
	Italy	0	0	27	45	27
	Greece	50	0	20	20	10
To be able to explain to others the importance of	UK	0	0	22	22	56
	Belgium	0	32	15	37	15
	Italy	0	0	27	36	36

Support Orgs	Country	1	2	3	4	5
technology for them	Greece	20	0	30	10	40

The most relevant training elements, as voted by the support organisations by some margin is the use of technology to communicate with friends and significant others and to have increased independence in everyday life. This was especially the case in the UK where 100% of respondents indicated that this was highly relevant. Knowing where to get help to fix problems also was felt to be important by this stakeholder group. (50-68%).

The area that scored much more highly in Greece (80%), compared with in other countries was for people to have a good idea of how technology can help people to be more successful in employment or education. Similarly Greece recorded a 50% response level to using technology to motivate people for further learning and to being able to fix small problems, whereas other countries showed lower interest levels in this area.

There was no significant interest shown in supporting people to set up their equipment, tbeing able to compare different market solutions, to understand what to do if devices are not working, to be aware of the limits of technology, to motivate or train others or to know the difference between mainstream and special needs technology.

Average response levels were given to the training factors of having an idea how technology can boost skills.

Only Italy showed any significant interest in being aware of how technology can maximise capabilities (73%).

Only the UK showed any interest (50%) in using technology to foster better relationships between people or to be able to explain to others the benefits of technology.

Table 12: Relevant outcomes of ICT-AT learning for people with disabilities (Educators)

Educators	Country	1	2	3	4	5
To be able to set up and launch the technology autonomously	UK	0	0	22	33	44
	Belgium	0	33	33	33	0
	Italy	10	21	26	21	21
	Greece	6	13	37	13	31
To be aware of all features of the single devices and applications	UK	0	14	19	44	22
	Belgium	17	17	32	17	17
	Italy	5	20	25	25	25
	Greece	6	25	31	25	12
To be able to compare between different available solutions on the market	UK	3	17	31	22	27
	Belgium	17	17	33	33	0
	Italy	11	15	26	26	21
	Greece	6	13	50	13	18
To have a good	UK	0	0	6	26	68

Educators	Country	1	2	3	4	5
idea of how technology can boost their skills	Belgium	0	0	17	66	17
	Italy	0	5	5	50	40
	Greece	0	0	13	37	50
To have an idea on how technology can help them to be more successful in employment or in education	UK	0	0	6	34	60
	Belgium	0	33	33	33	0
	Italy	0	10	0	35	55
	Greece	0	0	19	31	50
To be able to use the technology for interaction with friends and significant others	UK	0	0	3	9	88
	Belgium	0	0	17	17	66
	Italy	0	0	0	30	70
	Greece	0	0	6	6	88
To be interested in technology and its opportunities and motivated for further learning	UK	0	3	6	43	47
	Belgium	0	0	33	50	17
	Italy	5	5	0	37	53
	Greece	0	0	6	31	63
To have increased independence in everyday life	UK	0	0	3	9	88
	Belgium	0	0	17	33	50
	Italy	0	0	0	30	70
	Greece	0	0	0	13	87
To be aware of the importance of technology for their self realisation	UK	0	0	17	35	47
	Belgium	17	33	0	33	17
	Italy	0	0	10	45	45
	Greece	19	13	31	0	37
To be able to handle the personal equipment, fix small problems, and upgrade software versions	UK	5	12	29	29	25
	Belgium	0	17	17	66	0
	Italy	5	5	21	26	42
	Greece	13	13	36	13	25
To know where to get help in case of problems	UK	0	0	12	24	64
	Belgium	0	0	33	50	17
	Italy	0	0	10	25	65
	Greece	6	0	31	31	31
To know how the technology can help them to build a better relationship with other people	UK	0	3	8	34	54
	Belgium	17	0	50	33	0
	Italy	0	0	10	45	45
	Greece	0	19	32	12	37
To understand	UK	3	11	20	31	34

Educators	Country	1	2	3	4	5
where the problems are if technology is not working well	Belgium	17	17	33	33	0
	Italy	5	21	5	53	16
	Greece	6	38	31	19	6
To be aware of the limitations of technology in life	UK	3	3	14	40	40
	Belgium	0	17	33	50	0
	Italy	0	17	0	39	44
	Greece	38	6	25	19	12
To be able to motivate others for the use of technology and have the knowledge to direct them further	UK	0	9	31	26	34
	Belgium	17	33	17	33	0
	Italy	0	15	30	20	35
	Greece	31	12	31	19	6
To know the difference between mainstream and special needs technology	UK	12	20	35	9	23
	Belgium	33	17	50	0	0
	Italy	0	5	30	35	30
	Greece	43	6	25	13	13
To be able to explain to others the importance of technology for them	UK	3	9	21	21	46
	Belgium	17	33	17	33	0
	Italy	0	15	20	15	50
	Greece	31	0	19	25	25

The responses from the educators were similar to the support organisations in that they agreed that the most important training element was to be able to use the technology for interaction with friends and significant others as well as having increased independence in everyday life.

As well as the above outcomes, it was observed again that people need to know where they can get help if they encounter any problems but not necessarily to know how to fix things themselves. This is a consistent comment that was highlighted throughout the survey.

Surprisingly, only the UK showed any significant interest in having an idea how technology can boost skills or build better relationships between people. Only Italian and Greek educators supported the inclusion of showing how technology can help people to become more employable or how it can be used to motivate people to undertake further learning.

Only educators in Italy and the UK considered that where to get help in case of problems was of any significance. .

Only low levels or no interest was shown in training for the set up of and comparison of available solutions, for technology for self-realisation, to identify or fix problems, to be aware of limitations for its use, to know the difference between mainstream or special needs technology or to explain the importance of technology to others.

6.2.10. Important aspects of any ICT-AT learning programme.

This section of the survey looked at the issues that can affect the access to and willingness to follow a training course. Some of the issues that it considered were: price, training type, support during and after the training, and strategies of learning.

Table 13: Aspects of any ICT-AT learning programme (Parents/Carers)

Parents/Carers	Country	1	2	3	4	5
1.The price	UK	0	12	25	12	50
	Belgium	0	0	18	27	54
	Italy	0	8	8	27	64
	Greece	6	0	19	13	67
2.The availability of the learning programme in the local language	UK	0	0	6	23	70
	Belgium	0	0	0	8	92
	Italy	0	0	0	16	84
	Greece	0	3	9	18	69
3.The group size e.g. Individual or group based learning	UK	0	0	12	47	41
	Belgium	0	0	17	34	50
	Italy	0	8	33	42	16
	Greece	9	9	33	24	24
4.The place of delivery e.g. in a training centre	UK	0	6	18	29	47
	Belgium	0	0	25	25	50
	Italy	0	0	45	27	27
	Greece	0	3	22	19	56
5.The way of delivery e.g. face to face, online, offline with multimedia support etc.	UK	0	0	12	24	65
	Belgium	0	0	8	25	66
	Italy	0	0	33	33	33
	Greece	3	0	6	15	76
6.The relationship with the trainer e.g. formal, informal, etc.	UK	0	0	18	23	59
	Belgium	0	0	17	58	25
	Italy	0	0	17	42	42
	Greece	3	9	31	19	37
7.The commitment required e.g. length, intensity level, etc.	UK	0	0	6	29	65
	Belgium	0	0	17	50	33
	Italy	0	0	16	42	42
	Greece	3	0	19	37	41
8.The prior assessment of the training needs	UK	0	0	12	29	59
	Belgium	0	0	33	33	33
	Italy	0	0	18	27	54
	Greece	3	16	31	31	19
9.The assessment of prior learning e.g. does the	UK	0	0	12	18	70
	Belgium	0	0	25	50	25
	Italy	0	0	9	36	54

Parents/Carers	Country	1	2	3	4	5
programme build on existing skills	Greece	9	12	24	39	15
10.The strategies of learning, e.g. learning by doing, serious games, discovery learning, etc.	UK	0	0	6	41	53
	Belgium	0	0	27	45	27
	Italy	0	0	8	42	50
	Greece	6	16	19	25	34
11.The adaptability of the learning programme, e.g. flexible learning paths on the basis of interest, level and needs	UK	0	0	6	0	94
	Belgium	0	0	0	27	72
	Italy	0	0	8	16	75
	Greece	6	3	15	27	48
12.The focus on the acquisition of knowledge	UK	0	6	18	35	41
	Belgium	0	9	36	27	27
	Italy	0	0	33	17	50
	Greece	3	3	18	39	36
13.The focus on the acquisition of concrete skills	UK	0	0	18	47	35
	Belgium	0	0	0	18	82
	Italy	0	0	17	17	66
	Greece	0	3	16	19	62
14.The amount of issues addressed are many and generic	UK	0	6	25	31	37
	Belgium	0	0	40	30	30
	Italy	0	0	58	8	33
	Greece	6	12	44	22	16
15. The amount of issues addressed are limited and specific	UK	0	7	28	50	14
	Belgium	0	12	50	12	24
	Italy	0	0	25	25	50
	Greece	3	6	28	12	50
16. Personal support by the trainer in using the hardware and software	UK	0	0	12	29	59
	Belgium	0	0	0	27	73
	Italy	0	0	8	33	58
	Greece	36	9	12	21	21
17. The training being accredited e.g. The training leads to a diploma or is part of an accredited vocational training course etc.	UK	6	6	23	29	35
	Belgium	0	0	45	27	27
	Italy	0	17	34	25	25
	Greece	0	9	9	16	66
18. The training	UK	0	12	24	18	47

Parents/Carers	Country	1	2	3	4	5
being part of a wider support programme.	Belgium	0	0	40	30	30
	Italy	0	0	8	25	67
	Greece	26	6	6	26	35
19. The learning being officially assessed	UK	0	12	29	35	23
	Belgium	0	30	50	10	10
	Italy	0	8	50	17	25
	Greece	22	3	32	22	19
20. The possibility to be supported after the course	UK	0	0	12	23	65
	Belgium	0	0	10	40	50
	Italy	0	0	0	25	75
	Greece	3	0	6	42	48
21. The possibilities for further learning	UK	0	0	18	41	41
	Belgium	0	0	10	40	50
	Italy	0	0	0	33	66
	Greece	3	0	15	36	45

The priority for all countries, in this parents/carers stakeholder group was the necessity for the learning programme to be in the local language. This was particularly evident in Belgium where 92% of respondents rated this as being highly important.

The adaptability of the learning programme also was seen to be of great importance especially in the UK where 94% of respondents saw this as highly relevant. In contrast to this high percentage seen in the UK, in Greece only 48% of respondents felt that being able to adapt the learning programme to an individual's needs was very important. .

The cost was also seen as an issue, particularly in Italy (64%) and Greece (67%).

In the UK the assessment of prior learning was seen as highly relevant as 70% indicated this, yet in Belgium only 25% and in Greece only 15% saw this as of any relevance. The UK also considered the level of commitment to be important (65%), where other countries did not value this area highly.

In Belgium 85% thought that there should be a focus on the acquisition of concrete skills whereas this was not seen as important by respondents from the UK (35%).

In Italy 75% of respondents felt that the possibility to be supported after the course was highly relevant.

It is clearly very difficult to draw firm conclusions from the responses to these questions from parents and carers, relating to the training content and delivery as the data gathered reveals such great disparity between countries.

