

ValorVIP Conference Review



Conference on the
Valorisation of project results for blind and **V**isually **I**mpaired **P**eople

20th to 21st September 2007

Graz, Austria

www.valorvip.eu

CONTENT

CONTENT 2

WELCOME BY DR. WILHELM TECHT 4

CONFERENCE CONTACT 5

MAPS OF GRAZ..... 6

 RAILWAY STATION AND CONFERENCE LOCATION 6

THE VALORVIP PROJECT 8

CONFERENCE AGENDA 9

 DAY 1: 20TH SEPTEMBER 2007 9

 DAY 2: 21ST SEPTEMBER 2007 10

CONFERENCE PARTICIPANTS 11

SPEECHES 13

 HR DR.^{IN} MARGARETA STEINER, FED. SOCIAL OFFICE 13

 PETER BRASS, EUROPEAN BLIND UNION 17

KEYNOTE SPEAKERS 21

 SIR JOHN WALL, CBE 21

 MORTEN TOLLEFSEN 25

FURTHER SUBMISSIONS TO THE CALL FOR PAPERS 27

 ACE – A VISION FOR E-LEARNING IN THE 21ST CENTURY 27

 THE SCREENREADER.NET CHALLENGE. 28

 ROBOBRAILLE 29

THE WORKSHOPS 30

 ACCESSIBILITY AND IT 31

 ACCESSIBILITY AND LANGUAGE 32

 ACCESSIBILITY AND MOBILITY 34

 ACCESSIBILITY AND LEARNING & ORGANISATIONAL ENVIRONMENT 34

PROJECTS FOR DISCUSSION 36

 EUROPEAN COMPUTER DRIVING LICENCE FOR PEOPLE WITH DISABILITIES 36

 BLIND PEOPLE IN IT QUALIFICATION 38

 EUROPEAN BLIND PEOPLE IN QUALIFICATION 40

 PROGRAMMING: BLIND PEOPLE IN IT-QUALIFICATION 42

 E-LEARNING FOR VISUALLY IMPAIRED PEOPLE 44

 E-LEARNING COACH FOR VISUALLY IMPAIRED PEOPLE 46

 AUDIO HAPTICS FOR BLIND AND VISUALLY IMPAIRED TRAINING AND EDUCATION AT A DISTANCE 48

 ENGLISH AND GERMAN FOR BLIND AND VISUALLY IMPAIRED PEOPLE 50

 DIGITAL COMPETENCE SCREENREADER NETWORK 52

 SELECTED E-LEARNING EDUCATION FOR VISUALLY IMPAIRED PEOPLE 54

 INCLUSIVE PRACTICES FOR LEARNERS WITH DISABILITIES 56

 PROFESSIONALS FOR VISUALLY IMPAIRED PERSONS TRAINING COURSE 58

 HELPING VISUALLY IMPAIRED YOUTH AND ADULTS TO CHOOSE A CAREER 60

 LIFELONG LEARNING FOR BLIND PEOPLE 62

 A BASIC ENGLISH COURSE FOR THE VISUALLY IMPAIRED 64

 EQUAL ACCESS TO TECHNOLOGY TRAINING 66

 EMPLOYMENT SUPPORT PRACTICES FOR VISION IMPAIRED PEOPLE PROJECT 68

 MULTIDISCIPLINARY APPROACH TO TRAINING AND EDUCATION 70

 CONSTRUCTING AN EMPLOYMENT CONTINUUM 72

 ACCREDITED TRAINING FOR VOLUNTEERS IN EUROPE 74

ACCESSIBLE LANGUAGE LEARNING FOR VISUALLY IMPAIRED PEOPLE	76
FOLLOW-UP ACTIVITIES	78
EXPANSION OF THE WEBSITE	78
ONLINE IMPLEMENTATION COACHING	78
TRANSLATION SERVICE.....	78
THE PRESS	79
PRESS RELEASE BFI STEIERMARK	79
ARTICLE IN „KRONEN ZEITUNG“ OF 21ST SEP. 2007	80

Welcome by Dr. Wilhelm Techt

Dear Delegates!

On behalf of bfi Steiermark I would like to welcome you to the ValorVIP conference in Graz, the capital of the Province of Styria. bfi Steiermark is the biggest provider of education and training services in our Province and has been successfully active in education and training for more than 50 years. In Graz we run three training centres with the focus on technology, health, office & management, and personality training.



As an educational institution with high innovative power, we are particularly proud to work in a number of EU projects dealing with the topics of education and training and integration. For our commitment regarding the development of educational opportunities for a successful integration of people with special needs, especially blind and visually impaired people, we have received several awards by the EU Commission.

Therefore, I am particularly pleased to host this valorisation conference on successful EU projects here in Graz.

Ladies and Gentlemen, I would like to wish you a pleasant stay and an interesting and successful conference.

Dr. Wilhelm Techt
Managing Director of bfi Steiermark

Conference Contact

Conference Office

bfi Steiermark
Mariengasse 24
8020 Graz
+43 316 7270-0

Conference Location

Fachhochschule (FH) Joanneum
Alte Poststraße 149
8020 Graz

Conference Contact

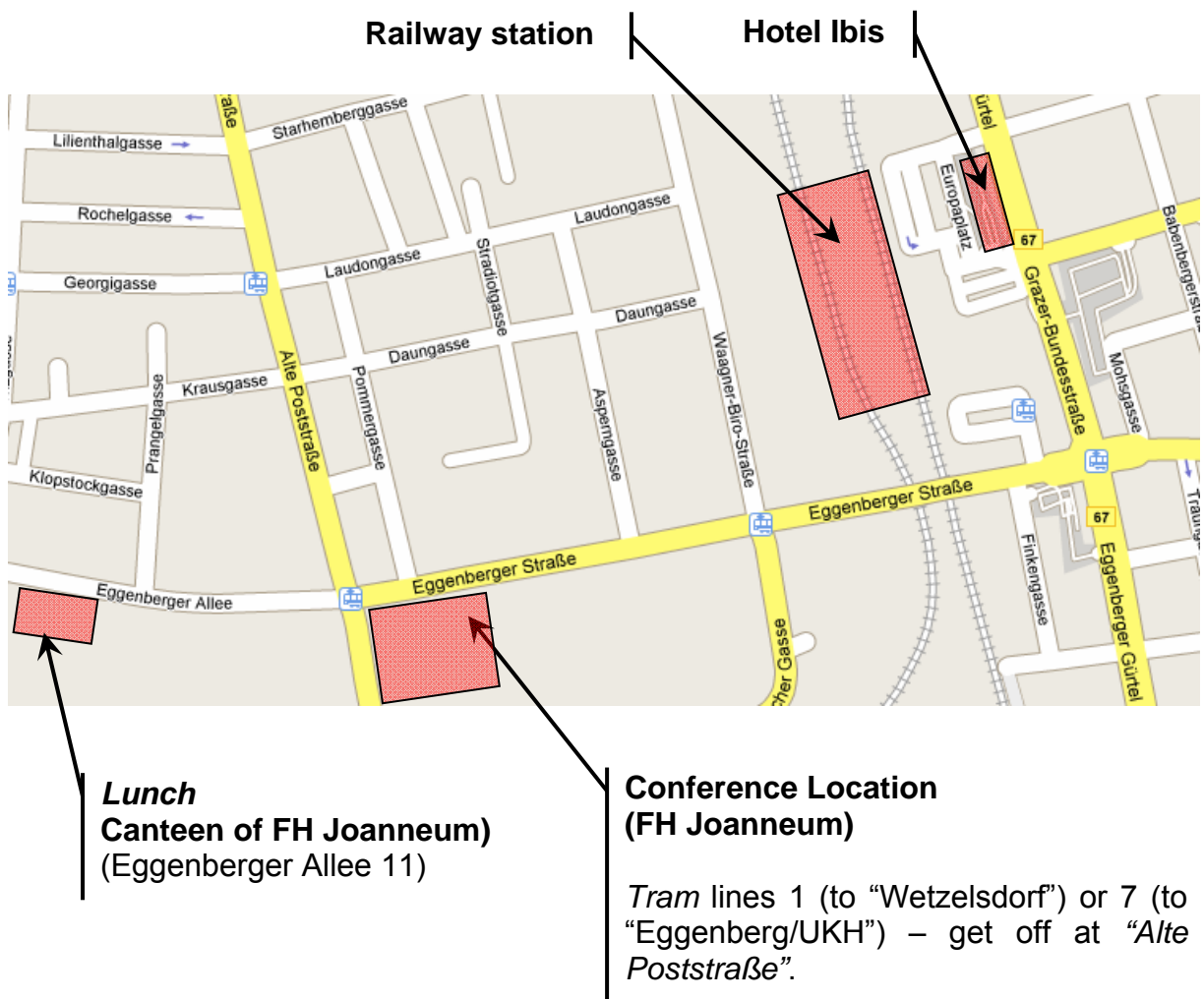
Robert Schuen
+43 699 11346423

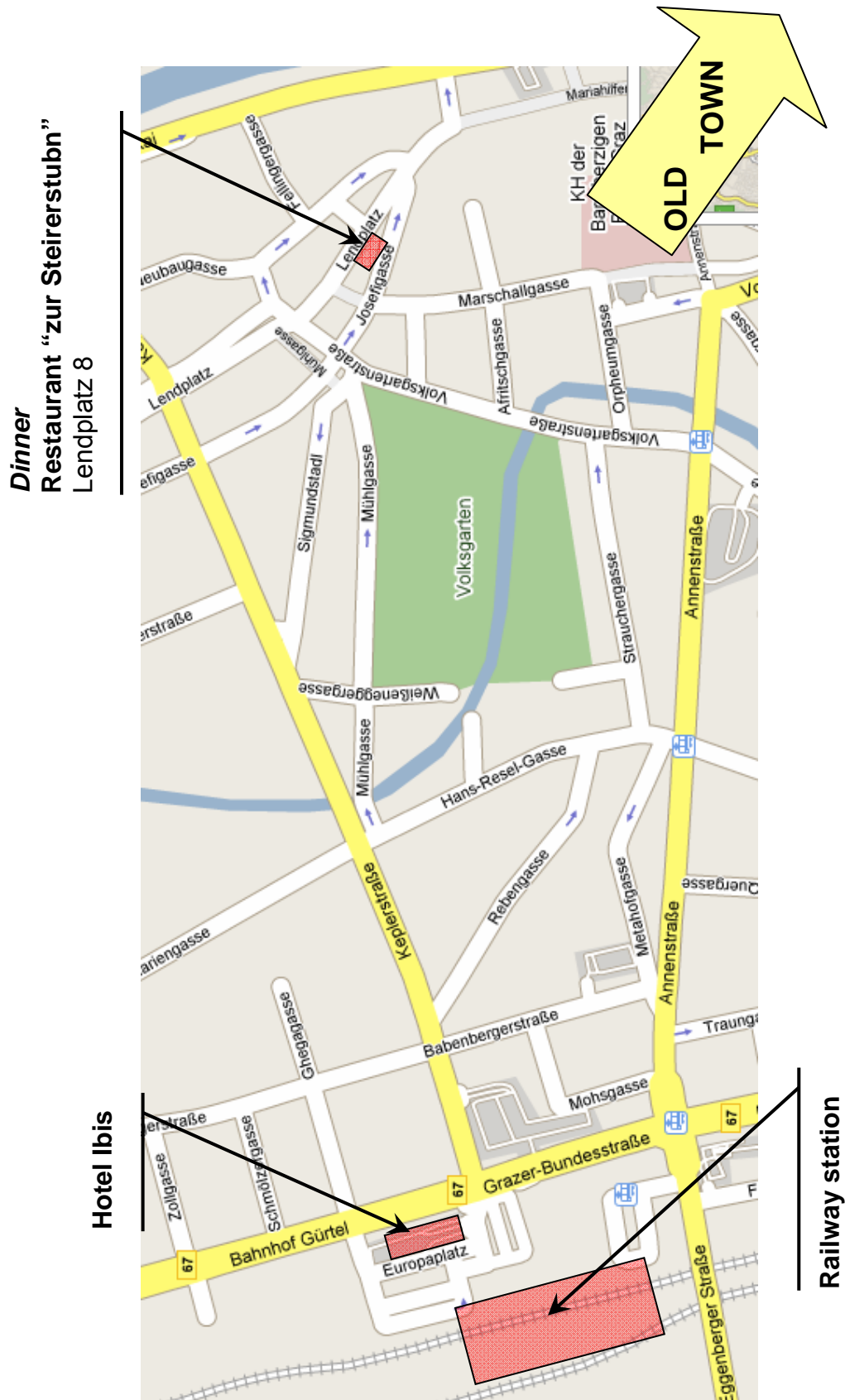
Dinner Day 1

Restaurant „zur Steirerstubn“
Lendplatz 8
8010 Graz

Maps of Graz

Railway station and conference location





THE ValorVIP PROJECT

The ValorVIP project refers to the target group of blind and visually impaired people, a group that still faces discrimination and disadvantages in the European society, on the labour market and in education and training systems. While the postulate of accessibility for disadvantaged and sensory impaired people seems an important and forward-looking principle, the area of vocational education and training is, throughout Europe, far from being barrier-free. The EU member countries urgently need to catch up and develop accessibility in vocational education and training for blind and visually impaired people.

