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Executive summary

This deliverable presents the findings of the research carried out within Workpackage 4 of the EUSTAT study. The main objective of this work was to identify, classify and describe existing examples of educational programs in Assistive Technology (AT) addressed to persons with disabilities and the elderly.

A survey was carried out at international level by means of a questionnaire (D04.1) designed in accordance with the findings of Deliverable D03.2, “Critical Factors in End-Users’ Education in Relation to AT”. In addition, some on-site visits were made in order to collect further information and insight about a number of outstanding programs based on different approaches.

The intention was not to compile an exhaustive inventory covering the whole world, which would not have been possible on EUSTAT resources, nor to evaluate programs on the basis of pre-defined criteria of good practice. As this was the first survey ever done on this subject, the purpose was to gather a meaningful sample of mainly European Union experiences in AT education presently underway. This offers the basis for understanding current approaches, methods adopted, and expected trends.

One of the first findings was that there is a large and ever-increasing number of organisations that are seriously taking into account the issue of AT education of end-users, and so are organising specific initiatives to those ends (courses, seminars, information days, etc.). These bodies are sometimes user groups or organisations, sometimes professional organisations or rehabilitation centres, sometimes mixed entities. In some cases, the initiatives are entirely organised and led by end-users, in others they are run in partnership with professionals, and in yet others are led by professionals. They may be monographic (i.e. exclusively focusing on AT), but more often AT education is delivered as part of wider programmes aimed at more comprehensive objectives like rehabilitation and social integration, development of personal autonomy, qualification for receiving social benefits, independent living and self determination, and peer counselling/training.

Another notable finding was that the terminology used by those active in the field is far from being standard. The meaning associated to keywords like independent living, autonomy, independence, rehabilitation, education, training, etc. often differs from one country to another. This may well be due not only to the semantic bias associated to language translation, but also to differences in cultural heritage linked to local legislation, service delivery organisations, and the level of end-user involvement in policy development. What’s more, there is still little communication between the promoters of the various programs. Hence, the myriad of different perspectives often makes it difficult to compare programs originated in different contexts.

Conversely, a common feature throughout is the liveliness of the programmes, the wealth of ideas, the willingness to self-evaluate and improve, the interest in experiencing new ways of doing things. Many respondents welcomed the questionnaire as an opportunity for self-reflection about their activities and for discovering that other methods exist. A widely shared objective seems to lie in the strong accent put on change in the individual rather than just providing information and knowledge. This suggests that the environment is very dynamic, open and promising.

This deliverable is intended as a basis for the following developments of the EUSTAT study: a manual for AT education of end-users, and guidelines for courses devoted to user empowerment in relation to AT. However, it is also a tool for those involved at any level in AT education, since it provides an

overview of a wide range of experiences and offers interesting input for their activities; it is therefore to be considered a public document.

The intended readership mainly comprises:

- a) the organisations who participated in the study by filling in the questionnaires;
- b) the other European projects on AT within the Telematics programme;
- c) user organisations;
- d) health or social services providers involved in education, training and rehabilitation.

This document is divided into two parts.

Part 1 is devoted to the analysis of the existing programs, and is divided in turn into six chapters:

- a) Chapter 1 clarifies the background, describes how the survey was carried out, and offers an overall picture of the results and the main conclusions that can be drawn;
- b) Chapter 2 contains a detailed section-by-section discussion of the data obtained from the survey;
- c) Chapter 3 reports on the seven programs analysed on the basis of both the questionnaire and an on-site visit, and each is described in detail;
- d) Chapters 4, 5 and 6 report on the 87 programs analysed solely on the basis of the questionnaires, and each is described in fact sheet form.

Part 2 presents the data obtained by the 163 filled-in questionnaires, in both numerical and graphical form (histograms and pie charts).

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1. GENERAL FRAMEWORK

1.1. Background

Workpackage 04 aims to identify, classify and describe existing programs and good practices in AT education that are addressed to persons with disabilities and/or the elderly throughout the EU. A survey was carried out at international level by means of a purposely-designed questionnaire. In addition, several on-site visits were made in order to collect additional information and insight about a number of outstanding programs based on different approaches.

Many organisations in the field such as users' and professionals' organisations, rehabilitation centres, etc. actually run AT educational activities, both in the form of teaching and training. These may vary in nature, ranging from activities focused mainly on individuals to the establishment of different types of lessons, seminars and courses. Very often AT is delivered as part of a wider programme with more comprehensive objectives like rehabilitation and social integration, development of personal autonomy, etc.

Until now, no-one has ever carried out a complete survey of these experiences to find out about contents, targets, typologies and methodologies used. This is the very first attempt to fill this gap, a need which is strongly felt in the field. Indeed, many respondents expressed an interest in finding out about other initiatives in the sector, exchanging ideas, and getting in touch with organisations that run these activities.

The purpose of the questionnaire was to collect information about existing educational activities regarding AT for persons with disabilities and the elderly, and to highlight the link, if such a link exists, between education for AT and education for autonomy and/or independent living. The variety of meanings attributed to these terms in different contexts and in different countries has been reflected throughout the survey.

The questionnaire was divided into different sections, not only to permit the collection of information on the organisations, but also to obtain a detailed description of their educational activities on the basis of a purposely-designed classification.

The data obtained have been classified and grouped in different ways to highlight differences and similarities among the various activities and organisations, but also to infer — whenever possible — general trends and common needs.

The questionnaires returned by some of the organisations revealed particular interest in and stress on AT education as an instrument for autonomy, as well as strong involvement in the independent living movement. These organisations were subsequently singled out for on-site visits. In addition, the training activities of the three EUSTAT partners representing end-users (GIHP, ANLH and PRISMA) were considered and described.

A special part of this report has been dedicated to the analysis of on-site activities.

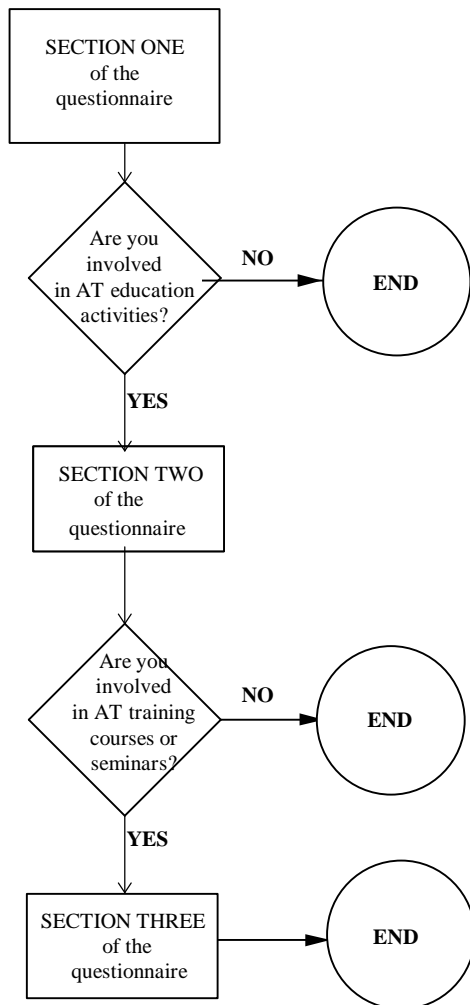
1.2. Method

Before proceeding with analysis of the data obtained from the questionnaires, it is important to consider first some aspects of the questionnaire's structure and methodology. Since the survey's structure will form the basis of the data analysis, it would be useful to recall here the criteria that underpin it.

Following the analysis, some remarks concerning the methodology for on-site visits are reported.

1.2.1. Questionnaire structure

The questionnaire was divided into three sections, with a “progressive selection” technique, running from Section One to Section Three:



- a) *Section One* contains general data of the organisations contacted, with the aim of identifying and classifying their objectives, their main field of activity and finally their involvement in educational activities.
- b) *Section Two* was to be filled in by all the organisations that are in some way involved in AT education and/or information initiatives (especially related to autonomy and independent living) for persons with disabilities and/or the elderly. The information concerning those activities to be provided included target population, experience in the field, involvement in AT, and typology of the organised activities.
- c) *Section Three* was addressed to the actual target of EUSTAT, i.e. organisations which carry out training courses and seminars on AT for persons with disabilities and/or the elderly in relation to autonomy and/or independent living. The section was subdivided into three main parts corresponding to the three crucial phases in arranging educational activities: selection, organisation, and implementation. There was also a final phase containing questions on past, present and future changes, offering the compiler an opportunity to look at the organisation’s activities with an attitude of self-assessment.

The progression is shown in the chart aside.

1.2.2. Questionnaire dissemination

The main target of the survey was organisations involved in some way in structured educational activities for AT and those that considered it important for the autonomy of persons with disabilities; in any case, data concerning organisations involved in more general educational activities for independent living or for coping better with disability have been also collected.

The target of questionnaire addressees was defined as follows:

- a) EUSTAT partners involved in educational activities for autonomy through AT;
- b) organisations in some way involved in the field (user organisations, providers of health or social services) that have been identified by the partners and already included in the EUSTAT database produced within WP02;
- c) organisations discovered through extensive searching on the Internet;
- d) organisations suggested by questionnaire addressees (there was a special part in the questionnaire requesting such suggestions).

No comprehensive directory of organisations mainly involved in the field of education of persons with disabilities and end-users actually exists, and producing one would prove difficult for the (already mentioned) reason that a very large number of organisations involved at different levels in the field of disability are also undertaking activities of this kind. Consequently, a very general criterion of involvement in the field of disability was applied when selecting potential respondents to the questionnaire, leaving the task of classifying them for EUSTAT purposes to the analysis stage.

1.2.3. The returned questionnaires

One hundred and sixty-three questionnaires were returned, coming mostly from EUSTAT partner countries, which were also those where the greatest number of organisations were contacted (this is examined in detail in Chapter 2 and presented in Table 1).

As stated in the previous section, the group of organisations contacted was in part suggested by the partners, thus strongly dependent upon their knowledge range, and in part derived from an extensive search on the Internet, and therefore reliant on the effectiveness of the information available. As a result, some countries were represented less than others in the mail out, and some are not represented at all in the answers (the UK for example).

The organisations that did not answer by the deadline were contacted by phone, but in many cases this contact proved unsuccessful: it was difficult to find the right person, or to dialogue in English, or to obtain the answers to the questionnaires. In addition, the fact that the majority of returned questionnaires come from EUSTAT partner countries may also be due to the consolidated relationships existing between the field organisations and the partners themselves, a fact that may have prompted the desire to take part in the survey.

Consequently, it must be underlined that the sample of this survey cannot be considered statistically representative of all the programmes existing in the field of AT education for persons with disabilities and the elderly. The analysis presented here concerns this collected sample only, and does not pretend to make general conclusions about all the existing experiences. Given these limits, this work can nevertheless be considered as a snapshot of ongoing educational activities (whether they be veritable structured programmes or one-off events) that aim to reinforce the autonomy of end-users, where knowledge of AT is considered to some degree.

Before commencing further analysis, another comment must be made concerning language. The problem of the use of common terminology is well known in the research methodology field, and was carefully considered during questionnaire design. Nevertheless, some compilers might have experienced difficulty grasping the precise and sometimes unusual language contained in the questionnaire. The major problem might have lain in the classification of the different educational activities (training courses, seminars, information activities, activities addressed to the individual), not only because these terms may well be used differently from country to country, but also because many of the organisations contacted carry out these activities every once in a while without necessarily having specific know-how in the field of education. The stratagem used to deal with this problem was to provide a set of sub-categories calling for details and examples for each of the activities (for example, in the case of seminars: *monographic seminar, series of seminars, topical workshop, etc.*)¹ The entire breakdown can be found in the questionnaire, which is enclosed within this document.

It should be remembered that the questionnaire also had the purpose of encouraging respondents to reflect about their educational activities, and contact with new and more rigorously structured language for describing them may well have provided a cue for this reflection.

The same risk of misunderstanding may have arisen with the specialised terminology adopted (e.g. from pedagogy or management science), and in this case we preferred to let the compilers answer on the basis of their understanding of these terms. Although they may have adopted the “common” meaning that these expressions sometimes assume, this nevertheless allows us to get a glimpse of the world of ideas that supports the organisations’ activities.