Table 14: Aspects of any ICT-AT learning programme (Support Organisations)

Support Organisations	Country	1	2	3	4	5
The price	UK	0	0	29	29	42

Support Organisations	Country	1	2	3	4	5
	Belgium	0	5	5	53	37
	Italy	0	0	10	30	60
	Greece	0	0	0	11	88
The availability of the learning programme in the local language	UK	0	0	22	11	66
	Belgium	0	0	0	15	85
	Italy	0	0	0	9	91
	Greece	0	0	0	20	80
The group size e.g. Individual or group based learning	UK	0	0	11	66	22
	Belgium	0	0	25	45	30
	Italy	0	9	9	27	54
	Greece	10	0	40	20	30
The place of delivery e.g. in a training centre	UK	0	11	0	44	44
	Belgium	5	10	20	55	10
	Italy	0	9	9	27	54
	Greece	20	0	30	30	20
The way it's taught e.g. face to face, online, offline with multimedia support etc.	UK	0	0	0	33	66
	Belgium	0	0	10	40	50
	Italy	0	0	0	45	54
	Greece	0	0	10	30	60
The relationship with the trainer e.g. formal, informal, etc.	UK	0	11	22	22	44
	Belgium	0	5	25	55	15
	Italy	0	0	9	45	45
	Greece	0	10	10	20	60
The commitment required e.g. length, intensity level, etc.	UK	0	0	22	44	33
	Belgium	0	10	5	40	45
	Italy	0	0	18	54	27
	Greece	0	0	40	20	40
The prior assessment of the training needs	UK	0	0	12	12	75
	Belgium	0	5	25	45	25
	Italy	0	0	0	27	72
	Greece	0	0	50	10	40
The assessment of prior learning e.g. does the programme build on existing skills	UK	0	0	22	22	55
	Belgium	0	10	20	40	30
	Italy	0	0	9	45	45
	Greece	0	10	40	20	30
The strategies of learning, e.g. learning by doing, serious games, discovery learning, etc.	UK	0	22	0	33	44
	Belgium	0	5	25	35	35
	Italy	0	0	9	36	54
	Greece	0	10	30	30	30
The adaptability of	UK	0	0	11	44	44

Support Organisations	Country	1	2	3	4	5
the learning programme, e.g. flexible learning paths on the basis of interest, level and needs	Belgium	0	0	10	45	45
	Italy	0	0	9	18	72
	Greece	0	0	10	30	60
The focus on the acquisition of knowledge	UK	0	22	33	11	33
	Belgium	5	15	45	20	15
	Italy	9	9	9	63	0
	Greece	0	10	10	50	30
The focus on the acquisition of concrete skills	UK	0	0	22	44	33
	Belgium	0	0	5	45	50
	Italy	0	0	9	27	63
	Greece	0	0	20	20	60
The amount of issues addressed are many and generic	UK	0	0	50	0	50
	Belgium	0	20	45	25	5
	Italy	0	18	45	27	0
	Greece	0	20	10	40	30
The amount of issues addressed are limited and specific	UK	0	13	25	25	37
	Belgium	5	10	30	40	5
	Italy	0	0	18	27	45
	Greece	0	0	30	50	20
Personal support by the trainer in using the hardware and software	UK	0	0	0	55	45
	Belgium	0	5	0	42	53
	Italy	0	0	18	36	45
	Greece	0	0	10	20	70
The training being accredited e.g. The training leads to a diploma or is part of an accredited vocational training course etc.	UK	11	11	33	0	44
	Belgium	20	35	30	5	10
	Italy	0	18	36	9	36
	Greece	20	10	50	0	20
The learning being officially assessed e.g. exam, dossier, competence test etc	UK	11	22	22	0	44
	Belgium	30	30	30	10	0
	Italy	0	18	36	18	27
	Greece	20	20	20	40	0
The possibility to be supported after the course e.g.	UK	0	11	0	44	44
	Belgium	10	5	25	25	35
	Italy	0	9	9	36	54

Support Organisations	Country	1	2	3	4	5
online, mobile platforms, games, contact days etc.	Greece	0	0	0	70	30
The possibilities for further learning e.g. follow up modules for those interested	UK	0	11	22	0	66
	Belgium	10	0	25	35	30
	Italy	0	0	18	18	63
	Greece	0	0	10	40	50

Amongst support organisations, the availability of the learning programme in the local language was again seen as highly relevant especially in Italy (91%).

The price of any training was seen as highly relevant in Greece (88%) and Italy (60%) but not so much in the other partner countries.

In Italy (72%) and the UK (75%) the prior assessment of the training needs was considered as highly relevant, whilst it did not rate as highly in Belgium (25%) and Greece (40%).

The adaptability of the training programme was also identified in Italy (72%) as being highly relevant. This, together with the prior assessment of training needs could be seen as a key aspect of training when deciding at which point people enter the training programme. Only Italy considered group size to be a factor to any significant degree (54%).

Personal support is usually considered by stakeholders to be of maximum importance for people with a disability, yet surprisingly within the survey only Greece scored this highly (70%).

Again, as with parents and carers, only the UK and Italy felt that prior assessment of training needs was of importance and only Italy showed a response level of over 50% for the importance of learning strategies.

It is also surprising that only in Italy and Greece support organisations felt that flexibility of training was important. This is remarkable, given that the personalisation of training is a universally recognised factor in the success of training for people with disabilities.

Table 15: Aspects of any ICT-AT learning programme (Educators)

Educators	Country	1	2	3	4	5
The price	UK	3	3	17	17	60
	Belgium	0	0	17	66	17
	Italy	0	0	16	37	47
	Greece	0	0	13	37	50
The availability of the learning programme in the local language	UK	0	0	8	25	67
	Belgium	0	0	0	50	50
	Italy	0	0	10	40	50
	Greece	0	0	13	13	73
The group size	UK	0	0	17	47	36

Educators	Country	1	2	3	4	5
e.g. Individual or group based learning	Belgium	0	0	17	66	17
	Italy	5	5	15	40	35
	Greece	0	18	38	6	38
The place of delivery e.g. in a training centre	UK	3	0	25	36	36
	Belgium	0	33	33	17	17
	Italy	5	10	25	40	20
	Greece	13	13	19	30	25
The way of delivery e.g. face to face, online, offline with multimedia support	UK	0	0	6	42	52
	Belgium	0	17	50	17	16
	Italy	5	0	10	45	40
	Greece	6	13	25	19	37
The relation with the trainer e.g. formal, informal	UK	0	0	11	28	58
	Belgium	0	17	17	66	0
	Italy	0	0	10	40	50
	Greece	0	0	25	19	56
The commitment required e.g. length, intensity, level	UK					
	Belgium	0	17	17	66	0
	Italy	0	0	20	45	35
	Greece	0	6	19	37	37
The prior assessment of the training needs	UK	0	3	11	20	66
	Belgium	0	0	33	50	17
	Italy	0	5	15	30	50
	Greece	0	0	6	31	63
The assessment of prior learning e.g. does the programme build on existing skills	UK	3	0	8	25	64
	Belgium	0	25	25	50	0
	Italy	0	5	15	30	50
	Greece	0	0	13	25	62
The strategies of learning, e.g. learning by doing, serious games, discovery learning	UK	0	0	11	29	60
	Belgium	0	0	17	83	0
	Italy	0	0	15	25	60
	Greece	0	0	19	31	50
The adaptability of the learning programme, e.g. flexible learning paths on the basis of interest, level and needs	UK	0	0	6	22	72
	Belgium	0	17	0	50	33
	Italy	0	0	10	33	57
	Greece	0	6	6	25	62
The focus on the acquisition of	UK	0	8	25	36	31
	Belgium	0	50	33	17	0

Educators	Country	1	2	3	4	5
knowledge	Italy	0	0	20	50	30
	Greece	0	19	19	37	25
The focus on the acquisition of concrete skills	UK	0	0	6	34	60
	Belgium	0	0	0	17	83
	Italy	0	0	10	35	55
	Greece	0	0	31	6	63
The amount of issues addressed are many and generic	UK	10	10	45	19	16
	Belgium	0	0	40	60	0
	Italy	5	22	39	17	17
	Greece	7	20	40	7	26
The amount of issues addressed are limited and specific	UK	0	0	27	33	40
	Belgium	20	0	40	40	0
	Italy	0	5	32	53	10
	Greece	0	7	40	13	40
Personal support by the trainer in using the hardware and software	UK	0	0	9	29	62
	Belgium	17	0	17	50	16
	Italy	0	0	14	43	43
	Greece	0	0	25	19	56
The training being accredited e.g. The training leads to a diploma or is part of an accredited vocational training course etc	UK	6	14	32	24	24
	Belgium	17	17	50	16	0
	Italy	5	14	33	10	38
	Greece	13	25	30	19	13
The training being part of a wider support programme e.g. assessment of needs, choice of appropriate solutions, balance of competencies	UK	0	9	21	38	32
	Belgium	20	0	0	80	0
	Italy	0	0	22	39	39
	Greece	6	25	19	25	25
The learning being officially assessed e.g. exam, dossier, competence test	UK	11	20	26	20	23
	Belgium	17	50	17	16	0
	Italy	5	15	25	40	15
	Greece	25	6	13	31	25
The possibility to be supported after the course e.g. online, mobile platforms, serious	UK	0	0	17	43	40
	Belgium	17	0	17	33	33
	Italy	0	0	25	25	50
	Greece	0	0	13	50	37

Educators	Country	1	2	3	4	5
games, contact days etc						
The possibilities for further learning e.g. follow up modules for those interested	UK	0	9	14	34	43
	Belgium	0	0	17	33	50
	Italy	0	0	15	40	45
	Greece	0	0	6	63	31

Educators reiterated that the availability of the learning programme in the local language was of prime importance. This was, therefore, the most common theme across all of the various stakeholder groups, together with the support to facilitate communication with friends and family for everyday life.

In contrast to the other groups, and perhaps not surprisingly, educators highlighted the relevance of strategies of learning. This was observed especially in Belgium where 83% felt it was relevant.

The focus on the acquisition of concrete skills was considered to be of importance to educators in all countries, particularly Belgium (83%), though in Italy this figure, whilst still fairly significant, was only 53%

Responses from Belgium differed from the other partner countries for several aspects of training, including the importance of having a good relationship with the trainer (0% from Belgium, compared with 50-58% from the other countries; prior assessment of learning (17%, compared with 50-67% from the other countries) and learning strategies (0%, compared with 50% Greece and 60% Italy and the UK).