However, during the last few years a range of innovative development projects, particularly within the Leonardo da Vinci program, have been created throughout Europe that, if adequately distributed and utilised, will result in reducing the barriers in vocational education and training.

Therefore, it is a central concern of the ValorVIP project to record objectively and on a scientific basis, with adequate methods, the demand for innovative concepts and approaches to reduce barriers in vocational education and training for blind and visually impaired people and to combine this demand in a thematic valorisation conference with offers, products and results from completed Leonardo da Vinci pilot projects. In order to examine the various barrier dimensions and perspectives and in order to make actual supply-demand matching of project results possible, the matching-process will be done in a number of thematically focussed workshops within a conference.

CONFERENCE AGENDA

Day 1: 20th September 2007

08:30 – 09:30 a.m. *Registration*

09:30 – 10:00 a.m. *Opening*
Dr. Wilhelm Techt (Managing Director of bfi Steiermark)
Johannes Schwarz (Representative of the Styrian Provincial Governor)

10:00 – 11:00 a.m. *Speeches*
HR Dr.ⁱⁿ Margareta Steiner (Federal Social Services Department)
Peter Brass (European Blind Union)

11:00 – 11:30 a.m. *Coffee Break*

11:30 – 12:00 a.m. *Conference Paper I*
Sir John Wall: "Gainful employment or self-employment of disabled people"

12:00 – 12:30 a.m. *Conference Paper II*
Morten Tollefsen: "Creating Opportunities for blind and visually impaired people"

12:30 – 02:30 p.m. *Lunch*

02:30 – 02:45 *Presentation*
R. Wilson-Hinds: "Thunder. The free screenreader software."

02:30 – 04:00 p.m. *Panel discussion*
Accessibility for blind and visually impaired people

04:00 – 04:15 p.m. *Wrap-up*

07:00 p.m. *Dinner*
Invitation by Horst Schachner, President of the Styrian ÖGB (Styrian branch of the Federation of Austrian Trade Unions)

Day 2: 21st September 2007

08:30 – 11:30 a.m. *Workshops*

1. Accessibility and IT
Accessibility and Language
2. Accessibility and Mobility
Accessibility and Learning Environment
Accessibility and Organisational Environment

11:30 – 12:30 p.m. *Presentation*
Workshop groups present their results

12:30 – 01:00 p.m. *Wrap-up & Farewell*

01:00 – 02:00 p.m. *Lunch*

CONFERENCE PARTICIPANTS

Surname	First Name	m/f	Organisation	E-Mail
Berger	Wali	Mr.	bfi Stmk.	wali.berger@bfi-stmk.at
Beverly	Ian	Mr.	RNCBlind	ib@rnac.ac.ui
Brass	Peter	Mr.	EBU	mail@pbrass.de
Carmody	Michael	Mr.		
Gallagher	Bláithín	Ms.	NCBI	blaithin.gallagher@ncbi.ie
Hack	Claudia	Ms.	bfi Stmk.	claudia.hack@bfi-stmk.at
Heim	Oxana	Ms.		
Hofer	Tamara	Ms.		
Hüllen	Jürgen	Mr.	BFW Düren	huellen@bfiw-dueren.de
Jerkovic	Suzana	Ms.		
Karshev	Vladimir	Mr.	NRCB	v.karshev@rehcenter.org
Kavalirek	Willibald	Mr.	Ktn. Blindenverb.	office@bv-ktn.at
Kertikova	Veronika	Ms.	Rehab. for the Blind Found.	rehblind@evrocom.net
Knotz	Eveline	Ms.		
Köhlendorfer, Dr.	Johann	Mr.	AK Steiermark	johann.koehldorfer@akstmk.at
Kohlhofer	Petra	Ms.	bfi Stmk.	petra.kohlhofer@bfi-stmk.at
Kowald, Mag.	Mario	Mr.	Stmk. Bl.- u. Sehbeh.-Verb.	obmann@stmk-bsv.at
Krämer, Dr.	Kathrin	Ms.	bfi Stmk.	kathrin.kraemer@bfi-stmk.at
Loidl	Gernot	Mr.	MS Selbsthilfe.at	office@ms-selbsthilfe.at
Mager	Konrad	Mr.	BBRZ Reha	
Marano, Mag.	Daniele	Mr.	Hilfsg. d. Bl. U. Sehschw. Ö.	marano@hilfsgemeinschaft.at
Marian	Cecilia	Ms.		
Masic	Vinko	Mr.	OÖ Landesregierung	
Meier	Michaela	Ms.	bfi Steiermark	michaela.meier@bfi-stmk.at
Montague	Dee	Ms.	RNCB	
Müllner	Karl	Mr.	Nationalagentur LdV	karl.muellner@oead.at
Mujkic	Emina	Ms.		
Naschenweng	Andreas	Mr.		
Neumann	Stefan	Mr.		
Nordby	Roar	Mr.	MediaLT	
Ogorinac	Mediha	Ms.		
Ogris	Dietmar	Mr.		dietmar.ogris@spath.at
Onitsch	Hubert	Mr.	Ktn. Blindenverb.	office@bv-ktn.at
Parlak, PhD	Sidika	Ms.	Uludag Universitesi	sparlak@uludag.edu.tr
Peinhaupt	Christine	Ms.	bfi Stmk.	christine.peinhaupt@bfi-stmk.at

Pollauf	Marcel	Mr.	bfi Stmk.	marcel.pollauf@bfi-stmk.at
Presinger	Maria	Ms.		
Radic	Predrag	Mr.	BBFZ	p.radic@bbfz.at
Schmid, Prof.	Erich	Mr.	BBI Wien	erich.schmid@aon.at
Schuen	Robert	Mr.	d:p - bfi Stmk.	robert.schuen@doublepoint.at
Schuster	Daniel	Mr.	bfi Stmk.	daniel.schuster@bfi-stmk.at
Serengil	Sahin Melih	Mr.	Uludag Universitesi	mserengil@uludag.edu.tr
Spielhofer	Alexandra	Ms.	Stmk. Landesregierung	alexandra.spielhofer@stmk.gv.at
Steiner, HR Dr.	Margareta	Ms.	BSA Stmk.	margareta.steiner@basb.gv.at
Tarmastin	Andrea	Ms.		
Tollefsen	Morten	Mr.	MediaLT	morten@medialt.no
Tsotova	Diana	Ms.	Euroinform Ltd	sonler@abv.bg
Wall CBE, Sir	John	Mr.		john@wall.co.uk
Wilson-Hinds	Roger	Mr.	Screenreader.net CIC	roger@screenreader.co.uk

SPEECHES


HR Dr.ⁱⁿ Margareta Steiner, Fed. Social Office

“Conditions for a successful integration of blind and visually impaired people”



Conditions for a successful integration of blind and visually impaired people

Dr.ⁱⁿ Margareta Steiner
Deputy Head of the Federal Social Office
Head of the Regional Federal Office in Styria



Federal Social Office

Organisation: Federal Social Office (Vienna)

9 Regional Offices in the capital of each federal state

Mission: *To be the central point of contact for all persons with disabilities*



Federal Social Office

Focus:

Integration of people with disabilities in the worklife, predominatly in the primary labor market



Federal Social Office

Datas 2006:

3.776 jobs, almost in the primary employment market
6115 persons are funded
Funding budget: € 25.468.322,56



Federal Social Office

project sponsoring – dealing principles:


- regional principal
- cooperation and coordination with our field partners
- partnership with NGO's
- gender mainstreaming



Federal Social Office

Key projects


- „Arbeitsassistentz“ - Job Assistance
- JobAlliance
- projects for young persons with disability
- prevention



Federal Office of Social Affairs

„Arbeitsassistentz“ – Job Assistance
EU best-practice example:

The job assistant helps clients to find and keep a job, they act as contact persons both for persons with disabilities and for the employers.



Federal Social Office

JobAlliance
„get employers on board“

to fight against unemployment among people with disability

networking of all actors in the field of vocational rehabilitation on regional level



Federal Social Office

JobAlliance

1. **face to face contact with companies**
4.470 contacts since 1999, approximately 620 jobs acquired
2. **Job Award competition**
Selection / identification of best practice examples – the competition winners receive an award



Federal Social Office

Projects
for blind and visually impaired people

- Job Assistance for blind and visually impaired people - Odilieninstitut
- ISIS - bfi Steiermark



Federal Social Office

Jobassistance
for blind and visually impaired people

Results 2002-2007

252 people are supported / 71 young people
101 people are integrated into the labor market



Federal Social Office

Individual subsidies
for blind and visually impaired people


- adaptions of workplaces
- grants for special trainings for blind and visually impaired persons
- grants to buy a guide dog



Federal Social Office

Individual subsidies
for blind and visually impaired people

- contributions to the wage and salary costs
- grants for self-employment



Peter Brass, European Blind Union**“European Reality In The Accessibility Of Education For Blind And Visually Impaired People”**

If we want to take a look at the educational situation for blind and visually impaired people in Europe, we will see quite a varied spectrum. There is not one general development typical for all European countries, there are, however some common tendencies. Though I try to follow international developments in education for the visually impaired, I don't claim to have all the answers and know everything worth knowing. So if anyone of you present here can augment or correct my statements in the discussions to follow, I would be happy to listen and learn.



In the educational arena for the blind and visually impaired there are four scenarios that we have to consider:

1. early intervention and pre-school activities,
2. primary and secondary school,
3. post secondary education in colleges and universities,
4. continuous or life-long learning.

The pre-school period is one I know very little of, so I will not deal with it here. Suffice it to say that the pre-school years are a vital phase to lay the foundations for future success in learning, general behaviour and the acquisition of fundamental life skills.

Primary and secondary education, the most formative years of our lives.

In most European countries it is not a question of access to education for blind and visually impaired people, it is rather a question of access to quality education. Legal regulations in most countries guarantee access to education, the way in which education is delivered, however differs significantly and merits a closer look.

In my mind, education serves a dual purpose both for disabled and non-disabled people. It is supposed to help us grow into cultural beings with a wide variety of interests and skills, and – in a society that still largely defines individuals by their status in the labour market – education should prepare us for just that labour market.

Integrated education – or nowadays we favour the term inclusive education – is very much en vogue. And I agree with this tendency, but at the same time, I don't hesitate to utter some doubts. Like all things in life, inclusive education can be successful if it is done right. But very often it isn't done right, it is often introduced or even mandated in order to save money. Specialist segregated institutions for the blind and visually impaired are expensive to maintain, but high quality inclusive education doesn't come cheap either. Sufficient qualified support staff, adapted teaching and learning materials, impairment specific computer hard- and software and adequate support services must be in place to successfully achieve the objectives of the so-called second curriculum. Now what do I mean by second curriculum?

There apparently is the first curriculum, all the subjects and skills we are taught at school. Blind and visually impaired students, however need to acquire a number of extra skills to master their school career and life in general. Training in orientation

and mobility to get around independently, daily living skills to cope with food preparation, cleaning, maintenance of clothing and so forth, several Braille systems, there isn't just the regular Braille alphabet, there are notations for music and science, there is contracted Braille not only for the mother tongue but also for foreign languages, computer skills must be mastered, the simplicity of the screen overview and the point and click navigation with a mouse does not exist for blind and severely visually impaired people. And, especially for blind people, there is the field of concept development in order to keep them from using empty phrases that have no meaning for them. Visual concepts such as colour or the sheer size of objects are difficult to comprehend. You have to work with relief maps, models and lots of patient explanations to bring about an understanding of such phenomena. And this is just a short list to exemplify my point, I could go on for a while yet.

But the necessary instruction in this second curriculum is in severe danger in a number of countries, and my own home country unfortunately is among those.

In the past the field of special education for disabled people was a varied one with a number of disciplines catering to different disabilities. Today in many countries institutions of higher learning where special educators are being trained are conceiving training programs for so-called generic special education teachers, teachers that will maybe know a little bit about every disability but who lack the necessary knowledge to satisfy the special needs of individual disabilities. Especially for the sensory impairments this approach is extremely dangerous and could lead to irrevocable damage in the school careers of sensory impaired persons.

But it is not only the danger of inadequate support in inclusive education that lets me return to my quest for the access to quality education. The closure of specialized institutions for the blind and visually impaired in a number of countries has further complicated the situation. These centres provided – and where they exist still provide – excellent support to students in inclusive settings, produce high quality teaching and learning materials and serve as sources for personnel training in mainstream systems. And they can serve the student clientele who cannot make it in an inclusive environment. And there is a growing number of students who fail in mainstream schools. Financial cuts for the support structures, inadequate assistance, social pressure, health problems, stigmatization and sometimes very long school days due to long travelling hours between home and school constitute the reasons for these failures.