¹ Another possibility might have been to add a legend for each key-word, but this is discouraged by the experts because it undermines the immediacy of the questions. Furthermore, it would have made filling in the whole questionnaire tedious, and the task was already demanding and time-consuming.

1.2.4. On-site visits

On the basis of the returned questionnaires, six European organisations were chosen for on-site visits: the three partner organisations directly involved in activities for end-users plus three external organisations selected because their questionnaire response demonstrated direct involvement in AT training for persons with disabilities. They are:

- * ANLH in Brussels, Belgium;
- * Centro Studi PRISMA in Belluno, Italy;
- * GIHP Aquitaine in Bordeaux, France;
- * ILCS - Independent Living Services in Dublin, Ireland;
- * ISL - Interessenvertretung “Selbstbestimmt Leben” in Erlangen, Germany;
- * JAG - Jämlikhet Assistans & Gemenskap in Stockholm, Sweden.

The Irish site was indicated by the Centre for Independent Living in Clare, which we had asked to visit, but they suggested meeting the principal Irish Centre for Independent Living in Dublin.

Interviews were conducted with key personnel from all these organisations, and in some cases this was accompanied by on-site visits. JAG in Stockholm organised a meeting with its President during one of their courses, so it was possible not only to hold discussion, but above all get a feel of the atmosphere of the course, get to know some teachers and trainers, and look at general arrangements.

The interviews usually began with general questions on the political, social and historical context in which the organisations were established, and then moved on to their educational activities, involving more direct questions on course organisation, modalities, main aims, programs, etc. The interviewees (all leading members of the organisations) were very kind and gave detailed information; they showed a peculiar propensity to link their experience strictly to the social background of their country, as well as to the general independent living movement worldwide.

A seventh organisation has also been described, namely:

- * IMPT - Institute for Matching Persons and Technology, Inc. in Webster, NY, USA.

The director, Dr. Marcia J. Scherer, is a researcher well known in the field for her important “Matching Persons and Technology Model”, and was invited to Italy by SIVA in October, 1997 for a conference and an exchange of ideas. The importance of her experience in the field of AT education for persons with disabilities lies in the originality and effectiveness of the approach, which has attracted considerable interest in other countries as well. For this reason, we decided to include a brief description of some of the tools used in her work together with the reports on the on-site visits.

1.3. Findings

Counselling, peer counselling, advice, information, tutoring, peer tutoring, teaching, training: all words that circulate within the world of disability and the elderly, activities which are appearing and developing all over the world.

But what is really happening? Is it possible to take a closer look at these activities? What are the topics dealt with? What ideas and ideals are proposed? What methodologies are adopted? Is it possible to compare and transmit such experiences from one country to another, from one organisation to another?

These questions, along with many others, underpinned the construction of the questionnaire and the analysis of the answers hereafter presented, reflecting the urge and the need to plunge into this lively, multiform context - one that in recent years has been producing new proposals and initiatives to support

and spread the ideas of autonomy and independent living for persons with disabilities and the elderly. Information, education and training are growing everywhere, and AT is one of the most commonly considered issues: our purpose was precisely to learn more about these activities, to single out their strengths, characteristics, prospects and results.

We were not disappointed. The general picture that emerged from analysis of the questionnaires is rich in detail and peculiarities, and in some way surprising.

In this first section a more global approach to our data is presented, stressing the common and salient data. In the second section detailed data analysis will be presented, while the third section comprises descriptive file-cards of the different initiatives collected through the questionnaires.

Let's look firstly at the general lines emerging from the 163 returned questionnaires.

Quality of answers

The first thing to note is the precision and timeliness of the responses. While recognising that the total number of initiatives in this field is not so large and, as already mentioned, our sample is not to be considered representative (see chapter 1.2.3.), this fact created an impression that the organisations are keen to describe their educational activities. Many willingly accepted the suggestion to photocopy the third section of the questionnaire before compiling it so that a copy could be completed for each educational activity; they also sent in materials, especially information leaflets.

Target

Grouping the organisations all together and then comparing the user organisations (persons with disabilities, the elderly, families) with the professional organisations (health and social services, etc.), we find that the former are more commonly represented in the returned questionnaires; while, if we separate the data, the health and social services are pre-eminent.

For 33% of the organisations contacted, education/training activities are the main activity carried out. Out of the total, 79% are in some way involved in educational activities (21% answering no), with different degrees of involvement (addressed to various targets, or only to one of them): this fact is very interesting, because it shows these are pressing concerns in the world of disability.

Educational activities

In comparison with all the other principal activities in the field (rehabilitation, care, information/advice, etc.), training/education is just one of those carried out (11%), while with reference to the total number of returned questionnaires, it represents 33%. The main effort in training courses seems to come from the organisations of persons with disabilities.

In any case, education is hardly ever the sole activity of the responding organisations; on the contrary, numerous activities are conducted, covering different ranges and overlapping in various ways. A large number claim that their educational activities actually address autonomy, with AT playing an important role (57%), and independent living.

Language

The answers confirmed the doubt about the existence of a common terminology in the field; some showed signs of uncertainty or imprecision (see the detailed analysis in Chapter 2), demonstrating that universally accepted meanings or general agreement on specific terms have not yet taken shape. Some international ideas (especially the widely used term "independent living") are growing and are being put into practice in a variety of ways, depending above all on socio-economic conditions in different countries. These ideas are taking on different forms and are involving various methodologies, being implemented in new and different activities (sometimes re-inventing the meaning in original ways), even if the words used to refer to them remain the same.

This dual process (using the same terms, inventing original ways of bringing them to fruition) can be effective in responding to the complexity of reality: on the one hand, the use of the same words can be seen in terms of the need to identify, to belong to a large, worldwide movement fighting prejudices and building a new identity of self-determination for persons with disabilities; on the other hand, the creation of original activities in each country may correspond to the need to invent something original, adhering to one's own special socio-cultural situation.

Staying with the topic of language, in Section Two of the questionnaire, where the different educational activities are categorised, some compilers displayed indecision, probably because they could not find an exact definition for their organisation's initiatives. This was later demonstrated by the fact that in the more detailed Section Three, we found that initiatives similar in duration, organisation and implementation were classified in different ways. In this sense, the most common aspect is the variety of meanings given to "training courses"; these have probably been interpreted as prevalently practical courses, and for this reason many "seminars" could be classified within the former category. On the one hand this may confirm the need and urgency to build a common language which could enable serious comparison and exchange of experience; on the other hand, this finding suggests that in this field the educational impulse is largely guided by the necessity and urge to intervene and respond to needs, but is still not discussed much or compared.

Typology of educational activities

Out of all the educational activities classified and submitted to the organisations in the questionnaire, the results clearly show that the lion's share is occupied by activities addressed to the individual, which have been variously defined as advice, peer counselling and self-help; we noted considerable variation among these, but advice is prevailing. It would also be worth reflecting about these category names in terms of the meaning given to the different practices involved, and also the kind of practices which are covered by the same terms. For example, we found a peer counselling service run by families and for families, but also peer counselling or self-help offered by health services.

The second place is occupied by information activities (conferences, exhibitions, mass media coverage, etc.). Of these, the most common choice is the option "exchange of experiences", a fact that suggests some perplexity; this will be discussed in Chapter 2. Exhibitions are widely represented, as they are an important occasion for the world of disability that is constantly on the lookout for new ideas and suggestions.

Educational activities and AT

The role played by AT is considered in some way by all the organisations, but in a diverse range of ways. Almost all activities devote some attention to AT. A minority provide just "brief information", while the others tend to consider the AT role as "relevant", "important" or "very important", depending on the type of activity.

Out of all the AT-related areas, "communication" is the issue most frequently involved, followed by "general accessibility issues" and "mobility". A detailed analysis of this issue is presented in Section 2.4.5.

Training courses and seminars

The events of prevailing interest for EUSTAT, namely training courses and seminars, are not yet so numerous, in fact they are the least common of all the considered alternatives. However, as we shall see, they are strongly rooted and full of potential; they address a host of issues in novel ways. In some cases they are held on a regular basis year after year, while in others they form part of the organisations' overall education programme. Of the seminars, the most common type are monographic initiatives (topical workshops and monographic seminars), while the non-residential courses are most common type of training course.

The training courses and seminars do not seem to be addressed to a previously defined public, but to a heterogeneous target, a fact that is borne out by the low number of “single answers”; probably, these mainly concern general issues or, on the contrary, quick dips into specific issues.

Selection phase

All these initiatives are supported by heavy publicity, mainly through leaflets sent to the organisations’ own address databases, which comprise both a well-known target and key persons. Together with this focused distribution, the organisations also adopt more general advertising with a higher social impact, channelled through the media and exhibitions.

Another fact clearly emerges from analysis of the answers to the other questions: teachers and tutors are mainly chosen on the basis of quality, since the level of their expertise is considered the most important factor. The same applies when teaching and tutoring roles are filled by persons with disabilities, who in our sample do not receive any special preference.

Organisation phase

The organisations seek suitable places to hold their training courses and seminars, locations which can be set up especially for that purpose on their premises or carefully chosen off their premises. In selecting the venue, organisers not only take account factors related to the participants’ physical well-being such as general comfort and the accessibility but also their psychological well-being, planning different kinds of breaks, and welcome and farewell sessions.

When more than one teacher is involved, the need for a co-ordinator of the initiative is considered, both in the preparation and in the implementation phase. In some cases, planning and progress meetings for the teachers are also established.

Implementation phase

The instruments and tools used to support the lessons are of a traditional nature, the most common being the overhead projector. The major area of innovation is the widespread adoption of different didactic methodologies for the same event; this probably reflects an attempt to meet the particular needs of the moment, rather than to adhere to precise educational planning. Generally speaking, the lessons (mostly in the form of lectures) are followed by hands-on sessions made up especially of presentations and demonstrations.

It is possible to detect a certain interest in the evaluation of the public’s satisfaction, since different instruments and methodologies are used to collect the participants’ opinions; these range from direct contact with colleagues to the setting of a final questionnaire.

A certain tendency towards self-reflection can be recognised in the final open-ended questions, which in some cases were filled in with great care. The terminology used by the compilers was sometimes the same as that adopted in the questionnaire, almost as if a “common language” had been established. This fact was important in assessing the questionnaire's effectiveness, demonstrating the power to foster an attitude of self-assessment among the compilers.

On-site visits

Finally, the on-site visits provided an opportunity to take a closer look at some organisations that conduct training and other educational and information activities addressed to the individual. The first point to make is that work with the individual is predominant for all these organisations, and is carried out using different methodologies. A similar situation occurred here as was reported in the earlier discussion about language-related issues, namely that similar practices are often labelled with different terms, while different practices are sometimes labelled with the same term. This may have come about as a result of the peculiar meaning given to some terms that reflects special practices rooted in well-defined historical and social contexts within particular countries, even though these same terms are used at international level. Obviously, clarification is now needed in order to compare methodologies and

results, and define common practice: special local meanings cannot be superimposed on the meaning that a term has in other regions; in any case, the need for dialogue on these issues is widely shared.

When filling in the questionnaire, most of the organisations had these individual activities in mind rather than training courses or seminars (as they themselves stated during the phone interviews). This confirms that information activities and activities addressed to the individual are the main vocation of the responding organisations. By the same token, their reporting of the educational results obtained within information and counselling/advice activities is not necessarily "wrong", because great changes can actually be brought about in the individual as a consequence of these activities.

But in a way generalising all activities as being educational can limit and affect the possibilities of the organisation itself to engage in explicitly educational activities: by clarifying what they are actually doing from a methodological point of view, new possibilities, unexplored fields of action and research can be foreseen and practised. In addition, the adoption of a common language in the field will foster real comparison of activities and the transfer of experience from one region to another.

Final remarks

As expected, the core of our sample is made up of organisations devoted to promoting traditional activities connected to the clinical field, which can be classified as health and social services; the educational activities that these services carry out generally constitute professional in-service training for their employees.

The most interesting developments are to be found on the other side of the fence: enthusiastic organisations on the front line in their profession, experimenting new ways of addressing end-users and new methodologies for reaching them effectively, seeking to improve the quality of life of persons with disabilities and the elderly - these are the ones that are approaching the educational world with curiosity and a sense of critical self-awareness.