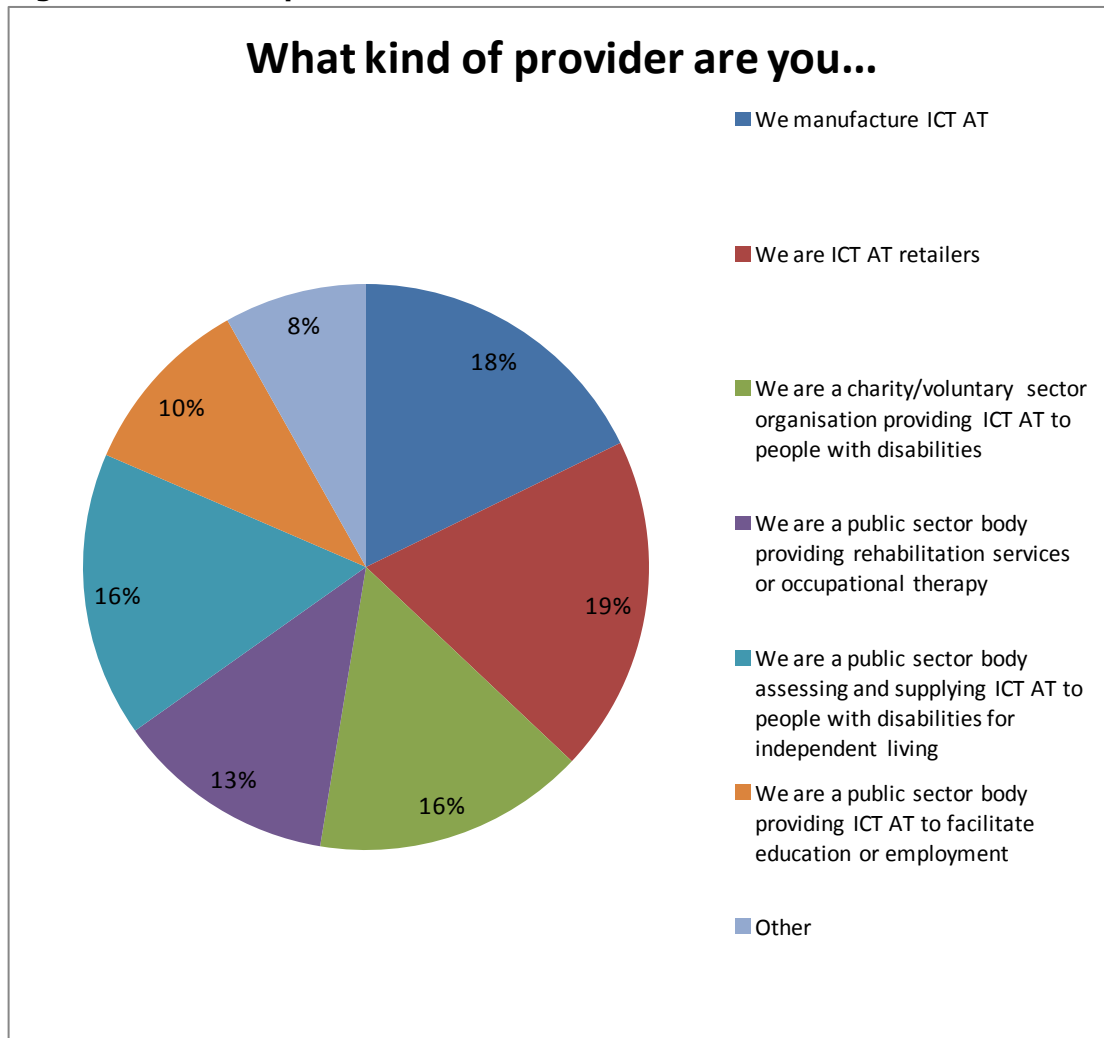
Only in Italy did educators show any significant interest (50%) in online or mobile platforms.

Little or no importance was attached to the group size, the place or way of delivery, the commitment required, the acquisition of knowledge, whether the issues addressed are many and generic or specific and limited, whether the training is accredited, or part of a wider support programme, whether it should be officially assessed or be followed up with further learning.

Providers of ICT-AT

The 1st graph shows the split amongst ICT-AT providers. Overall a fairly even split amongst the types of providers can be observed.

Figure 28: ICT-AT providers



When you break this down by country, the results are as presented in the following graphs. They indicate that in Belgium the main provider respondents are manufacturers of ICT-AT, whereas in the UK and Italy it is either charities or public bodies and in Greece retailers are the largest represented group.

What kind of provider are you (Belgium)

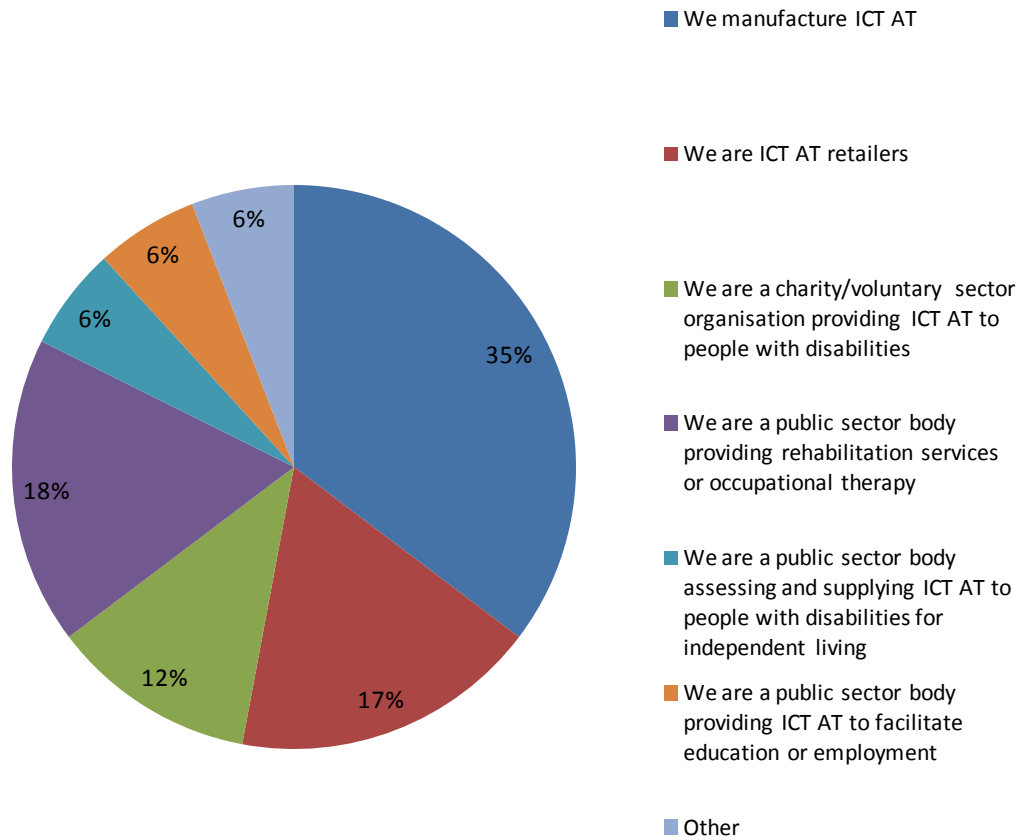


Figure 29: Provider types (Belgium)

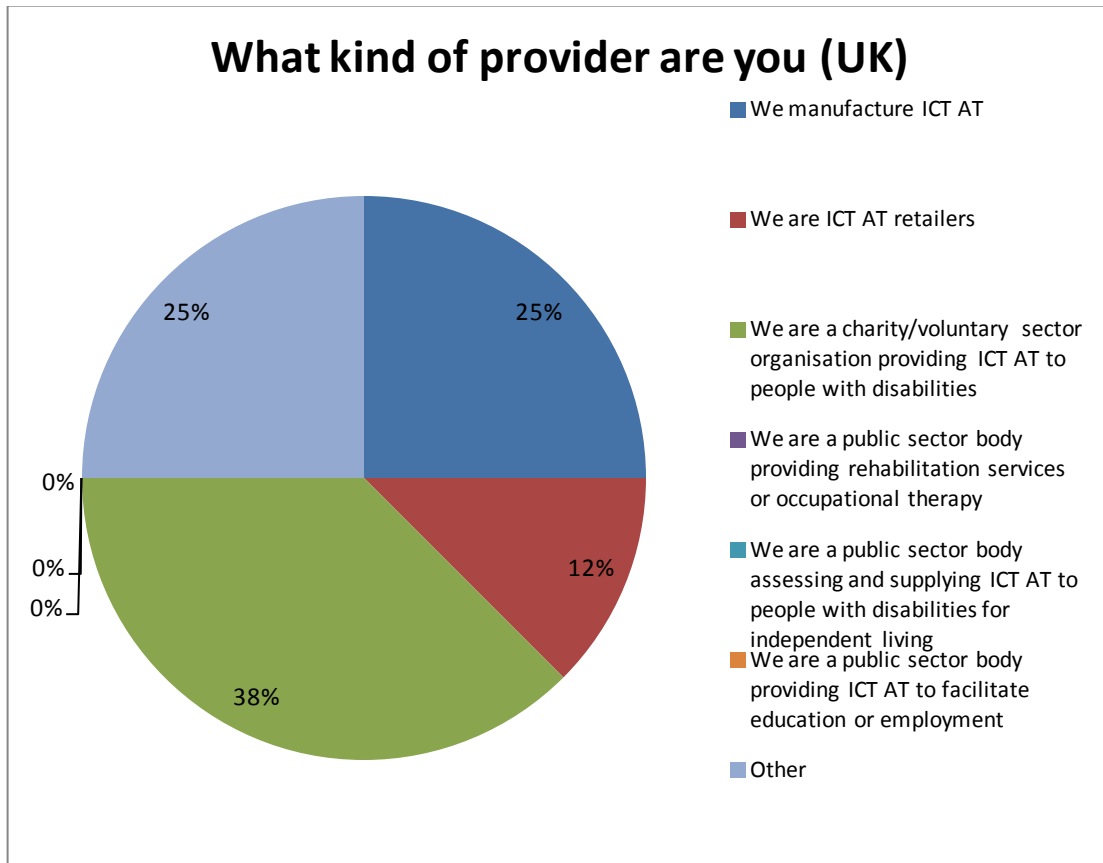


Figure 30: Provider types (UK)

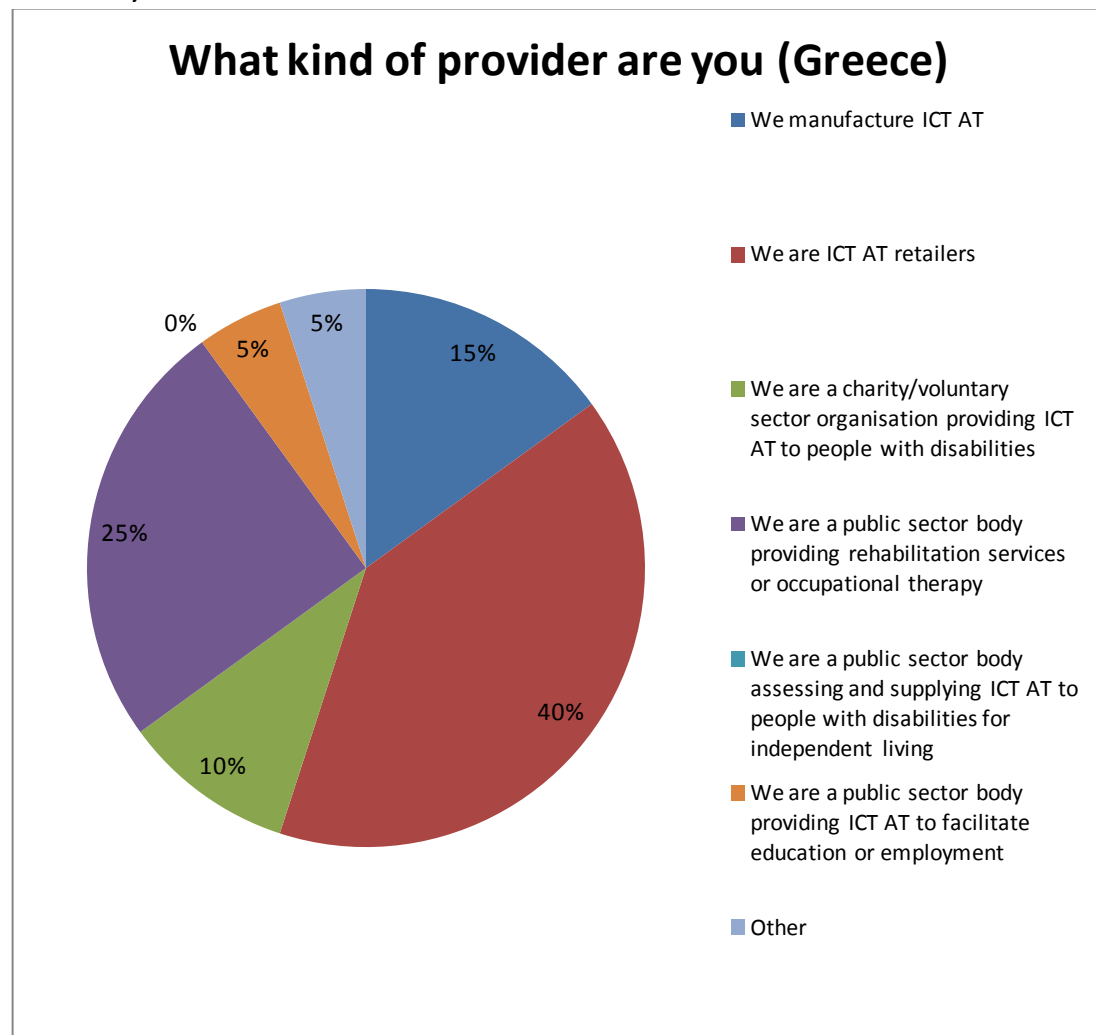


Figure 31: Provider types (Greece)