It is my strong felt personal opinion and it has been the governing policy of such self-help organizations as the European Blind Union that both systems of education need to coexist and that the respective programs must be funded appropriately. To clarify this statement, let me give you an example of one of the blind students whose school career I have followed and whom I supported as a resource teacher during a number of years of his mainstream education.

He started out in the neighbourhood school of his home town, and attended it for the course of his primary education which fortunately lasted for six years. He went on to secondary school, again an inclusive environment, but after two years he felt he needed a change. He wanted to hone his blindness skills and above all feel equal among peers. Since he is a strong-willed person and because of very cooperative parents he attended a special school for the blind for two years after which time he happily returned to his former secondary school to finish the last three years of his

school career with very good grades in his university entrance qualification. It is this kind of open system providing access in both ways which I consider the ideal situation for the education of the blind and visually impaired. But in Europe we unfortunately are far from this happy state of flexibility.

Post-secondary Education

After having successfully prepared our students for a course of higher learning, a relatively small number of blind and visually impaired students tread these paths. Many universities provide resource centres to support visually impaired students by making available reading and transcription services as well as computer work stations equipped with assistive technology. In some countries there is even financial assistance available to individuals to cover some of the extra costs related to the pursuit of studies. Having overcome such initial difficulties as getting to know the new environment, adjusting to a new set of social circumstances and getting used to the coursework, suddenly another unforeseen obstacle appears: the Bologna process. These measures towards streamlining and compatibility of study programs across borders, place some heavy burdens on the visually impaired students. Very strict time constraints, sharing work packages among teams and unused formats of presentation or inaccessible content constitute significant barriers.

Visual access to information is often fast and intuitive, the blind or visually impaired student, however will have to access content sequentially which takes considerably longer. To achieve similar standards as their sighted peers, blind and visually impaired people always need more time and effort. The legal procedures governing rules and regulations of university curricula and examinations will have to take this into account. And in some European countries this process is already well under way.

Another major difficulty are internships and work study periods abroad which are sometimes mandatory components of a given course of study, but they are always highly sought after items on a job applicant's cv by personnel managers. Financial assistance to cover the cost of blindness related expenses of fulfilling these requirements is often impossible to come by or very difficult to arrange. The benefits and assistance granted to a blind or visually impaired student in his or her home country are either not available in the host country or the foreign student is simply not eligible for such compensations. In addition to the disability itself, these missing extra qualifications often constitute a significant disadvantage in the job hunt.

Continuous or life-long learning

Globalization, rapidly changing job profiles and newly emerging vocational challenges create the backdrop for the need to constantly refresh or even newly acquire professional knowledge. More often than not electronic media and the internet provide the building blocks to access this type of content. Distance learning, blended learning and e-learning are the buzz words of the trade. -e-learning platforms with their animated content, video presentations, chat rooms and white boards frequently create insurmountable barriers to blind and visually impaired learners. Taking into account that not even a majority of government internet sites is fully accessible today, one is bound to ask if providers of profit oriented e-learning platforms will make the effort to open their sites to a marginal group of potential customers. Only legal requirements and the loosening of copyright restrictions all

over Europe will improve this situation. There are European Union projects in place to demonstrate the feasibility of e-learning activities, but we need to observe these with a healthy amount of scepticism. I would like to confront you with two thought provoking questions concerning this aspect of access to education:

1. What could be the advantages of a well-structured and barrier free e-learning platform over such traditional means of learning as books, text and audio information on cd or the internet, e-mail and telephone contact to the trainer?
2. Can well-structured and barrier free e-learning offers for the blind and visually impaired achieve the same learning potential as e-learning for the sighted that make use of such visual features as animations, videos and white boards which are currently inaccessible to the visually impaired?

With all the above in mind, I will now briefly touch on one final aspect of access to education. Medical progress and generally more tolerant societies have brought growing numbers of learning disabled and multiply disabled blind and visually impaired people into the educational arena. I have very little experience in these areas, but as a blind person demanding equal opportunities for myself, I feel compassion for these groups of people and I know that they also have the right to access to education. They too require support and specialist assistance. With these thoughts I will conclude and thank you for your attention.

Berlin, September 2007

KEYNOTE SPEAKERS

Sir John Wall, CBE

“Gainful employment or self-employment of disabled people”

I became totally blind aged eight. Following education at a special school and at Oxford University, I qualified as a solicitor. I practised: 1954-1993, and sat as a part-time judge (Chancery Master): 1990-2002. I was Chairman of RNIB: 1990-2000; Chairman of UKDFFEA (UK affiliate of the European Disability Forum), 1993-2000. I was a member of the expert lawyers group set up by the European Disability Forum to negotiate article 13 (nondiscrimination) of the Amsterdam Treaty: 1995-1997. I was President of the European Blind Union: 1996-2003.



I shall refer to my experiences later in this paper. I would add that, if you accept what is written and said by the media, you would believe that we British are all Europhobes. I was once asked if I considered myself to be English or British. I replied "neither: I am European!"

In this paper I shall use the term "visually impaired" to include both blind and partially sighted people.

Why is gainful employment or self-employment of visually impaired people important to them?

I give the following answers:-

- (I) it gives economic independence;
- (II) with economic independence come opportunities to take a full part in the activities of the community, and to enjoy human and civil rights
- (III) It is proof of "first-class citizenship."

Why is gainful employment or self-employment of visually impaired people important to the community?

My answers are:-

- (I) It increases the gross domestic product (national wealth) because an increasing number of citizens are engaged in producing goods and services;
- (II) It reduces expenditure on social benefits;
- (III) It reflects the community's commitment to social inclusion.

Before employment can begin, a visually impaired person must have a decent, comprehensive education. It is pleasing to note that the European Union, and its twenty-seven member countries, have an unconditional commitment to high quality education.

To fit him or herself for the labour market, a visually impaired person must have what can be called soft skills. It is elementary that you must not forget to look at the person you are addressing; a friendly smile is better than a frown. You need to be confident, but not aggressive or arrogant. Most of all, you need motivation. You must not be disheartened if you fail to find a job immediately; perseverance is essential. Once I had qualified as a solicitor, I wanted a job. I sent off around 400 applications: I attended 53 interviews. The first 51 were unsuccessful: at last! I had two job offers to choose from.

The following is taken from an EU funded report called ' Measuring Soft Outcomes' by Richard Lloyd and Fionn O'Sullivan of DWP.

"The simplest way of explaining soft outcomes is to compare them to hard outcomes: Hard outcomes are the clearly definable and quantifiable results that show the progress a trainee has made towards achieving the desired outcomes by participating in a project e.g. getting a job, securing a place on a course, obtaining a qualification. Hard outcomes are easy to identify and measure.

"By contrast soft outcomes represent intermediary stages on the way to achieving hard outcomes. They could include improved problem solving skills, personal attributes such as improved self confidence, better appreciation of the importance of time keeping in the work place. It is more difficult to define them clearly and to measure them, although they may represent the main outcomes achieved by the most disadvantaged groups. In this context 'distance travelled' refers to the progress that people make in terms of achieving soft outcomes that lead towards sustained employment or associated hard outcomes."

I turn to vocational training. It is a truism that computer skills have made a major difference to the labour market. If a visually impaired person is to hold down a job, he/she needs those skills. However, we are all familiar with the concept which lays down that fulfilling a condition is necessary but not sufficient. Acquiring computer skills is necessary, but it is not sufficient. Besides the soft skills I have mentioned above, the visually impaired person will need to have the training which is needed to enable him/her to perform all the tasks associated with the job he/she is applying for.

What part has the European Union played in promoting opportunities for gainful employment and self-employment for visually impaired people?

In 1997, the Amsterdam Treaty for the first time gave the European Union a competence to combat discrimination, and in November 2000 the Framework Directive on Non-Discrimination in Employment and Occupation was adopted by the European Council. These were landmark developments in European legislation. The Framework Directive in particular applied important principles of non-discrimination to the field of employment for disabled people: the right to employment and to equal opportunities in recruitment, access to vocational training and guidance,

career advancement, retraining, practical work experience, specific employment rights such as dismissal pay, direct and indirect discrimination, reasonable accommodation, positive actions to promote employment, legal support, remedies and sanctions.

The provisions of the directive had to be reflected in the domestic labour law of member countries by the end of 2003.

The first version of the European Employment Strategy set out guidelines centring on four main lines of action (pillars):-

(i) improving employability,

(ii) developing entrepreneurship,

(iii) encouraging adaptability in businesses and their employees to enable the labour market to react to economic changes,

(iv) strengthening policies on equal opportunities.

In 2003, the Spring European Council agreed a streamlined European Employment Strategy doing away with the four pillars and horizontal objectives. In their place the strategy has three overarching objectives:

full employment (everyone who wants a job gets a job)

quality and productivity at work (opportunities for training, terms and conditions at work, how efficient we are)

cohesion and an inclusive labour market (opportunities to all).

These objectives were supported by ten guidelines:

1. Active measures for the unemployed and (economically) inactive
2. Job creation and entrepreneurship
3. The promotion of adaptability and mobility in the labour market
4. The promotion of lifelong learning
5. The promotion of active ageing
6. Gender equality
7. Combating discrimination against people at a disadvantage in the labour market
8. Making work pay through incentives
9. Transforming undeclared work into regular employment
10. Addressing regional employment disparities

Of these the most important for visually impaired people was no. 7 "combating discrimination against people at a disadvantage in the labour market". The Commission stressed the need for the adoption of quantifiable targets wherever possible and better governance of the strategy through more involvement of social partners and civil society.

In 2004, The Presidency of the European Council identified more and better jobs as the most pressing issue facing the EU.

The strategy, of course, assumes that all citizens of the Union will be able to find and keep jobs in the mainstream labour market. Visually impaired people would all wish to obtain such jobs. But for some, particularly those with multi-impairments, this is not realistic. Accordingly, For blind and partially sighted people, there is a need for a diverse labour market: from full-time mainstream employment to part-time supported employment, including specialist work environments: an employment continuum.

I conclude by considering the purpose of this conference. I must admit that "Valorisation" was a new word for me! It is a French neologism which means to squeeze as much value as possible from an activity; the verb "valoriser" in EU speak means carrying out a process which includes evaluation, dissemination and embedding practice developed by projects.

The aim of the conference is to "valorise" projects carried out with Leonardo da Vinci funding. The contents of the conference folder will enable delegates to understand what this involves.

I would like to congratulate BFI Steiermark for hosting this conference. I wish it every success.



from: gsdnet.org.uk

Sir John Wall CBE became totally blind aged eight. He was educated at a special school and at Oxford University. He qualified as a solicitor and practised from 1954 to 1993. He sat as a part-time judge (Chancery Master) from 1990 to 2002.

Sir John Wall was the RNIB chairman from 1990 to 2000 and the chairman of UKDFFEA (UK affiliate of the European disability Forum) from 1993 to 2000. Between 1995 and 1997 he was a member of expert lawyers group drafting article 13 (nondiscrimination) of the Amsterdam Treaty. Sir John Wall was the President of the European Blind Union from 1996 to 2003.

Morten Tollefsen

“Creating Opportunities for blind and visually impaired people”



Creating oportunities
 Morten Tollefsen

Who am I?

- Born in Fredrikstad
- Special school for the blind (5 years)
- Ordinary school after this.
- Master in computer science (1991)
- Worked at the University and in the county of Oslo
- Started MediaLT in 1999

What have the "helpers" learned me?

- Basically to avoid them like a plague
- To search for complicated solutions.
- A lot of things are impossible or very difficult.

What did I learn in the school?

- School things, of course!
- To find creative solutions.
- It helps to be a little bit mad!

What have I learned from earlier work experience?

- To be honest but not defensive.
- Find creative solutions: to compensate for my disability, but also to use this creativity to perform better work.
- Disabled workers can be worth their salary.
- To work in the county of Oslo is very boring!

What have I learned in MediaLT?

- Creating oportunities is our slogan, and this describe our company quite well!
- Assuming necessary knowledge/competence, disabled persons are good R&I-staff
- More than 50 % of the staff in MediaLT are disabled
- Efficiency is more important than independence

Some examples of usable solutions

- The toothpaste challenge
- Litterature
- Ski, bicycle and other sports
- The inaccessible Database interface
- Electronic picture books
- ECDL
- The sit ski control
- Maps/atlas

My conclusion

- Disabled persons have to be creative and find their own solutions to be able to perform what they want.
- Learn disabled persons to be creative and use this creativity in school, workplac e and privately.
- If employers understand how valuable this creativity is, disabled persons will be prefered not excluded.



from: dataforeningen.no

Morten Tollefsen has a master degree in computer science from the University of Oslo. He has worked as a researcher at the university and as a engineer in the county of Oslo. After starting MediaLT together with Magne Lunde in 1999, Tollefsen has managed and participated in several Norwegian and international R&I projects. Both founders of MediaLT are blind.