Some seem to be conscious of the role that society as a whole can play in modifying people's ideas and attitudes, and consequently use the press and electronic media, but also propose public initiatives themselves. Some, striving to be seen as active in the field, responded in the questionnaire that they are already involved in educational activities, adding a note that "we'll be doing so very soon". Some others are preparing themselves by acquiring special equipment and instruments, and exploring new methodologies.

In conclusion, it is worth pointing out a common feature that emerges from analysis of the responses given by organisations that hold training courses and seminars: in publicising, organising and conducting educational activities, they all appear to place great importance on personal contact. Almost all the organisations go to the trouble of maintaining their own address database, which they call on when starting up a new initiative. They also set great store by a number of aspects that reflect particular consideration for the individual and the group, things like taking special care in arranging seating and facilities, as well as offering flexible hours. Even though they have a preference for lectures, they also place particular importance on final discussions and hands-on sessions. Some even come close to a collaborative approach, holding group work and role play. Finally, judging by their questionnaire replies, all these organisations greatly value feedback from the participants, which they collect and take into consideration when planning further events.

All these organisations seem to be natural addressees of EUSTAT, whose project results and materials must meet the objectives of providing the long-awaited tangible response in the field of end-user education.

2. Questionnaire data analysis

2.1. Data structure and presentation

The data obtained from analysis of the questionnaires have been divided into separate groups for the purposes of comparing overall data, European data and organisations which filled in the three sections of the questionnaire.

The sample is chiefly composed of questionnaires from the European countries where EUSTAT interest is focused. Nevertheless, a certain number of questionnaires were sent to high-profile organisations in the field outside Europe, and the response from these provided some significant examples. Even though this group is not very large, the examples have been included in the overall data analysis, but for precision's sake some comparison with the data from Europe has been made.

The data refer to each of the questions in the questionnaire (except for some open-ended questions that have been considered separately, in detail) and are presented both as a number and as a percentage. The bar charts show the breakdown for each question, namely the number of positive answers that the various options received (distinguishing between “single” and “multiple” options, as explained below) and a pie chart with the percentages related to these options.

A further percentage is also presented with the pie charts, shown in brackets beside each option: this refers to the frequency of that option with respect to the total number of questionnaires returned, i.e. the responding organisations.

The pie chart breakdown has been chosen in order to present as accurately as possible a comparison between one option and another, the factor of greatest interest in this survey. The percentage given in brackets may provide a useful picture of just how representative each option is with reference to the total number of organisations. What's more, these two methods of data analysis have been used because no limits were put on the number of positive responses possible for each question (except in one case).

In this light, the two possible typologies of answer (single and multiple) have been considered separately, because this characteristic may sometimes be significant from a qualitative point of view. To calculate percentages, the two typologies have been added together, so the percentages refer to the total response to each option of a question, irrespective of whether a single or multiple answer was called for.

Below are the details of the *tables* that are presented in Part 2 of this book.

Table 1 contains general data concerning the number of organisations that the questionnaire was sent to and the number of organisations that returned the questionnaires, as well as data concerning the countries involved in the survey and the sections of the questionnaires filled in.

While the number of organisations and the number of questionnaires are the same for Sections One and Two, this is not true for Section Three, which was to be completed for each course or seminar described. So in *Table 1* the third section of the questionnaire is represented by two main columns, the first one referring to the number of organisations that sent in the questionnaire, and the second one the country-by-country breakdown of the total number of returned third sections.

The columns with percentages show both the amount of questionnaires received from each country and the total number of returned questionnaires. As to the completed “third sections”, only the overall percentage is given.

In *Table 2* we gathered together all the data related to Sections 1 and 2 from all the questionnaires, examined question by question.

In *Table 3* and in *Table 3bis* only the European data are presented. The target has been divided into two groups: the first (*Table 3*) comprises the organisations that filled in only the first or the first and second section of the questionnaire; the second group (*Table 3bis*) is made up of the organisations that filled in the entire questionnaire.

When reading the data, special attention should be paid to analysis of this last kind of table, corresponding to the very target of EUSTAT, as it covers the organisations which are already involved in educational activities devoted to AT as an instrument for autonomy.

This subdivision has been made in order to support investigation of the differences between the organisations generically involved in the field of disability and the elderly, organisations that cover the same area in educational activities (as defined in Section 2 of the questionnaire), and finally organisations that carry out training courses and seminars devoted to AT as an instrument for autonomy.

Analysis of the third section of the questionnaire appears in *Table 4*, which covers all the data obtained from this section; here again the data are presented both in number and percentage form. Similarly, the distinction between single and multiple answers has been kept.

The data in *Table 1* have been amended to account for some irregularities that probably derive from the complex structure of the questionnaire. For example, some organisations filled in Sections Two or Three without observing the requested criteria. In these cases, for the purposes of obtaining a coherent analysis, only the parts that should actually have been filled in have been considered. In addition, we also found the opposite situation, namely organisations that should have filled in Section Two or Three of the questionnaire but failed to do so. In any case, all the organisations concerned were contacted by phone (unless language barriers made this impossible) to try and obtain further explanation or were asked to complete the questionnaire. This attempt proved successful on some occasions, but on others did not. Once again, the problem may lie in the complexity of the topic itself and, consequently, in the depth of questions, which demanded considerable effort on the part of the compiler. Nevertheless, in the analysis of Section Two we still have some data on the training courses and seminars that cannot be analysed in further depth: the information was excluded because it was of scarce statistical relevance, but was considered for the resulting qualitative summary. In addition, some respondents whose organisations are usually involved only in training activities for professionals decided to fill in the whole questionnaire (contrary to the stated rules). We decided in these cases not to include the data when analysing the Section Three results because these organisations are not the real target of EUSTAT, but their descriptions have nonetheless been reported in Chapter 6.

2.2. General data

Table 1 contains the total data related to the dissemination and collection of the questionnaires. There is also a breakdown for each of the three modes of completion, namely those filled in only in Section One, in Sections One and Two, and in all three sections.

Analysis of these data reveals that 23.7% of the questionnaires sent out have been filled in. These come mainly from Italy, Denmark, Portugal, France and Belgium, which are the nations forming the EUSTAT Consortium and those with the highest concentration of organisations invited to complete the questionnaire. The return rate of the other European countries was low, as indeed was that of non-European countries (although these were not considered within the real target of EUSTAT, we nevertheless decided to contact some of the most representative organisations located there).

This uneven distribution of our sample (as already discussed in Section 1.2.3) is the main factor preventing from inferring statistical trends.

Out of the returned questionnaires, 29.4% have been filled in all three sections, 33.1% in Sections One and Two, and 37.4% only in Section One.

First of all this means that a significant number of organisations claim to have a concrete involvement in training courses and seminars devoted to AT as an instrument for autonomy. But over half the organisations are involved in more general educational activities, as defined in Section Two (62.5% being the sum of the organisations that completed the whole questionnaire and those that stopped at Section Two).

If we then consider the overall number of *third sections* filled in (remembering that the organisations were asked to complete one third section for each of their educational activities), the total number is actually higher: we collected descriptions of 87 training courses or seminars. In this sense, some

organisations such as those in Italy, France and Belgium (see Table 1) returned more *third sections* than others: in fact there were three times as many *third sections* as organisations that filled them in.

Another aspect worth point out is the enthusiasm and precision demonstrated by these organisations in filling in the questionnaire, even the demanding and complex Section Three. The augers well for the effort put into educational activities and the importance attributed to them.

A final consideration must be made regarding the apparent interest raised by the issue of education devoted to autonomy for end-users, since almost all the organisations declared an interest in the results of this survey (only 4 negative answers to question 1.6 were received)². This suggests that today the issue is considered crucial by many organisations in the field.

2.3. Section One

2.3.1. What organisations sent in the questionnaire

Looking at Table 2, which reports the total data from all the returned questionnaires, we find that (Question 1.1) the majority of organisations define themselves as providers of “health or social services” (30%), immediately followed by organisations of persons with disabilities (29%), and then by other kinds of organisations; a large proportion falls into the “other” category, which is made up of: umbrella organisations, information and advice centres, businesses, etc. A similar breakdown is reflected in the percentages in brackets referring to the whole number of responding organisations: 40% are health and social services, 39% organisations of persons with disabilities.

But when we consider the option “user organisations” as a whole, as the question structure suggests, this obviously leads the table, comprising nearly half of the sample (47%). In any case, most of the single answers corresponding to organisations with a single vocation are from health and social services, while the multiple answers have mostly been provided by user organisations, i.e. they have more than one single vocation.

Moreover, an interesting comparison can be made between Table 3 (European questionnaires filled in only in the first two sections) and Table 3bis (all three sections of the European questionnaires completed): the latter features a greater number of “organisations of persons with disabilities” (34% vs. 26%), but fewer “health services”. We should also point out that the percentage of family organisations here is lower. In addition, the organisations in Table 3bis (those that completed Section Three) seem to be more focused in nature, as borne out by the greater number of single answers to Question 1.1, as if their vocation were to a certain point more clearly defined.

Moving on, general and detailed analysis of Question 1.2 reveals that these organisations are involved in multiple activities, and seldom carry out only one (low rate of single answers); this may well reflect a need to face the issue of disability in a multifaceted way, or, to be more precise, each organisation working in the field of disability and/or the elderly feels that involvement in only one of the possible aspects is inadequate. In any case, looking at the activity categories, we note an overall predominance of information activities and advice (26%) (something that will be studied in depth later on) followed by rehabilitation activities (18%). The predominance of information/advice activities is also reflected in the percentages in brackets showing the total number of organisations; this reveals that 80% of organisations are really involved in information and advice activities; while those involved in rehabilitation activities (54%) fall a long way behind.

In both cases, the category occupying third place is public awareness, which points to the importance now attributed to the social context; moreover, if we sum the two options “public awareness” and “pressure group activities”, considering them in terms of their social value, the total percentage obtained (see the pie chart in Table 2) is slightly higher than for the “rehabilitation activity” category.

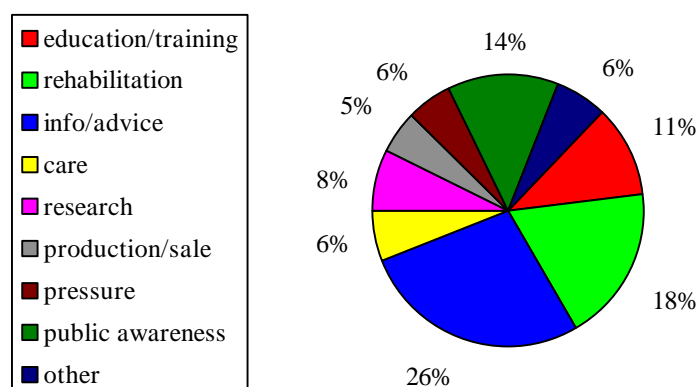
The single answers in this case related to rehabilitation and information/advice activities, namely health activities or those mostly addressed to the individual, where a strong impulse is lacking to consider the problem from a wider, social viewpoint.

² Hereafter we shall refer to the analysed questions following this numbering system, in which the first number indicates the section of the questionnaire, and the second the question number.

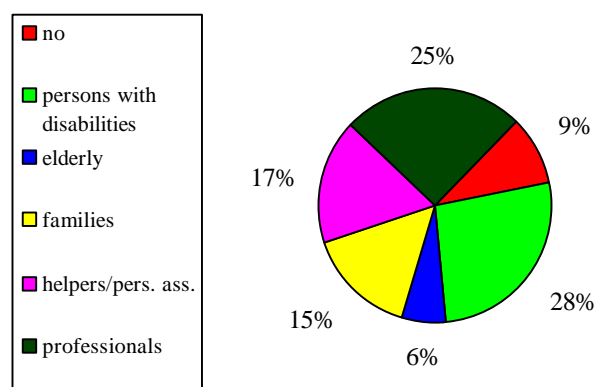
2.3.2. The organisations and education

How do educational activities compare to the other types? One point immediately stands out: looking at the answers to Question 1.2, we can deduce that only one organisation (belonging to the non-European sample) is solely dedicated to this kind of activity. Moreover (Question 1.3), 9% of the sample has never been involved in educational activities, and the percentage of the total number of organisations in this case rises to 21%.