What kind of provider are you (Italy)

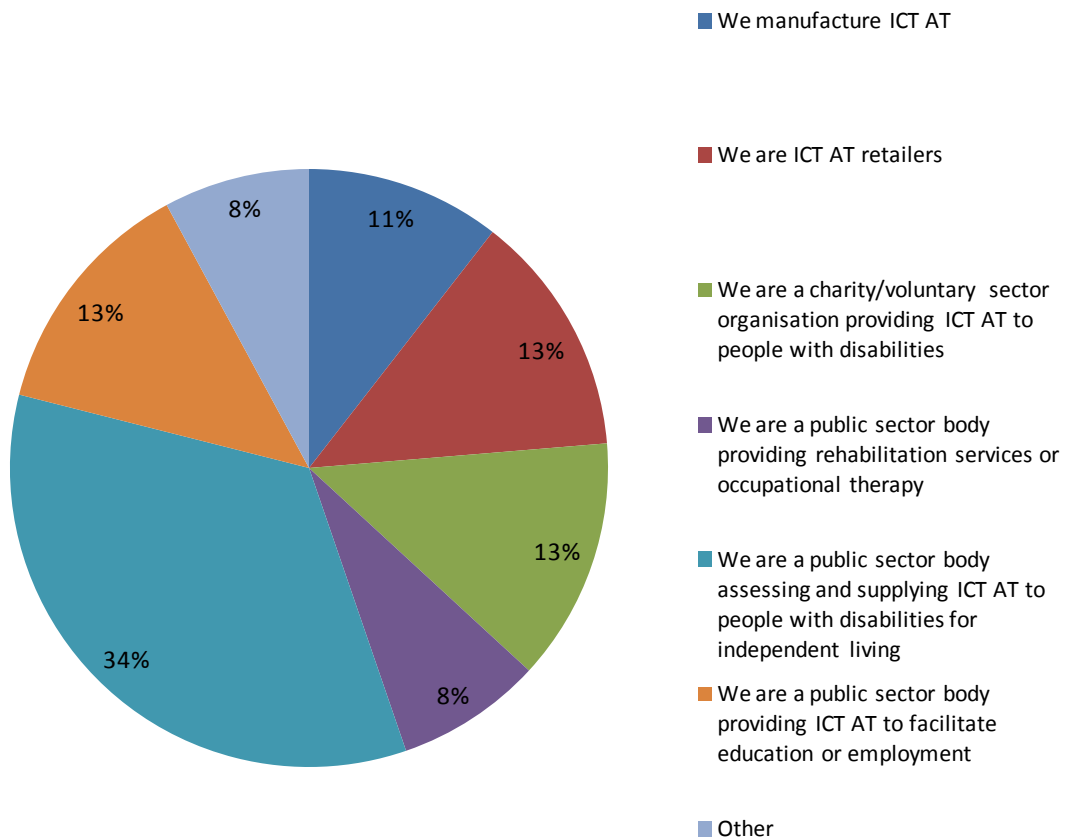


Figure 32: Provider types (Italy)

The equipment provided by ICT-AT providers (see next graph) mirrored the equipment that people earlier in the survey indicated they used. The main pieces of equipment used are communication aids, especially since they are used across a wide range of disabilities, and cannot be associated with just one group, unlike devices that are, for example, specifically targeting people with vision impairments.

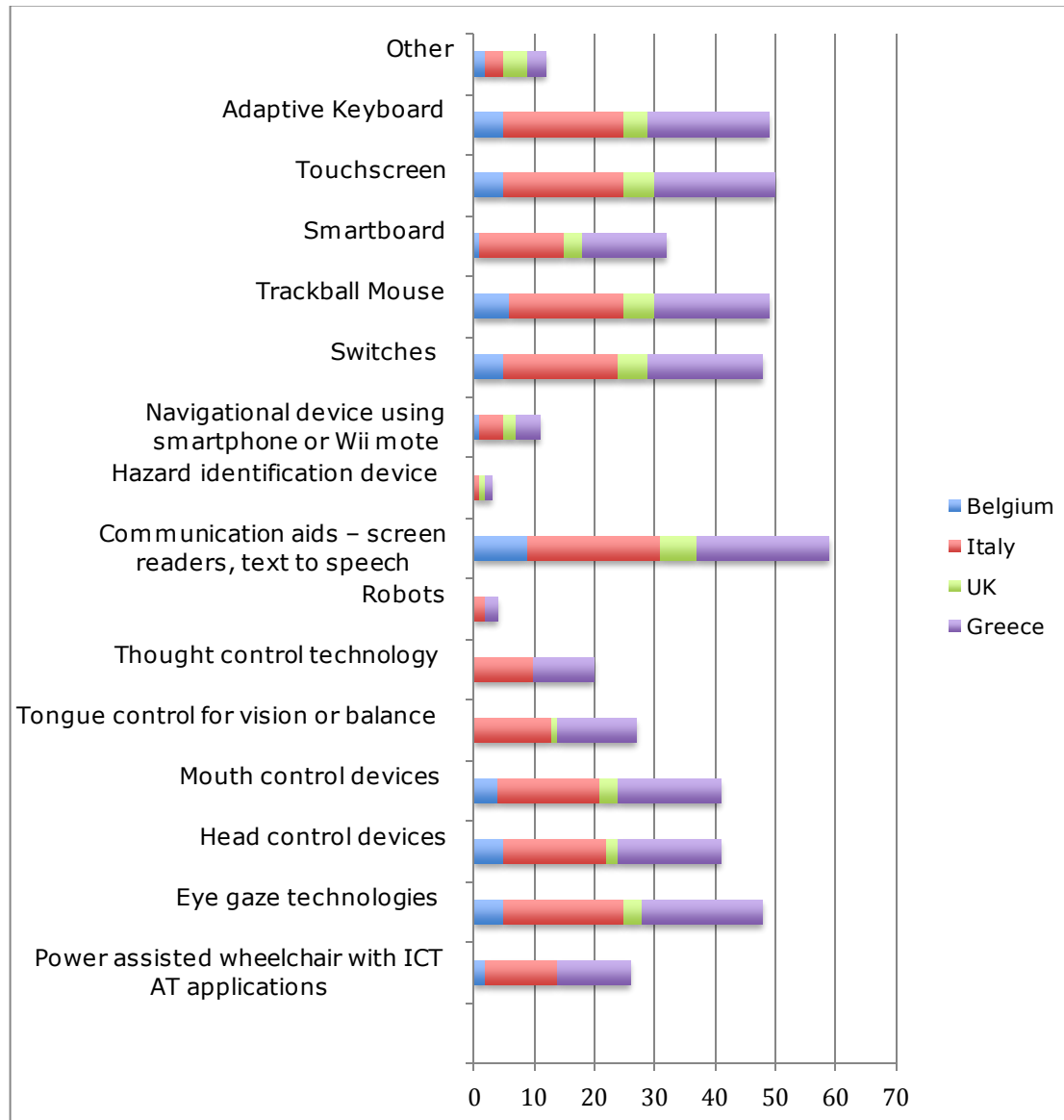


Figure 33: Equipment provided by ICT-AT providers

The following graph shows in what capacity the AT providers work with people with a disability.

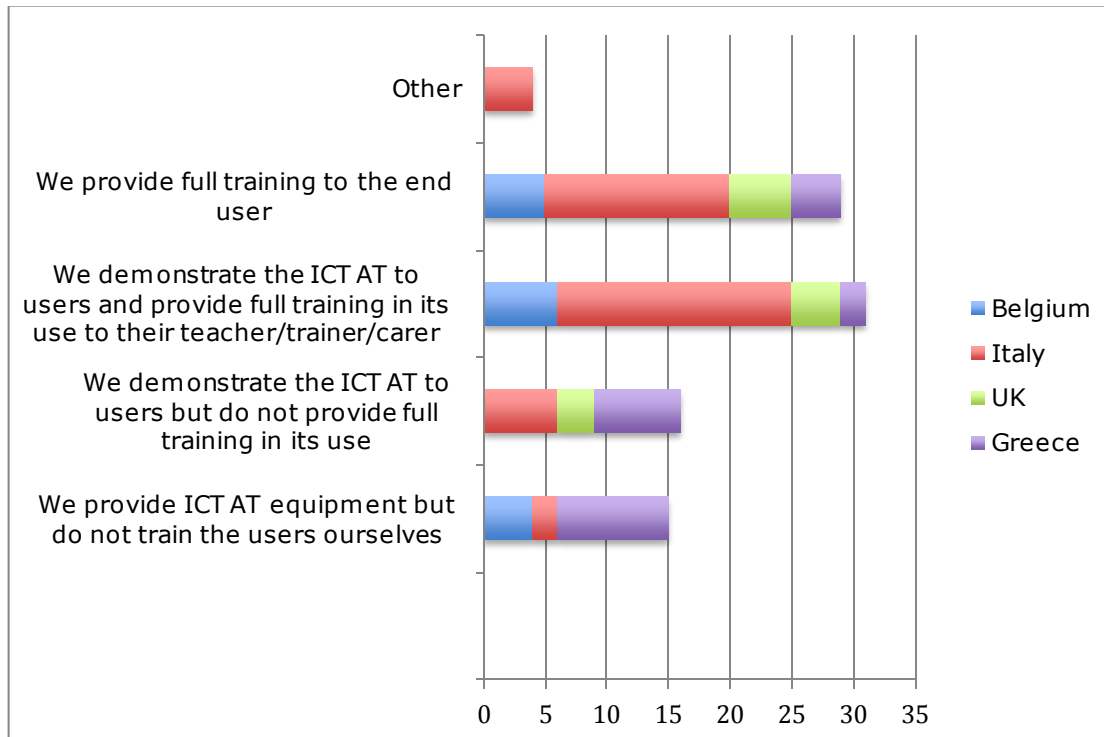


Figure 34: Capacity in which AT providers work with people with a disability

An anomaly is seen regarding who provides the training in the use of ICT-AT. Earlier in the survey it was shown that the majority of training is carried out by teaching or support staff or else the users are self taught, rather than from the provider of the equipment, but here the providers are indicating that they themselves provide training and demonstrate the equipment to the users of the devices.