Further Submissions To The Call For Papers

ACE – A Vision for E-Learning in the 21st Century

By Stuart Lawler, Paul Lynch, Bryn Holmes, Denise Leahy

Technology and the need to be able to use it effectively is now a prerequisite for almost any area of employment. It has enhanced our productivity and has enabled us to work more efficiently and to improve our quality of lives.

But what if this technology then creates a barrier to employment?

The ACE (Accessible Communities for E-Business) project aimed to build a workforce of ready-trained Vision Impaired people in the Southern and Eastern regions of Ireland.

The ACE Project has been unique in providing online and face-to-face training for visually impaired people who are realising the potential of ICT in the workplace. It has built confidence and independence for people who would normally have missed out on training opportunities during their schooling or have found it difficult to locate a training programme that was geographically accessible. The positive response and enthusiasm shown by the participants clearly demonstrate the need for such a project to continue.

The project developed an interactive website (E-Community) which facilitated the running of a number of E-Learning programmes, some of which were designed by Vision Impaired People themselves.

The use of audio and radio-style programming was also heavily implemented on the website and the twinning of students gave participants a very unique learning experience.

This presentation discusses some of the key findings of the ACE Project and highlights its main products, the interactive website, extracts from learning diaries and online discussions as well as the roll-out of the e-learning courses.

A demonstration of the website will conclude the presentation.

The Screenreader.net Challenge.**By Roger Wilson-Hinds**

Freedom Financial - Computer Access for Blind and Visually Impaired Computer Users At Home

The innovation: Science and computer technology has brought wonderful freedom and benefits to blind and visually impaired citizens. *Screenreader.net* now sees the challenge to remove the financial constraints so that such benefits are available to all regardless of their ability to pay.

Since 1992, the Directors of *Screenreader.net* have been supplying hardware, software and specialist tuition to blind and visually impaired computer users in the UK. We have come to realise that it is in the main the articulate, wealthier, Government or Charity-supported or already working minority who have benefited. We wanted to make sense of phrases such as "inclusion", "A level playing field" and "IT for All". We worked closely with *Sensory Software Ltd* to develop the *Thunder free talking screenreader software package*.

We will describe its main benefits and features and outline where we see future developments and applications to meet the needs of blind and visually impaired users facing particularly difficult challenges.

Involved parties: Screenreader.net; Sensory Software Ltd; Dicomp-s.net project partners.

RoboBraille**By Ian Beverly, RNCB**

The innovation: RoboBraille is an e-mail based transcription system, which enables users to turn textual information into either MP3 speech and/or electronic Braille formats, by sending documents as attachments to designated e-mail addresses. This innovative system opens up the means to information transcription by taking out the need for computer based transcription software.

The RoboBraille project commenced in July 2006 and is set to run until December 2007. The main aim of the project is to validate the RoboBraille system within each of the partner countries by carrying out Market studies, two pilot test phases and to develop a business plan. This report looks specifically at the results of pilot phase 1 and to make recommendations for the second pilot phase, which is under way at this present moment in time.

During the winter/spring of 2007, the RoboBraille Consortium conducted the first of two pilot studies amongst users of the RoboBraille service. More than 700 users in five different countries were invited to participate in the questionnaire-based survey, and 179 users responded before the deadline. Users were asked to rate the service in seven different categories: Overall satisfaction, Support, Accuracy, Ease of understanding, Ease of use, Relevance and Quality. On a scale from 1 to 5 where 5 is best, RoboBraille scored 3.8 in Overall satisfaction, 4.2 in Support, 3.9 in Accuracy, 4.4 in Ease of understanding, 4.4 in Ease of use, 4.0 in relevance and 4.1 in Quality. The user feedback furthermore revealed that RoboBraille is mainly used for translation of educational material, manuals, articles and letters. Comments added by pilot users also suggest that RoboBraille leave people with reading difficulties better off in terms of independence, access to digital information, and self-sufficiency. Suggestions from pilot users included support for more document formats such as PDF, support for more output formats, e.g., DAISY talking books, and the ability for users to control the speech quality and rate. Few users appeared to have concerns with the service. Amongst those who had, worries related to the security and confidentiality of the service as well as to potential copyright violations. Some of the suggestions have been implemented in time for the second and final pilot study. Likewise, the concerns have been addressed through information on the service website.

Involved parties: Synscenter Refsnæs, DK; ANS, IT; NCBI, IE; NAHVI, IE; RNC, UK; POT, CY.

THE WORKSHOPS

The following workshops were held at the conference:

1. Accessibility and IT
Accessibility and Language
2. Accessibility and Mobility
Accessibility and Learning Environment
Accessibility and Organisational Environment

For each workshop, there was a moderator and at least one person to provide some initial input.

No.	Workshop	Participants	Initial Input
1	Accessibility and IT Accessibility and Language Moderators: Bláithín Gallagher (NCBI) Dr. ⁱⁿ Kathrin Krämer (bfi Stmk.)	Ian Beverly Peter Brass Vladimir Karshev Mario Kowald Stefan Neumann Hubert Onitsch Morten Tollefsen John Wall Roger Wilson-Hinds Veronika Kertikova Konrad Mager	Bláithín Gallagher Diana Tzotarova
2	Accessibility and Mobility Acc. and Learning Environment Acc. and Organisational Environment Moderators: Jürgen Hüllen (BFW Düren) Claudia Hack (bfi Stmk.)	Gernot Loidl Alexandra Spielhofer Willibald Kavalirek Johann Köhldorfer Dee Montague Sidika Parlak Predrag Radic Sahin M. Serengil Vinko Masic Daniele Marano	Dietmar Ogris Prof. Erich Schmid HR Dr. Margareta Steiner

The following questions were discussed by the workshop participants:

- What are the best practice experiences in the respective area?
- Are there any best practice projects?
- What are the success factors for projects to be sustainable?
- As a consequence from the above, what strategies can be set up (on a European level)?

Accessibility and IT

Definition of terms:

- 'good practice' experience instead of 'best practice' experience
- 'accessibility' defined as availability of structural experience and teaching material of high quality; channel to getting to use IT skills for manifold everyday purposes
- IT defined as "anything that uses a chip" (mobile phone, scanning machine, home computer, etc.)

'Good practice' experiences / projects in the respective area:

- **European project EATT** (Equal Access to Technology training) aimed at improving the computer literacy of people with vision impairments aged over 35 and at improving access to training and employment
- 1st target group: visionally impaired people with no or basic computer skills; 2nd target group: IT-service-providers
- the project contains a 'trainer & trainee'-package with an introductory training course on the everyday use of a screenreader and a course on the use of a screen magnifier; both courses are aimed at giving the participants confidence in improving their basic computer skills and, with regard to the trainers, in gaining the necessary pedagogical know-how in teaching these skills
- development of a 'good practice guide' which is aimed at comprehending basic IT-skills in easily understandable terms and which also contains information for the participants' families and friends
- teacher-training course (for blind or visionally impaired trainers): training in assistive technology
- development of a web-page: www.eatt.org; availability of the products in six languages; a link to the European project 'Idol' is also available in German and Polish (www.idol-project.org)
- **European ECDL-project** offering a standard syllabus and a range of different teaching materials
- **All Leonardo da Vinci projects**

- **EUROCHANCE:** learning management system with a universal design; it is freely available online (www.eurochance.org); it offers reading and speaking facilities on the basis of a fully functioning computer service; it provides training on the fully functioning

Success factors for projects to be sustainable and strategies to be set up:

- funding should be made available through partnerships of the government, the private and public sector; especially, computer companies should provide assistive parts of hard- and software or project funding
- projects need to be commercial; usability of the project aims and course contents for everyday purposes after a project is finished
- ‘valorisation funding’ should be provided after a project is finished, e.g., studies on the feasibility of the project and on the improvement of gaining access to employability
- development of a research data base, a central forum through which the results of all funded projects should be available; with such a data base, social enterprises would get the chance to step in various social projects much easier by expanding their knowledge on already developed projects and their results at the same time

Accessibility and Language

‘Good practice’ projects:

- **‘Listen and Touch’ (won the European Silver Reward):** coordinated by EUROFORM: addresses needs of visionally impaired people by trying to increase the employability by language training; target group: young adults; in addition, it offers learning material on challenging teaching methods in four languages and in Braille format as well as practical information on how to improve one’s reading, speaking and writing skills
- development of a ‘trainer & trainee’-package: teacher’s and student’s versions of learning and teaching materials, both in Braille format
- development of a ‘talking dictionary’: containing the pronunciation and the spelling of words and phrases in Greek, German and Bulgarian

- realization of a pilot course to test the sustainability of all developed learning methods, e.g., their usability in everyday classroom situations
- teacher training: in seminars and workshops, the teachers were invited to expand their knowledge on respective methodology for actively using it in the classroom
- development of a web page: www.listenandtouchproject.org
- **Eurochance:** project on learning English and German, advanced course: English – English

Success factors for projects to be sustainable:

- identification of needs and dissemination campaign of project results to relevant bodies
- students taking over the role of teachers (which was the case in ‘Listen and Touch’)
- methods are transferable to any language
- inclusion of Braille printing; problem: Braille-printing of the materials is still very expensive
- courses can be extended to inclusive settings if the teaching methods are based on the exchange of various sense impressions, e.g., by making language clear through taste

Strategies to be set up:

- a central European data base is needed to which relevant information on social organisations, project results, and learning materials is sent to and collected
- expanding the knowledge on Braille language learning
- expanding language learning projects for inclusive learning situations (reevaluation of projects)
- improvement of addressing people with needs, especially in south-European countries
- improvement of cooperation between Brussels and Bulgarian social organisations

Accessibility and Mobility

General Situation:

There is a trend towards an integrated vocational education. However, this does not seem to make sense for everyone.

Special mobility and access to the labour market mainly depend on available mobility training, since that secures the autonomy of mobility. There is definitely a demand for the ability to work in teams and for autonomy.

In Austria, there seems to be lack of mobility trainers outside the Province of Styria and funding for mobility trainings is missing.

Good practice:

1. The ISIS project in bfi Steiermark cares for the education of a mobility trainer.
2. Travel guide barrier-free travelling in the Province of Carinthia.
3. Dutch approach (VISIO): Sailing, diving and climbing courses prove the mobile autonomy for the person. It is mainly proof for future employers for the capabilities of visually impaired people.

Accessibility And Learning & Organisational Environment

General situation:

Computer-based learning is more and more used in education and training.

Therefore, practical knowledge in using these ways of learning becomes more and more important for both the trainers as well as the (blind and visually impaired) participants. Amongst others, this demand was the trigger for the Austrian education authorities to ask bbi Wien to set up a virtual learning platform.

Furthermore, IT-supported technology makes alternative ways of representation for sensory perception possible, especially for people with special needs.

As part of the virtual learning platforms, the so-called learn management systems, which represent a virtual educational institution, the barrier-free user interface, particularly in the Open Source area, was improved. Only the availability of barrier-free learning content on the market still needs improvement.

The workshop discussion mainly focused on the e-learning environment as this is the latest development. Systems get more and more efficient and work empirically well:

The advantage of e-learning systems:

- Disabilities are not tangible
- The systems are easy to use and in most cases free (open-source)
- Learning in a private atmosphere
- Intercultural studies are possible

The disadvantages of e-learning systems:

- The training of the “tutors” (= learning support) needs complex methods
- New educational strategies must be developed
- A high amount of individual discipline is necessary

Since the importance of computer-supported learning for the target group has been identified, several good practice projects in the field of alternative representation technology and e-learning must be mentioned:

Good practice (alternative ways of representation):

1. Barrier-free language learning. By combining force-feedback tools and 3-D-sound-navigation, an alternative user interface is created that works without screenreader and enables interactive use of the PC.
2. AHVITED, audio-tactile teaching sheets for a tactile representation of the content.

Good practice (e-learning):

1. E-Learn-ViP – instructions, assessments and examples for barrier-free e-learning systems.
2. e-Lisa – e-learning in everyday school life.
3. E-COVIP – training the trainers with regard to barrier-free e-learning.
4. DICOMP-S.Net – development of a free screenreader, incl. e-learning courses to train users and multipliers.

