Progression of Accessibility Centres in higher Education for Students with disabilities in North Africa (PACES)

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ERASMUS + KA2
Capacity Building in the field of Higher Education

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Content

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1. Introduction

The overall aim of the PACES project is to progress and set up a program of initiatives in universities in Egypt and Morocco to support the modernization of higher education by developing Accessibility Centers (static, mobile and virtual) that will enable students with disabilities (SwD) to access assistive technology and support services such as counseling and peer support. Through these centers SwD and the Employer/HEI network SwD will be able to gain employ ability and transition skills in order to move forward into employment.

The main objectives of the PACES project are:

1. Transfer of good practice across EU and North Africa, researching the needs of SwD in the Partner Countries. Learn from the legacy of the SWING and MUSE projects and transfer that knowledge (one Needs Analysis, two site visits and a Good Practice Guide).

2. To build Accessibility Centers in a further five universities with links to and expand already established centers in the region. To amplify the reach of the centers, establish virtual and mobile/pop-up Accessibility Centers which assist students/teachers and can spread policy and information throughout the regions . The establishment of Accessibility Centers constitute a really important aspect as it should take into consideration various issues for example equipment, staff, virtual accessibility, assistive technology and campus access. It also very important to notice that an action plan should take place in order to promote the establishment of accessibility centers with a more effective way. In this direction it is significant to organize focus groups with all the students with disability (e.g blind, partially blind, deaf, physical disabilities, mental and learning impairment) with the purpose to get familiar with needs / expectations of students, explain them the plans for the equipment and the goal of the center. In this procedure its

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crucial to Include the staff that who will work in accessibility center and try to find the best solutions for the students & the team in general.

3. Build on the handbook and model designed in SWING with lessons learned and knowledge from new partners to formulate new training. Use a bottom-up approach where students are involved in the development of the training from the outset

4. Establish a network for Employers/HE institutions in the Partner Countries with the aim of aiding employers to understand the needs and skills of persons with disabilities and at the same time train SwD to transition and employment skills. These networks will be facilitated by Employer Accessibility mentors (EAM) established for each university. As far as concerns the role of employers it is crucial to promote notification actions for the entrance of disables individuals in the job market not only for the employers but also for the students with disability. Keeping that in mind employment services should provide information about the employment rehabilitation process and prepare employers about the abilities, skills and interests of students with disability. Training students with disability is also important and it should focus on training them on for the appropriate job, help them to obtain and retain employment or to change career. We should notice that the counselor should also draw up a rehabilitation plan with students with disability based on the opinion of the rehabilitation committee defying the type, range, manner and the duration of the rehabilitation services. The overall aim of the previous action is to increase employ ability, establish suitable conditions for equal participation on the labor market, remove barriers and create equal opportunities.

5. Develop new "Student Support Schemes" for students to work with SwD peer-to-peer so that they not only provide support but will understand the implications of what it means to have a disability

The Accessibility handbook which is developed for trainers, include practical guidelines and recommendations in various topics such as: networks, labor market, soft

skills, social support, assistive technology etc.

2. Linking WP1 and WP3

Self determination represents a broad framework for the study of human motivation and personality. As far as concerns WP3, needs analysis indicate the importance of developing employability skills and self-awareness. Many partners noticed the need for information about job opportunities after graduation and the importance of the employers in the labor market.

Need analysis underlines the significant role of self advocacy and employment skills in the transition of students with disability into the labor market. Many partners mentioned the need for developing employability skills as students with disabilities seem to feel unprepared to enter to labor market. Presentation skills, interview techniques are some of the issues that are necessary after graduation. The need to prepare students with disability for job market was also reported by partners, noticing that compiling CV as well as the general development of professional skills should be directly incorporated into the academic curriculum.

Needs Analysis also focuses on social support and services for students with disability as the results highlighted the barriers disabled student face from administrative and academic staff. Individuals without disability most of the time ignore the concept of disability and its management, the disability legislation. At the same time, needs analysis brought to the surface the need of disabled students for participation in groups and social networks within the academic environment, which concern disabled people. In this way, they think they will receive more support and help.

The issue of universal design for learning process was also mentioned in the need analysis as students with disabilities referred to the assistive technology in higher education. More specifically students with disability mentioned the significant role that assistive technology plays in their academic performance and the importance of access in assistive technology tools, skills and sources. Many students indicate the absence of assistive technology or the knowledge of the learning process using technology tools.

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For example students with visual impairments sometimes feel disadvantaged in terms of study materials, and by the fact that they are not able to do practical projects or exercises, and that consequently their grades may be lower than those of students who do not have disabilities. Need analysis makes clear that it is obligatory to establish a universal design for learning by training academic, administrative staff and of course students with disability in assistive technology skills.

3. Content of the PACES training

Based on the results of the needs analysis and the content of the SWING training the consortium decided to focus on the following topics that are in line with the European Legislation and Research on People with disability: self determination, self advocacy, social support and services and universal design & accessibility (see Table below). The first column presents the SWING modules that are summarized in order to reflect the PACES modules (second column) as it have been shown from the needs analysis. The third column presents some topics that will be included during the training. Those topics will be more detailed presented during the train the trainers training with more specific titles and learning material.

Specifically self determination represents a broad framework for the study of human motivation and personality. Need analysis indicate the importance of developing employability skills noticed the need for information about job opportunities after graduation and the importance of the employers in the labor market. This module is focused on developing effective communication skills for successful transition to labor market, developing self awareness and more specifically on the role of employers in the recruiting process.

The role of self advocacy and employment skills in the transition of students with disability into the labor market is also a significant issue as many partners mentioned the need for developing employability skills as students with disabilities who seem to feel unprepared to enter to labor market. Presentation skills, interview techniques are some of the issues that are necessary after graduation. The need to prepare students

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with disability for job market was also reported by partners, noticing that compiling CV as well as the general development of professional skills should be directly incorporated into the academic curriculum. In particular this module focus on practical employment skills such as developing curriculum vitae for a job position, apply for a job offer, interview techniques: types of interviews, preparation, tricky questions, elevator pitch. Post graduate education opportunities will focus on finding sources, learn how to apply and create a successful profile.

Social support and services for students with disability focuses on the barriers disabled student face from administrative and academic staff. Individuals without disability most of the time ignore the concept of disability and its management, the disability legislation. At the same time, needs analysis brought to the surface the need of disabled students for participation in groups and social networks within the academic environment, which concern disabled people. In this way, they think they will receive more support and help. This module will focus on disability and higher education, its definition, differences and on university legislation, on support services that should exist in all academic environments, integration in higher education: opportunities, networks and support. The issue of universal design and accessibility process was also mentioned in the need analysis as students with disabilities referred to the assistive technology in higher education. This module will focus on assistive technology and its application in higher education.

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SWING MODULES	PACES MODULES	TOPICS
MODULE 7: Key employability Competency Awareness and Self-awareness MODULE 9: Develop Global Awareness	*MODULE 1: SELF DETERMINATION*	• Developing effective communication skills for Successful transition to labor market • Self determination characteristics as a personality trait: practical exercises • Labor market and global graduate capabilities: employability, international engagement and global recruitment • Developing Self awareness: the role of employers in the recruiting process
MODULE 8: Practical Employment Skills MODULE 10: Post Graduate Education Opportunities	*MODULE 2: SELF ADVOCACY*	• Developing curriculum vitae for a job position, apply for a job offer • Interview techniques: types of interviews, preparation, tricky questions, elevator pitch • Indentify Post Graduate Education Opportunities and their importance • Finding sources, learn how to apply and create a successful profile
MODULE 1: Support structures for disabled students MODULE 2: Supporting students to support themselves	*MODULE 3: SOCIAL SUPPORT AND SERVICES*	• Disability and higher education: definition, differences and university legislation • Support services in higher education • Integration in higher education: opportunities, networks and support • Learning process and support material
MODULE 3: Assistive Technology: An Introduction MODULE 4: Practical assisted technology: tools for facilitating ICT access MODULE 4: Practical assisted technology: tools for facilitating ICT access MODULE 6: Practical assisted technology: speech text and braille AT	*MODULE 4: UNIVERSAL DESIGN AND ACCESSIBILITY*	• Assistive technology in higher education: access and sources • Learn how to use assistive technology: learning activities, tools and developing short projects • Assistive technology tools: develop skills to solve problems without assistance • Assistive technology and learning activities in higher education through collaborative learning techniques

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4. SWOT Analysis

1st Level of the SWOT Analysis

During the meeting in Maribor (September 2018) a workshop for the SWOT analysis of training took place. Project partners were divided and worked into 4 different groups. Each group worked with the criteria for Strengths, Weaknesses, Opportunities and Threats of Training on the 3 different levels: level of the individual level and organizational level.

All the partners identified the training as an opportunity for exchange of experiences between academic staff, administration and students

Strengths

At individual level the Accessibility Centers provide opportunities to develop communications skills in of students with disability. This can be strength through workshops, training and purchase of special equipment. The training needs to focus on coaching all stakeholders by involving volunteers, employment agencies, academic staff and organizing SwD as part of the university community (i.e. association for SwD). At organizational level the Accessibility Centers should focus on coaching as a intermediary between students and job market, raising awareness and on installation of accessible equipment. It is also very crucial to pay attention on the infrastructure, such as ramps, walking lanes, toilets. A very significant matter is also legislation of SwD.

Opportunities

At individual level the Accessibility Centers should increase awareness, promote training and exchange experience. It is also very important to give SwD the opportunities to practice and learn for example how to apply for a job and of course develop network among the staff. At organizational level research and team building are necessary and also networking in national and international level. Media can promote awareness as far as concerns individuals with

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disability. We should not forget the importance of continuous assessment for system (monitoring). We should not forget employment agency and the significant role that play in the accessibility of the job market for individuals with disability.

Weakness

At individual level it is important to notice that students are not so open about their disabilities as they don't trust society and they are resistant to ask for help. Most of the times they don't attend meetings and they don't believe that they treat them with no charity feelings. The most crucial part is to believe they have an important role in the society. At organizational level they don't have specialists (social/psychological) to deal with SwD in our universities (volunteers only). There is little cooperation between employers and universities with real numbers of SwD with job opportunities, and when there are job opportunities, they don't accept disabled individuals because they don't trust them or have faith in their capacities.

Threats

At individual level we should mention the weakness of response from the SwD and sometimes the negative energy from a part of the team which affect the whole group. Nevertheless, there is also no cooperation with the trainee as they don't like to report their handicapped issues or to talk about it with anyone. But what about students without disability? Most of the times they hold a negative attitude towards Swd. At Organizational level there is no trust with higher management system (sometimes they are against them) and private sector is negative on developing business opportunities to support SwD. That's why governmental change can affect the support system for SwD. A major threat is the attitude of the academic staff towards SwD. Some teachers refuse to support SwD, the job market doesn't offer them real opportunities for a good job,

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legislation never comes to reality and finally there no consequences if some organizations don't follow the roles.

2nd Level of the SWOT Analysis

During the meeting in Maribor (September 2018, 2nd day) UOM prepared an additional workshop with the scope to further work on the SWOT analysis. The point was to extend the results of the SWOT analysis by asking partners initially to identify the Opportunities, Threats/Risks, Strengths and Weaknesses factors at the level of their organisation and then divided again into groups in order to give further feedback to the following transfer questions (see chart below).

The idea was to focus the attention on the weakness and threats and make partners aware of them so that they can try to address them. The strengths and the opportunities should be enforced and exploited, while the weakness and threats should be minimized. At this phase, rather than simply answering to the following questions:

• how to utilize and take advantage of strengths?

• how to mitigate weaknesses?

• how to take advantage of and benefit from each opportunity?

• how to avoid threats?

The four areas of the SWOT matrix are set against each other and following queries are addressed:

• which strengths can be used to exploit the opportunities?

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- which opportunities can help minimizing the weaknesses?

- how to use strengths to minimize threats?

- how to minimize weakness to avoid threats?

Therefore, relationships between the latter mentioned factors can be identified and strategies based on them may be elaborated (Mind Tools Ltd., 2015).

How can strengths be used to realize new opportunities?

The above mentioned strengths can be used to realize new opportunities by assigning space for accessibility centers, purchasing special equipment, hiring professional staff; use volunteers form students and community. A very important issue is the agreement with national and international organizations by sending recommendations to the participants to add new rules related to education for SwD. Establish new accessible websites and e-learning materials as well as new programs (under/post graduates)in order to increase awareness are also significant ways to increase opportunities and of course develop a youtube channel for SwD.

How can strengths be used to minimize external threats/risks?

At Individual level it is important to build a trust channel between the students and the trainees, include them in social activities by volunteers which will be working with them, develop training program, insert extracurricular activity such as fine arts-sports. At Organizational level awareness should focus on to increase their ROI (return of investment), apply code of construction for all design concerning the SwD and organize training sessions for all governmental sectors.

How can weaknesses be minimized for the purpose to use external opportunities?