This disparity might be explained if the age of people with disabilities in question was known. In the UK, for example, training will be given by teaching or support staff in schools and FE colleges but in higher education and employment training would be given directly by the supplier.

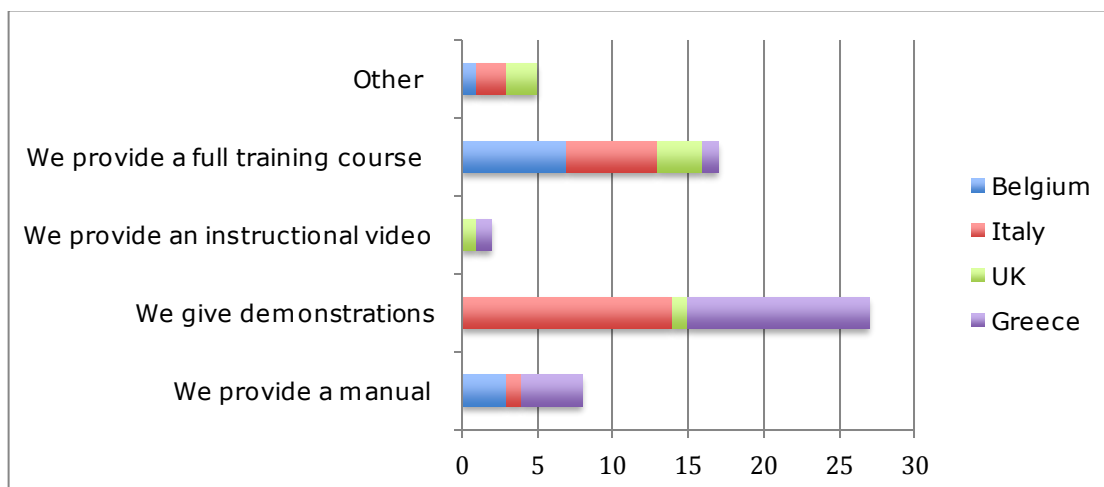


Figure 35: Provision of training in the use of ICT-AT by providers

Demonstrations were identified by the providers as their main form of training, followed by a full training course.

Policy Makers

It was important to gain the views of policy makers as they are often the gatekeepers that enable (affordable) AT to be provided. The following graph shows the levels at which the policy makers that responded have influence.

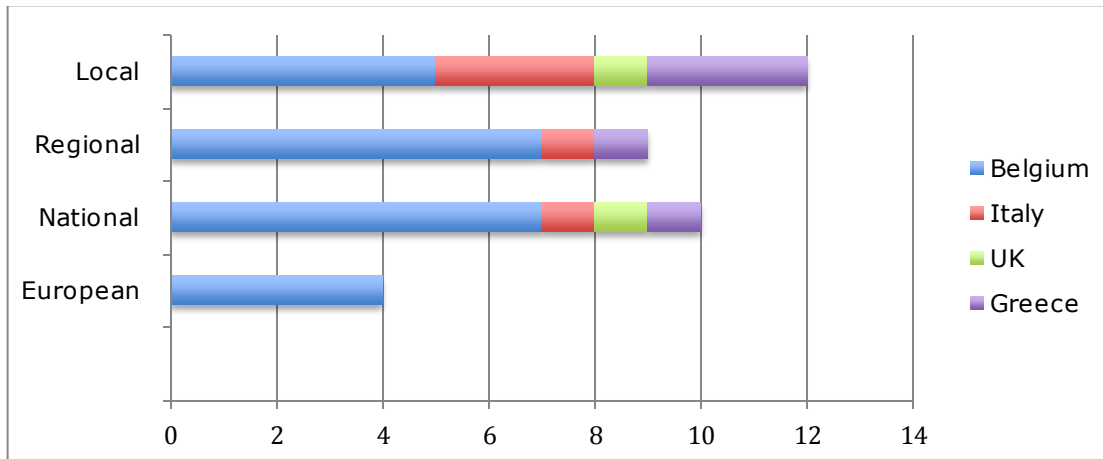


Figure 36: Influence by policy makers

The highest numbers of respondents were people who affect local policy, followed by those who have influence at a national level. This shows that the survey had a wide spread in respect to the audience it reached.

The following graph looks at the areas in which the policy makers work. This is key, as it illustrates at what policy level those with an interest in ATLEC may have the ability to influence.

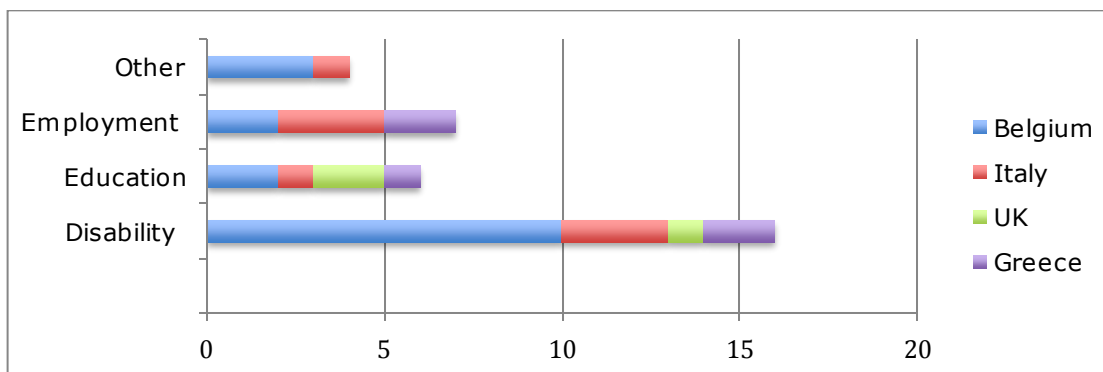


Figure 37: Policy makers' areas of work

The main area represented was people that work within the field of disability. This could be because of the way the survey was distributed and is likely to be a reflection of the partners' own networks.

100% of the policy makers who completed the survey indicated that they would support any initiatives that further developed ICT-AT training. This was taken from their responses within the survey.

6.3. Summary of focus groups held

Focus groups were held in Italy and the UK, to offer extra support and facilitation to people with disabilities who found the online survey either too confusing, too long or inaccessible. In other partner countries it was felt that this target group had been sufficiently supported to complete the online survey.

The focus groups that had users of ICT-AT within them, were used to look at the real world issues of the focus group members with disabilities in respect to what learning content should be included within the ATLEC curriculum. It is fair to say that people with disabilities feel that receiving training to enable them to more effectively use the ICT-AT would improve their employability. However, this was not seen as a key reason for using ICT-AT, as the survey showed that the majority of respondents use their ICT-AT to improve communication and therefore become more independent.

Within some of the focus groups, there was a feeling that the best people to train individuals in the use of ICT-AT were either the manufacturers of the equipment, due to their expert knowledge, or someone with a disability who already uses the equipment. This view came out strongly within one of the focus groups held in Italy where the following issues were raised:

- "Having a disability was considered an important personal experiential factor that could be a resource in user centred design processes of new solutions, as long as you are aware of the uniqueness of your personal experience."
- "Being an expert ICT-AT user as a matter of fact means that you have gone through the process of self enablement through adopting appropriate technological solutions, but other people will necessarily have to go through other comparable, though different and unique, processes. "

Overall the results from the focus groups were in keeping with the results of the online survey, especially in relation to the issues concerning the content of the training itself, such as the language the training is in and the reasons that people are accessing it.

83% of the focus group respondents believed that improved ICT-AT training would maybe improve their chances of employment, whilst 17% felt that it would definitely do so.

Italy

In Italy 2 focus groups were held with 12 students who are users of AT or potentially may use it in the future. They were organised by the Italian partners over 2 different sites.

The members of the groups recognised that training needs are highly personal and related to the uniqueness of people, their prior knowledge, interests, motivation and that the aims of the learning are relevant when considering whether or not to undertake it. A member of one group felt that a face to face approach to training was best, as you can then develop a relationship with the trainer which was seen as very important. The issue of e-learning was explored but this was not favourably received, on the basis that people felt you needed a certain level of literacy skills and that they preferred the human contact you have from traditional training. This also underlined the importance of having access to

courses to improve IT skills, such as ViPi, as this will complement any additional training they may undertake once an individual's skill levels were at a certain level.

When looking at the most important outcomes of ICT-AT learning for people with disabilities, increased independence and the ability to communicate with family and friends were seen as being very important outcomes. When asked if being able to motivate others in the use of ICT-AT, one respondent commented that it would be good to see an end user become a positive role model.

When looking at what people considered to be the most important aspects of the ICT-AT learning programme, the ability for any training to be personalised, as well as the trainer having prior knowledge of the person with disabilities needs were both deemed to be very important. Any curriculum developed will therefore need to be adaptable not only concerning the time commitment but also in the delivery methods used, so that the recipients of the training gain positively from receiving it. The ability for the training to be accredited was seen as another important aspect.

UK

In the UK, focus groups were held by both UK partners. The groups were attended by users of AT, parents/carers, professionals who support people with disabilities as well as students with disabilities who may be aiming to access employment in the future.

A version of the survey that would be accessible to people with learning disabilities was produced for use with the Oak Field groups. The Oak Field user group explored the survey with a range of people including parents/carers, people who support people with a disability, and the end users of AT equipment. All the people involved, apart from one, had received training in the use of the ICT-AT to which they had access. The training was received mainly from either the staff within the school or from a support organisation. The rating for the quality of the training varied from adequate to good, with one person making the following comment "Needed to be more of an ongoing training rather than a 'one off' for me to rate it as excellent. More structured regular updates were needed. Generally, there should be more training days." Another person commented that the training they received was very poor and pitched at completely the wrong level and they also raised the issue of needing follow on training to consolidate the learning and keep up to date with new programmes and changes.

When developing the curriculum, ATLEC partners will need to take this as a major consideration, so that follow on training is available where required, including options for continuous learning, as well as the availability of refresher training, as appropriate to the needs of the end users. A common theme observed in the groups is the inconsistency of the quality of the training received and of the trainers that deliver it. This raises the question of who is best to deliver the training. This question was not resolved by the focus groups, but they did suggest that people with disabilities who are experienced users of ICT-AT may be trained in this capacity. This is in line with the aims and objectives of the ATLEC project.

When this group was asked to consider the important outcomes of learning for people that support ICT-AT users, one of the most relevant issues raised was that of being able to set up the equipment and then use it to its full potential. It was also felt that it was important for people to be able to solve simple problems and

do essential, simple maintenance of their devices and to know where to get support if needed for more complex problems.

Members of one of the UK focus groups were not aware of the training opportunities for people with disabilities. Knowing the amount of training available in the UK, this raises the importance of dissemination so that people are aware that it is actually available. Once the training curriculum has been developed and trialled, there will need to be well planned valorisation activities so that those people who may benefit from the training are aware that it is there and ready to be used.

Another issue that was raised within the UK was the cost of training, as people with disabilities are amongst the most financially vulnerable people within our society and therefore cost will be a major issue. This is not only a pure monetary cost but a cost in the time it will take to complete any training. A lot of people with disabilities are unable to undertake any training that is lengthy as, for many, their physical needs or learning disabilities dictate that they are only able to concentrate or fully participate in short planned sessions.