PROJECTS FOR DISCUSSION

Project Title:	<i>European Computer Driving Licence for People with Disabilities</i>	
Acronym:	ECDL-PD	
Project Number:	A/01/B/F//PP/-124.107	
Funding Program:	Leonardo da Vinci	
Website:	www.bfi-stmk.at/home/angebot/projekte/ecdl.php	
Project Duration:	Nov. 2001 to Oct. 2004	
Short Description:	At the core of this project was the attempt to open up new education and training options for blind and visually impaired people in order to facilitate their integration into a satisfying and meaningful modern working life by means of high qualifications in the field of EDP.	
Workshop(s):	<input checked="" type="checkbox"/>	Accessibility and IT
		Accessibility and Language
		Accessibility and Mobility
	<input checked="" type="checkbox"/>	Accessibility and Learning Environment
	<input checked="" type="checkbox"/>	Accessibility and Organisational Environment

Project Aims:	The main aim of the project ECDL PD was to make the ECDL Core barrier-free for * blind and visually impaired people; * deaf and hard of hearing people; * mentally impaired people; * physically impaired people.
Products & Results:	This pilot project aims at adapting the well-known and widespread European Computer Driving Licence (ECDL) to the needs of persons with disabilities. The ECDL shall become a useful tool not only for people with disabilities, but also be generally accessible for groups who are underprivileged in the workplace (e.g. senior citizens, people with a low level of education, immigrants).
Coordinator:	Österreichische Computer Gesellschaft, Austria
Contact Person:	Mr. RupertLemmel-Seedorf, Mag.
Address:	Wollzeile 1-3, 1010 Wien, AT
Telephone:	+43 1 5120235-0
E-Mail:	info@ecd.l.at
Partners:	European Disability Forum, Belgium Berufsbildungswerk Paulinenpflege, Germany ECDL Foundation, Ireland ASPHI Onlus, Italy Media Lunde og Tollefsen, Norway Universität Linz, Austria bfi Steiermark, Austria
Other information:	n.a.

Project Title:	<i>Blind people in IT Qualification</i>	
Acronym:	BiQ	
Project Number:	H-1997-A-512	
Funding Program:	Employment Horizon	
Website:	n.a.	
Project Duration:	Jan. 1998 to Dec. 1999	
Short Description:	In this project, blind and visually disabled persons may attend high-qualification computer training schemes with the aim of occupational reintegration. The main focus of this one-year course is network management and Internet publishing. The participants are taught by trainers with unimpaired vision and assisted by a blind coach.	
Workshop(s):	<input checked="" type="checkbox"/>	Accessibility and IT
	<input type="checkbox"/>	Accessibility and Language
	<input type="checkbox"/>	Accessibility and Mobility
	<input type="checkbox"/>	Accessibility and Learning Environment
	<input type="checkbox"/>	Accessibility and Organisational Environment

Project Aims:	The blind and visually impaired participants in IT courses gain certificates like ECDL, MCP (Microsoft Certified Professional) or MCSE (Microsoft Certified System Engineer) and learn how to publish information on a WEB-Server
Products & Results:	<ul style="list-style-type: none"> * Curricula and learning material for ECDL courses, * Network management courses following Microsoft Official Curricula (MOC), * Courses in Internet publishing for blind people.
Coordinator:	bfi Steiermark, Austria
Contact Person:	Mr. Walerich Berger
Address:	Mariengasse 24, 8020 Graz, AT
Telephone:	+43 316 7270-1010
E-Mail:	walerich.berger@bfi.stmk.at
Partners:	Verband der Behinderten E.V. - Kreisverband Erfurt, Germany EUREMA SCARL, Italy Protheus, Belgium National partner: Activity Jugendförderung GmbH
Other information:	n.a.

Project Title:	<i>European Blind people in Qualification</i>	
Acronym:	European BiQ	
Project Number:	A/99/1/50165/PI/III.3.a/FPC	
Funding Program:	Leonardo da Vinci	
Website:	n.a.	
Project Duration:	Jan. 2000 to Dec. 2000	
Short Description:	<p>The aim of the project "European BiQ" is to disseminate the results of the project "Blind people in IT Qualification – BiQ" (Community initiative Employment Horizon). In this context, the following activities are carried out in the project: Stage 1: Dissemination of results. Organisation of a course for computer trainers to enable them to work with blind people; explanation of the module of the ECDL for blind people. Stage 2: Establishment of regional and transnational networks in order to integrate blind people in the labour market.</p>	
Workshop(s):	<input type="checkbox"/>	Accessibility and IT
	<input type="checkbox"/>	Accessibility and Language
	<input type="checkbox"/>	Accessibility and Mobility
	<input checked="" type="checkbox"/>	Accessibility and Learning Environment
	<input type="checkbox"/>	Accessibility and Organisational Environment

Project Aims:	Disseminate the results of the project BIQ and introduce and establish the possibility of blind and visually impaired people to get the ECDL certificate in Italy and Romania.
Products & Results:	Establishment of a WEB server for blind people with barrier-free information, public relations work, preparation of a presentation CD for multipliers. Handbook "how to do ECDL courses for VIP".
Coordinator:	bfi Steiermark, Austria
Contact Person:	Mr. Walerich Berger
Address:	Mariengasse 24, 8020 Graz, AT
Telephone:	+43 316 7270-1010
E-Mail:	walerich.berger@bfi-stmk.at
Partners:	Fiatest, Romania Scuola europea, Italy Associazione Nazionale Subvedenti - ANS, Italy IAPetos, Greece
Other information:	n.a.

Project Title:	<i>Programming: Blind People in IT-Qualification</i>	
Acronym:	ProBIQ	
Project Number:	A/00/B/FPP-124.052	
Funding Program:	Leonardo da Vinci	
Website:	n.a.	
Project Duration:	Jan. 2001 to Dec. 2002	
Short Description:	The main aim of this project was the attempt to open up new education and training options for blind and visually impaired people in order to facilitate their integration into a satisfying and meaningful modern working life by means of high qualifications in the field of EDP.	
Workshop(s):	<input checked="" type="checkbox"/>	Accessibility and IT
	<input type="checkbox"/>	Accessibility and Language
	<input type="checkbox"/>	Accessibility and Mobility
	<input type="checkbox"/>	Accessibility and Learning Environment
	<input type="checkbox"/>	Accessibility and Organisational Environment

Project Aims:	The aim of ProBIQ was to develop training courses in the field of software development.
Products & Results:	<p>Conducting a market survey of the programming languages most frequently used in software development in Europe;</p> <p>Producing an analysis report about the suitability of the programming languages identified in the market survey for working with specific tools for blind and visually impaired people;</p> <p>Selection of the best-suited programming language C++ with Borland C++ Builder Version 5 as a graphic development environment;</p> <p>Developing a curriculum as well as learning and teaching materials;</p> <p>Testing and evaluating the learning and teaching materials in the course of pilot projects, and subsequent modifications.</p>
Coordinator:	bfi Steiermark, Austria
Contact Person:	Mr. Walerich Berger
Address:	Mariengasse 24, 8020 Graz, AT
Telephone:	+43 316 7270-1010
E-Mail:	walerich.berger@bfi-stmk.at
Partners:	<p>Berufsförderungswerk Düren GmbH, Germany</p> <p>IDEC SA, Greece</p> <p>Associazione Nazionale Subvedenti, Italy</p> <p>Transfer Slovensko, Slovakia</p> <p>RNIB - Royal National Institute of the Blind, UK</p>
Other information:	The project was awarded among the most important Leonardo da Vinci projects from the European Commission in 2004.

Project Title:	<i>E-Learning for Visually Impaired People</i>	
Acronym:	E-Learn-VIP	
Project Number:	EAC/26/04 DE004	
Funding Program:	eLearning Programme	
Website:	www.e-learn-vip.org	
Project Duration:	Sep. 2004 to Aug. 2006	
Short Description:	<p>Although the various types of e-learning (e.g. blended learning, tele-tutoring, tele-cooperation, tele-teaching) would offer people with visually impairments a lot of advantages to participate in a modern learning technique, the lack of appropriate services exclude this target group.</p> <p>System developers must be supported at an early stage of development with guidelines on methodological and accessibility requirements concerning the target group.</p>	
Workshop(s):	<input checked="" type="checkbox"/>	Accessibility and IT
	<input type="checkbox"/>	Accessibility and Language
	<input type="checkbox"/>	Accessibility and Mobility
	<input type="checkbox"/>	Accessibility and Learning Environment
	<input type="checkbox"/>	Accessibility and Organisational Environment

Project Aims:	<ul style="list-style-type: none"> - Improvement of the accessibility to e-learning courses and e-learning environments for blind and visually impaired persons. - Promotion of blind and visually impaired people's digital literacy in the context of lifelong learning.
Products & Results:	<ol style="list-style-type: none"> 1. Rating catalogue to assess e-learning courses corresponding to the demands of people with visual handicaps. 2. Website with database of available and rated e-learning courses for the target group. 3. Accessibility guideline for service providers and developers of e-learning courses and platforms, including samples for accessible e-learning environment. 4. Multi-Media CD-ROM with all results and products.
Coordinator:	Berufsförderungswerk Düren gGmbH, Germany
Contact Person:	Mr. Jürgen Hüllen
Address:	Karl-Arnold-Str. 132-134, 52349 Düren, DE
Telephone:	+49 2421 598 238
E-Mail:	huellen@bfw-dueren.de
Partners:	<p>Berufsförderungswerk Halle gGmbH, Germany Berufsförderungsinstitut Steiermark, Austria Institutet for Blinde og Svagsynede, Denmark ARLA Instittuuti, Finland Institut Montéclair, France Royal VISIO, The Netherlands</p>
Other information:	n.a.

Project Title:	<i>E-learning COach for Visually Impaired People</i>
Acronym:	E-COVIP

Project Number:	2006-146-451
Funding Program:	Leonardo da Vinci
Website:	www.e-covip.eu

Project Duration:	Oct. 2006 to Sep. 2008
-------------------	------------------------

Short Description:	<p>There are currently no specialist e-teaching qualifications offered at a European level and consequently, e-learning coaches who teach visually impaired learners often struggle with the methodological, administrative and technical difficulties faced by this target group. Another problem is, that those e-learning coaches will find no special source to exchange experiences, learning contents and find answers to the various technological and methodological problems, which might occur.</p> <p>The project will involve the collaboration of seven leading educational institutions from around Europe who specialise in the education of people with visual impairments. They will cooperate to create an online training course and an accredited qualification for e-teaching visually impaired learners and support the implementation of a European E-COVIP network.</p>
--------------------	---

Workshop(s):	<input checked="" type="checkbox"/>	Accessibility and IT
	<input type="checkbox"/>	Accessibility and Language
	<input type="checkbox"/>	Accessibility and Mobility
	<input checked="" type="checkbox"/>	Accessibility and Learning Environment
	<input type="checkbox"/>	Accessibility and Organisational Environment

Project Aims:	The aim of the E-COVIP project is to improve the access blind and partially-sighted learners have to e-learning and other life-long learning opportunities by establishing special network for their e-learning coaches.
Products & Results:	<ol style="list-style-type: none"> 1. The main product is the development of a specific training course for e-learning coaches and ICT-trainers which will qualify the participants to educate blind and visually impaired persons by e-learning. 2. A public forum where an open discussion on any issues pertaining to e-learning and visual impairment can be raised and discussed. 3. All of the materials will then be available to download free of charge from the server under the terms of the GPL licence. 4. A multimedia CD containing the blended learning course and electronic copies of all the materials produced.
Coordinator:	Berufsförderungswerk Düren gGmbH, Germany
Contact Person:	Mr. Jürgen Hüllen
Address:	Karl-Arnold-Str. 132-134, 52349 Düren, DE
Telephone:	+49 2421 598 238
E-Mail:	huellen@bfw-dueren.de
Partners:	<p>ARLA Instittuuti, Finland FISAF, France Institut Montéclaire, France Royal VISIO, The Netherlands SOSW, Poland</p>
Other information:	n.a.

Project Title:	<i>Audio Haptics for blind and Visually Impaired Training and Education at a Distance</i>	
Acronym:	AHVITED	
Project Number:	2274444-CP-1-2006-UK-Minerva CPP	
Funding Program:	EU Socrates – Minerva	
Website:	www.ahvited.org	
Project Duration:	Oct. 2006 to Sep. 2009	
Short Description:	<p>People who are blind have no access to visual graphic images and are at a substantial disadvantage in the learning process, particularly when studying in a distance learning situation with no specialist support. This problem directly conflicts with the Lisbon Agenda requiring equality of access and inclusion for all in the learning process.</p> <p>This project will provide an innovative method of delivering visual graphics to people who are visually impaired by the way of touch and sound using tactile diagrams with integrated sound files.</p>	
Workshop(s):	<input checked="" type="checkbox"/>	Accessibility and IT
	<input type="checkbox"/>	Accessibility and Language
	<input type="checkbox"/>	Accessibility and Mobility
	<input checked="" type="checkbox"/>	Accessibility and Learning Environment
	<input checked="" type="checkbox"/>	Accessibility and Organisational Environment

Project Aims:	The main activities will be the development of systems currently used in the classroom for wider application in distance learning courses and the creation of three sets of pilot course materials to evaluate the proposed methodology.
Products & Results:	Outcomes will be an operation system, pilot course materials and a training manual.
Coordinator:	Royal National College for the Blind, RNC, United Kingdom
Contact Person:	Mr. Chris Stevenson
Address:	College Road, Hereford, HR1 1EB, UK
Telephone:	+44 1432 265725
E-Mail:	css@rncb.ac.uk
Partners:	DCU - Dublin City University IBOS - Institute of the Blind and partially sighted in Denmark SREP - Romanian Society of Life Long Learning BFI - Vocational promotion institute Styria MC - MultiMedia Campus Pavia University
Other information:	n.a.