In all the other cases, education/training is but one of the activities carried out (11%), but it is done by 33% of the organisations as a whole.



Education/training activities are mostly addressed to persons with disabilities (28% answers to question 1.3 in Table 2), even if the percentage of education addressed to professionals is just a little lower (25%); 60% of organisations are involved in educational activities for persons with disabilities, 57% in educational activities for professionals (see the percentages in brackets in the same diagram). A significant proportion of education is addressed to personal assistants, a fact gives first place to educational activities addressed to “end-users” in general, as defined within the EUSTAT framework (66% in total).



A further surprise comes once more from examination of Table 3bis, in which by far the most important target for educational activities is persons with disabilities (34% with respect to 25% of the total data and 24% of the European group in Table 3). A similar observation can be made about the percentage related to the educational activities addressed to personal assistants, which is higher in Table 3bis when compared both to the total data and the data in Table 3. These last two findings may be partly due to the questionnaire structure itself, which has been designed with the precise aim of highlighting a special group of organisations, but also makes it possible to underline the stronger accent that these organisations (the actual target of EUSTAT) place on education devoted to autonomy and on the important role of end-users.

The answers to Question 1.4 give rise to another observation: the data in Table 3bis are organised in such a way as to stress that almost all the organisations involved in education also choose to carry out educational activities for independent living or coping better with disability (92%). This finding differs notably from the total percentages, which indicate a 67% rate for activities of this kind, and even more so within the two considered European groups (Table 3 and Table 3bis).

The gap widens going on to Question 1.5, following a trend that is now foreseeable: in fact, 87% of the same organisations consider in some way the role played by AT in education for autonomy and/or independent living, with respect to a total percentage of 56%.

It's also worth taking a look at these last data from another perspective, namely by comparing the answers to the two questions within the same table. In this way we can find what percentage of organisations involved in educational activities devoted to autonomy do not consider the role played by AT important, an observation of great interest for EUSTAT. At the total data level (Table 2) the 67% of organisations that answer positively to Question 1.4 decreases to 56% in Question 1.5 - a drop of 11% - while in Table 3, for the 55% that state they are involved in educational activities devoted to independent living, the stress on AT decreases to 38% - a drop of 17%. On the contrary, in Table 3bis, the drop is only 5% (from 92% to 87%). Even if once again these percentages derive from the special data grouping, in any case we can find here a suggestion of the greater value and importance attributed to AT by the organisations that carry out educational activities for autonomy or better coping with disability.

2.4. Section Two

Let's now come to the analysis of data collected in Section Two of the questionnaire. It is worth recalling that this section was to be filled in by the organisations carrying out educational activities in which AT is considered a support for autonomy and/or for coping better with disability. The objective of this section was thus to define the typology of these educational activities, to get a clearer idea of their profile, and bring to light some of their characteristics, as well as to stress the differences between them.

To define the different typologies of educational activity we have considered, here is one of the tables to be completed in the questionnaire.

A	B	C	D
Training courses	Seminars	Information activities	Activities addressed to individual
residential course non-residential course	monographic seminars topical workshops series of seminars other (spec.)	conferences round tables mass media coverage periodicals exhibitions exchange of experiences other (spec.)	advice peer counselling information services advocacy self-help other (spec.)

2.4.1. What educational activities?

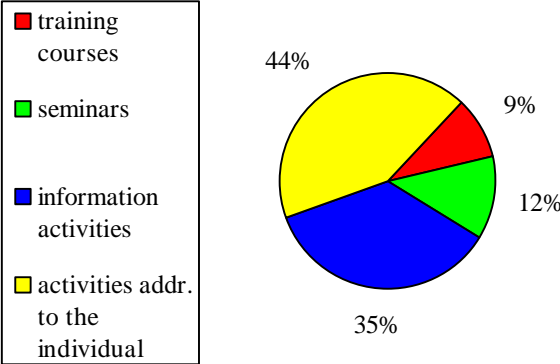
First of all, the distribution of organisations answering Question 2.1, concerning the degree of experience in the educational field, is similar for the three considered options; in the total data (Table 2) a lower presence of organisations active in the field for less than five years can be noticed, and this supports our view that the analysed data refer to organisations with good, solid experience.

The majority of organisations that filled in this section state that their educational activities devoted to AT as an instrument for autonomy comprise actions addressed to the individual (44% of answers to Question 2.2). When considering only the European sample (Table 3), this kind of activity is more than half of the whole educational activities. This was probably to be expected. The second place is taken by the information activities (35% in the total data).

The tables providing more detailed data also reflect the same situation; in any case, it is interesting to note how in Table 3bis these percentages notably decrease, leaving more space to training courses and seminars, which globally rise to 26% compared to the 21% in Table 2. To a certain extent this is in line with expectations, since the organisations grouped in

Table 3bis are those who filled in the whole questionnaire, i.e. those more directly involved in training courses and seminars. Nevertheless, this factor allows us to suppose more in-depth and complex involvement in these activities. Later on, it will be interesting to see the causes and the modalities of this more intense activity of training courses and seminars.

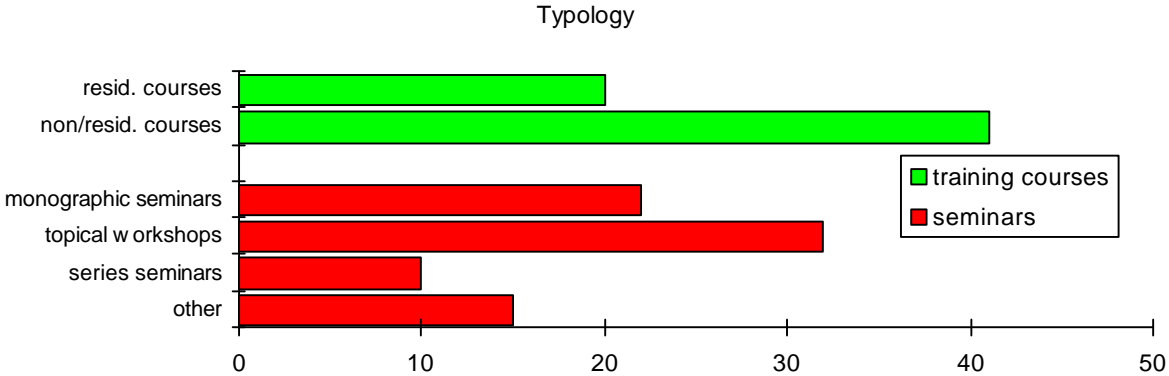
The data collected for Question 2.2 thus lead to a final reflection; contrary to the activities addressed to the individual, the other three options concern activities mostly addressed externally, towards greater visibility and social exposure.



Considering this fact, other differences can be found. If we consider only the Europe-wide data, the percentage of activities addressed to the individual is more than half, thus exceeding the sum of the other three, while in the general data (Table 2) this situation is reversed. What's more, there is also a difference in favour of the second type of activity (60% in total in Table 3bis). Once again, this seems to suggest a greater inclination of the organisations grouped in this last table to engage in a more significant way in educational activities of wider interest and visibility.

2.4.2. Training courses and seminars

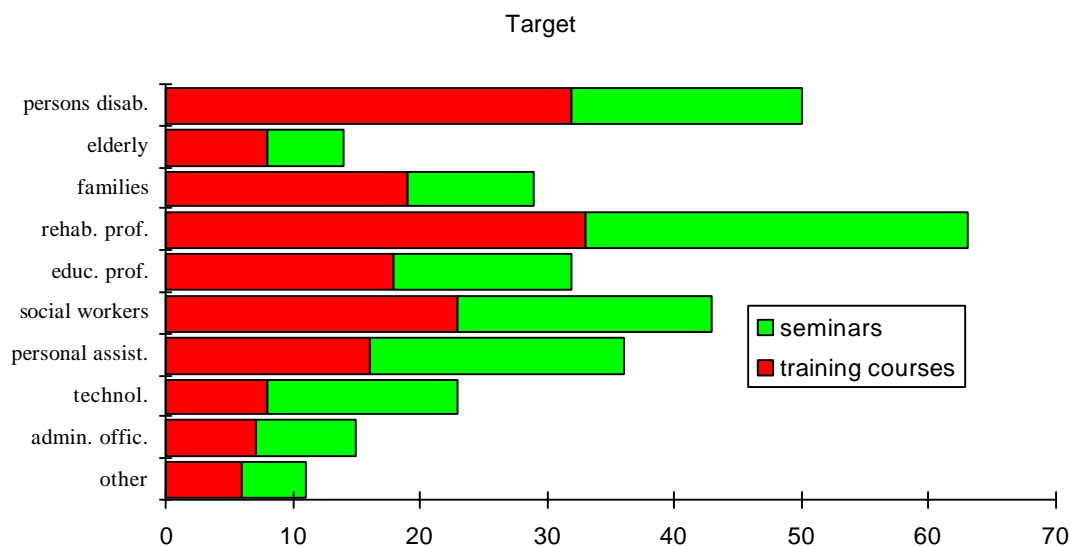
As regards the training courses, a predominance has been found in each data grouping for non-residential courses (67% vs. 33%), while topical workshops and monographic seminars (respectively 40% and 28%) are the most common within the seminars category. The situation is compared in the following chart.



The latter observation in particular suggests that this kind of educational activity, due to its issue-related nature, is to a certain extent linked to the wish to respond to the needs of the moment, for example to inform about a market innovation, or to increase the public's knowledge of a specific topic, to stress a special sector in which the organisation can call on its particular competence, etc. Series of seminars represent a minority, a typology that requires the definition of an extensive, coherent programme, subdivided into issues and developed over time. In this case, a correlated set of seminars is likely to be compared to a real non-residential course.

Looking close up at the data contained in Table 3bis, which are the most reliable as regards the typologies already defined as training courses and seminars,³ we notice a remarkable predominance of single answers over multiple answers (the only option chosen within the non-European data), and this fact suggests a more precise definition of objectives and instruments in the educational activities organised.

Going on with analysis of the most important characteristics of training courses and seminars, as described in the further compilation of the questionnaire, we find the following situation concerning the main target:



The main target of the training courses is equally distributed between persons with disabilities and rehabilitation professionals (18% vs. 19% in Table 2). Generally speaking, comparing the percentages targeted at professionals with those aimed at users, similar values are obtained (44% vs. 43% in Table 2): this suggests an equivalent representation of these two targets. The same situation can be seen in the second set of statistics related to the total number of organisations, showing that 31% of training courses are targeted at persons with disabilities, and 32% at rehabilitation professionals.

Finally, it is important to note that most of the answers are of the multiple kind, a fact which points to the lack of a precisely defined target, indicating the involvement of a wide and various public comprising different professions. The most numerous single answers fall into the category of persons with disabilities (with lower levels for the other targets); even if this pattern is less apparent in the general data, it singles out the most specific and specialised situations.

Unlike training courses, the seminars are mostly addressed to rehabilitation professionals (21% vs. 12% attributed to persons with disabilities in Table 2), and both in the general and European data there is a slight predominance of seminars targeted at professionals compared to users (45% vs. 37% in Table 2). This fact may be correlated with the previous hypothesis about the more sporadic nature of the seminars, which find their natural target in the professional field, especially in the form of in-service events and in-depth examination of topics, while the training courses may have a more structured aspect, thus involving a different target.

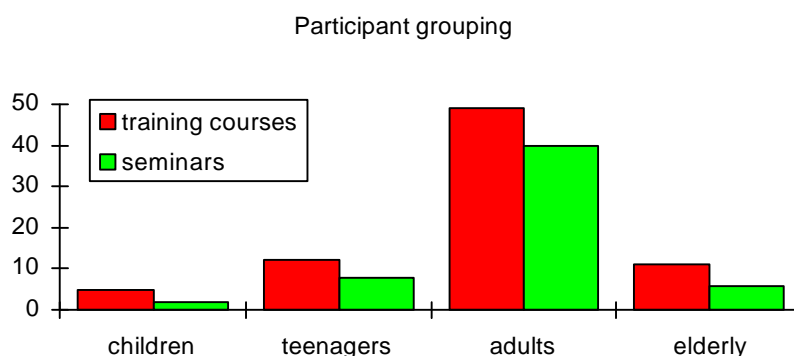
Finally, the same observations that were made regarding multiple and single choices in the case of seminars can be applied to training courses. Single answers giving a single target refer to persons with disabilities or rehabilitation professionals, while all the others are multiple choices that to a certain point indicate a wider, more general public. As regards the participants, we find that single answers are mostly related to the adults group.