On organizational level networking in national and international level is important in order to minimize weaknesses and on individual level exchange opportunities was mentioned also as an important matter. Partners also mentioned that job

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opportunities should enhance the participation of individuals with disability and job market should change attitude and accept disabled in job positions. Of course these attitudes are result of lack of knowledge on all levels and on all dimension (family, institutions, peers).

Concerning opportunities on organizational level team building and accessibility centers were mentioned as significant elements to minimize weakness. Employment agencies and it role is also worth noticing as most of the times there is no cooperation between employers and universities and as its Is already mentioned above, individuals with disability are not preferable from the job market. On organizational level research in the field of individuals with disability can help to change lack of knowledge on all levels and dimensions and as SwD make their lives easier. Awareness also can change the lack of knowledge on all levels for example by developing youtube channels for SwD in order to enhance dissemination

How can weakness be minimized to protect the project against external threats/risks?

At Individual level we should search for solutions in order to raise awareness of students with disabilities and their relation with the society/family/government. We can develop study days with the inclusion of teachers, families and of course organize meetings meeting with managers, students, accessibility centers and students affairs in order to find solutions in any possible problem. At organizational level the most crucial issue to ask for a change of policy as far concerns universities and educational settings in general.

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5. MODULES OF THE TRAINING

5.1 Introduction to Self Determination and Self Advocacy

According to the importance of relation between motivation and man's behaviour there are many researches on examining the existing theories of intrinsic and extrinsic motivation. Therefore, it is not surprising that there are many theories and models representing the scientific approach and its subordinated constructs and concepts. One of the frequently used and examined theories is the Self-determination Theory developed by Richard M. Ryan and Edward L. Deci (Ryan & Deci, 2017).

The Self-determination Theory is dealing with psychological growth and development including certain psychological needs as the basis for self-motivation and personality integration. Self-determination is a combination of skills, knowledge and beliefs which enables person a goal oriented and self-regulated behaviour (Field et al., 1998). It, actually, represents the feeling of freedom in activities which are interesting, important for a person and of life importance (Deci & Ryan, 2000). The Theory is focused on how much people's behaviour is free and self-determinated. According to Ryan and Deci (2017) psychological needs are treated as nutrients necessary for personal growth and development. The basic psychological needs are as the basic biological - universal and necessary.

Need for autonomy is the need for regulation of own activities and experiences. Autonomy is the form of functioning followed by the sense of conscious and willing decision making, personal congruence and integration. Autonomy does not necessary mean independence because, according to the situation, the person can be more autonomous and more or less dependent. The basic autonomy characteristic is that persons behaviour corresponds to her/his decisions and inner world.

Need for Competency is the human need for active and effective management of life context. It can be recognized in given tendency for prosperity and it can be manifested in curiosity. The need for competency

cannot be fulfilled in the highly demanded context with the presence of negative feedback where the sense of competency is being minored by interpersonal factors as it is criticism focused on a person or continuous comparisons between people.

Need for connection relies on the feeling of connections to other people. People usually feel connected when they realize that others care about them. Besides, connection is related to the possibility of providing support and help to other people.

According to the Self-determination Theory (Deci & Ryan, 1985) it is important to take in consideration not only the level of someone's motivation but also its orientation which can be extrinsic and intrinsic. Extrinsic motivation is based on activity perception (task) in a sense that it has an instrumental value (Ryan & Deci, 2000a). In other words, person is motivated by expected awards which can be materialistic (salary or honorary in business context) and no materialistic (acknowledgement and compliments). Activity does not have a purpose in its self, but it is an instrument to achieve some goal, a positive result. On the other hand, intrinsic motivation means perception of activity as an award as it is. So, activity here does not have an instrumental value. It is satisfaction just to participate in it and intrinsically motivated person will feel awarded, interested and comfortable. That means that intrinsic motivation encompasses engagement in something that is inherently interesting providing the joy to the person dealing with it (Deci & Ryan, 1985). In a case of lacking intention, need and interest to do some activity, we are talking about motivation which can be described as a result of insufficient assessment of activity, the lack of competencies and the lack of expectation that the activity will have wanted outcome (Ryan, 1995).

It is also not enough that person feel competent for some activity to reach intrinsic motivation regarding that activity. The sense of competency should be followed by fulfilled need for autonomy (freedom) to feel and show true and authentic interest for certain activity or assignment. So, the level of intrinsic

motivation can vary according to the constellation of factors of different context in which the person is (Ryan et al., 2009).

Motivation is extremely important concept not only in psychology but in all educational disciplines. This is because the motivation is important factor for undertaking any activity in any context. To be motivated means to have a certain need, intention, tendency or wish to start, continue or finalise certain activity or assignment.

5.1.1 Self determination and people with disability

Self Determination Theory (SDT) argues that students with disabilities have the same basic psychological needs as all other students. This means that all interventions for learning or behavior change, must first and foremost respect students' autonomy. Also, people with disabilities should be supported by their environment so that their disability does not prevent them from achieving competency.

Having this in mind, it can be stated that people with disabilities tend to have difficulties in fulfilling their needs for competence and autonomy. This is because their environment is often not adapted in a way that would make it possible for them to be fully functional people (in physical or psychosocial sense or in both aspects of human activity). People with disabilities usually need to be assisted by other people or technology in everyday activities such as clothing, hygiene maintenance, walking, learning, interacting with others, etc. Because of this, they sometimes perceive themselves as partially or totally prevented from meeting their needs and goals. To put it in other words, their sense of competence is undermined. If they are not able to walk, read, get dressed, their behavioral space is limited and they can feel as being insufficiently autonomous.

Because of this there is a need for people with disabilities to be taught how to elevate their levels of motivation. This can be done by the means of psycho education and counseling based on SDT framework. People with various disabilities, should be more self-determined and self-confident. As a result of

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these psychological interventions, they will be more motivated to activate themselves and to reach their own life goals.

According to Wehmeyer, Martin, and Sands (2008), there are seven key areas (competences or skills) associated with self-determination in people with developmental disabilities in the educational context: decision making, choice making, problem solving, self-awareness and self-knowledge, goal setting and attainment, self-advocacy and leadership, and self-management with self-regulation. Thus, people with disabilities have to manage, coordinate, and in the end overcome their difficulties in order to develop skills necessary for everyday functioning. It is not an easy task and psychologists (or learning specialists in the field of disabilities) can help them develop a sense of self-efficacy as well as work on their academic (and general) self-esteem.

Loman et al. (2010) listed three dimensions of SDT: *causal agency/independence* (skills: goal setting, self-instruction, self-monitoring, self-evaluation, self-delivered reinforcement, choice/ decision making, and problem solving), *proxy agency/interdependence* (skills: self-advocacy/ leadership and social capital), and *environmental opportunities to act* (conditions: social inclusion, enriched environment, and dignity of risk). Taking into account the logic underlying this viewpoint on SDT, people with disabilities can be taught how to: 1) become relatively independent of others (while setting their own goals, solving problems, etc.), 2) depend on other people while trying to seek support, engage in reciprocal activities or impact others (as a result of expressing their qualities which allow them to become a respectable and reputable member of their social community), and 3) pay attention to environmental resources that can be advantageous to them (e.g. the possible benefits of social inclusion programs and making choices that are in their interest (yet sometimes risky).

There were several studies carried out with the purpose to examine the relationship between the constructs developed within SDT and the dimensions of disability issues. Deci et al. (1992) applied the basic assumptions of SDT to students with learning disabilities and emotional problems. The results obtained

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in this study highlighted the impact of self-regulated learning (along with high levels of perceived autonomy) on anxiety levels of students' with emotional problems. In other words, if someone with emotional disabilities believes that (s)he learns something because (s)he wants to do so (with inherent enjoyment and interest, i.e. intrinsically motivated), this person will have lower levels of anxiety while participating in this activity. However, this effect was not found in students' with learning disabilities. This study also revealed that perceived academic competence negatively correlated with unknown control in students' with emotional disabilities. Hence, the need for competence (as stated within SDT) is closely related to the perception of one's own (conscious) control over the learning process.

Grolnick and Ryan (1990) carried out their research into perceived competence and autonomy among elementary school students with and without disabilities. The findings indicated that the group of students with disabilities, compared to those without disabilities, scored lower on competence and autonomy dimensions. In fact, their mean results were similar to those of students who had low academic achievements. Therefore, working with a special population with disabilities and handicaps should include ways of enhancing both competence and autonomy. Saebu, Sørensen, and Halvari (2013) reported that perceived autonomy support during rehabilitation procedures for those who were somehow physically disabled improved their autonomous motivation, self-efficacy, and self-determination in general. Hence, while trying to improve people's sense of competence and autonomy, we automatically (or consequently) work on their sense of self-worth and their capacity of self-motivation.

Choosing the future career among people with disability and entering the labor market is a very important step for each of these persons. Guay et al. (2003) investigated the relationship between some variables linked to SDT and career indecision. These researchers concluded that people who feel autonomous and self-efficient (or self-competent) are less indecisive with regard to their future

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career. Along with that, the population with some kind of disability or impairment who are to choose their future profession should be supported by their parents, teachers, and peers so they can develop a strong sense of autonomy and competence. Additionally, their advisor (psychologist, social worker, etc.) should work with them so they can become able to motivate themselves and to nourish this kind of positive perception towards their own personality, emotions, motivation, and behaviours.

The results obtained in a study conducted by Wehmeyer and Garner (2003) pointed out that providing persons who have some kind of disability with opportunities to make choices (e.g. for studying, their future occupation, etc.) will lead to greater levels of autonomy and self-determination. In addition, the contribution of general intelligence was weaker compared to the mentioned kind of opportunities.

What are the ways of supporting our friends, colleagues, students... who have a disability? First of all, we should build an atmosphere of mutual trust. Unconditional acceptance is important as well. Then, people with disabilities should develop a self-perception as a competent, able, and skilful in some types of professional and/or leisure activities (e.g. writing, giving a speech, listening, physical activities, philosophical thinking, fine arts, etc.). Their disability does not mean that they are totally powerless, and an advisor should develop this idea thought and feeling. After that, people with disabilities should be explained that autonomy has various forms. If someone has problems with her/his vision, s/he has the autonomy of moving, listening, tasting, etc. If a person has physical disability, s/he can be autonomous through her/his five senses. Relatedness, as the third category of needs postulated by SDT, can also be met by people with disabilities. If they present themselves as good, honest, capable of other things (apart from their disability), funny, loyal, and successful, they will be accepted by other people and integrated into society. Of course, social inclusion laws should allow them to have equal rights (as their fellow citizens have) while establishing educational, professional, social, and private aspects of their lives.

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The ultimate aim of the work of helpers with this population of people is *to make them independent of others and capable of self-motivating, self-reinforcing, and achieving what they planned to achieve.* People with disabilities need to be thought to look (and where to look) for help when they really need it and to collaborate with others while meeting some common needs and goals. They are not and should not be separated from the social milieu; hence, they deserve and they have the right to be supported by others (family, friends, teachers, colleagues, and socially sensitive strangers). They only need to ask for help, to activate themselves, and not to fall into the trap of learned helplessness, anxiety, or depression. Psychological interventions related to self-determination theory go hand in hand with the development of one's *social skills* and enhancement of one's *emotional intelligence* level.

According to Ryan and Deci (2017) many times educators respond to learning problems or emotional or attention vulnerabilities as if they were motivational deficits and attempt to change outcomes by exerting more external control. In contrast, SDT argues that often what is interpreted as these students needing more control is really a matter of their needing more structure, delivered in an autonomy-supportive way. To conclude, SDT is a feasible, powerful tool that guides and in the same time facilitates the process of professional support given not only to the general population but also to people with various disabilities. Wehmeyer and Palmer (2003) underlined the usefulness of this theoretical viewpoint within disability field. This author stated that it can help these people in developing self-determined behaviour i.e. in acting like causal agents over their life-courses.

5.1.2 The linkage between self determination and transition and their impact to quality of life of people with disability

Peoples' ability to make their own decisions regarding important issues of their lives directly depends on the development of self-determination skills. Self-determination has been defined as "the attitudes and abilities required to act as the primary causal agent in one's life and to make choices and decisions

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regarding one's quality of life free from undue external influence or interference" (Wehmeyer, 1995). Considering the wide implications of self-determination for the life of every individual, the extent of the repercussions this theory and the respective practice may have for the lives of people presenting problems in the development of autonomy, self-regulation, psychological empowerment and self-realization, can be easily understood. The view can be supported, then, that self-determination constitutes a desirable goal, but also a challenge, for the education of people with disability, as it is vital for enhancing their transition to adult life and work life. Self-determination as one of the many dimensions of quality of life needs to be part of the educational system. At the same time transition skills are being reflected to the self determination theory and ensure quality of life. Thus the linkage between self-determination and transition influences the quality of life of people with disability.