When questioned whether people thought that improved training in the use of AT would enhance the chances of people with disabilities in gaining employment, within one of the UK focus groups there was a range of views from very unlikely through to maybe. A key influencing factor raised was the willingness of employers to take on people with a disability. There was a feeling across the focus groups held that attitudinal barriers and discriminatory behaviour of employers towards people with disabilities is still prevalent and will need to be addressed to significantly enhance a person with a disability's opportunities of gaining employment in the open labour market, regardless of their improved skills levels.

Overall the focus groups provided a valuable insight into the issues that people with disabilities face, not only when they are looking to use ICT-AT and learn about its potential uses, but also some of the wider barriers they face when looking to take up employment. Improved ICT-AT training will increase digital and other transferable skills but these skills need to be mapped against skills gaps identified by employers for people with disabilities so that they can compete more successfully for jobs in the current economic climate.

To summarise, the key issues that the focus groups highlighted were as follows:

- The cost of training
- How the training was delivered, i.e.:
 - Training for people with disabilities needs to be more personalised due to their needs.
 - Face to face training is preferred as a relationship needs to be built up between trainer and student for learning to be effective in this field
 - Learning hours need to be adapted to a person's endurance and concentration levels
 - Both continuous and isolated repeat sessions need to be available options, according to need

Input towards the Curriculum

The main challenge to the design of the curriculum is the great disparity between the responses from the different partner countries. The comparative analysis between countries indeed confuses rather than consolidates what the direction of the curriculum should take and what the learning objectives should be. What this does indicate however, is that there is a need for the training content to be variable and flexible to meet the requirements of all countries.

Some common needs were identified, which include:

- Price of the training;
- Format/language in which it is produced;
- Support to communicate with friends and for everyday life and increased independence is a key priority;
- Training content needs to be accessible to all skills levels;
- Learning methods – a range of options need to be available but face-to-face training is identified as being of prime importance by focus groups;
- Flexibility of learning paths;
- Methods of training used – especially a range of delivery methods including face-to-face;
- The need for follow on training (by continuous or repeated sessions) – especially for people with a learning disability who may need access to repeated training.

Some other aspects that were important to some partner countries but not others, as outlined in the analysis of the tables above, include:

- To know where to get help in case of problems (Belgium);
- To know how the technology can help to build relationships and therefore promote independence (UK);
- Prior assessment of training needs – this will aid individuals to know what skills people have and at which point they can enter the training.(UK and Italy);
- To show how technology supports increased employability and boosts skills and maximises peoples' capabilities (Greece);
- Focus on the acquisition of skills (Belgium);
- Follow on support (Belgium);
- Personal support (Greece).

To meet the needs of all countries, all the above points should be considered and taken into account in developing the curriculum framework, and especially when delivering the localised versions.

The curriculum developed as part of the ViPi project will be complementary to the aims, objectives and outcomes of ATLEC, regarding the current gaps in ICT skills and digital competences that will be required in raising ICT-AT skills levels.

7. Conclusions

Analysis of the results from the online survey, combined with the results and comments from the focus groups indicate that there is a **need to provide training to people with disabilities to improve their ICT-AT skills and competences**. Currently the training provided is rather ad-hoc and usually starts with a demonstration of the equipment and then very often it is left to the individual to access any formal training that they feel they need to make the best use of the equipment that they have. This training very often is either self taught or provided by a member of staff from within the service that provided the equipment or from within the establishment that the person may attend on a regular basis, such as an educational establishment or day centre.

One thing that is clear from this report is that this **training is not usually currently provided by people with disabilities themselves**. Focus group respondents indicate that people with disabilities may be supported to become experts in the use of ICT-AT and may then be best placed to provide this training to others.

The learning objectives of the ATLEC curriculum will increase the skills levels of people with disabilities and should, in turn, allow for increased independence and improved potential for employment. However, at the same time, it must be recognised that there remain **attitudinal barriers and discriminatory practice on the part of employers** that must also be addressed for people with disabilities to compete in an open labour market. While this is needed, it does not lie within the scope of the project.

Overall the survey has confirmed the **need for a unified but flexible and variable training curriculum** to improve people with disabilities' employability and to increase their potential to become experts or even trainers in the field of ICT-AT. This was seen across all the groups that completed the survey and they all felt that it would add value to the aim of making people with disabilities more independent, more highly skilled and more employable.

Appendix: Typical transition tracks for people with disabilities between education and employment in BE, GR, IT, UK.

Belgium (Flanders only)

The pathways to employment for Flanders can be demonstrated by the following table:

Status employee or employer	Disability recognized by VDAB (sometimes on basis of previous recognitions) ⁴⁰	Rights	Can you work in regular labour market?	Specific support
Disability and looking for work	Yes (mental, psychological, physical, or sensory)	<ul style="list-style-type: none"> • Specialised support • Special employment measurements (financial support): assistance for sign language, support for clothing and material and workplace adjustments at work, compensation for specialised transport or personal assistance, • Diversity policy, EAD projects • Flemish support prime (Vlaamse ondersteuningspremie - VOP) for employer, • Sheltered workshop 	Yes	<ul style="list-style-type: none"> • Looking for work - > Specialist Pathway service and counselling service (Gespecialiseerde trajectbepalings- en begeleidingsdienst - GTB), including job centres. • Assistance in own assessment - > Specialised labour research service (Gespecialiseerde arbeidsonderzoeksdienst - GA) • Need for additional training - > Specialised training, guidance and

⁴⁰ Note: VDAB considers a disability in a wider sense, whereby any mental, psychological, physical, or sensory condition is such that it is difficult for someone to find or retain an employment, and defines it as a labour handicap.

Status employee or employer	Disability recognized by VDAB (sometimes on basis of previous recognitions) ⁴⁰	Rights	Can you work in regular labour market?	Specific support
				mediation centre (Gespecialiseerd opleidings-, begeleidings- en bemiddelingscentrum - GOB), or regular training centres where training is adjusted using "reasonable adjustments".
			No	<ul style="list-style-type: none"> • Sheltered workshop • Social enterprise • "Arbeidszorg", which consists of unpaid work for less than 13hr/week in a social or sheltered workshop.
			No	•
Employed and getting disabled	Yes	<ul style="list-style-type: none"> • Specialised support • Special employment measurements (financial support): assistance for sign language, support for clothing and material and workplace adjustments at work, compensation for specialised transport or personal assistance, Flemish support prime (Vlaamse 	Yes	<ul style="list-style-type: none"> • Looking for work - > Specialist Pathway service and counselling service (Gespecialiseerde trajectbepalings- en begeleidingsdienst - GTB), including job centres. • Assistance in own assessment - > Specialised labour research service (Gespecialiseerde

Status employee or employer	Disability recognized by VDAB (sometimes on basis of previous recognitions) ⁴⁰	Rights	Can you work in regular labour market?	Specific support
		ondersteuningspremie - VOP) for employer.		arbeidsonderzoeksdienst - GA) • Need for additional training - > Specialised training, guidance and mediation centre (Gespecialiseerd opleidings-, begeleidings- en bemiddelingscentrum - GOB), or regular training centres where training is adjusted using "reasonable adjustments".
			No	• Sheltered workshop • Social enterprise • "Arbeidszorg", which consists of unpaid work for less than 13hr/week in a social or sheltered workshop.
	No	45 days to ask for revision.		
Self employed with a disability	Yes	• Specialised support • Special employment measurements (financial support): assistance for sign language, support for clothing and material and workplace adjustments at	Yes	• Looking for work - > Specialist Pathway service and counselling service (Gespecialiseerde trajectbepalings- en begeleidingsdienst - GTB), including job centres.

Status employee or employer	Disability recognized by VDAB (sometimes on basis of previous recognitions) ⁴⁰	Rights	Can you work in regular labour market?	Specific support
		work, Flemish support prime (Vlaamse ondersteuningspremie - VOP) for self employed person.		<ul style="list-style-type: none"> • Assistance in own assessment -> Specialised labour research service (Gespecialiseerde arbeidsonderzoeksdienst - GA) • Need for additional training -> Specialised training, guidance and mediation centre (Gespecialiseerd opleidings-, begeleidings- en bemiddelingscentrum - GOB), or regular training centres where training is adjusted using "reasonable adjustments".
			No	<ul style="list-style-type: none"> • Sheltered workshop • Social enterprise • "Arbeidszorg", which consists of unpaid work for less than 13hr/week in a social or sheltered workshop.
	No	45 days to ask for revision.		
Employer of person with handicap (not government)	Yes	"Ondersteuningspremie" or premium support for 5	Yes	Assistance on the work floor

Status employee or employer	Disability recognized by VDAB (sometimes on basis of previous recognitions) ⁴⁰	Rights	Can you work in regular labour market?	Specific support
or sheltered workplace)		years: Y1 40% of total salary cost, Y2 30%, Y3-4-5 20%. Possibility to apply for a 5 year extension. In exceptional cases 60% can be applied for all years.		<ul style="list-style-type: none"> • Specialised individual vocational training (IBO - individuele beroepsopleiding) – maximum 52 weeks • Job coaching • Special employment measures • Flemish support premium (VOP - Vlaamse ondersteuningspremie) • Contribution to the cost of labour post adjustment
			No	<ul style="list-style-type: none"> • See other employment possibilities
	No			

Additional Information for Flemish support premium (VOP - Vlaamse ondersteuningspremie).

The Flemish support premium (VOP - Vlaamse ondersteuningspremie) is given to employers that employ a person, with a labour handicap. As basis for the premium, they consider the reference salary = Gross salary of the employee + the employee contributions – reduction in employer contributions.

It is granted for periods of 5 years.

In a first employment, this is granted as follows:

Year 1: 40 % of reference salary

Year 2: 30 % of reference salary

Year 3: 20 % of reference salary

Year 4: 20 % of reference salary

Year 5: 20 % of reference salary



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A prolongation can be requested, every time for a period of 5 years. From the 2nd prolongation onwards, and all following possible prolongations, the support is limited to 20 %.

The employer can always request a higher percentage (maximum 60%) if deemed necessary due to (e.g. worsening) disability of the employee.

The VOP cannot be asked for employees employed by the state, or employed in sheltered workshops.

If other support is requested in combination with the VOP, than this total amount of primes can be a maximum of 70% of the reference salary.

Integration contribution

The integration contribution is a monthly premium for people with a disability. This is in addition to the salary they receive.

The Federal Government Service of the social security contributes this. Depending on the degree of loss of independence (point system), the person is selected. The monthly amount depends on the degree of loss of independence (number of points) and the taxable income.

Greece:**Vocational Guidance in Greece⁴¹**

In Greece the responsibility for Vocational Guidance in the sector of Education lies with the Ministry of National Education & Religious Affairs and branches down to the Directorate of Career Counselling & Educational Activities, and the Office for School Vocational & Career Guidance of the Pedagogical Institute (P.I.).

In the sector of Employment, the Ministry of Employment and Social Protection is responsible for Vocational Guidance, with OAED⁴² acting as chief spokesman and executive of the Ministry in this respect.

There are a number of actions for Vocational Guidance for people with disabilities in Greece that come under the umbrella (financial & other) of Operational Programmes for the development of human resources, with respect to Education (Ministry of Education) and to Employment (Ministry of Employment): programs concerning occupational experience, subsidies for the creation of new employment positions and for the actions of young professionals with disabilities during their opening to the labour market.

The Ministry of National Education and Religious Affairs and the Ministry of Employment and Social Protection established a National Resource Centre for Vocational Guidance (E.K.E.P.) in Greece (Law 2525/97). E.K.E.P is vested with a twofold function: to operate as a link between education and the labour market on a national level, and, to contribute to the promotion of the European dimension in information dissemination, counselling and vocational guidance, on a transnational level.