Project Title:	<i>English and German for Blind and Visually Impaired People</i>	
Acronym:	Eurochance	
Project Number:	CZ/03/B/F/LA-168.032	
Funding Program:	Leonardo da Vinci	
Website:	eurochance.brailcom.org	
Project Duration:	Oct. 2004 to Mar. 2006	
Short Description:	The general objective of this project is to reduce the unemployment rate among blind and visually impaired people. The steps to this aim include the improvement of foreign language skills in English and German.	
Workshop(s):	<input type="checkbox"/>	Accessibility and IT
	<input checked="" type="checkbox"/>	Accessibility and Language
	<input type="checkbox"/>	Accessibility and Mobility
	<input type="checkbox"/>	Accessibility and Learning Environment
	<input type="checkbox"/>	Accessibility and Organisational Environment

<p>Project Aims:</p>	<p>The general aim of the project is to reduce the unemployment rate of blind and visually impaired people. By improving the skills of the people and by raising the level of awareness of the professional community regarding the skills and competences of the blind and visually impaired, this project wants to make a solid contribution to achieving this goal.</p> <p>Our partnership has developed English and German language modules for the blind and visually impaired, which are available via Internet. The project seeks to increase the language and cultural skills of blind employees, whilst raising their awareness of employment possibilities and aiding further personal development.</p> <p>The success of the project depends on the accessibility of the project results to a wide range of end users, even upon cessation of the Leonardo da Vinci programme funding. Consequently, we aim to use the project result as a platform for further dissemination of the modules and for the development of other European language modules. The Internet tool should become an informative and educational source for the blind community, as well as for the professional public.</p>
<p>Products & Results:</p>	<ul style="list-style-type: none"> • English and German language modules for blind and visually impaired employees and entrepreneurs. • Source of information concerning employment possibilities for the blind. • Source of information for employers of blind people.
<p>Coordinator:</p>	<p>Brailcom, Czech Republik</p>
<p>Contact Person:</p>	<p>Mr. Jan Buchal</p>
<p>Address:</p>	<p>Vysehradská 3/255, Prague 28, 12800 CZ</p>
<p>Telephone:</p>	<p>+420 242486008</p>
<p>E-Mail:</p>	<p>kontakt@brailcom.org</p>
<p>Partners:</p>	<p>Eurovision, Czech Republic Vysoká škola báňská Technická univerzita Ostrava, Czech Republic MediaLT, Norway Únia nevidiacich a slabozrakých Slovenska, Slovakia Lawton School, Spain Leabank Management Service, UK</p>
<p>Other information:</p>	<p>n.a.</p>

Project Title:	Digital COMPetence Screenreader NETwork	
Acronym:	DICOMP-S.net	
Project Number:	2006-4412/001-001 ELE ELEB11e	
Funding Program:	e-Learning	
Website:	www.screenreader4free.at	
Project Duration:	Jan. 2007 to Jun. 2008	
Short Description:	<p>Focussing on the modern training process, the DICOMP-S.NET project mainly aims at supporting the digital competence of blind and visually impaired people in Europe. The project will, for the first time, make available a free (MS VISTA compatible) screen reader for blind and visually impaired people in Europe and, in an extensive dissemination campaign, distribute it directly to the target group.</p> <p>In addition, blind and visually impaired tutors will be trained in the project to support blind people with both implementation as well as use of the screen reader. Tutor training will, partially, be done via an e-learning application.</p>	
Workshop(s):	<input checked="" type="checkbox"/>	Accessibility and IT
	<input type="checkbox"/>	Accessibility and Language
	<input checked="" type="checkbox"/>	Accessibility and Mobility
	<input checked="" type="checkbox"/>	Accessibility and Learning Environment
	<input checked="" type="checkbox"/>	Accessibility and Organisational Environment

<p>Project Aims:</p>	<p>The screen reader (already available and basically functioning) will undergo intensive target group pre-testing. Necessary adaptations and country-specific remarks will be integrated into the programme code. A tutor training will be developed to allow blind and visually impaired people to work as tutors for the new screen reader. The screen reader and all texts and tools concerned will be translated into the respective partner languages. Future tutors will be trained via an e-learning-based application and in a joint face to face tutor meeting. An information campaign on the screen reader will be launched. Finally, it is the aim to broadly use the screen reader throughout Europe and to give blind and visually impaired people, for the first time, a free possibility to participate in e-Europe.</p>
-----------------------------	---

<p>Products & Results:</p>	<ul style="list-style-type: none"> • Free screen reader in all partner languages, including all accompanying documents (menu navigation, help texts, manuals) • Tutor training for blind and visually impaired people for the screen reader, partially via an e-learning application • Information campaigns national • Roadshows national for the screen reader • International conference and symposium
---------------------------------------	--

<p>Coordinator:</p>	<p>bfi Steiermark, Austria</p>
<p>Contact Person:</p>	<p>Ms. Claudia Hack</p>
<p>Address:</p>	<p>Eggenberger Alle 15, 8020 Graz, AT</p>
<p>Telephone:</p>	<p>+43 316 7270-2218</p>
<p>E-Mail:</p>	<p>claudia.hack@bfi.stmk.at</p>

<p>Partners:</p>	<p>BFW Düren gGmbH Estonian Foundation for the Visually Impaired (EFVI) European Blind Union (EBU) National Council of the Blind (NCBI) Associazione Nazionale Subvedenti (ANS) Unia nevidiacich a slabozrakych Slovenska (UNSS) screenreader.net CIC</p>
-------------------------	---

<p>Other information:</p>	<p>n.a.</p>
----------------------------------	-------------

Project Title:	<i>Selected E-learning Education for Visually Impaired People</i>	
Acronym:	SEE-VIP	
Project Number:	225767-CP-1-2005-1-DE-G1	
Funding Program:	Socrates Grundtvig	
Website:	www.seevip.net	
Project Duration:	Oct. 2005 to Sep. 2007	
Short Description:	This project addresses visually impaired and blind people without jobs. Its main goal is to integrate them into the primary labour market by means of qualification-specific e-learning schemes for interpreters and teletranslators.	
Workshop(s):	<input type="checkbox"/>	Accessibility and IT
	<input type="checkbox"/>	Accessibility and Language
	<input type="checkbox"/>	Accessibility and Mobility
	<input checked="" type="checkbox"/>	Accessibility and Learning Environment
	<input type="checkbox"/>	Accessibility and Organisational Environment

<p>Project Aims:</p>	<ul style="list-style-type: none"> • Needs analysis of vocational qualifications for people who are blind or visually impaired • Creation of accessible eLearning opportunities for people who are blind or visually impaired • Creation of an accessible interactive web-based learning platform • Establishment of an interpreter/translator network • Development of information management skills • Feasibility studies in respect of countries interested in eLearning opportunities for people who are blind or visually impaired
<p>Products & Results:</p>	<p>Analysis of the vocational qualification needs of blind and visually impaired people; developing barrier-free e-learning opportunities for blind and visually impaired people; developing a barrier-free, interactive web-based e-learning platform for blind and visually impaired people; building a network of translators; teaching information management skills; feasibility studies in countries that are interested in e-learning opportunities for blind and visually impaired people.</p>
<p>Coordinator:</p>	<p>Bildungswerk der Sächsischen Wirtschaft e. V., Germany</p>
<p>Contact Person:</p>	<p>Mr. Uwe Hoppe</p>
<p>Address:</p>	<p>Rudolf-Walther-Straße 4, 01156 Dresden, DE</p>
<p>Telephone:</p>	<p>+49 351 42502-0</p>
<p>E-Mail:</p>	<p>info@bsw-mail.de</p>
<p>Partners:</p>	<p>Eesti Nägemispuuetega Inimeste Fond, Estonia Visiolink Oy, Finland Berufsförderungswerk Düren GmbH, Germany Community4you GmbH, Germany Mykolo Romerio Universitetas, Lithuania Stichting FORCE, Netherlands Únia nevidiacich a slabozrakých Slovenska, Slovakia The Royal National College for the Blind, UK bfi Steiermark, Austria</p>
<p>Other information:</p>	<p>n.a.</p>

Project Title:	<i>Inclusive Practices for Learners with Disabilities</i>	
Acronym:	IPLD	
Project Number:	10977-CP-12003-1-PL-GRUNDTVIG-G1	
Funding Program:	Socrates Grundtvig	
Website:	www.bfi-stmk.at/home/angebot/projekte/ipdl_sokrates.php	
Project Duration:	Oct. 2003 to Sep. 2005	
Short Description:	The objective of the IPLD project is to improve adult education opportunities for people with sensory impairments and to analyse learners' needs in order to increase the demand for training among adults who do not easily enrol in qualification programmes.	
Workshop(s):	<input type="checkbox"/>	Accessibility and IT
	<input type="checkbox"/>	Accessibility and Language
	<input type="checkbox"/>	Accessibility and Mobility
	<input checked="" type="checkbox"/>	Accessibility and Learning Environment
	<input type="checkbox"/>	Accessibility and Organisational Environment

<p>Project Aims:</p>	<p>It is the aim of the IPLD project to create an analytical and ongoing forum into the learning needs of sensory-impaired learners, mainly focusing on blind and visually impaired as well as on deaf and hard of hearing persons. Although most of the project partners are already linked to such networks on a national level, there is a certain need for such a forum paying respect to different cultural backgrounds and organisational structures as well as to different competence standards and experiences from all over Europe. One of the main tasks of this strong European pool will be to inform continuously responsible persons in educational policy about inclusive learning programmes.</p>
<p>Products & Results:</p>	<p>Transnational comparison of care services for people with disabilities, research into current educational initiatives and learning ideologies for people with sensory impairments, including concepts of positive and negative independence as well as open and distance learning methodologies (ODL), analysis of access opportunities to ICT, summarising report on all studies undertaken in the context of the project and summary of the project and its methodology, documentation of 12 best practices and 12 successful case studies.</p>
<p>Coordinator:</p>	<p>CKU – Centrum Kształcenia Ustawicznego w Sopocie, Poland</p>
<p>Contact Person:</p>	<p>Ms. Sylwia Knot</p>
<p>Address:</p>	<p>Kościuszki 22-24, 81-704 Sopot, PL</p>
<p>Telephone:</p>	<p>+48 58 5510011</p>
<p>E-Mail:</p>	<p>cku@sopot.pl or spmodex@poczta.onet.pl</p>
<p>Partners:</p>	<p>Tehnicheski Universitet Gabrovo, Bulgaria Ostravska universita v Ostrave, Czech Republic Pixel, Italy SIF Socialiniu inovaciju fondas, Lituania Stowarzyszenie Pomocy Osobom Niepełnosprawnym, Poland APRFR Asociatia pentru promovarea Femeii din Romania, Romania Fundatia H pentru Invatamant la Distanta Destinat Persoanelor cu Handicap, Romania, bfi Steiermark, Austria</p>
<p>Other information:</p>	<p>n.a.</p>

Project Title:	<i>PROfessionals for Visually Impaired Persons TRAINing course</i>	
Acronym:	PROVIPTRAIN	
Project Number:	FR/04/B/P/PP-151114	
Funding Program:	Leonardo da Vinci	
Website:	www.proviptrain.org	
Project Duration:	Oct. 2004 to Sep. 2006	
Short Description:	<p>New needs are required by visually impaired persons as regards a better recognition of their skills and a greater will to have access to new jobs. The professionals who are supporting them in their employment or vocational training have some specific job qualification, which cannot fit all the demands often mentioned. To fit the demand of the visually impaired who would like an overall support such as rehabilitation or training so as to enhance their independence and job integration the working or about to work professionals need a global training for visual impairment in order to better understand the needs and to give support in the best possible way.</p>	
Workshop(s):	<input type="checkbox"/>	Accessibility and IT
	<input type="checkbox"/>	Accessibility and Language
	<input type="checkbox"/>	Accessibility and Mobility
	<input checked="" type="checkbox"/>	Accessibility and Learning Environment
	<input checked="" type="checkbox"/>	Accessibility and Organisational Environment