³ As already pointed out, Table 3 should not contain data concerning training courses and seminars because in those cases the data from the third sections should also be available. A comment on these aspects is contained in Section 2.1.

Participants in training courses are mainly adults (64% in Table 2), followed by teenagers and in similar percentages by the elderly and children. In addition, while answers specifying adult participants are generally single answers, all the others are multiple answers; it is unlikely that this points to different participant groups, but rather to general heterogeneity, a lack of “a priori” decisions on this aspect of educational activities.

Likewise for seminars, the participant grouping shows a clear predominance of adults (71% in Table 2) and rough similarity between teenagers and the elderly.

The comprehensive participant breakdown for both two kinds of educational activity is shown below.



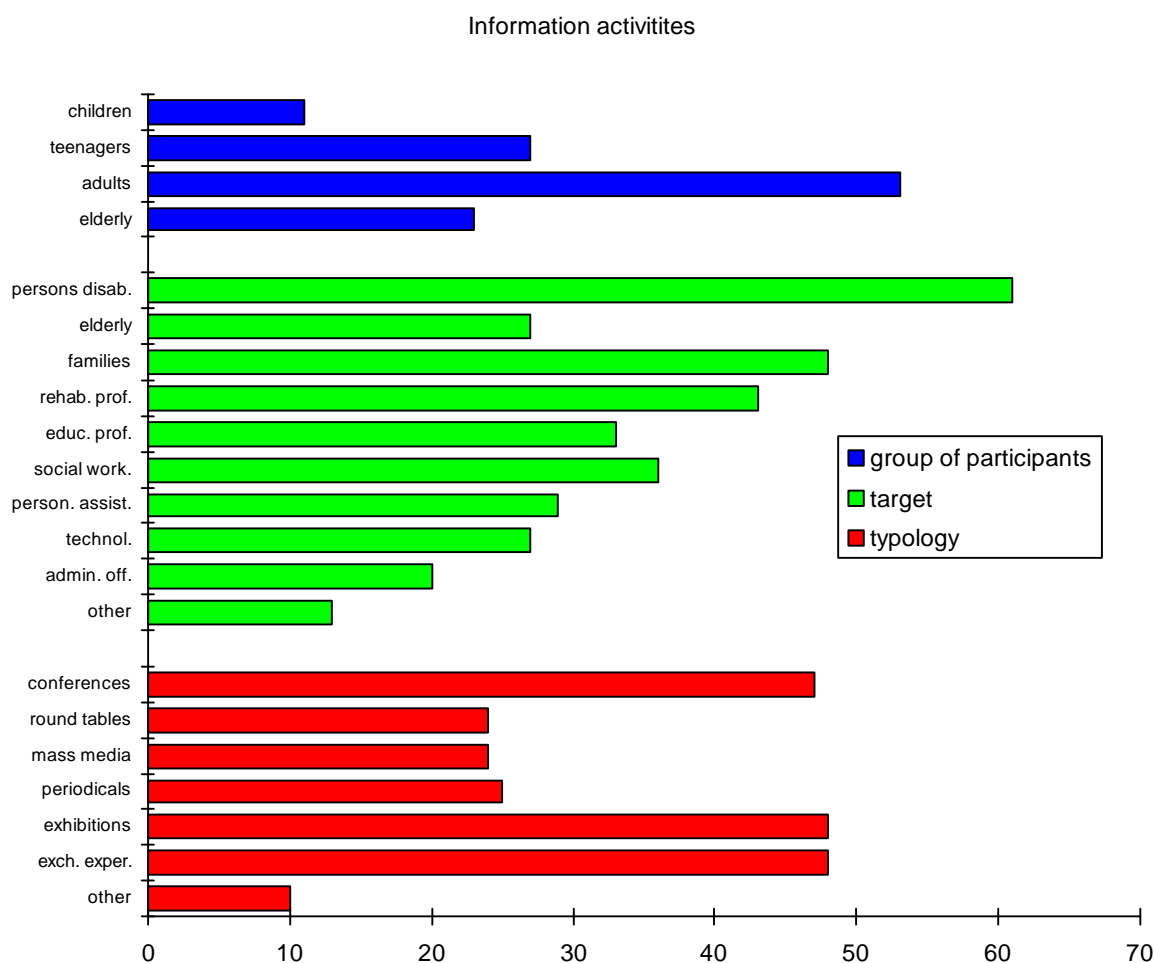
2.4.3. Information activities

Let us now examine the information activities in detail. The chart below presents the comprehensive, global situation, and the picture that emerges is very diverse. As is clearly apparent in Table 2., the reason for this diversity lies in the predominance of multiple answers, which point to the richness and multiplicity of ongoing activities, but also to lower specialisation in specific fields.

Conferences, exchange of experiences and exhibitions are the prevailing options, and within the total data (Table 2) they each reach the same percentage of 21%, and this situation is also reflected in the statistics related to all the organisations. The strong position reached by the option “exchange of experience” is somewhat unexpected, and may have arisen through doubtful interpretation; the respondents might have interpreted the expression in the sense of exchange of experience typical of a peer counselling situation, rather than (as the author intended) public exchange between different places and nations, or between organisations in the field.

This reading seems to be supported by the data contained in Table 3, where the option is not only the most common choice, but in five cases is selected as a single answer. What’s more, it should not be overlooked that in this very breakdown the most common educational activities are those addressed to the individual.

In any case, the high percentage obtained by conferences (the traditional and consolidated instruments of cultural diffusion and information) and by exhibitions gives an idea of active and resourceful organisations. The following chart shows the comprehensive data obtained about information activities.



Another interesting fact emerges when comparing the data in Tables 3 and 3bis: in the latter grouping the more visible information activities seem to be more important, for they imply a more direct relationship with the outside world. Summing the values of the three options “periodicals”, “mass media coverage” and “exhibitions” gives a total percentage of 47%, which is higher than the 40% obtained in the first grouping (and also the 43% in the total data in Table 2). Once again, this seems to suggest that organisations involved in educational activities devoted to autonomy and AT are more interested in diffusion and dialogue with society at large.

As regards the main target of these activities, we notice a predominance of persons with disabilities in the total data (17%), a result strongly confirmed by the percentage included in brackets: this suggests in fact that 60% of the total organisations carry out information activities addressed to persons with disabilities. The options that follow are families (47%) and rehabilitation professionals (42%). In any case, we can observe a predominance of information activities addressed to end-users, followed by a global target of professionals obtained by summing rehabilitation professionals, educational professionals and social workers (48% vs. 34% in the total data in Table 2).

The most common participant group is adults, although there is a fairly even spread among the options: the percentage for adults in Table 2 is 46%, while teenagers make up 24% and the elderly 20%.

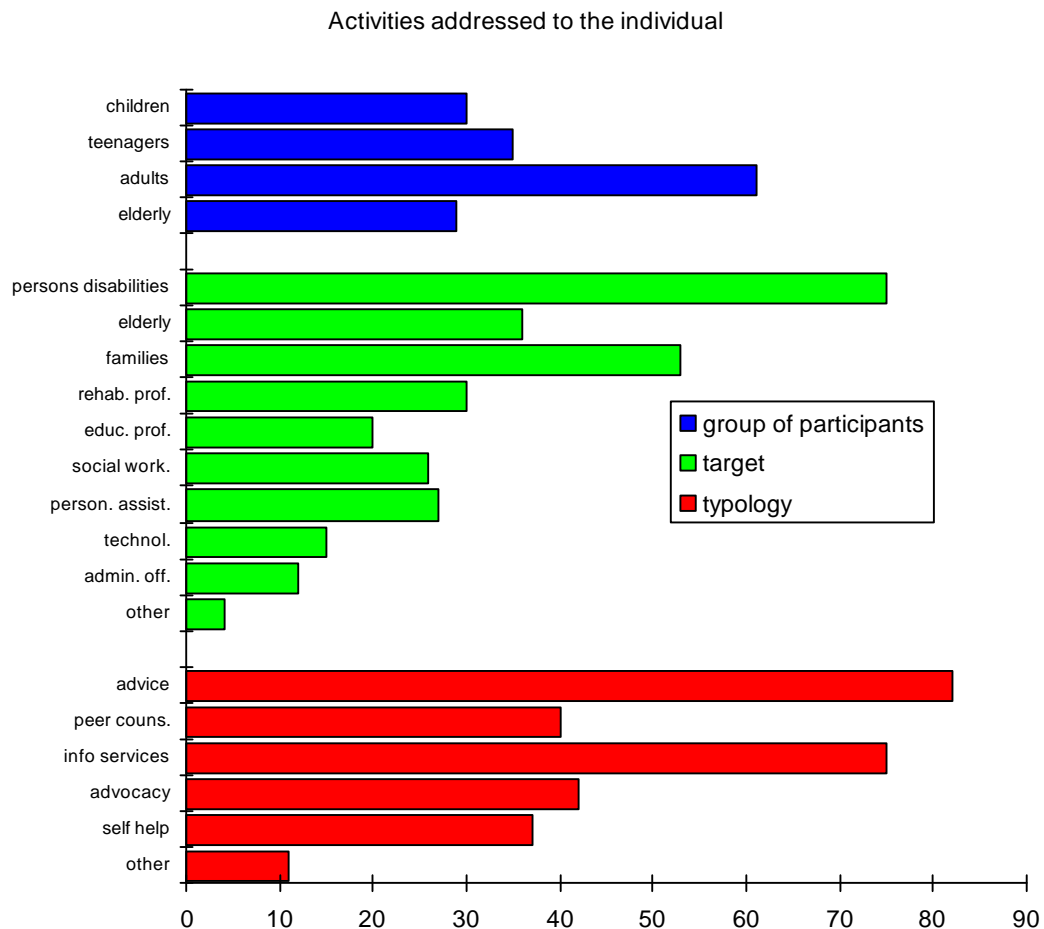
2.4.4. Activities addressed to the individual

All the types of activities addressed to the individual that are proposed in the questionnaire are represented in the answers (see the global picture in the chart below), with a clear prevalence for advice and the information services (28% and 26% in Table 2), followed by advocacy and peer counselling. Once again, this distribution is more clearly defined if we consider the percentage in brackets related to the number of responding organisations: 80% are involved in advice activities, and 74% offer

information services. The low level of the “other” option in this case only stresses that most types of field activities have been covered in the questionnaire.

The conclusion that may be drawn is that almost all the European and non-European organisations that sent in the questionnaire are aware of and conversant in the use of different forms of transmitting knowledge to the individual. In addition, there is a far greater number of multiple answers (the activity of advice is the only one represented by single answers), and this fact allows us to conclude that organisations active in the field freely use different methodologies, by activating different activities, or by choosing different methodologies according to the needs of the moment.

However, as already discussed (see Chapter 1.3), this heterogeneity of results may also derive from the lack of a single, common interpretation of some terms. The same defining label may identify different practices, while similar practices may be defined with different labels.



As was the case with information activities, we may suppose that the considerable variety of activities practised corresponds to variety in the target group, which for this reason is hard to identify precisely.

Obviously, the predominant target in this case comprises users in general, mostly represented by persons with disabilities (25% in Table 2; 75% of the total organisations), which is also often chosen as a single answer. In this case, families and the elderly — two groups that in the other kinds of activities remained in the background — reach a higher level, so contributing to unbalance the values of the answers for the end users (which reach a total percentage of 64% in Table 2).

Finally, even if the predominance of adults persists, there is little difference between the other participant types (in Table 2: 39% for adults, 23% for teenagers, 19% for the elderly and children).