In recent years, the concept of quality of life and transition prevails in the field of special education since those two conceptual approaches offer new perspectives on disability, by focusing in personal well-being and adult centered approach but also on the evaluation and planning of support services (Wehmeyer & Bolding, 2001; Wehmeyer & Schalock, 2001; Schalock, 2000; Schalock, 2004). The fact that the American Association for Mental Handicap (Luckasson, Borthwick-Duffy, Buntinx, Coulter, Craig, Reeve, Schalock & Snell, 2002) places great importance on support services for people with intellectual disability has affected the philosophy around disability movement. Since those services are originated and lead to community, to functionality and to adaptive behavior, AAMR defines as areas of great importance the independence of individual with intellectual disability, his relations, his interactions, his participation in school and community and his personal well- being. Functionality requires support in people with intellectual disability, as support indicates the participation of individual, in everyday life, work life, education, leisure time and activities in social life. Support also affects individual's daily life, his environmental interactions, factors that affect his life and factors that contribute to the development of his personality

(Wehmeyer et al., 2008; Schalock et al., 2010). In 10th edition of the Manual of the American Association for Intellectual and Developmental Disabilities particular emphasis is placed on support systems (Riches et al., 2009). Support systems are a psychological structure, indicating that there is a need for a model to support the needs of an individual with disability, in order for him/her to participate in activities related to typical human functionality. The philosophy of support systems is based on the premise that human functioning is influenced by the extent of connection between the capacity of the individual and the environmental demands (Schalock et al., 2007; Wehmeyer & Bolding, 1999; Wehmeyer & Garner, 2003). Support systems have several types and refer to people or environments. Support can be technology or a human. Support should be provided to individual's perceived needs and should lead to an improvement of his functioning (Aldridge, 2010; Schalock et al., 2010). As an individual with disability grows, he will need more and growing support from the members of his family (informal support systems), as well as from formal support systems, such as schools, hospitals, social services (Heller, 2009). The environment (personal, social, familiar) and the characteristics of each individual are being considered as two factors that influence the development of self determination and conclusively transition (Schalock et al., 2010).

The educational system becomes the support agency, which in collaboration with family should be a pole of a system that promotes students' everyday life. In Salamanca Statement Framework for Action is stated that «every child has the fundamental right to education and must be given the opportunity to achieve an acceptable level of learning» (Schalock et al., 2010). Support in education system for a student with disability can take various forms, in order to train him with his peers without disabilities. Support is sources and strategies, aimed at enhancing individual's functionality through his development, education, interests and personal welfare. Participation in community is also a requirement for education. Thus, education, as a support system, should be an open system, which will promote student's participation in society, using community services. It

should encourage the use of common practices and services in daily life, education, learning, work and leisure (Schalock et al., 2010).

Furthermore education of people with disability should progressively lead to adult centered practices, when the individual reaches the age of 14. The adult centered approach of education is a tendency worldwide. Also, the theory of self-determination and the concept of quality of life defend the importance of adult centered approach to education. An individual with disability, fully or partially self-determined, will have a much better quality of life than a hooked and dependent on a strong adult, individual. An education, which locates in its center the individual as a whole and as potential future citizens of the society, promotes self-determination and, therefore, a good quality of life. Support systems (school - family - community) are those that will support any life choice and education and will reinforce and reward the self-determined behavior. Self-determined behaviors lead to individual's successful transition to life (Dimitriadou, 2011).

A supportive environment can provide the individual with various opportunities to make his own decisions, choices and to accomplish his goals, in other words to be self-determined and autonomous (Wehmeyer & Bolding, 1999; Wehmeyer & Garner, 2003). According to the functional model of self-determination, it is evident that capacity together with opportunity and support systems can enhance self determination, quality of life and transition to life of people with disability (Wehmyer & Mithaug, 2006). In order to understand this connection we must (a) realize the multiple factors that shape human behavior, (b) identify the profile and intensity of needs that require support for an individual and (c) provide the necessary support to enhance individual's functionality.

The needs that require support can be seen under four aspects. Initially there is the objective necessity, where a professional identifies the need in a particular situation and based on individual's evaluation and assessment. Secondly, there is what we feel as a need and what the person himself perceives as a need. Third, there is what is expressed as a need, i.e. this is the situation in which the individual perceives the need and has turned it into practice. Finally, there is the

comparative need, which is observed as characteristics of a given population and as a proof of receiving a particular service (Luckasson, Borthwick-Duffy, Buntinx, Coulter, Craig, Reeve, Schalock & Snell, 2002; Wehmeyer et al., 2008).

All people with disability will not be in need of all available types of support, since the support systems required by each individual differ both quantitatively (in numbers) and qualitative (in nature) (Wehmeyer et al., 2008) [7]. Interdisciplinary groups are planning, determining and designing the services of every individual's support needed. What is necessary to do is to follow a 5-step process in which we should (a) investigate the needs and desires of the individual, (b) evaluate the nature of the necessary support systems to enable a person to achieve what he/she wants or needs, (c) develop an action plan to provide the support, (d) plan and "watch" closely and (e) evaluate the results of the project and personal benefits (Wehmeyer & Garner, 2003).

"Nine suggestions are presented to shift the focus of education from fostering dependence to encouraging self-determined independence that results in improved post-school outcomes for youth with disabilities:

(1) Empower parents as partners in promoting self-determination and career development skills,

(2) facilitate student-centered IEP meetings and self-directed learning models,

(3) increase students' awareness of their disability and needed accommodations,

(4) offer credit-bearing classes in self-determination and careers,

(5) develop self-advocacy skills and support student application,

(6) infuse self-determination and career development skills into the general curricula,

(7) teach students to use assistive technology to enhance their ability to become independent learners,

(8) develop and implement vocational and/or work-based learning programs for all students, and

(9) extend transition services beyond high school graduation to assure that

students are linked"(Izzo & Lamb, http://www.ncset.hawaii.edu/publications/pdf/self_determination.pdf)

The idea of the above values and challenges in reference to self-determination, transition and quality of life will lead to a global perspective of an inclusive education. Furthermore, it will continue to lead us on to an inclusive society that encompasses a wide diversity of all human beings and that differentiates its existence in response to this diversity.

5.1.3 Conclusion

Many EU countries, due to financial pressure and political instability are facing the biggest challenges of their recent history, of Unemployment, job deficits and scarcity of opportunities which impacting all populations, regardless of age and education. However, some disadvantaged groups, suffered more as the discrimination seems too jeopardized under such circumstances, as past experience clearly shows that the gender dimension should be acknowledged all the more in times of recession. In this context, social exclusion is the effect of a range of difficulties that act as barriers to life opportunities and happens when someone is left out of mainstream society or is deprived in any way from participating fully in society. The conditions that prevent people from participating fully in society may include economic poverty, poor health, disabilities, poor education or skills, and discriminatory or inequitable treatment. People are excluded both for their economic situation as well as for where they come from and are hence excluded from any development perspectives. Due to inadequate income and resources, people may be marginalized and prevented from participating in social and political life.

Historically, economic as well as socio-political recessions have placed a disproportionate burden on women with also the issue of disability to be multifaceted, affecting people with disability (PwD) itself, as well as other segments of society. Disability Act places great importance on support services

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for people with disability. Support systems, as an essential element of eco systemic model of disability, have several types and refer to practical and emotional support linked to a person or technology; while at the same time are the bases for adult centered practices. Thus, it becomes important for both the research and social agenda to understand the policies and practices for transition to society of PwD. Also, major step that should be taken to effectively tackle this issue is improving the collection of statistics as they are necessary to understand the parameters of the disability issue, and to ensure that relevant legislation framework is laid down and enforced.

The development of social services and support systems for PwD is influenced by several factors at national or even international level. Economic situation, social values, political ideology, government funding, culture services and legislation, play an important role in the development of support services. In developing countries, the combination of these elements is the core for the development of support services for PwD. Factors such as poor economic situation, the dependence on international financial assistance, low public awareness, lack of legislation, affect everyday life of PwD. The main factor that affect transition to adult life and which is connected to support systems is the lack of satisfying infrastructure to schools and settings that promote and teach transition. The state should care more and should fund the above schools and settings more often and more generously. As a result, transition is limited by the meager financial assistance available both in transition structures and in people. The state should care more and should fund schools and settings that promote transition, more often and more generously. Inadequate funding to structures and individuals hold individuals from living independently and become part of the community. It, also, obliges them to depend on their families and informal support systems. This dependence in relation to few opportunities given by parents, leads to limited chances for transition to adult life. With these prevailing conditions, the right in transition and independence is considerably limited. The meager and overall conclusion is that we should look more carefully to the

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development of educational support systems also at the level of Higher Education, if we want PwD to succeed in transition to adult life and independence.

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5.2 Advisory education towards employment[1]

Life with disabilities can be a long journey, both mentally and physically. It is almost equally difficult for people living and caring for the disabled. Everybody has a need to consult with someone about their problems; they want to hear the opinion of the experts, want to be helped and to be ensured normal development, study, and employment. It is absolutely clear that there are many ways in which teachers, students without disabilities, support centers for students with disabilities, higher education institutions, and students with disabilities themselves can make higher education and employment afterwards not only a mere opportunity but reality. Students with disabilities need help in the process of personal and professional adaptation, which can certainly be provided by consultants who are specialized in it. This assistance is provided through various types of advisory work.

5.2.1 The concept and specificities of advisory education

Advisory work is a complex and responsible pedagogical activity, which is confirmed by its conceptual definition. In order to fully understand and demonstrate the importance of counseling, we refer to its conceptual definition given by many authors, both ours and foreign.

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1 This chapter is part of the Training Book of the Trans2Work project http://trans2work.eu/wp-content/uploads/2018/09/English-version-SA-KORICAMA-09.02.2018..pdf

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"Consultative work involves one or more (even a series of) advisory interviews with a collocutor or a group of them. Such a conversation helps the interlocutor to fully acquaint himself with his difficulties and problems, identify their objective and subjective causes, and bring about (and with the support of the counselor) the most appropriate decisions and conclusions" (Ilić, 2013: 224).

According to P. Mandić, advisory work is "a process of educational activity in which, with a clearly defined aim and in organized manner, the value system of society and social relations are being discusses, an atmosphere is created where the value system of the individual faces a generally accepted system of values, a pedagogical situation in which the individual value system is re-examined, the commitments are made and the belief that the choices are necessary. Here, counseling work has the aim of forming young people's beliefs, attitudes and views on social and interpersonal relationships, which is an essential factor in the versatile social and moral development of personality, factor of socialization and personal self-actualization" (Mandić, 1988: 596).

Beck also defines counseling and says: "Counseling is concerned with improving student self-awareness, self-acceptance, and helps students plan, make decisions, and solve their special problems" (Beck, according to Mandić, 1988: 605).

In the Pedagogical Encyclopedia we also find an explanation for counseling: "When it comes to pedagogical counseling in the wider sense of the word, then the broader complexity of the personality problem is covered. That is why pedagogical counseling has its own justification and meaning only if it becomes an integral part of educational activity in general. The main issues of counseling are dealt with by specialized experts, pedagogues and psychologists, but every teacher is also involved in advising, as this is an integral part of his overall pedagogical activity. This work includes all aspects of youth development: development of abilities, emotional and physical development, choice of occupation, building positive attitudes towards work and learning, development of motives and the like" (Pedagogical Encyclopedia 2, 1989: 334).

Definitions above reveal how important the role of advisory education is, and how it is necessary to apply it in all spheres and stages of an individual's life.

At the beginning of the past century, advisory work was mainly focused on the professional orientation of young people and on solving their individual developmental and behavioral difficulties. Gradually, advisory work was enriched with certain forms such as individual and group counseling, techniques, procedures and thus became an integral part of educational activity (Mandić, 1988).

We still do not have enough counseling work in schools. The reasons for this are the lack of specialized experts, the unmet need for a school counselor – a pedagogue, or simply pedagogues are not engaged for the jobs they are trained for.

For the counseling work to be carried out as often as possible and for its outcomes to be as complete as possible, this activity must be planned and designed with a clearly defined goal. Ilić states that the main goal of the counseling is "to strengthen the existing capacities of the interlocutors to solve their own problems" (Ilić, 2013: 225). The essence of the consultation process is to provide help by listening and communicating with a person seeking help. In fact, the basis of advisory education is to provide people with the opportunity for helping themselves, to get through to their problems and everything that depresses them and impedes them in normal functioning, to be content with themselves, and to make decisions that will improve their lives, health, and mental state. In order to make the most efficient use of the above, it is necessary to fulfill four conditions for an advisory interview:

1. Professional and pedagogical training of the advisor (pedagogue, director, teacher);
2. Readiness of the interlocutor for the interview;
3. Special room for conversation-ambiance, and
4. Time to talk (Ilić, 2013: 224).

In pedagogical literature, the most frequently discussed are individual and group counseling (conversation). When advising only one interlocutor, it is an individual counseling which aims to help the individual solve their problems independently, as much as possible. Group counseling work would be the work of an advisor with a particular group that has the same or similar problems (Ilić, 2013). Individual and group counseling are complementary. Limitations of individual counseling work can be overcome by group counseling and vice versa. In practice, the form of counseling education applied will be the one which will more effectively solve the problem or difficulty.