Law provision for employees with disabilities

The Law 2643/1998 "Provision for the employment of special social groups and other clauses" (Official Journal of the Hellenic Republic 220/A; article 2, paragraph 1) is an expression of the Social State in the base of the article 21 of the Constitution, about the protection of people with disabilities and families with more than 3 children. Its main aim is the empowerment of the employment of those social groups by defining the quota scheme for the private and the public sector.

According to this law, the proclamation of new employment places (8%) is forecasted (every year) within enterprises of the private sector (that have more

⁴¹ Initial information, advice and guidance for employment preparation is provided to all students (aged 16-18) through the pre-vocational training courses in mainstream schools (secondary education level).

⁴² OAED is the Greek Manpower Employment Organization, created by L. 212/69. It takes care for the creation of the conditions, which are necessary for Employment, and its actions aim at creating all the necessary presuppositions for immediate matching of Supply of Labour to Demand, according to the Economic Development Programme of the Country. The task of OAED is completed by: a) the acquisition or/and improvement of the vocational skills of the manpower through training and its support with employment programmes, so that it will correspond to the continuously changing conditions of the Labour Market, and b) the Social Security Benefits and Allowances granted to certain social groups. The Organisation contributes to the protection of the citizen's right for employment and social welfare given by the Constitution, contributing to the co-existence of development and social cohesion by taking care for finding the proper work placement for each unemployed person and by delivering Social Security Services to the various groups of population.

than 50 employees, and have no financial problems) and the wider public sector. The hiring process which is based on the proclamations is coordinated by OAED. The positions are distributed to those people accordingly, based on the total of specific criteria (age, formal qualifications, disability rate concerning employees with disabilities, familial and financial conditions).

Individuals with a minimum disability percentage of 50% -provided that they are registered in OAED's records of the unemployed- are included in the categories of people that are protected under the Law 2643/1998, for whom there is a special hiring process.

The protection that this law provides to people with disabilities is based on the obligation and engagement of the employer to employ them.

(Note: The "disability rate/percentage" is an official tool intended to represent the extent of disability which also corresponds to different disability entitlements. The percentage is decided by statutory commissions within social security bodies on the basis of medical information for each individual case.)

Moreover, in Article 7 of the new Greek Employee Code protected by the Law 3528/2007 (Official Journal of the Hellenic Republic 26/A') is mentioned that the employees are being hired based on whether their health enables them to perform the implementation of the duties of the corresponding job placement. The lack of physical abilities does not prevent the hiring process, provided that the employee, having the suitable and justified technical support, can fulfil the duties of their job. Nevertheless, it is important to mention that in Article 153 of the current law, the employee loses their job after the decision of the official council, if a physical or intellectual disability occurs, according to articles 100, 165 and 167 of the Code. The employee does not lose their job if their disability allows them to exercise other kind of duties.

There are furthermore regulations that provide additional leave for public sector employees with disabilities, as well as reduced working hours. Law 3528/2007 allows an additional 22-day leave for those who have a disability or a spouse or child with disability who requires frequent hospitalisation, as well as six additional days of leave for those with 50% disability or more. In addition, L. 3731/2008 extended disability categories are eligible for reduced working hours (by one hour, with pay) for public sector employees with a disability. The law update included people with last stage kidney failure, as well as parents with children with 67% disability and over.

Accommodation in the workplace

OAED implements National Policy programmes for promoting the employment of people with disabilities through funding:

- Businesses for creating new places of employment by employing a person with disability for a 4-year period; the first 3 years employers are funded (e.g. full-time: 25 Euros/working day, part-time: 15 Euros/working day) + 1 year which the business is required to sustain the employee within its workforce without being funded)
- Necessary adjustments in the workplace up to 90% of cost; with a maximum total cost of 2,500 Euros for each one of the adjustments (e.g. ramps, accessible toilets, accessible work-tables, etc.), and

- People with disabilities who are self-employed to create small businesses (2 years). There are similar activation policies for the whole of the unemployed population, which people with disabilities can also apply for.

Also, according to the Circular of the Ministry of Internal, Public Administration & Decentralisation (September 2006, "Data regarding the number of employees with disabilities that work within the Greek public sector – Problems in exercising their duties – Guidelines for dealing with the problems"), the public bodies and services are obliged to create suitable working conditions for employees with disabilities. Particularly, workplaces have to be accessible for wheelchair users (e.g. workstations with adjustable dimensions, accessible toilets), special technological equipment has to be available when needed (e.g. computers with special software & hardware, voice dictation systems, screen readers, special telephone operators for employees with vision problems), and in the work environment, it is important for it to be bright enough for employees with vision difficulties or deaf people who communicate by sign language or are lip-readers to work comfortably.

Additionally, employees with disabilities are given the choice of a flexible working timetable, as well as special facilitations when weather conditions do not allow them to come to work, arrive on time, or stay till the end of their shift.

Public Employment

The state agency responsible for public employment is the Supreme Council of Personnel Selection (ASEP)⁴³. The selection of regular personnel to fill in positions in the public sector of Greece takes place in the following two ways:

1. by written examinations
2. by a ranking system on the basis of credits accumulated per prospective public employee.

The announcements for regular public employee vacancies are published in the Government Gazette. Interested individuals can access this information in electronic form through the web pages of the National Printing House.

Sheltered Employment

Sheltered Workshops run in most municipalities of Greece under the 2646/1998 law and the Jurisdiction of the National System for Social Care. They are in the majority of the cases orientated in making and selling small crafts, such as gifts, jewellery, handmade rugs, candles, etc.

Within the field of mental health, legislation (L.2716/99) has enabled the operation of sheltered workshops for people with mental health problems as social enterprises, which run like productive and commercial units at the same time as being Mental Health units that offer support, therapy and inclusion of

⁴³ The Supreme Council of Personnel Selection (ASEP) is the state agency responsible for public employment in Greece. Three of ASEP's main responsibilities are:

- the selection of the permanent personnel of the Public sector
- the conduction of the written competitions for filling in positions of the public sector
- the control over the classification of the state employees in the various organic places

There is also a Greek law, according to which the proclamation of new employment places (namely 8%) is forecasted every year within enterprises of the private sector and the wider public sector. The hiring process is coordinated by OAED, and the positions are distributed to people with disabilities, based on the total of specific criterions.

people with mental health problems. The enterprises run with national and EU funds, donations, as well as income from sales, can be active in any industrial sector, while members retain limited legal responsibility.

Also, there are more than 50 Centres of Vocational Training, and more than 20 Specialised Centres of Vocational Training for people with disabilities across most municipalities of Greece, established by law (2648/98). The Centres aim to promote employment, through vocational training that corresponds to the particular needs of the current labour market. They include social support and counselling to encourage the entrance or re-entrance of long-term unemployed and vulnerable groups to the labour market. The Vocational Training programs usually last between 150 hours to 400 hours and are orientated towards professions in health and welfare, finance and administration, IT, tourism, farming sector, and technical professions. Disabled participants usually receive more euros per hour than the amount that the general population receives.

There isn't any statistical data available regarding the proportion of people with disabilities employed in the different types of employment, such as mainstream, supported or sheltered. However, concerning the public sector, the Law 2643/1998 foresees that all public services, or procured agencies, are obliged to reserve 5% of available vacancies for vulnerable groups (including people with disabilities, women, single mothers, young people, long-term unemployed and families with more than 3 children) at any time these are publicised. On the other hand, in the private sector, there is an obligatory employment of people with disabilities for quota of 8% of available places in any company with over 50 staff (and no financial problems). The hiring process which is based on the proclamations is coordinated by OAED. The positions are distributed to those people accordingly, based on the total of specific criteria (age, formal qualifications, disability rate concerning employees with disabilities, familial and financial conditions). The protection that this law provides to people with disabilities is based on the obligation and engagement of the employer to employ them. However, as research has shown, this is only implemented by 20% of companies in 2007.

There are 6 specialised employment services for vulnerable groups in 6 main cities of Greece, and 3 specialised training units that run under the Greek Manpower Employment Organisation (OAED). Up until 2008, OAED was also implementing National Policy programmes for promoting the employment of people with disabilities through subsidies of:

- Businesses for creating new employment by employing a person with disability for a 4-year period; the first 3 years employers are funded (full-time: €25/working day, part-time: €15/working day) + 1 year which the business is required to sustain the employee within its workforce without being funded),
- Necessary adjustments in the workplace up to 90% of cost; with a maximum total cost of €2,500 for each adjustment (e.g. ramps, accessible toilets, accessible work-tables, etc.), and
- People with disabilities who are self-employed to create small businesses (2 years).

There are, of course, similar activation policies for the whole unemployed population, which people with disabilities can also apply for.

Concerning the (currently underfinanced) Sheltered Workshops in Greece (e.g. "Theotokos" centre), these were developed as alternative forms of employment



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and they are mainly orientated in making and selling small craft items (i.e gifts, jewellery, handmade rugs, candles).

Italy

In Italy the transition from education to employment is via one, or a combination of the following:

- Self organised
- Mediated by employment agencies
- Supported through Public Health Agency
- Projects coordinated by competent offices (Provinces) that implement Act 68,1999 (obligation for employers to employ certified and registered disabled in the basis of the size of the company). These projects are designed by a local network that includes the social and sanitary services, the vocational training centres and other public/private actors such as social cooperatives. Their tools are "assessments of competences, further training courses and stages.

This can be presented by the following diagram, showing the pathways for the Emilia Romagna region:

Transition pathways between education and employment for people with disabilities in Italy (Emilia Romagna)

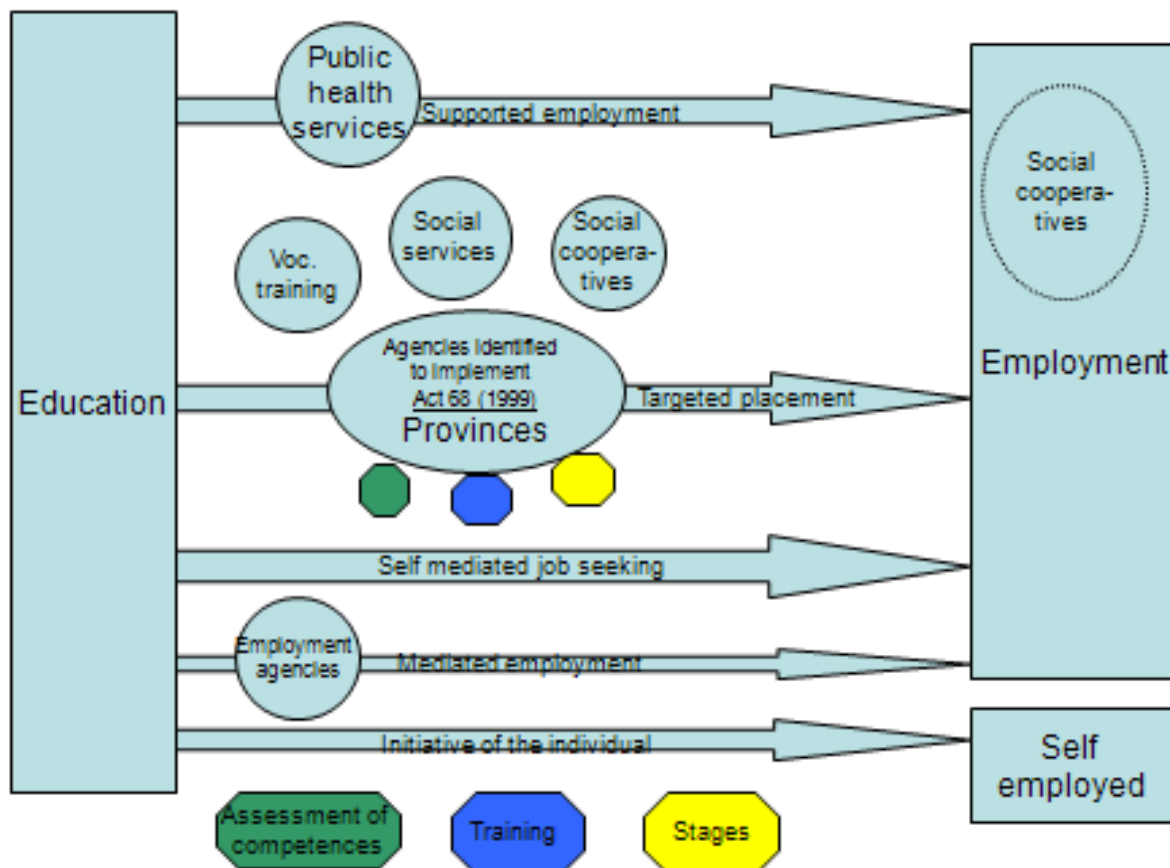


Figure 38: Transition pathways for the Emilia Romagna region

UK

The transition pathways for the UK are numerous and complex, being largely directed by different funding streams.