2.4.5. AT in the different typologies of education

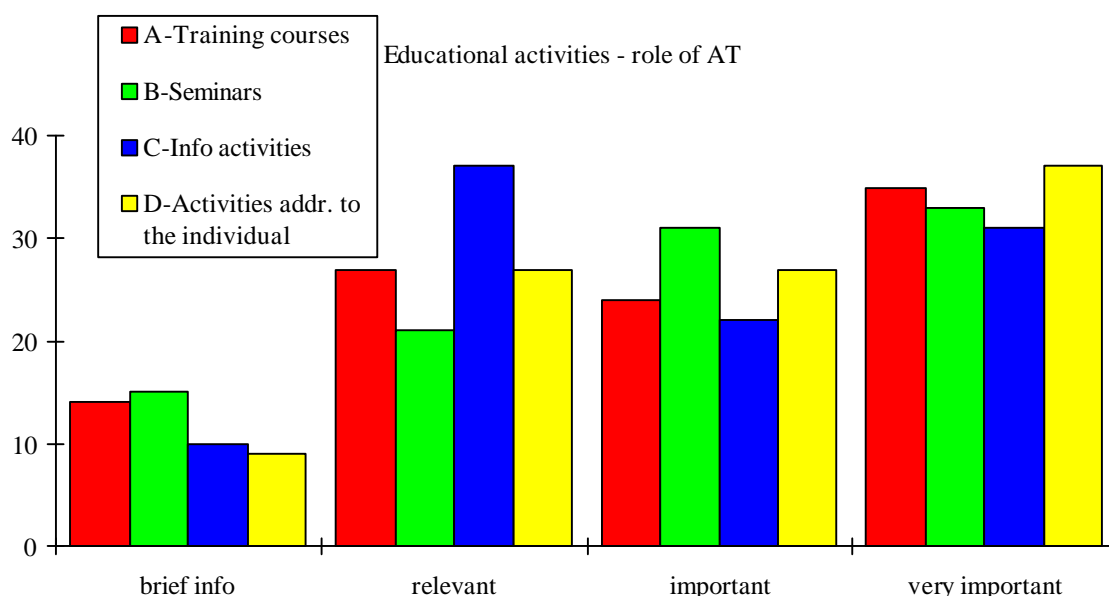
Analysis of the organisations' responses concerning the role played by AT in their educational activities is the aspect of greatest interest to EUSTAT, a Consortium whose very aim is to promote the importance of AT in empowering end-users towards autonomy. A specific question was introduced in the questionnaire for each considered typology of educational activity, the purpose being to measure the importance of the topic on a scale of one to four, defined as follows: brief info, relevant, important, very important.

However, when seeking to analyse the answers, a number of difficulties have been encountered: these lie in the particular data distribution, which seems to reveal a sort of hesitation in choosing, and a certain heterogeneity of positions.

The first unexpected finding is the high frequency of multiple answers, and this confirms that the organisations which filled in the questionnaire lack a precise policies in this field.

The following graph compares the trends in option choice for the different educational activities, and highlights the following significant points:

- the lowest percentages (see also the detail in Table 2) are always obtained for the first choice, which means that few organisations settle for only "brief information" on AT in their educational activities;
- in all the activity types except information activities, the highest percentage is obtained by the last choice, namely where AT plays a "very important" role in organised educational activities;
- while the first option is concentrated in the lower levels of the graph and the fourth option in the upper levels, there is a noticeably wider dispersion of the other two options.



This last finding may also be associated with the observation that the majority of single answers are obtained for the fourth option (AT plays a "very important" role), as if the compilers were in this case less indecisive in choosing.

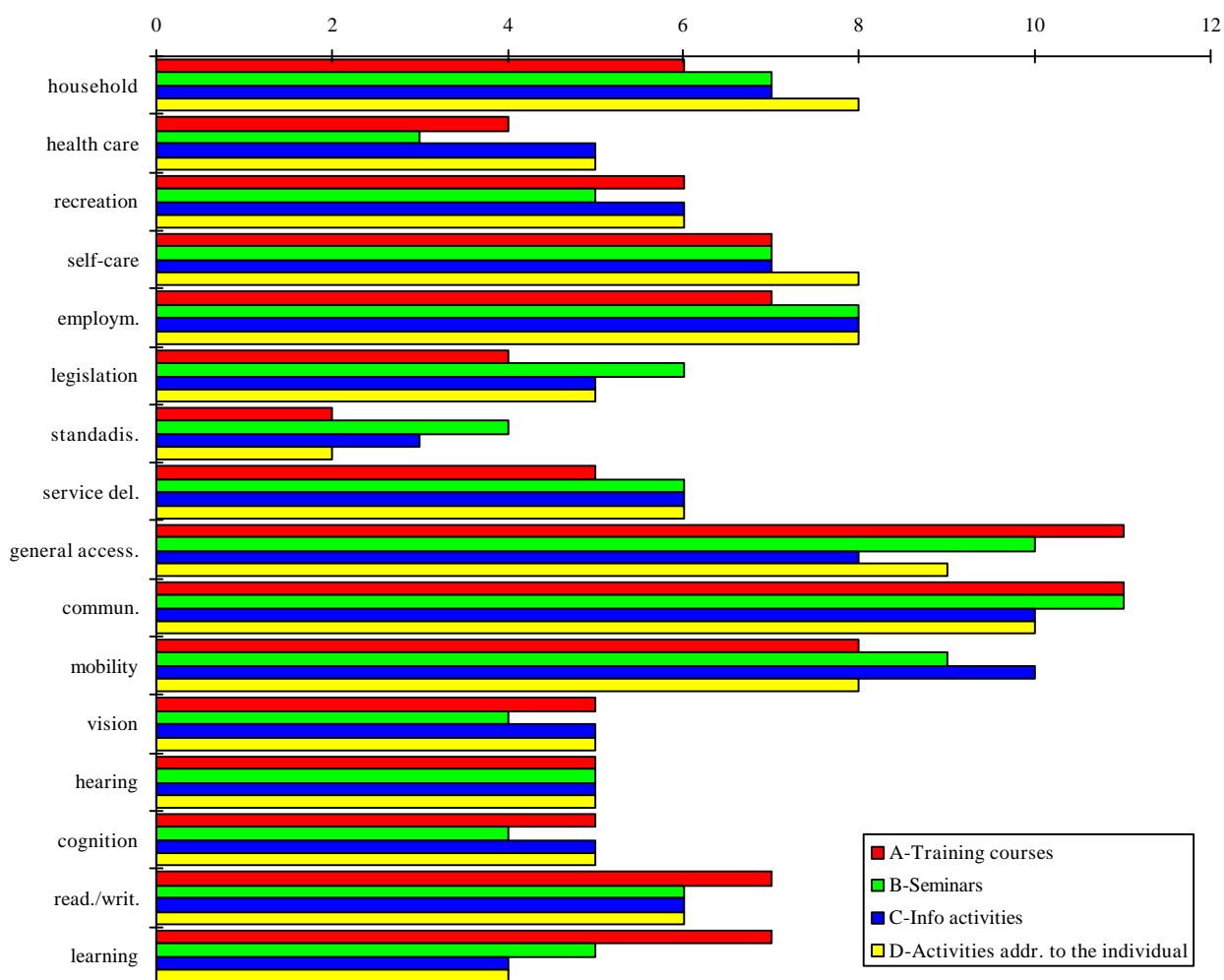
Let us now consider the different areas related to AT.

As we foresaw, only in a very few cases did we find single answers to these questions, and this observation shows that the organisations consider the issue of AT from various perspectives. But it is

also possible to single out some preferences, some issues that attract the organisations' interest more than others and consequently reach higher levels in the statistics.

The graph below shows the general situation, giving a clear picture of the different percentages for the various activities considered.

Educational activities - Areas related to AT



For each type of educational activity examined (but also, as can be seen when browsing through the various tables, for each grouping of data), the most common area is always communication (11% in Table 2), followed closely by the options “general accessibility issues” and “mobility”, which take second place by turns. Other key areas are “employment”, “house”, “self-care”, followed by the fields of reading and writing.

2.5. Section Three

The aim of this section of the questionnaire was to collect as much information as possible about the organisational characteristics of the training courses and seminars, as well as implementation modalities and pedagogical choices. For this reason, it was subdivided into three parts (selection, organisation, implementation), which will be also used for the results analysis. The aim of the last three questions (open-ended to allow the compilers to express their opinions) was to propose a self-assessment process, offering the chance to look at the initiatives both in a historical perspective and in the future. Although

the number of respondents who answered was only small, the collected data will nonetheless be presented in Section 2.5.4.

Obviously, the layout of this section was chosen by the authors of the questionnaire, and there is a risk that it may give the final impression that these activities are strongly structured, while actually as a rule they seem to be fairly impromptu.

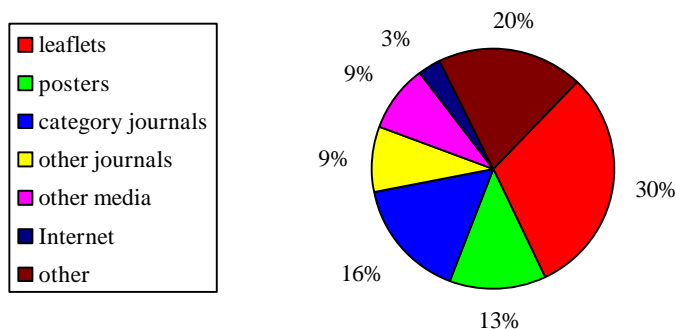
However, it is also possible that in answering the very detailed questions, the compilers had the chance to reflect about some aspects of their activities that are usually based more on habit.

Before the detailed analysis, there is a remark that needs to be made. Many organisations complied with our request to photocopy the third section and fill in one for each course or seminar they held. The result was that the 48 organisations that completed the whole questionnaire produced a total of 87 *third sections*. In many cases (far more often than in the other two sections), multiple answers were given. This fact, which is considered in the analysis below, once again expresses a certain heterogeneity of choices and co-presence of methods, two important observations for the future development of EUSTAT.

2.5.1. Selection

The first questions concerned the modalities the organisations choose for publicising their initiatives. The answers were chiefly multiple, indicating that the organisations do not use a single preferential channel to spread information, but activate more than one channel at the same time.

More precisely (see the pie chart below showing the answers to Question 3.1), they prevalingly rely on leafleting, which comprises 30% of answers and is the only one with a certain number of single answers. This is followed by a significant number of “other” options (mainly direct mailing, but also stickers and postcards), which underlines an aspect mentioned earlier in the questionnaire analysis, namely the trend towards original solutions, perhaps related to one’s own special organisational or territorial structure, indicating a strict connection with the social environment. The data also demonstrate a strong tendency towards more visible but less specific publicity, since the use of journals, periodicals and mass media in all reaches a percentage of 34%. On the contrary, the Internet is still the Cinderella of communication forms.



As the answers to Question 3.2 demonstrate, the organisations are satisfied with the results they obtain from their publicity and consider leafleting to be the most effective means, while the “other” option (largely representing direct mailing to a specific target of known persons) in this case exceeds the percentage obtained in the previous question (Table 4). Although this finding may appear a little curious, it shows that each organisation trusts its own preferential channels, tried and tested over time.

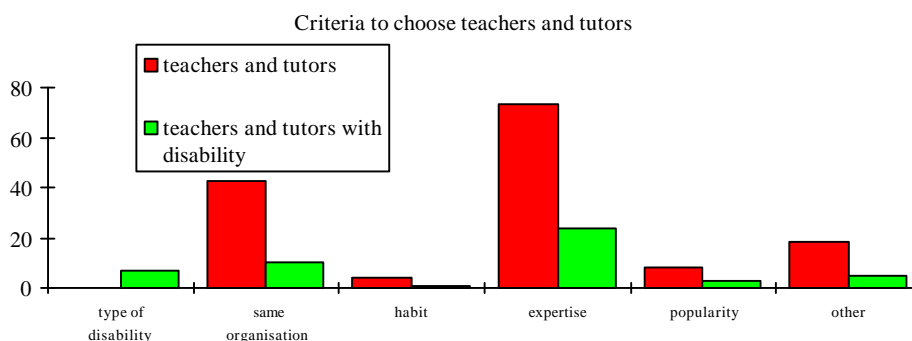
This observation is also confirmed by analysis of answers to Question 3.3, which shows that the organisations maintain and trust their own address database (21% of answers); in other words, they capitalise on their experience, and apply planning and foresight to their professional activities. The other options in the questions are roughly equivalent, suggesting the idea of dynamic organisations that are active in their field and that communicate and maintain contacts with their counterparts; one of the

question options they selected was participation in congresses and exhibitions with their own materials (13%), a finding that already emerged in Section Two. Behind the organisations a network of contacts, relationships and knowledge can be sensed, and this may also be reflected in the percentage of answers obtained by the “word of mouth” option (12%).