Based on what we have pointed out so far on advisory education, we can distinguish several of its specificities:

1. Advisory education is a specific pedagogical activity that begins with the birth of a human being and ends with his or her death.

2. The advisory work is carried out by a specialized expert (pedagogue, psychologist, social worker, doctor) who is qualified for counseling work, for studying and diagnosing the case for individual and group counseling therapeutic work.

3. Advisory education includes the knowledge of the goals of upbringing, the subjects that are educated, the methods, techniques and procedures of acting with the individual and the group and the conditions in which the educational work is realized, and in which a subject being educated lives and works.

4. Educational work, corrective and therapeutic work are an integral part of education in the family, school and social environment.

5. Advisory education can be understood more narrowly, for example, when speaking about counseling an individual to choose a particular school, profession, master the technique of learning, and the like.

6. Guidance and counseling are two forms of educational activity, where guidance is more related to professional orientation, and counseling is to encourage a comprehensive development of personality and to solve the problems hindering the development.

7. In the process of advisory education, the personality of the educator is maximally engaged and motivated to contribute to his development and the development of others, and to face his problems realistically.

8. Advisory education contributes to the training of young people to freely choose, make decisions, and take responsibility for the implementation of decisions and consequences (Mandić, 1988).

From these specificities we can conclude that counseling work is not organized for "treatment", but for training individuals or groups to deal with life problems by alleviating personal weaknesses, and developing their strength, and fully utilize it for progression. As we said at the outset, our goal is to point out the importance of counseling work for students with disabilities, and how a counselor can help them make the most progress on their way to employment after completing their studies.

5.2.2 Possibilities for realization of counseling work with students with disabilities

A more precise approach to defining the concept of disability is enabled by the publication of the International Classification of Impairments, Disabilities, and Handicaps of the World Health Organization in 1980. Speaking of people with disabilities, this document provides a classification in three categories: impairment, disability and handicap. Impairment is any loss or deviation from the normal psychic, physiological or anatomical structure or function. Disability means any limitation or defect (resulting from damage) of the ability to perform an activity in a manner or to an extent considered normal to a human being. The disability, therefore, signifies the objectification of the damage and thus reflects the disorders at the person's level. A handicap is a disadvantage for a particular individual, which arises due to impairment or disability, and restricts or impedes the fulfillment of their natural role in society (depending on age, sex, and social and cultural factors). According to the above classification, disability is not a person's character but a number of factors that create a social environment (Korkut, Dorčić, 2014).

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In order to be able to open the subject of advisory education with students with disabilities in a satisfactory manner, we first need to answer the question: who are students with disabilities? According to the UN Convention on the Rights of Persons with Disabilities: "Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others" (Convention on the Rights of Persons with Disabilities, 2007: 3).

In the absence of a common definition, it is difficult to determine who students with disabilities are. By studying literature, we came to a definition that students with disabilities are considered to be all students who, due to illness or damage (regardless of the disability solution), have difficulty in realizing their daily academic activities. This definition, along with students with visual and hearing impairments and physical disabilities, includes students with chronic illnesses, psychological disorders and specific learning difficulties (Fajdetić et al., 2012).

In countries around the world, students with disabilities face discrimination and are still unable to fully acknowledge human rights. Inclusion of students with disabilities into the process of studying and employment is a matter of social justice and a key investment in the future of society. We consider that disability affects people's lives, but does not define them. It is important in each person to recognize a multitude of beautiful qualities, not just to observe their disability.

In order to truly achieve protection directed at students with disabilities as users of advisory services, work should be done on building relationships between advisors and students with disabilities. For this purpose, counseling and advisory work is used. Through the development of a friendly approach to a student with disabilities, the advisor introduces the individual with the skills and choices for choosing the best way of life, and for adaptation to newly born life situations and the affirmation of one's own personality (Westwood, Nayman, 1981). The study process itself can be stressful for students with disabilities.

They can face various challenges of adapting to the new environment, new academic responsibilities, and social experiences. Even those who are pretty sure of themselves might feel stressed in one of these situations. A meeting with an advisor can be of great help in these situations. Students can have a safe time and place to share their experiences of disability, but also other topics they want to talk about.

The purpose of advisory education is to overcome the everyday problems that students with disabilities have. Through the consultation process, students with disabilities are enabled to identify their interests and goals, choose a suitable university, and consider options for employment after graduation. As for employment counseling, it is a comprehensive process of planning and observing that person as having no disability. The counselor follows his/her clients, their progress, the development of skills that are necessary for employment. In that sense, counseling is "holistic" because it takes into account the client's personal will, as well as issues related to housing, family, health, interpersonal skills, behavior, and the like (Craford, 2012).

All professionals who will engage in advisory work with students with disabilities should know and have in mind certain advice based on common sense and related to the art of treating students with disabilities with respect. Some of these tips would be:

1. Treat students with disabilities as human beings, and do not treat their disability;

2. Care for the impact of a "label" that students with disabilities can have;

3. Raise awareness about their attitudes and prejudices that may influence the advisory relationship;

4. Pay attention to the abilities of students with disabilities and include them in the advisory process;

5. Identify the topics of counseling that make the counseling inconvenient, so as to solve them as efficiently as possible, and

6. Be ready to think openly about common experiences within the advisory process (Stuntzner, Hartley, 2014).

Disability is often misunderstood by both professionals and society. Counseling for students with disabilities about their study, employment, and presentation to the employer can significantly improve the lives of students. Often there is a lack of support from the community. Employers are not really interested in hiring students with disabilities, which leads to depression and anxiety. For these reasons, counseling can be some sort of help. In the first place it can help students with disabilities to accept different temptations and adapt to them, not to fall into depression after a job rejection, because there is always a new chance. On the other hand, advisory talks with employers should be conducted to understand their reasons for not employing students with disabilities and familiarize them with the incentives they can gain if they employ students with disabilities (The National Collaborative on Workforce & Disability for Youth and Workforce Strategy Center 2009).

According to a survey done within the project "UNLIMITED", results show that employers do not employ students with disabilities because they think that the workplace is not adapted to them, as well as the work tasks they need to do, but they did not express their willingness to adapt themselves to students with disabilities (Blažinić-Papišta, 2011).

Therefore, it is the essence of any advisory discussion to help students cope with these problems. The goal is not to protect them and create an "incubator" or some laboratory conditions in which they will be protected, but to empower them with resources that will enable them to deal with the reality. The strongest means of advisory talk are to master the rational and emotional aspects of a student's attitude toward a given situation or problem (Suzić, 2005).

It is therefore necessary to help students of this category, whether they are looking for a job for the first time, returning to the labor market because they have lost their jobs, or are looking for better working conditions, to realize that the challenges they face are very similar. The goal is to find a position that best suits

their needs. They need to be qualified and trained to "sell themselves" as the best registered candidate for the job they are interested in. To this end, we give a brief overview of one of the realized workshops with students with disabilities that can facilitate their job search process and offer some tips if they are looking for a job.

WORKSHOP FOR STUDENTS WITH DISABILITIES
(How to successfully introduce yourself to a potential employer)

STEP I – Workshop objectives:

- To enable students with disabilities to play a more active role in the labor market.
- To enable them to present themselves to the employer in a short time, and to interest him or her to hear more about the candidate.
- The workshop also serves as a good preparation for answering perhaps the toughest question of all job interviews – tell me something about yourself.

STEP II – Introducing the basic principles of this issue to the students:

What do you need to know if you are looking for a job?

What questions do employers most often ask at job interviews?

STEP III – Independent work by group participants (two different group tasks):

GROUP WORK (1st task) – Do you know what you will ask a potential employer at a job interview?

GROUP WORK (2nd task) – The most common mistakes in a job application

STEP IV – Presentations

STEP V – Conclusion: possible tips before seeking a job

STEP VI – Evaluation of the workshop

5.2.3 Conclusion

Regardless of the fact that not enough or, in some segments, nothing, is said about some of the aspects on which the efficiency and quality of the advisory educational work of the advisor (academic staff) with students with disabilities

depend, it is considered that counseling in general, and at the faculty, is a very delicate and subtle pedagogical activity that has to be much more pronounced. This is due to the numerous and varied life and work situations of students, both during study and in the family, in a narrower and wider social environment. We are convinced that counseling is an irreplaceable pedagogical activity and an important factor in training students with disabilities to seek work. Surely, the efficient and quality realization of this complex and responsible pedagogical activity depends very much on the competence of the advisor. Therefore, it is necessary that this pedagogical area of work be implemented as efficiently and effectively as possible through the program content of professional development, education and training of teachers (advisers). During the preparation, organization and execution of counseling education, the counselor must also appreciate numerous factors on which the efficiency and quality of this pedagogical activity depend. And some of them are: designed and quality preparation of all stages of advisory education; selection and application of modern methods and techniques of work; continuous student work monitoring and more.

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STRUCTURE AND CONTENT OF MODULE 1: Self Determination

1.1 Developing effective communication skills for Successful transition to labor market

1.1.1 Peer Counseling

Learning Goals: The purpose is

- To help participants understand the concept and importance of peer counseling
- To help participants understand the process of basic counseling
- To help participants to be more aware of using counseling techniques appropriately and effectively

Brief description: Peer counseling is a process by which one person is helped by another who has had similar or related experiences. A peer counselor (helper) is in a unique position to assist another disabled individual with dealing with life issues. (Disabled or not) students may find mentors and role models who have experienced similar challenges and life experiences. Peer counseling can greatly help fill the gaps left by overworked professionals who cannot offer an essential and empowering assistance. In this seminar, basic counseling skills for Faculty, Staff and Administrators will be presented which may assist students in dealing with challenges (help a person tell their story). Specifically, we will elaborate on the active listening, the qualities of the helper, and the flow of discussion in counseling.

Literature:

https://worldinstituteondisabilityblog.files.wordpress.com/2016/01/peer-counseling.pdf

https://www.researchgate.net/publication/234566298_Theory_and_Practice_of_Peer_Counselling

https://www.whiteswanfoundation.org/article/peer-counselling-in-academic-setting/

https://counsellingtutor.com/basic-counselling-skills/

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1.1.2 How to Communicate Effectively with Students with Disabilities

Learning Goals:

- After completing the Workshop participants will: Be aware of the factors which may hold back effective communication with SwD and people with disabilities (PwD) in general.
- Be able to spot and avoid common faults in communication with SwD/PwD.
- Be able to adjust how they communicate with and behave to SwD/PwD in accordance to the type of SwD/PwD impairment (e.g. visual impairment, speech impairment) and their special needs.
- Be more confident and less feared in communicating with SwD/PwD.

Brief description: After continuing efforts to break the isolation of SwD/PwD nowadays, SwD/PwD are more and more present in social, educational, and work life. Despite good intensions, common misunderstandings on what SwD/PwD can and can't do may hinder effective communication with them and hold us back from cooperating and involving productively with SwD/PwD. The workshop focuses on how we can achieve and promote effective communication with SwD/PwD. We'll start by reviewing the most frequent mistakes made when interacting with SwD/PwD. Then, we'll see what constitutes and/or facilitates effective communication with SwD/PwD in general and in accordance with SwD/PwD specific type of disability and needs. At the end of the workshop participants we'll be more aware of how to communicate with SwD/PwD effectively and more confident in interacting with them.

Literature:

https://www.ndcpd.org/people-first.html

https://www.ndcpd.org/assets/communicating-effectively-2016.pdf

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1.2: Self determination characteristics as a personality trait: practical exercises

1.2.1 Soft skills training during academic life

Learning Goals: Gain awareness of how to assist university students to adjust themselves to the new academic life.

Brief description: The transition from school to university life is full of challenges and changes. Our aim is to help students to cope with the new environment and find a balance between educational success and personal happiness/fulfillment. Among others, this briefing will provide advice and help with time management, procrastination, study skills, writing, passing exams, psychological and social skills to effectively manage the ups and downs of academic life.

Literature:

Martin, A.J. (2009). Motivation and engagement across the academic lifespan: A developmental construct

https://www.ox.ac.uk/students/welfare/counselling/self-help/academic-life?wssl=1
https://www.students.org/student-life/academic-life/

1.3: Labor market and global graduate capabilities: employability, international engagement and global recruitment

1.3.1 Employment Experiences of Students with Disabilities

Learning Goals: Learning experiences and guidelines for help students with disabilities at their transition

Brief description: The presentation dealt with employment experiences of students with disabilities in Slovenia. We collected those employment experiences through focus groups interviews to see how effective legislation provision really are for young people who face difficulties because of special needs. For better understanding of students' experiences, we also outlined basic employment legislation and employment rights of people with disabilities in Slovenia. To make presentation more interesting we also prepared some practical tasks on employment support for people with disabilities.

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Literature:

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Vocational Rehabilitation and Employment of Disabled Persons Act, Ur. l. RS st. 16/07-UPB, 87/11, 98/14

Decree establishing the employment quota for persons with disabilities, Ur. l. RS st. 21/14.