<p>Project Aims:</p>	<p>The purpose of this project is to develop a modular and interdisciplinary training program for people who will work in the education sector for people with visually handicaps. The final aim is to create a high-quality education for these professionals, which would cover all relevant aspects of the special requirements of interacting with visually impaired persons. There are several workgroups considering the following subjects:</p> <ul style="list-style-type: none"> • Mobility and All day living skills; • Braille; • Electronically devices; • Psychosocial aspects; • Optical and ophthalmological aspects.
<p>Products & Results:</p>	<ol style="list-style-type: none"> 1. Development of a training course for trainers with special focus on the above-mentioned subjects. 2. Development of training tutorials for the course. 3. Production of a CD-ROM with tutorials.
<p>Coordinator:</p>	<p>Institut Montclair, France</p>
<p>Contact Person:</p>	<p>Mr. Philippe Belseur</p>
<p>Address:</p>	<p>Rue du Vallon 51, 49000 Angers, FR</p>
<p>Telephone:</p>	<p>+33 603480654</p>
<p>E-Mail:</p>	<p>pbelseur@montclair.fr</p>
<p>Partners:</p>	<p>BFW Düren, Germany BFW Halle, Germany Voir Ensemble, France IBOS, Denmark Royal VISIO, The Netherlands SOSW, Poland</p>
<p>Other information:</p>	<p>n.a.</p>

Project Title:	<i>Helping visually impaired youth and adults to choose a career</i>	
Acronym:	OBVIOUS	
Project Number:	BG/03/B/F/PP-166.012	
Funding Program:	Leonardo da Vinci	
Website:	www.obviousleonardo.org	
Project Duration:	Oct. 2003 to Sep. 2005	
Short Description:	This project aims at developing a new effective model for the professional growth of visually impaired people by training activities for families, one of the most important factors for a successful rehabilitation.	
Workshop(s):	<input type="checkbox"/>	Accessibility and IT
	<input type="checkbox"/>	Accessibility and Language
	<input type="checkbox"/>	Accessibility and Mobility
	<input checked="" type="checkbox"/>	Accessibility and Learning Environment
	<input checked="" type="checkbox"/>	Accessibility and Organisational Environment

<p>Project Aims:</p>	<p>The major goal of the project is to create an effective and innovative path for counsellors and consultants in professional realisation of visually impaired people. The achievement of this goal depends on several sub-goals:</p> <ul style="list-style-type: none"> • Increasing the self-motivation of the visually impaired people to acquire new or improve previous profession; overcome the subjective pedagogic functions in the traditional vocational training of visually impaired people. • Creating a flexible "open" system for acquiring professional knowledge and skills by visually impaired people, which can be changed fast and according to their needs; increase the competitiveness of the visually impaired people on the labour market. • Creating prerequisites for overcoming labour market barriers in front of the visually impaired people.
<p>Products & Results:</p>	<ul style="list-style-type: none"> • Website • Training courses for parents and relatives including distance learning • Curriculum for trainers • Handbook "Possible Professions for Visually Impaired and Blind people" • Curriculum for trainees • E-bulletin • Catalogue of firms potentially recruiting visually impaired people • Communication materials
<p>Coordinator:</p>	<p>Rehabilitation for the blind foundation, Bulgaria</p>
<p>Contact Person:</p>	<p>Ms. Alexandrina Kostova</p>
<p>Address:</p>	<p>24, Landos Str., Plovdiv 4006, BG</p>
<p>Telephone:</p>	<p>+359 32 281 158</p>
<p>E-Mail:</p>	<p>info@rehblind.org</p>
<p>Partners:</p>	<p>Labour Office Rodopi, Bulgaria National Rehabilitation Centre for the Blind, Bulgaria University of Sofia "St. Kliment Ochridski", Bulgaria Camera Work, Italy CEVAP, Slovakia</p>
<p>Other information:</p>	<p>n.a.</p>

Project Title:	<i>Lifelong LEarning for Blind People</i>	
Acronym:	LILEBP	
Project Number:	89678-CP-1-2001-1-AT-GRUNDTVIG-G1	
Funding Program:	Socrates Grundtvig	
Website:	www2.gribus.at/lilebp/index.html	
Project Duration:	Oct. 2001 to Sep. 2003	
Short Description:	<p>The starting point for this project is the present situation in Europe, where adequate education counselling models for blind and visually impaired people are still lacking. This is one of the main reasons for the fact that blind and visually impaired people are excluded from numerous education programmes and selection procedures, and that - due to inadequate counselling - they do not embark on suitable careers. Within the framework of LILEBP an education counselling model is developed especially for blind and visually impaired people, which consists of two parts: individual aptitude diagnosis and education counselling for blind and visually impaired people.</p>	
Workshop(s):	<input type="checkbox"/>	Accessibility and IT
	<input type="checkbox"/>	Accessibility and Language
	<input type="checkbox"/>	Accessibility and Mobility
	<input type="checkbox"/>	Accessibility and Learning Environment
	<input checked="" type="checkbox"/>	Accessibility and Organisational Environment

Project Aims:	The LILEBP project wants to develop a European model for adult educational guidance and counselling especially for blind and visually disabled people. This model should consist of two parts: <ul style="list-style-type: none"> * individual aptitude testing and * classical educational guidance and counselling for blind and visually disabled persons.
Products & Results:	Development of a validated and tested European education counselling model for blind and visually impaired people (including corresponding materials, such as questionnaires, checklists, evaluations); development of a curriculum for a two-day workshop for education counsellors; development of teaching and learning materials; list of criteria specifying the demands of the target group regarding aptitude testing procedures and education counselling models; testing and evaluating the holistic model, the curriculum, the teaching and learning materials, and subsequent modifications.
Coordinator:	bfi Steiermark, Austria
Contact Person:	Mr. Walerich Berger
Address:	Mariengasse 24, 8010 Graz, AT
Telephone:	+43 316 7270-1010
E-Mail:	walerich.berger@bfi-stmk.at
Partners:	Instituttet for Blinde og Svagsynede, Denmark The National Council for the Blind of Ireland, Ireland Associazione Nazionale Subvedenti, Italy
Other information:	n.a.

Project Title:	<i>A Basic English Course for the Visually Impaired</i>	
Acronym:	Listen & Touch	
Project Number:	9969-CP-1-2002-1-BG-LINGUA-L2	
Funding Program:	Socrates Grundtvig	
Website:	www.listenandtouchproject.org	
Project Duration:	Oct. 2002 to Sep. 2004	
Short Description:	The project is concerned with the development of a methodology for teaching foreign languages to the blind and visually impaired people. Specific teaching methods targeted at the needs of the blind people will be worked out and systematised in a teacher's manual, which will be translated into the languages of the project partners.	
Workshop(s):	<input type="checkbox"/>	Accessibility and IT
	<input checked="" type="checkbox"/>	Accessibility and Language
	<input type="checkbox"/>	Accessibility and Mobility
	<input type="checkbox"/>	Accessibility and Learning Environment
	<input type="checkbox"/>	Accessibility and Organisational Environment

Project Aims:	The aim of this project is to create a foreign language learning methodology for the blind and visually impaired. Special learning and teaching methods in line with the needs of blind people are developed and systematically presented in the teachers' handbook.
Products & Results:	Training Material on CD-ROM following the Oxford Streamline curricula. The courses on the CD-ROM at the two levels: departure and intermediate level; the CD-ROM includes material for students as well as for teachers.
Coordinator:	Euroinform Ltd., Bulgaria
Contact Person:	Ms. Diana Tsotova
Address:	19 Slavyanska Street, 1000 Sofia, BG
Telephone:	+359 2 987 2135
E-Mail:	euroinfo@mail.bol.bg
Partners:	National Association of Blind Entrepreneurs, Bulgaria HELLIOS, Greece Rochester Independent College, UK Virtua Ltd., UK bfi Steiermark, AT
Other information:	n.a.

Project Title:	<i>Equal Access to Technology Training</i>	
Acronym:	EATT	
Project Number:	n.a.	
Funding Program:	Leonardo da Vinci	
Website:	www.eatt.org	
Project Duration:	2002 to 2004 (2 yeas and 3 months)	
Short Description:	The project was established to increase computer literacy among older people with vision impairments.	
Workshop(s):	<input checked="" type="checkbox"/>	Accessibility and IT
	<input type="checkbox"/>	Accessibility and Language
	<input type="checkbox"/>	Accessibility and Mobility
	<input type="checkbox"/>	Accessibility and Learning Environment
	<input type="checkbox"/>	Accessibility and Organisational Environment

Project Aims:	It was the aim of the project to create an IT course to increase computer literacy among older visually impaired people. We wanted to show participants that they can communicate independently using a PC with assistive software despite their vision impairment. Success, encouragement and independence are key throughout the delivery of the course. The course is available in several EU languages.
Products & Results:	Specialist introductory package to encourage IT literacy among the target group; Good practice guide focused on supporting IT training service providers; Website for disseminating information and possibly as a means of continuing the IT education of project participants.
Coordinator:	NCBI, Ireland
Contact Person:	Ms. Bláithín Gallagher
Address:	n.a.
Telephone:	+35 3872368302
E-Mail:	blaithin.gallagher@ncbi.ie
Partners:	Arhus AMT, Denmark SIADV, France I.Ri.Fo.R., Italy, RNIB, UK
Other information:	In 2004, the project was shortlisted to the final 32 for the prestigious European Leonardo da Vinci award, which highlights best practice and innovation in the area of Vocational Educational Training.

Project Title:	<i>Employment Support Practices for Vision Impaired People Project</i>	
Acronym:	ESP	
Project Number:	n.a.	
Funding Program:	Horizon Employment Initiative	
Website:	www.aaa.dk/jobvision	
Project Duration:	2 years	
Short Description:	The project's focus was on the employment support systems in Europe and on the social and professional integration of blind and visually impaired people.	
Workshop(s):	<input type="checkbox"/>	Accessibility and IT
	<input type="checkbox"/>	Accessibility and Language
	<input type="checkbox"/>	Accessibility and Mobility
	<input type="checkbox"/>	Accessibility and Learning Environment
	<input checked="" type="checkbox"/>	Accessibility and Organisational Environment

Project Aims:	The aim of this project was to engage in a transnational exploration of employment support practices for visually impaired people to suggest best practice for the creation of new support systems for their social and professional integration into the labour market.
Products & Results:	The transnational working group produced a report on employment support practices for visually impaired people in the five member states. Research and exploration of five themes in relation to employment support practice took place in partner countries. These themes were: <ul style="list-style-type: none"> • Job creation and support • Job retention • Vocational guidance practices • Rehabilitation and assessment • Professional training and development The partnership also established a web page.
Coordinator:	NCBI, Ireland
Contact Person:	Ms. Bláithín Gallagher
Address:	n.a.
Telephone:	+35 3872368302
E-Mail:	blaithin.gallagher@ncbi.ie
Partners:	County Resource Center for the Visually Impaired Aarhus, Denmark Interregional Support Service for Visually Impaired Adults, France Institute for Research, Training and Rehabilitation, Italy Royal National Institute for the Blind Scotland, UK
Other information:	n.a.

Project Title:	<i>Multidisciplinary Approach to Training and Education</i>
Acronym:	MATE

Project Number:	n.a.
Funding Program:	Horizon Employment Initiative
Website:	n.a.

Project Duration:	1997 to 1999, 2000
-------------------	--------------------

Short Description:	In 1999, this project completed the research with both visually impaired people and employers looking at the barriers to employment for visually impaired people. An employment support unit was established to work directly with services users in conjunction with the community based staff, the technology support unit, and the information support unit. Community based staff in pilot areas received training from the employment support unit in providing employment support at a local level. A small emergency low and high tech equipment resource pool was made available to visually impaired service users in employment or training who were awaiting equipment grants from elsewhere.
--------------------	--

Workshop(s):	<input type="checkbox"/>	Accessibility and IT
	<input type="checkbox"/>	Accessibility and Language
	<input checked="" type="checkbox"/>	Accessibility and Mobility
	<input type="checkbox"/>	Accessibility and Learning Environment
	<input checked="" type="checkbox"/>	Accessibility and Organisational Environment

Project Aims:	The aim of the project was to develop an employment support structure to assist those with a visual impairment into training an/or employment.
----------------------	--

Products & Results:	<p>The service was to provide the following:</p> <ul style="list-style-type: none"> • A personalised assessment of the individual's skills/abilities and interests. • An assessment of functional vision and provision of training/aids, as appropriate. • Guidance and assistance in setting realistic goals based on abilities and interests. • Information on further training and/or employment options. • Training in the use of specially adapted technology such as speech, large print and Braille displays to assist within the workplace. • Guidance and support in developing sound job-seeking and interview skills. • Assistance with the sourcing of placements and adaptation to the new work environment. • Raising awareness of the abilities of vision impaired employees.
--------------------------------	--

Coordinator:	NCBI, Ireland
Contact Person:	Ms. Bláithín Gallagher
Address:	n.a.
Telephone:	+35 3872368302
E-Mail:	blaithin.gallagher@ncbi.ie

Partners:	n.a.
------------------	------

Other information:	n.a.
---------------------------	------

Project Title:	<i>Constructing an Employment Continuum</i>
Acronym:	n.a.