The process starts in **year 9** (13-14 years old) at secondary school⁴⁴. This is an excellent opportunity to begin to plan for jobs and careers. If the review meeting and plan are person-centred, the young person and their family will be talking about what is important to them now and in the future, including work. It is necessary at this stage to identify who will support the young person to develop their career plan. This could come from the school curriculum or be supported by a Connexions adviser, a supported employment service, the young person's family or circle of support. Research shows that the most successful outcomes happen when best practice in supported employment is used: i.e. in-depth person centred vocational profiling, planning, job searching, job coaching, and on-going support. For many people with severe learning disabilities, job coaching would usually need to include systematic instruction.

Year 9 is clearly too soon to be looking for a job, but it is important to plan for work experience the following year. Meaningful work experience is based on the young person's interests and abilities in a real work environment. By using supported employment methods, it is much more likely that work experience will be successful. This will then provide a basis for building and developing the career plan, so that the young person has the opportunity to start working part-time while they are still at school, and to have a good idea of what kind of work they enjoy.

The year 9 review meeting is also an ideal opportunity to provide the young person and their family with good, accessible information about jobs that local people with learning disabilities are already doing. This could be in the form of written stories, or they could hear directly from people with learning disabilities who are already working. Young people and their families also need information about welfare benefits, to ensure: (a) that they are claiming all the benefits they are entitled to, and (b) that they understand which benefits are affected by earnings. They also need information about the variety of funding streams, and about personalisation. The local job centre plus and supported employment services can produce information about how the system works in the local area, and what support and funding is available to help people to get jobs.

If they are already in receipt of a direct payment or personal budget, they could be thinking about how that might help with their planning for work.

Strategically, local services and organisations can work together to:

- Link transition planning with personalisation and supported employment.
- Support all staff to work together, in order to prioritise employment and to understand the part they can play.
- Clarify roles and responsibilities so that young people and their families know who will support them to develop a career plan, get work experience, part-time work and employment after school or college.
- Provide clear information about welfare benefits, personalisation and funding for employment support.
- Commission services and support that lead to employment.
- School year 10

⁴⁴ <http://www.ndti.org.uk/uploads/files/2011-Pathways-to-getting-a-life.pdf>

At the **year 10 review meeting**, the career plan can be built on. Work experience will have already taken place or will be planned. This can then be the basis for the discussion about curriculum options, part-time work and what the young person will do after age 16. Many young people have said that they do not feel they have learned the things they need for employment. It is therefore important that the school curriculum take account of young people's aspirations for the future, so that opportunities are maximised for them to develop the skills they will need (such as travelling, telling the time, using a mobile phone, using money).

At this stage, it is important that young people and their families know about the usual routes into employment and how these can be accessed.

For example, they need more information about how the local system supports people into employment. Does the local supported employment service work with young people while they are still at school? Does the local system enable young people to use their personal or individual budget to purchase employment support? They need to know if there is a local internship programme (for example Project Search), and what apprenticeships are available locally. Staying at school or going to college are the most common options for young people with learning disabilities, but often the courses they do are not explicitly based on their employment aspirations. Self-employment is becoming an increasingly attractive option for these young people, and information about this needs to be available to them and their families.

By **year 11**, the career plan will be based on work experience and some part-time work, and will set out clearly what the young person is going to do in the following year and beyond, based on their career aspirations.

In some areas, young people are given their indicative personal budget at this stage, so that they are able to develop their funded support plan before they leave school or college. They can therefore plan how they will use some of their budget to support themselves with employment. Employment funding such as Access to Work can also be included as part of the support plan.

The person-centred plan and support plan usually provide enough information to enable good planning for the next stage. If the young person decides to go to college, it should not be necessary for the Learning Difficulty Assessment (S139a) to be carried out separately. Ideally, there will be a single transition plan/support plan that the young person takes with them into their next place, whether it is an internship, college course, supported employment, apprenticeship or self-employment.

From then on the process can be represented by the following table (Transition Pathways from education to employment).

Table 16: Transition Pathways from education to employment

	Students with disabilities - schools	Students with disabilities - FE	Students with disabilities - HE	Adults with disabilities
Transition plans – are transition plans from education to employment conducted? If so, what do they involve and who is included in the process?	Yes – they are conducted in years 9, 10 and 11 in review meetings for the student, using a person centred planning approach. In year 9 It is necessary at this stage to identify who will support the young person to develop their career plan. This could come from the school curriculum or be supported by a Connexions adviser, a supported employment service, the young person's family or circle of support. Research shows that the most successful outcomes happen when best practice in supported employment is used: i.e. in-depth person centred vocational profiling, planning, job searching,	Careers Advisors and Personal advisors are Provided in further education to provide the information, advice and guidance element of supported employment programmes, signposting and referrals onto these programmes or to further vocational training or apprenticeships can also be made at this stage by these teams or by Job Centre Plus Disability Employment Advisors, if the student has not found employment at this stage. Work experience and work based training will have been provided during vocational courses.	Careers Advisors are also available in further education and assistive technologies will have been funded and provided to assist the disabled person with their work in a fully personalised assessment process. Work experience will have been undertaken in vocational courses, work placements for a year of the course are common and for those undertaking these placements universities claim an employment rate of over 90%, including for disabled students.	N/A

	Students with disabilities - schools	Students with disabilities - FE	Students with disabilities - HE	Adults with disabilities
	<p>job coaching, and on-going support. For many people with severe learning disabilities, job coaching would usually need to include systematic instruction. By the year 10 meeting, work experience will have taken place At this stage, it is important that young people and their families know about the usual routes into employment and how these can be accessed. For example, they need more information about how the local system supports people into employment. Does the local supported employment service work with young people while they are still at school? Does the local system enable young people to</p>			

	Students with disabilities - schools	Students with disabilities - FE	Students with disabilities - HE	Adults with disabilities
	<p>use their personal or individual budget to purchase employment support? They need to know if there is a local internship programme (for example Project Search), and what apprenticeships are available locally. By year 11, the career plan will be based on work experience and some part-time work, and will set out clearly what the young person is going to do in the following year and beyond, based on their career aspirations. In some areas, young people are given their indicative personal budget at this stage, so that they are able to develop their funded support plan before they leave school or college. They can</p>			

	Students with disabilities - schools	Students with disabilities - FE	Students with disabilities - HE	Adults with disabilities
	therefore plan how they will use some of their budget to support them with employment. The person-centred plan and support plan usually provide enough information to enable good planning for the next stage. If the young person decides to go to college, it should not be necessary for the Learning Difficulty Assessment (S139a) to be carried out separately. Ideally, there will be a single transition plan/support plan that the young person takes with them into their next place, whether it is an internship, college course, supported employment, apprenticeship or self-employment.			
What specialist provision	In mainstream schools	For those students who	N/A	Train to Gain and other

	Students with disabilities - schools	Students with disabilities - FE	Students with disabilities - HE	Adults with disabilities
is provided to develop basic skills (literacy, numeracy, ICT), where extra help is needed?	SENCOs (special needs coordinators) provide additional support for these subjects	have not gained level 2 in literacy or level 1 in numeracy additional classes will be provided as these are a pre-requisite of gaining vocational qualifications at this level		work programmes of supported employment fund employees or unemployed people to study up to level 2 in literacy and level 1 in numeracy if they have not previously gained these qualifications
What information, advice and guidance is given for employment preparation and who provides it?	This is provided in school as part of the student review process for students with disabilities. A Connexions or careers advisor will be part of the team and a teacher or teachers in the school will have special responsibilities for IAG careers advice and work experience	The Careers Advice or employment preparation departments or pre-vocational training courses of a college will provide this.	The careers advice departments or work placement coordinators in a University will provide this	Work preparation or Pre-vocational training providers will provide this. To receive the funding to do this they will need to have staff qualified in providing information, advice and guidance to level 3.
What pre-vocational training programmes exist and what are the funding streams for them? What additional support is	ASDAN programmes in basic work and life skills are available pre-16 in some schools.	Colleges will provide generic work based skills training courses, including ASDAN programmes and those from other	Some universities, especially community colleges with university status will provide qualifications similar to FE	Government funded programmes are available via prime contractors, sub-contractors by direct referral or via Job Centre

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available for people with disabilities?		qualification bodies, such as OCN, OCR, City and Guilds, Edexcel, etc	colleges.	Plus, personal advisors and disability employment advisors. These include the Work Programme (Department for Work and Pensions), the Innovation Fund (DWP) for long term unemployed, Work for your benefit schemes and non-government schemes aimed at young people e.g. National Lottery Talent Match
What work based learning and apprenticeship programmes exist and what are the funding streams for them? What additional support is available for people with disabilities?	N/A	Work placements and work experience as part of vocational courses, funded by the Further Education Funding Council, or via the work programme and other government employment schemes. Apprenticeships via the Government Apprenticeship programme, the National Apprenticeship Service,		Anyone over 16, not in full time employment can enter the scheme. Apprenticeships are available via the National Apprenticeship service. Vocational qualifications can be gained through the scheme as well as work-based training at the minimum wage. Other government funded work based learning and

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		which funds and organises placements.		vocational qualifications is provided by colleges, skills academies (e.g. British Gas Energy Academy) and work programme providers
What benefits are available for people with disabilities who are looking for work? What funding streams provide ICT-AT for the workplace?	N/A	N/A	N/A	Job Seekers allowance for those with moderate disabilities but for those whose disability restricts their ability to work or look for work, the Employment & Support Allowance (ESA). The person's capacity for work is assessed in order to receive this benefit and the person is placed in one of two categories, according to whether they are assessed as having the capacity to work or not. Financial support is given to those who are unable to work and personalised help is given

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				<p>to those who can. An Access to Work grant is money for practical support to help people with disabilities to do their job. This grant is for people with a disability, health or mental health condition.</p> <p>The money can pay for things like:</p> <ul style="list-style-type: none"> • specialist aids, equipment and ICT-AT • travel • a communicator at a job interview <p>The amount received depends on personal circumstances. It's only available in England, Scotland and Wales.</p>