We were also particularly interested in the preferences for selecting participants, a factor that gives an indication of the specialisation of the described course. The answers to Question 3.4 were once again multiple and “undecided”, and the most surprising finding is that the highest percentage (18%) was obtained by answers clustered around two apparently contrasting options: one in which no specific selection criteria were adopted and therefore the event was open to anybody interested, and the other whereby selection was based on professional experience, a very specialised group. Other criteria such as age, disability and impairment figure lower than expected, and sometimes all the options were chosen, effectively cancelling the existence of any criterion.

How were teachers and tutors chosen? The answers to Question 3.5 are more decisive: more than half stated that the criterion applied was expertise, an option that attracted 20 single answers out of 53, signalling a real decision in this sense. By the same token, 29% chose the “belonging to the organisation itself” option, suggesting that sometimes a totally different criterion is used: whereas in the former case the choice is undoubtedly based on a quality judgement, in the second case it may refer to organisational appropriateness, to bureaucratic simplicity, but also to the need to transmit specific ideals and contents.

Later on, our sample states that it has no preference for teachers or tutors with disabilities, since the answer “no” to Question 3.6 reaches 73%. As regards the criteria for choosing teachers or tutors with disabilities, if any, those answering Question 3.7 opt mostly for expertise (48%); this is also the most clear-cut option, since almost half of the answers are single. The two cases are represented in the following chart.

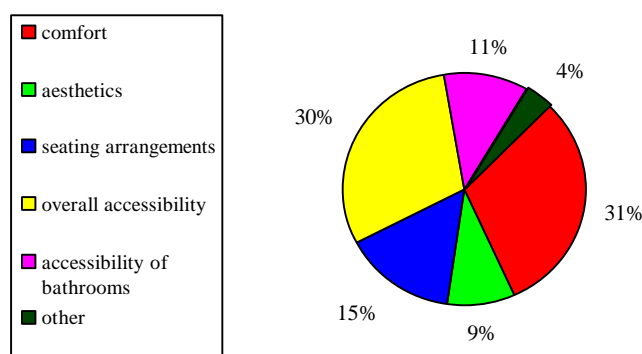


Once again, the type of disability is not generally taken into consideration as a suitable criterion. The preference is hence for the individual qualities of knowledge, ability and expertise, which form one’s professional standing. But it is curious that, contrary to the results of Question 3.5, the factor of belonging to the organisation itself is less prevalent in the case of teachers or tutors with disabilities.

2.5.2. Organisation

The organisations that hold training courses and seminars give the impression of having appropriate facilities for that purpose. In 45% of cases these activities take place on their premises, in a space already fitted out with the necessary facilities (20%) or in a space set up especially for the purpose (25%). Another 25% of organisations use a space off premises dedicated to this activity, reflecting an effort to hold the event at a suitable venue, while 27% look for a suitable location as the need arises, probably because training courses and seminars are not a stable or regular part of the organisation’s activities.

When organising these activities, the organisations consider a range of factors (Question 3.9), the most important being general comfort (31%) and overall accessibility (30%), which may be viewed as interrelated. Bathrooms and seating arrangements are also considered, while aesthetics are of relatively minor importance. The data are presented in the pie chart below.



The finding related to Question 3.10 suggest that a certain amount of attention is paid to conditions that can create a sense of well-being among the participants: coffee-breaks are common (21%), welcome and farewell sessions play a part, while in 16% of cases a lunch break is held. The relatively low level of support for travel arrangements, accommodation and recreational activities probably reflects the scarcity of residential courses, a factor already stressed in the analysis of Section Two. In some cases, however, also these aspects are taken into account, and they can play a really significant role in to consolidating the network of relationships among participants.

In many situations, the seminars and the training courses involve more than one teacher, both in interdisciplinary development of a topic, and where more than one topic is dealt with at the same time. Our interest in this aspect centres on the measures taken, both during planning and implementation, to assure coherence within the whole course, to strike the right balance among the various lessons, to avoid repetition and ensure comprehensive treatment. The aim of Question 3.13 was to gauge these very aspects. The results reveal that, except for situations in which only one teacher is involved (11% of answers), in 32% of cases a co-ordinator was appointed for the whole initiative. In addition, preparatory teachers' meetings are sometimes held (26%), an outcome that reflects a certain level of commitment at the planning and organisational level.

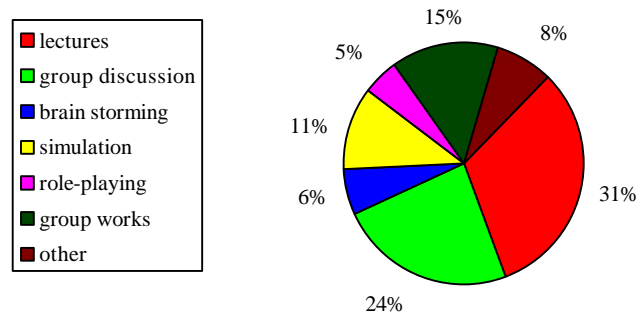
Once again though, our sample expresses a degree of contradiction: in 17% of cases lessons are left to the individual teacher to plan, an option that is probably more suitable and widespread in the case of seminars and monographic workshops, which do not require a high level of co-ordination. The answers referring to only one teacher are likely to fall into the same category. However, a degree of caution should be employed in this interpretation, given that single answers are a distinct minority.

2.5.3. Implementation

The general picture that emerges from the questions examined below is one of traditional educational activities, based mostly on lectures and on group discussions (largely held during the final phase), conducted with the help of overhead projection and handouts, and supported by hands-on sessions mainly in the form of presentations and demonstrations.

Obviously, the actual situation is more varied and complex than this, as the high number of multiple answers reveals, a fact that once again points to a certain degree of ambiguity. On the other hand, this multiplicity might raise doubts that these activities may be considered interchangeable, or at least equivalent, without requiring a previous methodological decision.

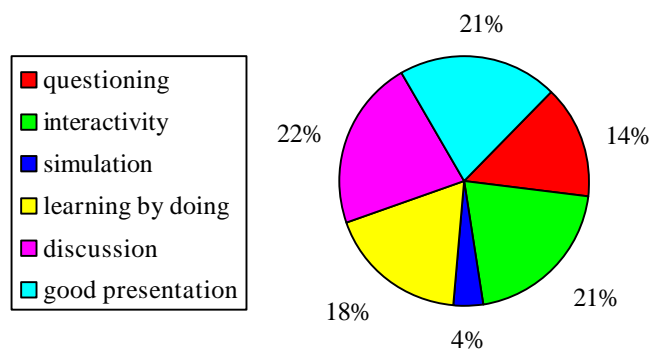
For an example, let's take the answers to Question 3.14. Even though lectures are by far the most common approach (31%), group discussion is also fairly strong (24%), and other methodologies such as group work (15%) and simulation (11%) figure significantly as well.



Modern technologies (Question 3.15) such as software for content presentation are still the prerogative of an elite (10%), while video and slides (together with the ubiquitous overhead projector) have by now become standard pieces of equipment (19% for each option).

In the case of hands-on sessions (Question 3.16), the overwhelming presence (48%) of presentations and demonstrations suggests once more the classic lecture situation, in which products, methodologies, instruments and techniques are described in-depth. Individual use and experimentation (23% and 16% respectively) take second and third position, while 12% of initiatives have no hands-on sessions.

Analysis of the answers to Question 3.17 raises a few interpretation problems, seemingly contradicting the findings for Questions 3.14 and 3.15. Learning styles connected to active teaching methods, e.g. interactivity (21%) and learning by doing (18%), seem to figure at about the same level as other methods (good presentation, 21%; discussion,⁴ 22%) that are traditionally connected to one-way forms of content transmission.

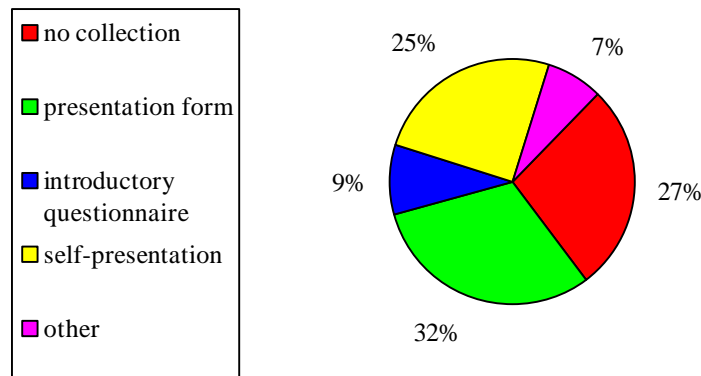


Once again, however, most of the answers are multiple, even though we asked respondents not to select more than two options. This may reflect the co-presence of techniques rather than of methodologies, perhaps used at different moments of the same lesson (probably the case for final discussions and hands-on sessions). Above all, these findings highlight the lively character of the activities, which change from moment to moment, perhaps according to the whims and imagination of the individual teacher.

⁴ Even though the discussion is an exchanged between at least two parties, it does not actually constitute a group work approach, but rather a customary conclusion to lectures.

In order to focus the educational effort as precisely as possible, a good rule is to calibrate it according to the specific target; there are many tools and methods for collecting the necessary information on participants, from the usual presentation form to delivery of a more detailed questionnaire.

Question 3.18 was intended to explore the methods of information collection favoured by our sample, but also to infer something about awareness of this aspect in implementing educational initiatives.



The conclusion is that only slight attention is paid to these aspects: in fact, 27% of the organisations don't collect any information at all about the participants, and 32% (with a high number of single answers) do so only through a presentation form (which usually gathers only general data such as address, profession, etc.). Nevertheless, 25% do choose to organise self-presentation of participants at the beginning of the course, and it may be observed that this activity helps to create a friendly and co-operative atmosphere, which is in line with the answers obtained to Questions 3.9 and 3.10.

In any case, curiosity remains about what kind of use the organisations make of the collected information. Question 3.19 addressed this very aspect: 18% state that no collection is made (and this percentage differs from the previous one, a discordance that confirms that some of these activities are carried out more on the basis of habit than according to a clear methodological choice). Twenty-three percent use the collected information to update their statistics, a level which should not be overlooked, especially as the high number of related single answers points to considerable precision given. This is totally in line with the earlier observation that many organisations maintain their own address database of key persons for their educational activities.

But the most encouraging finding is that 24% use the collected information to readjust contents on the basis of the real target (and to readjust contents and methods - 20%). Overall, this suggests great awareness of planning requirements in the considered subjects, and matches up with other signs that surface here and there, such as teachers' planning meetings, attention to organisational and environmental aspects and selection of training venue. Finally, the relatively low number (15%) of organisations that redefine initiative objectives on the basis of the target supports the idea of solid objectives: the organisations are inclined to modulate their activities, but are not willing to modify the whole planning structure.

Setting aside the situations in which only one teacher is involved or where no teacher co-ordination is organised, let us consider co-ordination among teachers in the implementation phase (Question 3.20). A predominant role seems to be played by the co-ordinator (38%, with a high number of single answers), who probably has control and linking functions. In addition, 23% also hold teachers' meetings in this phase.

The conclusive phase of the course or seminar entails collection of feedback. This is another crucial phase in the implementation of an educational activity and, if suitable instruments are chosen, the organiser can collect useful data about the public's satisfaction, the activity's effectiveness, whether the objectives have been reached, any unsatisfied expectations, as well as suggestions for further initiatives.

Questions 3.21 and 3.22 once again aimed not only to find out the modalities used in this phase, but also to infer something about common awareness of their importance.