Project Number:	n.a.
Funding Program:	Leonardo da Vinci
Website:	n.a.

Project Duration:	n.a.
-------------------	------

Short Description:	<p>The background situation of employment for vision impaired people at the time of this project in 2002 was a population of early 900,000 blind and partially sighted people of working age in the EU. Of these, 254,000 were in paid employment and almost 200,000 were actively seeking work.</p> <p>Over a series of seminars in Edinburgh, Malmo and Dublin partner organisations clarified their own policies, came to a shared use of terminology in examining labour market structure and identified several examples of good practice of constructed labour market opportunities.</p> <p>The central issues that demonstrated the need for a labour market continuum were</p> <ul style="list-style-type: none"> • the changing nature of the European labour market over the past two decades which has removed low skilled employment opportunities, • the improved education and training support available to preparing vision impaired young people for employment, and • the improved health care provision that has increased the capacity of older people to continue in employment.
--------------------	--

Workshop(s):	Accessibility and IT
	Accessibility and Language
	Accessibility and Mobility
	Accessibility and Learning Environment
	Accessibility and Organisational Environment

Project Aims:	n.a.
Products & Results:	The project demonstrated how diverse the needs of the population of vision impaired people are if their participation in the labour market is to be increased. The examples of constructed labour market opportunities provided by the project were effective but their viability depended on partnership arrangements between a range of players and on support from government agencies. There is clearly scope for extending the opportunities offered by the employment consortium given appropriate government policies and active encouragement.
Coordinator:	Royal National Institute of the Blind (RNIB), UK
Contact Person:	n.a.
Address:	n.a.
Telephone:	n.a.
E-Mail:	n.a.
Partners:	National Council for the Blind of Ireland (NCBI), Ireland The Swedish Employment Service, Sweden
Other information:	n.a.

Project Title:	<i>ACcredited Training for Volunteers in Europe</i>
Acronym:	ACTIVE

Project Number:	n.a.
Funding Program:	Leonardo da Vinci
Website:	n.a.

Project Duration:	n.a.
-------------------	------

Short Description:	The project was developed in response to the growing need for volunteer support in meeting the needs of people with disabilities. This increase arises from improvements in healthcare, which have increased survival rates of severely disabled people and generally increased longevity with a consequent increase in age-related disabilities. There remains a problem of quality assurance in relation to using volunteer support and this project's aim is to provide quality assurance through accredited training.
--------------------	---

Workshop(s):		Accessibility and IT
		Accessibility and Language
		Accessibility and Mobility
		Accessibility and Learning Environment
	<input checked="" type="checkbox"/>	Accessibility and Organisational Environment

Project Aims:	The initial aim was to develop a range of training for volunteers supporting people with disabilities; a common basic module and optional modules dealing with specialist aspects of support; use of access technology; support in employment and working with people with disabilities.
Products & Results:	<p>The basic training module has been completed and submitted for accreditation at national level by each of the four partners, which are disability organisations. The additional modules are being designed and piloted before being submitted for accreditation. The project is now nearing completion and the modules will be available on the websites of the four disability organisations and also on a separate web-site which will be completed before the end of September 2007.</p> <p>The basic modules will cover the roles and responsibilities of volunteers and the organisations that they work with; awareness of disability and the kind of images and language that surrounds disability-related issues; the active listening skills required to work effectively with disabled people and the skills required to handle situations that can be difficult and emotionally challenging.</p> <p>The session plans for the core module, with supporting materials, will be available for downloading from the web sites of partner organisations and an ACTIVE designated website.</p>
Coordinator:	n.a.
Contact Person:	n.a.
Address:	n.a.
Telephone:	n.a.
E-Mail:	n.a.
Partners:	<p>Cogami – a consortium of disability organisations working in Santiago de Compostella, Galicia, Spain National Council for the Blind of Ireland, Dublin, Ireland Peterborough College of Adult Education, UK SONS – Czech Blind United, Prague, Czech Republic Swedish Employment Service, Uppsala, Sweden Volunteering Ireland, Dublin, Ireland</p>
Other information:	n.a.

Project Title:	<i>Accessible Language Learning for Visually Impaired People</i>
Acronym:	ALLVIP

Project Number:	225780-CP-1-2005-1-DE-LINGUA-L2
Funding Program:	Socrates
Website:	http://allvip.org/

Project Duration:	Oct. 2005 to Dec. 2007
-------------------	------------------------

Short Description:	<p>The project wants to pursue new ways of language learning for blind or visually impaired people. Language learning is not only a European skill, it is also a path to education, a path out of isolation towards communication and mobility. However, there are very few adequate language learning materials available for blind or visually impaired people. It is therefore difficult to find and attend language courses, especially if there is no local training institute for blind or visually impaired people available. Computer-based, interactive self-learning courses are the solution, but these courses are usually not meant to be used by blind or visually impaired people.</p> <p>Therefore, the project wants to employ a combination of force-feedback devices and 3D-sound navigation to develop an alternative user interface for language learning software that works without a screen reader and is truly interactive. This technology is then used for an English course for German-speaking learners, and a German course for English-speaking learners, both level A1-A2, that focus on communicative speaking and listening skills. These courses that will be tested and evaluated by five training institutions for blind and visually impaired people, are supported by a personal tutor and a language tandem partner.</p>
--------------------	--

Workshop(s):		Accessibility and IT
		Accessibility and Language
		Accessibility and Mobility
		Accessibility and Learning Environment
		Accessibility and Organisational Environment

Project Aims:	<ul style="list-style-type: none"> - Improvement of the accessibility to e-learning courses and e-learning environments for blind and visually impaired persons. - Promotion of blind and visually impaired people's language skills in the context of lifelong learning.
Products & Results:	<ol style="list-style-type: none"> 1. Language course "English for German learners". 2. Language course "German for English learners". 3. Development system for elearning software employing force-feedback and 3D-sound technology .
Coordinator:	Deutsche Angestellten-Akademie, Germany
Contact Person:	Mr. Thomas Deharde
Address:	Karl-Marx-Str. 2, 15230 Frankfurt-Oder, DE
Telephone:	+49 335 55641-25
E-Mail:	thomas.deharde@daa-bw.de
Partners:	<p>Bildungszentrum für Blinde u. Sehbehinderte (Würzburg), Germany</p> <p>Bundes-Blindenerziehungsinstitut (Wien), Austria</p> <p>GedonSoft (Bremen), Germany</p> <p>Odilien-Institut (Graz), Austria</p> <p>Royal Blind School (Edinburgh), UK</p> <p>Scottish Sensory Centre (University of Edinburgh), UK</p> <p>Tandem Hamburg horizont dialogo e.V. (Hamburg), Germany</p>
Other information:	n.a.

FOLLOW-UP ACTIVITIES

A number of activities are planned as follow-up measures within the project after the conference:

Expansion of the website

The conference results will be made available for download via the project website.

It is planned to set up a FAQ forum regarding the implementation of project results. Interested organisations and individuals will have the opportunity to get tips and advice for the implementation of project results and products within their institutions.

Online Implementation Coaching

Via the project website, there will be the possibility to get online implementation coaching by experts and tutors of the partner organisations. This will help to minimise implementation problems and bring a sustainable and long-term effect.

Translation Service

Project results will be available for download in the language versions of the project partners of the respective projects. To improve transfer, there will be a translation service for further languages (incl. Braille) on request.

THE PRESS

Press release bfi Steiermark

ValorVIP - Konferenz zur Barrierefreiheit in Graz

Am 20. und 21. September 2007 fand in Graz, Österreich, im Rahmen des EU-geförderten Leonardo-da-Vinci-Projekts ValorVIP eine international besetzte Konferenz zum Thema Barrierefreiheit für blinde und sehbehinderte Menschen statt. Unter Federführung des bfi Steiermark trafen sich über 50 Expertinnen und Experten aus sieben europäischen Ländern und diskutierten zwei Tage lang die Situation der Zielgruppe auf europäischer Ebene.

Hochkarätige Besetzung

Der Vormittag des ersten Konferenztages stand ganz im Zeichen von Reden und Ansprachen. HR Dr. Margareta Steiner, Leiterin des Bundessozialamtes in der Steiermark und stellvertretende Leiterin des gesamtösterreichischen Bundessozialamtes, berichtete in ihrem Referat eindrucksvoll über Beispiele gelungener Integration behinderter Menschen in den Arbeitsmarkt. Die Zuhörerinnen und Zuhörer erfuhren von einer überaus engagierten Amtsleiterin über staatliche Möglichkeiten, Strategien und Projekte zur Erreichung des zentralen Ziels: Gleichberechtigung für Menschen mit Behinderungen am Arbeitsplatz.

In seiner sehr emotionellen und packenden Rede sprach Peter Brass von der European Blind Union über die Ausbildungssituation von blinden und sehbehinderten Menschen in Europa. Beginnend mit der Primär- und Sekundärausbildung, über die Universitätsausbildung bis hin zum lebensbegleitenden Lernen gab Brass einen mit vielen Beispielen angereicherten Abriss über die europäische Situation.

Sir John Wall, Mitglied des Britischen Oberhauses und ehemaliger Anwalt und Richter, sprach über die Bedeutung von Erwerbstätigkeit - sowohl im Angestelltenverhältnis als auch als Selbstständige - für blinde und sehbehinderte Menschen. Er betonte, dass es nicht nur die Menschen mit Behinderung seien, die davon profitierten, sondern letztendlich auch die Gesellschaft insgesamt.

Schließlich berichtete Morten Tollefsen aus Norwegen eindringlich über seine eigenen Erlebnisse bei der Suche nach einer angemessenen Aufgabe. Aus der Sicht eines Betroffenen schilderte Tollefsen sehr persönlich und mit viel Humor seinen Werdegang vom Angestellten im öffentlichen Dienst zum erfolgreichen Unternehmer.

Arbeit in Workshops

Am zweiten Konferenztag zogen sich die Konferenzteilnehmerinnen und -teilnehmer in Workshops zurück, in denen sie sich intensiv mit dem Thema Barrierefreiheit und IT, Sprache, Mobilität, Lernumfeld und organisatorisches Umfeld auseinandersetzten.

Das Projekt ValorVIP

Das Projekt ValorVIP findet im Rahmen des europäischen Leonardo-da-Vinci-Programms statt. Unter der Leitung des bfi Steiermark aus Österreich arbeiten das BFW Düren aus Deutschland, das NCBI aus Irland und die EBU aus Frankreich daran, eine Strategie für die Valorisierung nachhaltiger transeuropäischer Projekte zu erarbeiten. Nähere Informationen dazu finden sich unter der Webseite www.valorvip.eu.

Article in „Kronen Zeitung“ of 21st Sep. 2007

Seite 16

ÖSTERREICH

Freitag, 21. September 2007

„House of Lords“-Mitglied ist auf Einladung des Berufsförderungsinstitutes in Graz:

Blinder Sir folgte Ruf des Weines



Foto: Pollan

Aktuell sind im Land echte „Kapazunder“ unterwegs: Nach Ökonomie-Nobelpreisträger Joseph Stiglitz, der auf Einladung der „Steiermärkischen“ für einen brechend vollen Grazer Congress sorgte, ist seit Donnerstag Sir John Wall, erster blinder Richter und Mitglied des englischen House of Lords, Gast des Berufsförderungsinstitutes (bfi). Nicht zuletzt der gute Ruf steirischen Weins lockte den Sir nach Graz.

Sir John Wall, blindes Mitglied des englischen „House of Lords“ (im Bild mit dem bfi-Chef Willi Techt) nahm, nicht zuletzt wegen des exzellenten Rufs des steirischen Weins, die Einladung nach Graz an.

Sir John Wall ist ein großer Kämpfer für die Rechte von behinderten Menschen. Selbst blind, hat er sich ein Richteramt in England erkämpft. Nach der Erhebung in den Adelsstand durch die Queen, wurde er Mitglied im House of Lords.

Um den ehemaligen Präsidenten der Welt-Blindenunion reißt man sich international als Referent zum Themenkreis berufliche Integration von Menschen mit körperlichen Handi-

caps. Walls Kernsatz: „Es muss der Gesellschaft viel wert sein, Menschen mit Behinderungen zu integrieren, sie als gleichwertige Partner zu behandeln.“ Dass der englische Ober-

VON GERHARD FELBINGER

haus-Abgeordnete die Einladung zur gerade stattfindenden EU-Valorisierungskonferenz nach Graz angenommen hat, verdankt man nicht zuletzt dem mittlerweile – auch im Ausland – exzellenten Ruf steirischen Weins – den der Sir offensichtlich auch gedenkt, weiter zu tragen. Bei einer privaten Weinkost zeigte er sich begeistert von den steirischen Gewächsen.

Ganz besonders angetan hat es dem Politiker übrigens die Einzigartigkeit des steirischen Schlichers.