1.4 Developing Self awareness: the role of employers in the recruiting process

1.4.1 Forms of social support provided by employers and co-workers to employees with disabilities

Learning Goals:

- understand and analyze scientific material within the context of social support
- apply critical thinking regarding workplace relationships
- articulate the rules of a positive workplace environment
- strengthen positive attitudes and prevent negative behaviors toward people with disabilities

Brief description: The aim of the presentation is the introduction to the term of social support and the importance it plays in shaping the daily routine of people with disabilities. The term social support is analyzed within the workplace, among people with disabilities, their employers and their co-workers. Workplace positive and negative attitudes toward people with disabilities are identified and discussed, in order to form social support interventions for people with disabilities.

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Cimarolli, V. R ., & Wang, S. W. (2006). Differences in social support among employed and unemployed adults who are visually impaired. *Journal of Visual Impairment & Blindness*, *100*, 545-556.

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STRUCTURE AND CONTENT OF MODULE 2: Self-Advocacy

2.1: Developing curriculum vitae for a job position, apply for a job offer

2.1.1 Curriculum Vitae-Passport for Labor market

Learning Goals: students with disability should learn learn how to compile a CV, identify the necessary skills for each job offer, describe themselves in few words and write an application form for a job offer.

Brief description: Curriculum Vitae (CV) is one of the most important issues in the job search and necessary tool for the job market. It is a text-tool, personal and individualized for everyone and includes all the necessary information for a job application. Its purpose is to represent the candidate and to create a first positive impression motivating the employer to move to the next step, the interview.

Literature:

https://www.pacer.org/transition/resource-library/publications/NPC-23.pdf

http://career-advice.monster.co.uk/cvs-applications/cv-advice/what-skills-should-i-include-on-my-cv/article.aspx

http://www.kent.ac.uk/careers/sk/top-ten-skills.htm

https://www.careers.govt.nz/job-hunting/cvs-and-cover-letters/putting-transferable-skills-into-your-cv

https://www.scope.org.uk/Support/Disabled-people/Work/applying-interview/writing-a-CV

http://disabilityhorizons.com/2016/04/disability-employment-creating-perfect-cv/https://www.themuse.com/advice/how-to-write-a-resignation-letter

https://www.themuse.com/advice/what-to-put-on-your-resume-when-you-have-no-relevant-work-experience

2.2 Interview techniques: types of interviews, preparation, tricky questions, elevator pitch

2.2.1 The procedure of interview: preparation and elevator pitch

Learning Goals: Identify the different types of a job interview including understanding competency based and strength based interviews, prepare for tricky questions, recognize the problem / circumstance that should be managed,

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communication strategy for self-presentation, apply self-presentation techniques and tools, Identify the content and the layout of the presentation, evaluate the effectiveness of the presentation.

Brief description: An elevator pitch is a brief, persuasive speech that you use to spark interest in what your organization does. You can also use them to create interest in a project, idea, or product – or in yourself. A good elevator pitch should last no longer than a short elevator ride of 20 to 30 seconds, hence the name. They should be interesting, memorable, and succinct. They also need to explain what makes you – or your organization, product, or idea – unique. These are only some of the information that will present during this module in relation also with the procedure of interview, focusing on tricky questions, frequently asked questions, types of interviews and questions associated with the different types of interviews.

Literature

https://www.wikijob.co.uk/content/interview-advice/interview-questions/common-interview-questions

https://www.kent.edu/career/your-one-minute-elevator-pitch

https://career.colostate.edu/resources/15-minute-method-to-write-an-elevator-speech/

https://careers.rutgers.edu/students-alumni/pursue-your-goals/networking-tips/elevator-pitch

https://www.themuse.com/advice/star-interview-method?ref=the-muse-editors-picks-0

Bibb, Sally (2016), "Strengths-based Recruitment And Development"

https://www.prospects.ac.uk/careers-advice/interview-tips/strength-based-interviews

2.3 Identify Post Graduate Education Opportunities and their importance

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2.3.1 The opportunities and rationale for further study following primary university education

Learning Goals: Identify the variety of opportunities available to students following their primary university education. Understanding students short, mid and long term goals to identify appropriate options of post graduate education, different types of post graduate education available and how employability can be improved via post graduate education.

Brief description: Discussion of rationale/purpose of further study and the study delivery of post graduate education: part-time; full-time; distance learning; or embedded in graduate scheme/job. The types of qualifications available (taught, PGT or research, PGR): Master's degree (MA, MSc, MEd, MPhil); a doctorate (PhD); a Postgraduate Certificate of Education (PGCE); other postgraduate diplomas; or professional level qualifications (ACCA, CIMA, CIM, CIPD etc.). Understanding the strengths and weaknesses of the different methods and what would suit disabled students? Explanations of how postgraduate education boosts employability prospects, skills developed, confidence levels, accreditations and further experience. How to understand skills developed relevant for employability

Literature:

Kerry, Trevor (2010) "Meeting the Challenges of Change in Postgraduate Education"

Wilkinson, David (2005) "The essential guide to postgraduate study"

Artess, Jane, Ball, Charlie (2014) "Taught Postgraduate Employability and Employer Engagement: Masters with a purpose"

https://www.timeshighereducation.com/student/blogs/five-benefits-part-time-postgraduate-degree

https://www.prospects.ac.uk/postgraduate-study/masters-degrees/should-i-do-a-masters

https://targetpostgrad.com/advice/choosing-postgraduate/why-do-postgraduate-study

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https://www.goodmbaguide.com.au/mba-news/the-advantages-and-disadvantages-of-postgraduate-study

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2.4 Finding sources, learn how to apply and create a successful profile

2.4.1 Learn how to apply and create a successful job profile

Learning Goals

- understand the reasons why employers are reluctant toward the employment of people with disabilities
- apply critical thinking regarding the role of a successful job profile to the vocational integration of people with disabilities
- learn how to create a successful job profile as an employer
- learn how to create a successful profile for a job as a person with disability

Brief description: The aim of the presentation is to introduce the barriers that people with disabilities face in regard to their vocational integration and to analyze the terms 'job profile' and 'profile for the job', as well as the ways to successfully create them. A successfully created profile for a job should include the answers to most of employers' fears toward the employment of people with disabilities, highlighting at the same time their capabilities and competences. With a job profile people with disabilities can show to the employers that they do want and are able to take the job and can convince them to actually employ them.

Literature

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Papakonstantinou, D., & Papadopoulos, K. (2019). Employers' attitudes toward hiring individuals with visual impairments. *Disability and Rehabilitation*, 1–8. doi:10.1080/09638288.2018.151004

Rimmerman, A. (1998). Factors relating to attitudes of Israeli corporate executives toward the employability of persons with intellectual disability. *Journal of Intellectual and Developmental Disability, 23*(3), 245-254.

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5.3 Introduction to Social Support Services and Universal Design & Accessibility[2]

The beginning of one's studies can follow some difficulties or obstacles for students, whether they are students with disabilities or not. The overcoming of these obstacles is determined by numerous factors: the personality of each individual with all its peculiarities, the characteristics of the institution and the possibilities of providing the necessary conditions for the smooth progress of each student, the professional capacity of teachers to teach different "categories" of students, but also by applying methods of work that enable cooperation and co-education among students and others. It is the cooperative relation of students with one other, but also students with teachers, based on knowledge of the specific abilities of each student and fostering a positive attitude towards diversity, that implies a human approach from which ideas of overcoming obstacles can develop.

5.3.1 Adaptation and cooperation with other students and teaching assistants

Cooperation among students represents a kind of preparation of students for teamwork through the future profession. However, it may be absent if, on any ground, self-confidence is endangered or one's personality is not accepted with all its qualities and varieties. Assuming that people with disabilities encounter certain difficulties or obstacles, we can say that these difficulties and obstacles are the result of the fact that most of the content, activities, material and technical goods were made to meet needs of persons without disabilities. It is necessary to point out the problem that is most often reported or prevented much earlier, at preschool age or in elementary school. Confidence is built since one's birth. It is similar to acceptance, as well as to seeking and providing support. If we educate people with disabilities in ways that strengthen their self-esteem and create an

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2 This chapter is part of the Training Book of Trans2Work Project http://trans2work.eu/wp-content/uploads/2018/09/Training-SwD_UBL_Engleski_20.12..compressed.pdf

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environment in which they will be accepted and if we give them true support when they need it, without pity, then we can expect such people to decide to continue their education at the higher education level. However, the story does not end there. All that applies to persons with disabilities should be used in people without disabilities. In doing so, all this is possible if there are heterogeneous groups, that is, if their inclusion exists from their birth. In that case, we will avoid paradoxical situations in practice, that is, the person with disabilities has no problem, because through life, he has increased self-confidence by overcoming numerous obstacles, and people without disabilities become "disabled" because they do not know how to communicate with a person with disabilities, they do not know what attitude to take. McClelland has developed a programme that enhances self-confidence, creates conditions for the person to achieve success, to be accepted and ready to have assistance. By applying this programme, it experimentally influenced the adult achievement motivation, and beyond, Kvaschev confirmed that this programme was effective in developing the achievement motivation of students (Suzić, 2005). All this supports the fact that such programmes can help overcome study obstacles.

Such a programme avoids the possibility that achievement will be the first, and often crucial, criterion that is taken into account when making various measures - receiving scholarships, places in a student dormitory, or reducing the cost of food and transportation. Measures based on the criterion of achievement, which the criterion of needs puts into the other plan, can initially be demotivating for students with disabilities. For example, in Croatia, the state scholarship and student dormitories are primarily awarded on the basis of achievement, and not necessity, and those students who most need help, given their socio-economic status, most often remain without such assistance (Farnell & Kovač, 2010). A similar situation exists in other countries in the region. On the other hand, if we come from the true needs of students or future students, we turn to the human pedagogy and the possibilities of meeting students' needs, especially students with disabilities.

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Also, when it comes to adaptation, it is important to emphasize that adaptation is not one-way, in the sense that the person with disabilities is adapted, but it is a mutual process. Adaptation is carried out by students with, as well as those without disabilities. Participation in the teaching process is a process through which students (students with and without disabilities and students' assistants) cooperate with one another, but also with other participants in the teaching process (teachers and their assistants) related questions concerning the conditions of their individual life, and community life. Participants realize an interaction with mutual respect in order to achieve common goals. Participation and involvement in activities are something that needs to be nurtured from the first day of life. Research has shown that the ability of the child to participate is primarily a matter of the context in which it grows, and depends on the extent to which it involves the activity of a close and meaningful child, and from self-evaluation of abilities. At the university it is possible to direct such a context in which students with disabilities will be able to achieve meaningful interaction with other students according to their abilities. This means that students with disabilities can be enabled to actively participate in conversations about the level and manner of participation in learning in accordance with the specificities of their disability.

Adaptation and cooperation are possible if the way of communicating with persons with disabilities and in the presence of persons with disabilities is changed. The stigmatization of an individual bypassing the fact that violations of human rights are necessary must be replaced with messages that are non-violent, transfers' responsibility to those who are responsible. In this way, the self confidence of a person with disabilities will not be compromised. Therefore, a message that throws a stigma on the individual and highlights its damage (for example: a student cannot attend a lecture because she/he is in a wheelchair) it is necessary to replace with a message that indicates the realization/ violation of rights and the creation of conditions for the smooth functioning of persons with disabilities (for example: He/she cannot attend lectures on the second floor,

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because the institution (faculty) is still not (physically) accessible to all potential students) (examples adapted to, Ružičić-Novković, 2015). These and similar examples point out the necessity of developing the awareness of the entire population, as well as the practical actions of those responsible. It is possible with the students to organize a series of educational workshops that will teach how to communicate with people with disabilities and/ or in the presence of people with disabilities.

5.3.2 Adaptation and cooperation with teachers and their assistants

Numerous obstacles in the cooperation of students with teachers and their assistants arise from the unawareness and lack of knowledge of the teachers themselves. Therefore, with the education of students with disabilities and without disabilities, it is necessary to continuously work on the education of teachers and their assistants. Some of the obstacles that students with disabilities notice are: restrictions on the choice of faculties and professions, the unpreparedness and lack of knowledge and experience of teaching and administrative staff for work with students with disabilities, and the discriminatory attitudes of some professors through lowering the criteria for students with disabilities, or the release of certain obligations that the students would be able to perform in an adequate way in cooperation with teachers (Report of the Office of the Ombudsperson for Persons with Disabilities for 2009, 2010).

Starting from the five human assumptions of inclusion in schools (Suzić, 2009), which are based on a human idea and the true needs of those whose inclusion enables life and life meaning, it is possible to formulate five human assumptions of inclusion at the university:

- students with disabilities must not be deprived of their rights;

- students without disabilities must not be deprived of their rights;

- all employees of a faculty, as well as students without disabilities, should accept persons with disabilities;

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- it is necessary to provide all the necessary personnel, material and organizational conditions;

- It is necessary to anticipate risks and prevent unwanted consequences.

The first assumption implies that there is no discrimination, but no painful disadvantage in working with students with disabilities. It has already been pointed out students with disabilities notice that some teachers reduce the criteria or release students with disabilities from certain obligations. From the perspective of these students, this was assessed as a kind of obstacle. Open communication with students with teachers, open attitude of teachers for different experiences and with their readiness to become acquainted with the quality of students with whom they interact on a daily basis, it is possible to make a step forward in meeting the rights of students. This openness involves non-violent communication, consisting of four components: perception, emotions, needs and demands.

The second assumption was that the rights of other students (students without disabilities) should not be questioned either. This can happen if a teacher is preoccupied with students with disabilities and therefore has no time to devote to other students. Today, there are numerous group work techniques through which the teacher indirectly communicates with other members of the group through group representatives. Also, additional education in the field of communication studies is indispensable, no matter at which faculty the teacher is employed.

The third assumption points to the importance of accepting students with disabilities. This does not imply a hard attempt to help students with disabilities. On the contrary, people from their immediate surroundings are expected to be able to provide them with private support and support in different situations.

The fourth assumption is financially the most demanding, as it may involve investing money in equipment and human resources. Equipment can often be provided through projects. The financing of engaged experts (occasional or permanent) is similar to this. Also, volunteers may occasionally be involved. For example, a student volunteer can be hired as a teaching assistant student. On

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the other hand, a support centre can be established at the university level, members of which could be actively involved in solving specific problems. Its members could include students, teachers and assistants who are hired as needed. This would mean that there is a list of volunteers (students, teachers, assistants, and other university staff) and a coordinator who is in contact with them depending on needs. For example, it is necessary to devise an architectural solution or redesign of facilities in order to enable students with physical disabilities to independently use facilities that cannot currently be used in the use of architectural barriers, in which case the coordinator is formed by a team consisting of a professor or a teaching assistant of architecture, a student of architecture and a student with disabilities. In some other cases, depending on the problem, teachers and/or assistants and students from other faculties may be hired (from departments of psychology, law, social work, etc.).

The fifth assumption relates to the previous one, but it can also be its overture. Namely, with good organization, material equipment and trained personnel at the beginning, we will prevent any risks.

Likewise, the inevitable risk will be successfully overcome if we are well-organized, materially technically equipped and with a staff. In addition to this, the university has the most educated intellectual elite that can always respond to challenges without withdrawing any budget resources.

These assumptions, as the humane starting point of each teacher's work, are not something regulated by laws and regulations "from the top", but are built and developed in direct work with concrete students. Only if these conditions are met, can we speak of true inclusion and possibilities of cooperation with teachers and their assistants.

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5.3.3 Overcoming architectural and sensory barriers in the teaching process

A major problem for students with disabilities may be the overcoming of architectural and sensory barriers. However, many countries in recent decades have been more intensely engaged in overcoming these problems.

Although the situation today is much better than twenty or thirty years ago, a number of issues have been resolved by laws and regulations, but in practice they have not been fully implemented. The positive practice of numerous school buildings in the removal of architectural barriers has not been fully projected onto university buildings. One of the reasons for the small number of enrolled students with disabilities at faculties lies precisely in their architectural and communication inaccessibility. However, even if architectural barriers have not been removed, there is a way for students not to be deprived of their teaching or other activities at the university. In the absence of an elevator or access ramp, classes for study groups with students with disabilities can be organized on the ground floor. Also, for any gatherings, which are organized only a few times a year, it is possible to find an adequate space (at the university or outside of it) without architectural barriers.

Furthermore, support for young people with disabilities to enroll at a university is necessary to provide the entire community, and faculties in their promotion to high school students can emphasize accessibility for people with disabilities.

5.3.4 Self-education (e-learning, m-learning, distance learning, hybrid learning, etc.)

In addition to architectural inaccessibility, another reason for the small number of enrolled students with disabilities at faculties is an "inadequate level of high school education for young people with disabilities that makes it difficult for them to achieve the success they need to enroll" (Report of the Office of the Ombudsperson for Persons with Disabilities 2009, 64, 64). And this should not be a problem, given the possibility of different forms of self-education. The

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possibilities of self-education today are considerably greater than ten or twenty years ago. Here are some examples:

- Electronic learning (e-learning) involves learning electronically using appropriate computer applications (specially designed programmes) and environments via a web-based computer, in a digital classroom (Wikipedia, 2017a).

- Mobile learning (m-learning) includes e-learning and distance learning; it involves learning with mobile devices, MP3 players, tablets and notebooks (Wikipedia, 2017b). It enables learning anywhere and at any time.

- Distance education or learning involves the application of appropriate methods and technology in order to teach students who are not able to be physically present in the vicinity of teachers or in the classroom (Wikipedia, 2017). Distance learning is a term that, unlike e-learning and m-learning, has a longer history, but it has been modified and improved by using computers and mobile devices.

- Hybrid learning is a learning experience that combines classical face-to-face and e-learning (using the Internet and a variety of other technologies) with the intent to provide a more effective and enriched learning environment (Methodology and Communication e-learning - hybrid learning, etc.).

These forms of learning especially favor students with physical disabilities. But blind and weak sighted students can also use a variety of self-education opportunities. Co-ordination of different forms of self-education with the needs of students with disabilities implies pre-instruction and those working with the student population (teachers and assistants). This means that teachers and assistants will undergo adequate training, and then in practice respect the principles of e-education.

One of the principles of e-education is inclusion, which implies the following:
- students are enabled to have levels of achievement in both type and range;
- students with physical disabilities should be allowed to use materials in electronic form;

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- equal opportunities for participation in the educational process must be ensured by different social and ethnic groups;

- age may be a limiting factor in educational programmes online;

- after an education break a student must be allowed to continue participating in e-learning programmes (E-learning, e-learning, 2012).

Hybrid learning enables the combination of classical learning with electronic learning, which can be a great form of education for students with disabilities. For the successful implementation of hybrid learning, one of the combinations of online and off-line teaching needs to be selected:

1. The model of the supplement - the traditional way of teaching in the classroom supplemented with some online learning activity;

2. Partial replacement model - only for selected topics, instead of traditional face-to-face instruction, online forms of teaching are used;

3. The model of domination of online teaching - students use online materials at their own pace with the help of personal online and off-line contacts with the instructor, and the minimum teaching in the classrooms;

4. A complete model - interaction with students is fully realized online and all materials for work (learning) are available online;

5. "Self-service" model - students can choose between online and off-line contacts with the teacher, as well as between the content presented online or off-line (e-Learning Methods and Communication - Hybrid Learning, etc.)

The choice of the offered models is conditioned by the cooperation of teachers with students. In certain situations, the proposal for the application of a particular model can be initiated by students, and in some of the teachers themselves. A chosen combination can lead students with disabilities more effectively, but also students without disabilities, to achieve learning goals.

Contemporary self-education, with the already described modalities, is the closest concept-based learning that is focused on providing educational support to students in accordance with their needs and circumstances specific to each individual, with the support of technology (E-learning, 2012).

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Namely, flexible learning can be applied to all categories of students, which include students with disabilities, and can achieve complete individualization. Reliance on one's own resources, improvement of existing and development of new competences, possibility of more choices, possibility of interaction through online discussions (multi-interaction strategy, forum interaction strategy, subgroup interaction strategy, large group interaction strategy, meta-interaction strategy) forms of multimedia content, time and spatial flexibility, a greater degree of autonomy and control in terms of access to content and other resources, the characteristics of flexible learning (ibidem).

For example, students can be divided into groups with the task of analyzing different topics, and then the results of these analyses are made available to other student groups. These may also be smaller projects through which online interaction between students will be achieved. The benefits of this type of work for students can be multiple, especially for students with disabilities who are not able to be (in continuity) every day (at a fixed time) at the college (due to receiving therapy, physical or sensory load, etc.). In addition, regular interactions (consultations) can also be achieved with teachers. In any case, the described possibilities can be fully exploited if there is openness to continuous improvement in the application of modern educational technology with both students (with and without disabilities), as well as with their teachers and assistants. No matter what the possibility of applying educational technology, emotional and social support for students with disabilities have a crucial importance for enrollment, flow or completion of studies, as well as the continuation of study after the end of formal education. This is the reason that there are more and more support centres at the university, in which students' peers would play a significant role. They would, if necessary, engage in work with students (regardless of their study programmes) with the supervision of their teachers and assistants. Thus, students of pedagogy could be engaged (they could teach their peers about the application of certain learning methods), students of computers (they could teach their peers to use modern technology), students of psychology (they could help

their peers overcome certain psychological problems that could hinder them in their progression), law students educate their peers about their rights and the possibilities of seeking legal aid) and others.

5.4 Understanding peoples with disabilities needs and requirements at workplace[3]

Persons with disabilities should be treated like all other employees/ candidates for job. They are not "persons with special needs", since their needs do not differ from the needs of other employees/candidates – they need to provide for their subsistence, communicate and socialize with other people, gain respect and appreciation from others; their needs also include education, professional advancement and self-realization. The only difference is the manner in which they sometimes satisfy their needs (e.g. in order to successfully perform a certain job or task, PWDs will need different organization of work space, different working hours or different manner of communication). However, this could not be a reason for disqualifying them in selection and recruitment processes.

Each employee possesses some personal characteristics that make him/her different from other employees and, at the same time, make him/ her a contributor to the overall working atmosphere and achieved results. PWDs should be treated in this way; their knowledge, skills and characteristics that could contribute to day-to-day operation and overall development of the company should be appreciated.

In order to achieve maximum potential and abilities of PWDs, special attention should be paid to the choice of adequate position during the recruitment process. The analysis of job and specification of tasks could be useful not only for the identification of adequate positions within a company, but also for defining

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the details of necessary adjustments and adaptations to be done and better matching of PWD skills and abilities with job requirements.

The first step is to define jobs, i.e. provide job description and tasks to be done at certain position. In this way we define, within the existing job systematization, the set of tasks and duties that one person should perform; knowledge and skills required for successful job performance are also defined. It is recommendable to answer the following questions:

- Why, how and how often is the particular activity carried out?
- How long does it take to carry out the particular activity?
- What kind of knowledge and skills are required for carrying out these activities?
- What kind of efforts (mental, emotional, physical) should be put into performing these tasks?
- What would happen in case of failure to carry out certain activity?

An important aspect of PWD employment process is the adaptation of employee to new work environment. This adjusting to the elements of work process and situations is very complex, since it requires from the employee to temporary or permanently change his/her habits and acquire new habits, characteristics, knowledge and skills necessary for successful job performance.

Working conditions are very important since they have positive or negative effects on adaptation process. Working conditions refer not only to the ambient, but also to the rhythm of work (e.g. work in shifts), microclimate and physical conditions (physically demanding job, work under special conditions). Unfavorable or bad working conditions do not necessarily lead to bad adaptation.

Unknown environment, new colleagues, new manner of business operation and new common values are reasons why new employees feel insecure. The success of adaptation process primarily depends on personal adaptation ability, motivation and need for professional and personal development. In order to complete the adaptation process easily and quickly, it is important and

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recommendable to carry out the programmes of organized admission and introduction to work targeted at professional, psychological and social adaptation.

Creating the quality working conditions, i.e. choosing the adequate position, along with specific adaptations according to individual needs (if required) and psycho-social support programmes will enable employed PWDs to reach their maximum potential.

5.4.1 Adaptation of workplace and flexible working hours

Adaptation of workplace and work conditions reflects the principle of equal opportunities and access to information, education and employment. The term accessibility refers to everything that enables independent life and active participation in all aspects of life. The adaptation of workplace involves changes in work process or work environment in order to ensure equal position of PWDs with other employees.

The documents of International Labour Organisation referring to vocational rehabilitation and employment and international UN Convention on the Rights of Persons with Disabilities emphasize the importance of workplace adaptation for persons with disabilities ("reasonable adaptation").

Contrary to the popular belief regarding the costs of workplace adaptation, in most cases it is neither expensive nor demanding. In practice, the adaptation usually turns out to be useful to all workers and not only to workers with disabilities. The majority of persons with disabilities can be employed without the adaptation of workplace or work processes; for others, the adaptation (of workplace, contents and manner of work) is the only way to integrate them into the world of labour.

There are several types of workplace adaptation:
- spatial changes (broader doors, aisles, railings, inclined platforms, ramps, etc.);
- changes of workplace (bench height, brighter lighting, ergonomic chair),
- changes of work procedures and workload allocation;

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- Acquisition and installation of assistive technologies (special equipment for persons with disabilities).

Examples of adaptation of working conditions for various types of disability:

persons with physical disability – buildings and other facilities should be physically accessible; flexible working hours; work from home (using computers and Internet); easily adaptable work space; aids accessories (book/document holder, software for voice recognition, page browser, adapted keyboard, etc.);

persons with visual disability – stronger and properly placed lighting; large-screen monitor with enlarged letters; adapted keyboard; Braille transcription of documents; audio records;

persons with hearing disability – usage of written forms wherever possible; software for converting audio files into text files; visual signalisation and alerts;

persons with intellectual disability – flexible working hours/job sharing; continuous training; meeting notes or audio records; private working space in order to reduce distractions;

persons with developmental disabilities – support of colleagues and supervisors; continuous training; task reminder (audio records or software).

Beside the abovementioned, reasonable adaptation may also include: *adjusting the working hours and manner of* work – for instance, if the employed PWD is not able to attend meetings outside the building, it is possible to organise meeting in the form of teleconference or video conference; also, work from home (total/part of working hours) could be another alternative to reduce the negative effects of travelling on PWD's health; by adjusting the working hours the employee gains more time for treatment and rehabilitation (adjusting could refer to total working hours, part of working hours or allocation of tasks upon agreement).

5.4.2 Application of assistive technologies

The term "assistive technologies" includes any item, piece of equipment or system used in order to maintain and improve functional abilities of PWDs.

Assistive technologies encompass various technologies that PWDs utilize in order to perform various functions and tasks that would be difficult or impossible to perform otherwise. The choice of assistive technology depends on the type of tasks to be performed and remaining functional ability of the worker.

Beside the introduction of assistive technologies in employment process, it is necessary to remove all physical and psychological barriers from work environment. Physical barriers are easily perceived, while other barriers are usually perceived only by persons with disabilities.

Examples of aid accessories for PWDs:

"**Induction system** – improves communication and listening ability (reduces noises in the surroundings and amplifies the sound of information); various models are available (portable, desktop, personal and sets), which could be installed to cover the workplace of an individual or larger space such as meeting rooms, etc. **Portable amplifier with headphones** – microphones (embedded or additional) enable stereo sound and amplification of sound; these accessories facilitate listening to conversation in various places (in small groups, at meetings, in cafés, etc.); some models have option to convey sounds from the surroundings (models with installed induction system).

Computers – on condition that adaptation of software is done by IT experts, the majority of persons with sight impairments are able to autonomously use PCs.

The list of software types commonly used in offices:

Screen magnifying lenses – in the form of plastic sheets, placed in front of the screen (some models are embedded); magnification levels could vary; however, the quality of magnification by lenses is not as good as the quality provided by using screen magnifying software;

Enlarged keyboards – 2 types are available; standard with large print on buttons and with 400% larger letters than the standard ones; there are 2 combinations of colours: black letters on white/yellow background or white letters on black background;

Software for voice recognition – additional option for user when typing a text; intended for persons with hand disorders or dyslexia, and not recommended for persons with sight impairments who can learn touch typing (this aid is very expensive and requires a complex training of users);

Software – screen reader – standard desktop or laptop PC, adapted by adding a screen reader (enabling PC to "speak", i.e. recite text from a file, while the user steers the menu); the PC is controlled by the standard keyboard and uses the combination of buttons called keyboard shortcuts (instead of a mouse)".

5.4.3 Electronic communication with persons with disability(ies)

In the information society, enjoyment of all other rights, such as education, employment, recreation, access to public information are inextricably interwoven with access to electronics and information and communication technologies (ICTs). This is especially so in the context of persons with disability, since many of them depend solely upon the availability of assistive technology and Internet connectivity to access information. Accessibility has been defined as "the extent to which products, systems, services, environments, and facilities are able to be used by a population with the widest range of characteristics and capabilities (e.g., physical, cognitive, financial, social and cultural) to achieve a specified goal in a specified context". **Electronic communication refers to communication by means of ICT-based devices that support communication and has a user interface.**

In its ICT Regulation Toolkit, the **International Telecommunications Union (ITU)** recognizes that the three hallmarks of universal access and universal service are availability, accessibility and affordability. The toolkit stresses more on the fact that the special initiatives division of the ITU-D places special importance to promoting accessibility for persons with disabilities through its Persons with Disability Initiative, which came into existence from **Resolution 56 of the 4th World Telecommunications Development Conference (WTDC-06).** The focus of this initiative is to create awareness about equal opportunities for

Persons with Disability and to support member states to meet obligations under Article 9 of the **UN Convention for Rights of Persons with Disabilities**. Additionally, In Article 8, item 2, the rights people with disability to accessibility and information are listed: "Promoting accessibility for persons with disability to new information and communication technologies and systems, including the Internet". **UN Standard Rules on Equalizing Opportunities for Persons with Disabilities (resolution 48/96)** should also be stated unavoidably. These rules are not obligatory, but social responsible they are. A part of the article is related to the subject of the manifest where it explicitly states that "countries need to develop a strategy that will make information services and documentation accessible to different categories of persons with disability.

According to the European Commission communication regarding e-Accessibility COM (2005)425, published in 2005, people with disability represented 15% of the European population. Therefore, BEREC considers that the provision of access to and choice of electronic communication services for consumers with disability is becoming increasingly important to ensure that all consumers can benefit from new communications services and fully participate in the Information Society. It requires Stakeholders (government inistitutions, education institutions, companies, employment agencies, employers etc) to take appropriate measures to ensure to people with disability access, on an equal basis with others, to information and communications, including related technologies and systems open or provided to the public..

In order for a website to be called accessible, all users have to be able to access all of its parts. This does not mean that everyone must experience the same user experience, but it means that there should not be any functionality or part of the content that is unavailable to anyone irrespective of his disability, devices and web browsers he uses, or the environment from which access. **Web Content Accessibility Guidelines (WCAG) version 2.0** covers a wide range of recommendations for making Web content more accessible. Following these guidelines will make content accessible to a wider range of people with

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disabilities, including blindness and low vision, deafness and hearing loss, learning disability, cognitive limitations, limited movement, speech disability, photosensitivity and combinations of these. Following these guidelines will also often make your Web content more usable to users in general. There are 4 main principles of electronic accessibility as key element for conducting electronic communication:

Perceivable - the information and components of the user interface must be presented in a manner in which the user can notice it? This means that users must be able to notice the information being presented (they cannot be invisible to all their senses)

Operable - the components of the user interface and navigation must be operational? This means that users must be allowed to perform operations over the interface (the interface cannot require an interaction that the user is unable to perform)

Understandable - information and operations of the user interface must be understandable. This means that users must be able to understand the information as well as the operation of the user interface (content or operations cannot be above their perception).

Robust - content must be robust enough to be reliably interpreted by various user agents including accessibility technologies. ?? This means that users must be given access to content as technology advances (as technology and user agents evolve, content should remain accessible).

The following list will list some of the key principles of affordable design. Most accessibility principles can be implemented very easily and will not affect the general appearance of the website.

Provide the appropriate alternative text. Alternative text provides a textual alternative to the non-text content of web pages. It is especially useful to people who are blind and rely on screen readers to read the content of the website.

Provide headers for table datas Web tables should not be used to deploy the page structure but rather organize the display of data. The tables used to

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organize tabular data should have the appropriate column headings and rows (<the> elements). Data cells should be associated with the appropriate headers and thus facilitate the understanding and movement of the table for users using screen readers. Ensure that users can fill in and send all forms.

Ensure that each form element (text box, check box, drop-down list, etc.) has a label and that these labels are associated with the correct element using the <label> tag. It also ensures that users can fill in and send the form independently of the input-output devices they use and correct any type of error, such as not completing all the required fields.

Ensure that all links make sense and out of context. Each link should make sense if the link text is read separately. Screen reader users may choose to read only a list of links from the web page. Certain phrases such as "click here" and "more" must be avoided. If text consists more than one hyperlink it is necessary to hyperlinks be enough separate from each other, or to have textual part between them so that users with disability do not click on wrong hyperlink. This is significantly for person with physical disability which do not have precise control of their movements.

It is not necessary to rely solely on the color to convey the meaning of color. The color can emphasize the importance of some information, but it is not necessary to use only the color to transmit the information. This information may not be available to a person who is a Daltonist or a person using a screen reader. For this reason bolding text instead of coloring could be better option.

Ensure the availability of content offered on the site and is not HTML, including PDF files, Microsoft Word documents, PowerPoint presentations, and Adobe Flash content. In addition to all the other principles listed here, PDF documents and other content other than HTML must be as accessible as possible. If they cannot be made more accessible, consideration should be given to the ability to use HTML instead of them, or at least provide an affordable alternative. PDF documents should also contain a series of tags that make them even more accessible. Tagged PDF carries information on the structure of the

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document and is easier to navigate. Additionally, it is recommended that all scanned files have done **OCR** - that allows you to convert scanned PDF and images into editable Word, Text, Excel output formats.

Provide users with the ability to skip elements on repeat pages A method should be provided that allow users to skip navigation or other elements that are repeated on each page. This is usually accomplished by adding the "Jump to Content", "Jump to Content" or "Skip navigation" links at the top of each page that jumps to the main content of the page.

Ensure content is clearly written, logically organized, and easy to read. There are many ways to make content easier for understanding. It should be written clearly, use transparent fonts, use headers and lists in an appropriate way to make the logical structure of the page.

Audio and video accessible. When it comes to content that contains any audio record (audio, video) the assembly of the inability of persons with hearing disability to be the reactions of information, it is necessary that this content be subtitled. The subtitle should be separated, highlighted in color and easy to read. It would be significant that the font of the subtitle is significantly different from other textual content.

Make JavaScript accessible. Provide JavaScript handlers with event handlers to be independent of the device (for example, they do not require the use of a mouse) and ensure that the web page does not rely solely on JavaSript to be functional.

Design according to standards Pages that meet the HTML standard and are affordable are more robust and provide better optimization for web browsers.

Cascading Style Definition (CSD) allows the content to be separated from the presentation. This provides greater flexibility and accessibility of content.

This list does not present all accessibility issues, but it addresses the basic principles that ensure greater accessibility of web content to everyone. Instead of final recommendations that observed, all aspects of support and the importance of accessibility electronic communication to person with disability, more

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effectively is to keep in mind that always could be a new type of content that needs to be adapted - ICTs is prone to innovations, so it's good that we always be ready to consult specific users what kind of adjustments they need, because in this way we are able to provide equal opportunities for each individual.

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STRUCTURE AND CONTENT OF MODULE 3: Social Support Services

3.1 Disability and higher education: definition, differences and university legislation

3.1.1 Students with disability in Higher education.

Learning Goals: Definition of disability, differences among different types of disability, university legislation for students with disability

Brief description: A disability is defined as a condition or function judged to be significantly impaired relative to the usual standard of an individual or group. There also many other definitions and of course different types of disability including many differences. Types of disabilities include various physical and mental impairments that can hamper or reduce a person's ability to carry out his day to day activities. These impairments can be termed as disability of the person to do his or her day to day activities. During this module we will focus on three major aspects of disability (a) definition, (b) types and differences of disability and (c) university legislation. The last issue is an effort to write down rules and legislation that is applies in university/academic environments for students with disabilities.

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3.2 Support services in higher education

3.2.1 Career Centre at Universities

Learning Goals: Collecting experiences for successful services in the framework of career centre for students with disabilities

Brief description: The Career Centre of the University of Maribor was established in 2011. Five career counsellors work with students on all 17 faculties of the University of Maribor. Following the guidelines of Life-long Career Guidance, their main activities include individual and group career counselling for students, event management (career fair, workshops for students building on various competences etc.), cooperation with potential employers and constant networking between students and potential employers (publishing job adds on Career Centre's website and e-CV database, presentation of potential employers at faculties and organising visits of students to potential employers), and informing students regarding career-related events and contents via website and monthly e-newsletter. The Career Centre of the University of Maribor also collects data on students' competences and follows employability and employment rates of the graduates of the University of Maribor.

Literature

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3.2.2 Good practices of interviewing students with disabilities in an Accessibility Center

Learning Goals: To learn interview techniques and possible ways to connect better with students with disabilities from the start of the process until the end

Brief description: If "*the begging is the half of everything*", then in accessibility center the interview of the client is this half. One of the most important tasks that accessibility's center employ has to achieve is to create a trustworthy relationship with the client, in order to deliver their unique needs and views as requests to the service. These requests constitute the main axes of needs that the center should take into account and work for.

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Every individual is unique and different, and we, as accessibility center employees, should be aware of that. The level of our communication skills, as much as our ability for empathy and proper body language are critical to build a relationship with the client during the interview. By setting the right foundations to this relationship, we will be able to provide them the best quality of our services that will meet their true needs and give them a better quality of life. Furthermore, interviewing clients is a tool with which we can better understand the person that we have in front of us. The type of the difficulties and struggles that they face, the kind of the disability, the acceptance, as well as the time of the appearance of the disability may affect the results of the interview. An employ has to know not only where they stand, but to be aware of where the client stands too. By knowing your client, you will understand better the causes of their behavior, how to handle different behaviors that may be problematic for the interview, and what should be your next actions. From the very first call, until the end of the interview there are guidelines and tips to help you and to prepare you for what you are going to deal with during your work with clients.

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Stuntzner, S., Harley, T.M.(2014). Disability and the counseling relationship: what counselors need to know: Ideas and Research You Can Use: Vistas 2014, 1-12.

3.3 Integration in higher education: opportunities networks and support

Learning Goals: Recognizing the importance of networking and support systems in higher education in order to achieve the integration of students with disability in higher education.

Brief description: Social support and services for students with disability play a significant role as disabled student face many barriers not only from administrative but also academic staff. Individuals without disability most of the time ignore the concept of disability and its management. For the above reasons the need for participation in groups and social networks of disabled students within the academic environment, is very important as well as the development of social support services which will inform and support students with disability not only into the academic environment but also through their transition in job market.

Literature:

Kef, S. (2005). *Social networks and psychological development: a longitudinal dutch study*. International Congress Series 1282, 174–172

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McConkey R. & Collins S. (2010). The role of support staff in promoting the social inclusion of persons with intellectual disabilities. *Journal of Intellectual Disability Research* 54, 691–700.Washington, DC: American Association on Mental Retardation

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3.4 Learning process and support material

3.4.1 Universal design for learning

Learning Goals: Recognizing and implementation of principles for universal design

Brief description: The presentation on Universal Design for Learning presented the three guiding principles of this approach. It stressed how flexibility and providing options

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in presentation, expression and engagement for students in higher education not only increases the learning opportunities for disabled students but all students who have different learning styles and preferences. This approach decreases the need for special adjustments and allows equal participation also for students who do not wish to disclose their disability.

Literature

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CAST (2017). Universal Design for Learning Guidelines version 2.0. Retrieved from http://www.udlcenter.org/sites/udlcenter.org/files/updateguidelines2_0.pdf

HIAT Happenings (2014, September 6). UDL Guest Blog Post: Ms. Kelly Ransier [Blog post]. Retrieved from http://udlmcps.weebly.com/hiat-happenings-blog/udl-guest-blog-post-ms-kelly-ransier

Merlot Elixr (2010). Universal design for learning Teaching computer science [Case story]. Retrieved from http://elixr.merlot.org/case-stories/understanding--meeting-students-needs/universal-design-for-learning-udl/teaching-computer-science2

TeachThought Staff (2018, September 2). 10 Reasons Every Teacher Needs A Professional Learning Network. Retrieved from http://www.teachthought.com/the-future-of-learning/10-reasons-every-teacher-needs-professional-learning-network

Universell/NTNU (2016). Universal Design for Learning A Best Practice Guideline. Retrieved from https://udlleurope.files.wordpress.com/2016/10/bpg-web-version.pdf

3.4.2 Social skills development in students with disabilities: Educating the educators

Learning Goals:

To familiarize the participants with:

- The basic concepts and terms of social skills
- The major categories of social skills
- The most important social skills problems of students with disabilities
- The basic tenets of social learning theory
- The most common choices of assessment procedures and instructional approaches of social skills problems in the population of students with disabilities

Brief description: The training included both theoretical and practical part. In the theoretical component important issues of social skills development and social skills

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problems were highlighted. In the practical component, participants were asked to design an intervention aimed at dealing with a social skills problem, specifically a problem related to "ignoring teasing – let provocations pass". Participants worked in small groups, and after the completion of their joint work, a representative from each group presented the collective work. Feedback was offered to all presentations.

Literature:

Agaliotis, I., & Goudiras, D. (2004). A profile of interpersonal conflict resolution of children with learning disabilities. *Learning Disabilities: A Contemporary Journal*, *2*, 15-29.

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Bauminger, N., Edelsztein, H., & Morash, J. (2005). Social information processing and emotional understanding in children with LD. J*ournal of Learning Disabilities*, 38, 1, 45-61

Elbaum, B. (2002). The self-concept of students with LD: A meta-analysis. LD Research and Practice, 17, 216-226.

Elias, M. (2004). The connection between social-emotional learning and learning disabilities: Implications for intervention. L*earning Disability Quarterly, 27*, 53-63

Rogers, M. F., & Myles, B. S. (2001). Using social stories and comic strip Conversations to interpret social situations for an adolescent with Asperger syndrome. *Intervention in School and Clinic,* 36, 310-313.

STRUCTURE AND CONTENT OF MODULE 4: Universal Design and Accessibility

4.1 Assistive technology in higher education: access and sources

4.1.1 Establishment of Accessibility Center

Learning Goals: Defining and recognizing needs of student with disabilities for equipment

Brief description: Accessible equipment is getting more important on any level of education and social life. To make easier life and communication the right ICT solution can be of help for persons with disabilities. Even standards, like EN 301 549, and ITU Guidelines for accessible meetings, WCAG 2.1 are available as policies, which must be followed. Accessible equipment is divided into four parts, for deaf and hard of hearing, for blind and partially sighted, for physically impaired and for people with mental disorders. At the end the presentation of guidelines for correctly accessible e-learning has been presented.

Literature:

Martínez-Normand, L., & Pluke, M. (2014, July). A decision-tree approach for the applicability of the accessibility standard EN 301 549. In International Conference on Computers for Handicapped Persons (pp. 295-302). Springer, Cham.

Matamala, A., & Orero, P. (2018). Standardising accessibility: transferring knowledge to society. Journal of Audiovisiual Translation, 1(1), 139-154.

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Adam, R. (2017). Endnote Remarks for TISLR12, Melbourne, Australia. Sign Language Studies, 18(1), 148-161.

Kožuh, I., Hintermair, M., Holzinger, A., Volčič, Z., & Debevc, M. (2015). Enhancing universal access: deaf and hard of hearing people on social networking sites. Universal access in the information society, 14(4), 537-545.

Midkiff, S., & van Gelder, B. (2018). Information Technology Accessibility 1.0 Purpose. Policy, 2, 9.

4.2 Learn how to use assistive technology: learning activities, tools and developing short projects

4.2.1 Creating Audio-Tactile Pictures

Learning Goals: The basic aim of the training shall be the understanding of audio-tactile pictures their usage and how they can be created. Specifically, at the end of the training participants should be able to: a) recognize a tactile picture, understand their usage and how they can be created, b) create a proper and effective tactile picture, c) recognize audio-tactile pictures, understand their usage and how they can be create, d) to edit and form a proper audio-tactile picture, and e) name the necessary materials/tools to create tactile and audio-tactile pictures.

Brief description: The training will be structured as follows: a) Participants will be introduced in the procedure of creating tactile pictures. Methodology, process and tools (microcapsule paper, specific pencils, PIAF-thermoform) and usage of tactile pictures will be presented. b) The procedure of how to turn a tactile picture into an audio-tactileone shall be explained. Methodology, process and alternative process, as well as tools (IVEO creator software, IVEO viewer software and IVEO touchpad) and usage of audio-tactile pictures will be presented. c) Participants will be asked to create a tactile picture on their own using the materials/tools provided. d) Participants will be asked to edit a *svg file (that is a file of an audio-tactile picture) of map by adding text, audio messages and URLs on it.

Literature:

Koustriava, E., Papadopoulos, K., Koukourikos, P., & Barouti, M. (2016). The impact of orientation and mobility aids on wayfinding of individuals with blindness: Verbal description vs. audio-tactile map. *Lecture Notes in Computer Science, 9739,* 577–585. Switzerland: Springer.

Papadopoulos, K., Barouti, M., & Koustriava, E. (2016). The Improvement of cognitive maps of individuals with blindness through the use of an audio-tactile map. *Lecture Notes in Computer Science, 9738,* 72–80. Switzerland: Springer.

Papadopoulos, K., Koukourikos, P., Koustriava, E., Misiou, M., Varveris, A., & Valari, E. (2015). Audio-haptic map: An orientation and mobility aid for individuals with blindness. *Procedia Computer Science, 67,* 223-230.

https://viewplus.com/.../IVEO-Viewer-2.0-Manual.docx

4.3 Assistive technology tools: develop skills to solve problems without assistance

4.3.1. Assistive Technology devices: How, when and why use them

Learning Goals: Exposure to different assistive technology devices and acquisition of the basic skills to apply them on their context

Brief description: Support products, also known as technical aids, are products that allow and facilitate the performance of certain actions that would be very difficult or even impossible for the individual alone. They allow people who use them to overcome barriers that society poses them because a particular impairment Some of these technical appliances are:

- Screen reader: It is an application for computers and mobile devices that interprets and reads (with a voice system) everything that happens on the screen to allow access to blind people.

- Screen magnifier: It is an application for computers and mobile devices that enlarges what happens on a screen and applies visual improvements to allow access by people with low vision.

- Assisted listening systems: They are devices that increase and improve the sound and the understanding of the voice in concrete or daily situations to allow people with hearing impairments to hear.

- Digitalisation: With this process we turn information from different materials into formats that are files with accessible formats such as PDF, Word, etc.

- Display: Discover how a person with low vision can see the blackboard and other materials

Literature

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https://web.ua.es/en/accesibilidad/assistive-technology/sistems-of-assisted-listening.html

https://web.ua.es/en/accesibilidad/assistive-technology/digitalisation.html

https://web.ua.es/en/accesibilidad/assistive-technology/display.html

4.4 Assistive technology and learning activities in higher education through collaborative learning techniques

4.4.1 Curricular adaptations leaning on Assistive technologies

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Learning Goals: Effectively implement strategies to apply assistive technologies to address the specific impairment of each person with disability in order to adjust their learning process within the context of Higher Education, guaranteeing a successful attainment of the academic learning outcomes

Brief description: In the field of education, the support product would be any tool or device that a student with a disability uses to perform a task that he or she could not do otherwise without that or any tool that the student uses to perform another task, easily, quickly or in a better way. Other definitions speak of any object, part of an equipment, product, whether commercially produced or modified, accommodated, that is used to increase, maintain or improve the functional capabilities of a person with a disability. Thus, any student with disabilities ranging from severe to mild can benefit from the use of support products, since it is used as an aid to reading, writing, memory, wandering, sitting, seeing, hearing and communicating.

Particularly, the appliance of AT allows to adapt the curricula to the specif needs of the student by:

- Personalising and adapting the content to work according to the needs of the student.
- Respecting the work rhythms, allowing for repetition an exercise several times and successive correction.
- Promoting independence and self-confidence
- Facilitating the teacher's work
- Encouraging group activities
- Allowing to evaluate the student's results

However, the quality of education and learning does not improve significantly with the simple introduction of AT in the classroom, they even get worse in some cases. Other contextual factors should be considered to facilitate the success of these adaptations, such as:

- Teacher training, stability and motivation
- Methodology used
- Implication of the Accessibility Center
- Integration of the actions in the center plan and in the curriculum
- Educational and not only technological support and advice

- Suitability and adaptation of ICTs to each reality
- Family support

Literature

DÍEZ, E.; ALONSO, A.; VERDUGO, M.A.; CAMPO, M.I.; SANCHO, I.; SÁNCHEZ, S.; CALVO, I.; MORAL, E. (2011): EEES: estándares e indicadores de buenas prácticas para la atención a estudiantes universitarios con discapacidad.Salamanca. INICO.

FERNÁNDEZ, J.M.; MARTÍNEZ, D. (2015): Guía Diversidad Funcional y Productos de Apoyo. Universidad de Alicante

GUASCH, D.; HERNÁNDEZ G. (2012): Manual para alcanzar la inclusión en el aula universitaria: pautas de accesibilidad arquitectónica, tecnológica y pedagógica para garantizar la igualdad de oportunidades en la docencia universitaria. Observatorio Universidad y Discapacidad, Fundación ONCE, U.P.C.

MACÍAS, SÁNCHEZ, AGUILERA (2017): Proceso de Validación de Cuestionario para identificar buenas prácticas docentes en la inclusión del alumnado universitario. Universidad Complutense de Madrid

Observatorio Universidad y Discapacidad. Cómo tratar la diversidad en el aula. [Recurso en línea: video] Universidad Politécnica de Catalunya.

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Conclusion

Due to the financial pressure and political instability many countries are facing the biggest challenges of their recent history such as: unemployment, job deficits and lack of opportunities which effect all populations, regardless of age and education. However, some groups suffered more as the discrimination increase under such circumstances. Looking through the history, it is obvious that economic and socio-political recessions have placed an unbalanced burden on persons with disabilities. Therefore the support system is necessary for better acting of persons with disabilities. Disability Act places great importance on support services for people with disability. Support systems, as an essential element of eco system model of disability, are present in several modes referring to practical and emotional support related to a person or technology. Thus, it becomes important for research and social agenda to understand the policies and practices for persons with disabilities transition into society. The most important step for this process is searching for essential statistics in order to understand the parameters of disability and to ensure the relevant legislation.

The development of support systems for persons with disabilities is influenced by several factors at national and international level. Economic situation, social values, political ideology, government funding, culture services and legislation, play an important role in the development of support services. In the developing countries, the combination of these elements is the core for the development of support services for persons with disabilities. The key issue that affects their transition to adult phase of life is the lack of satisfying school infrastructure and appropriate support to educational system. The transition is also limited by the public and individual funds. However, the state should be more engaged in solving and financing this issue.

Inadequate financial support has a great impact to the quality of persons' life and their inclusion into community. They are forced to live in dependant relation with their family waiting for support of informal systems. Such dependent relation influences their transition to adult phase of life. In regard to this, the right for

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transition and independence is also considerably limited. Therefore, the development of educational support systems at the level of Higher Education should be promoted carefully if we want to ensure better and appropriate transition of persons with disabilities to the adult phase of life.