The results reveal that only 10% do not collect any feedback, while 34% use a final questionnaire for the purpose (with a good number of single answers). Given the amount of effort and resources required, this finding once again supports the idea of precise and well-defined planning policy. A final discussion is chosen in 26% of cases, and this information may be linked to the “group discussions” found in previous answers; the collection of personal impressions makes up 22%, which probably reflects reliable personal relationships with the participants. The other options such as guided group discussions are a minority.

Once again, the information collected in this phase seems to be used fruitfully, not only for the organisation to update its own address database, as already mentioned, but above all to reflect on overall education policy: 55% employ feedback in the redefinition of contents and methods for the next edition of the same course (32%) or for redefinition of contents and methods of the organisation’s entire educational activity (23%). This may well demonstrate that the quest for user satisfaction is really at the heart of educational activity.

Last but not least comes the final multiple choice question of the questionnaire, concerning follow-up. Almost half of the answers obtained to Question 3.23 indicate that no follow-up is done, while in 29% of cases direct contact is used for the purpose. Here we have another area of apparent resonance in the data analysis: strict and personal relationships between the actors in these educational activities: the organisers and the public. Personal relationships are important for information dissemination, asking directly for a opinion makes it possible to gauge the quality of the initiative, and, finally, its effectiveness can be evaluated through a personal conversation.

2.5.4. Final questions: some remarks

Only a few organisations filled in the final part of Section Three, where they were asked to report changes made in their educational activities over the years, but also to predict future developments. The additional purpose of these questions was to give the compiler an opportunity to take a critical look at the organisation’s overall educational effort, calling for an attitude of self-assessment.

Out of those who added comments, some underlined general organisational aspects concerning the choice of activity typology, and these changes were usually based on the need to achieve greater effectiveness and precision in the initiative; or to broaden the organisation’s educational activities. Others reported smaller changes, such as the need to modify the number of participants, to fit out a place for educational activities on the organisation’s premises, to acquire new technology, or to introduce the topic of new technologies in the issues they cover. Some want to modify the means of disseminating information, for example via the Internet, while others wish to improve teacher co-ordination.

The most interesting finding of all, however, is that in this last phase all the compilers use the terminology adopted in the questionnaire, and offer opinions on the aspects of selection, organisation and implementation that had been covered. Perhaps this is a sign that, as we hoped, having to answer a survey structured in this manner has in some way brought about reflection.

3. Experiences analysed on-site

3.1. General remarks

The majority of the returned questionnaires were more concerned with activities addressed to the individual than training courses and seminars. Some difficulty arises in data analysis from cases where the respondent filled in Section Three of the questionnaire — which was designed for training courses and seminars — referring to individual activities.

On the other hand, as we have already pointed out, this may represent terminological confusion related to the peculiar way language is used in this field. In any case, the choice of organisations for on-site visits proved successful, locating some particular situations where training activities, courses and seminars are held, whether or not in conjunction with other educational activities. Consequently, since this choice was made on the basis of the questionnaire findings, the questionnaire itself proved an effective instrument for identifying interesting experiences.

The first important finding from these visits was that each activity the organisations conducted, each approach to education, advice or information, was strictly related to the particular national situation - its political, legislative and social background. It is as if all these organisations had found their own niche to work in and bring their own possibilities of action into focus.

By the same token, many of these organisations played a leading role in determining their country's laws and policies, which, in turn, now seem to be extremely well matched to the social programmes of these organisations.

This national specialisation has numerous practical consequences in key matters: for example, who pays for the training of persons with disabilities and personal assistants (in Sweden, persons with disabilities pay for the training of their personal assistants through public funding, while in Ireland each group pays for its own training); and who decides the kind of training (in Sweden persons with disabilities choose the topics for their personal assistants from a set range of possibilities and according to their needs, while in Ireland a national curriculum for becoming a personal assistant has been established).

Educational activities usually deal with aspects of training devoted to autonomy for persons with disability, and are related to the specially chosen target (i.e. motor impairment, severe cognitive impairment), to the country's social system, and to the organisation's objectives.

Together with more traditional technical aspects, a strong interest in psychological, social and socio-organisational themes is shown. Topics such as the history and philosophy of independent living are common, but also group and relationship management techniques, as well as employment related aspects (rights and duties).

This last category evidently reflects the new social image of persons with disabilities as being more autonomous in their lives, choices and decisions. Sometimes, they reach these objectives by themselves, sometimes with the aid of a personal assistant. What's more, new problems are arising regarding the close, daily relationship between the person with disability and his/her personal assistant/s. Conflicts are frequent, caused by work or interpersonal factors, and attempts to regulate them within employment contracts have already been made. As a consequence, the aspects most frequently covered within courses these days are reliability as an employer on the one hand, and managing to get respect and avoid intrusiveness on the other.

Finally, a general trend has been discovered in the adoption of new educational techniques and methodologies such as group work and role-playing. These have undergone a transformation, and are

now centred on the real situation itself. Other innovative techniques have been introduced, and these are described in national studies (this applies to the Swedish and German organisations visited).

The participants in these activities feel more involved in the training process; they are encouraged to make their own personal contribution, and this fact not only contributes to create a better atmosphere within the group, but also brings about a different quality of learning.

3.2. ANLH (Belgium)

Name of the organisation	ANLH - ASSOCIATION NATIONALE POUR LE LOGEMENT DES PERSONNES HANDICAPÉES asbl
Address	Rue de la Fleur d'Oranger, 1 bte 213 1150 BRUXELLES BELGIUM
Telephone: +32 2 7721895	Fax: +32 2 7792677
Key Person of the organisation	Anne-Catherine Jooris, staff member

This is an organisation of persons with disabilities, mainly involved in information/advice, providing services, public awareness raising and training/education. This last type of activity is addressed to persons with disabilities and personal assistants, with a strong accent on autonomy and independent living of persons with disabilities, but without particular emphasis on AT.

Educational activities began more than ten year ago and mainly comprise activities addressed to the individual, covering most of the considered options (peer counselling, advocacy, information service, self-help). They are addressed to persons who live (or wish to live) in the "Cité de l'Amitié" (City of Friendship) or in other adapted apartments in town, helping them to cope with home life, find the best technologies and/or get used to those present. The organisation also deals with any other problem that concerns community life (legislation and administration, but also social and psychological matters).

This kind of education is strongest when an apartment is assigned to someone for the first time: it involves explaining the house rules, as well as demonstrating how to use the technologies available to the user (especially the telephone communication system, which includes a 24-hour help line). Given the technological complexity involved, some of these educational activities can be considered actual individual training sessions in the use of these instruments.

3.3. Centro Studi PRISMA (Italy)

Name of the organisation	CENTRO STUDI PRISMA
Address	Via del Piave, 5 32100 BELLUNO ITALY
Telephone: +39 437 941312	Fax: +39 437 941312
Key Person of the organisation	Giuseppe Porqueddu, President

A cultural association for interdisciplinary study and information on technical and social aspects of autonomy for persons with disabilities. It is mainly involved in education/training and public awareness raising. Educational activities began more than ten years ago and are addressed to persons with disabilities and personal assistants. Areas covered include the issue of AT as a means for autonomy.

The educational activities carried out over the past five years can be classified as follows:

- * 7 **residential training courses**, addressed to a *target* of persons with disabilities, elderly and personal assistants;
- * 1 **seminar**, comprising a series of seminars and a brief introductory course to autonomy, addressed to persons with disabilities and teenagers;
- * **information activities**, covering all the proposed categories (*conferences, mass media coverage, exhibitions and congresses, exchange of experiences*), addressed to secondary-school students;
- * **activities addressed to the individual** exclusively in the form of *peer counselling*.

AT plays a very important **role** in the training courses, and is relevant in the information activities. The main AT-related areas covered are: household activities, self-care, legislation, standardisation, service delivery systems, general accessibility issues, communication, mobility, reading/writing.

TRAINING COURSES AND SEMINARS

Centro Studi PRISMA organises numerous courses and seminars, some of which are described below. The information is drawn both from the returned questionnaire and the attached documentation. The main initiative described here is a course held in three consecutive stages, comprising what may be considered an entire personal pathway towards autonomy covering different levels of complexity.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Disabilità e Vita Quotidiana: educazione all'autonomia (1° livello) (Disability and Daily Life: Education for Autonomy - 1st level)	res. train. course	1993-1997	33	19-23	pers. with disab., elderly, pers. ass.	6
Disabilità e Società: promozione dell'autonomia (2° livello) (Disability and Society: Promotion of Autonomy - 2nd level)	res. train. course	1994	33	18	pers. with disab., elderly, pers. ass.	5

HORIZON-IRIDE Formazione di educatori polivalenti disabili (Independent Living Residential Courses for the Integration of Disabled People in Europe)	res. train. course	1994	158	30+30	pers. with disab., pers. ass.	8
Educazione all'Autonomia (Education for Autonomy. A course for Persons with Disabilities) (Marina di Massa)	res. train. course	1991	33	25	pers. with disab., pers. ass., elderly	3
I giovani e la cultura: per un corretto approccio all'integrazione delle persone disabili (Young People and Culture: Towards a Correct Approach to Integration for Persons with Disabilities)	top. work.	1996	9		students	4
Disabilità e Vita Quotidiana: educazione all'autonomia (1° livello - assistenti) (Disability and Daily Life: Education to Autonomy - 1st level personal assistants)	res. train. course	1993- 1997	33	12-18	pers. ass.	6
Disabilità e Società: Promozione dell'autonomia (2° livello - assistenti) (Disability and Society: Promotion of Autonomy - 2nd level personal assistants)	res. train. course	1994	30	13	pers. ass.	5/6
HORIZON-IRIDE Formazione di educatori polivalenti disabili (Training of Disabled Educational Professionals)	res. train. course	1994	156	27	pers. ass.	8
Disturbi sfinterici: la funzione sessuale nella disabilità motoria (Sphincteral Disturbances and Disability: Sexual Function in Motor Impairment)	mon. sem.	1991	12		pers. with disab., rehab. prof.	14
Percorsi di introduzione all'autonomia (Paths for Introducing Autonomy) (Arezzo)	series of sem.	1997			pers. ass.	3

DISABILITY AND DAILY LIFE: EDUCATION FOR AUTONOMY (1ST LEVEL)

The design of a course concerning education to autonomy arises from the idea that the person with disability is the author of his/her own rehabilitation and social integration. Some of the topics in the programme are: in-depth analysis of the practical and the social aspects of research for autonomy, getting to know existing technical aids, the best way to choose and use those aids, the criteria to follow to organise one's own accessible house or workplace, getting a clear idea of current laws. By exploring these topics, the participants will become able to deal more effectively with their own problems of autonomy, and also to use their own experience to advise and guide other persons with disability.

Selection

The thirteenth edition of the initiative held in 1997 was widely publicised using leaflets, all forms of media, and by contacting participants to past editions. Leaflets were sent out to the organisation's address database, but also to user and voluntary organisations and rehabilitation centres, as well as being handed out at congresses and exhibitions. Information was also spread by word of mouth.

Participation was restricted to persons with motor impairment, who were subsequently selected on the basis of age (only adults and the elderly), sex (to ensure an even mix), type of motor impairment, territoriality and personal interests, but not according to education level. After applying to join the course, participants had to take part in a guided phone interview to verify that: they had read the programme carefully; were willing to share the room with other persons; could guarantee their own autonomy during the course; their main difficulty lay in autonomy and not psychological problems; were aware of the kind of medical assistance available during the course period; had all the medication they required for the whole week.

Those participants who needed special help had to be accompanied by their own personal assistants, since the organisation was not able to provide this service. A maximum of 30 participants was fixed. A special part of the programme was dedicated to personal assistants.

Teachers came from the organisation's own staff, and were selected according to their expertise. A preference for teachers with disabilities was expressed; these mostly belonged to the organisation's staff but at the same time considering their level of expertise. Those seeking to become trainers and co-ordinators of the practical sessions and group work had to have done both the first and the second level of the Centro Studi PRISMA courses.

Organisation

The courses were held off the organisation's premises, in a place chosen specifically for this activity (the same venue is used each year). All possible environmental aspects were considered: general comfort, overall accessibility and accessibility of bathrooms, aesthetics, seating arrangements, but also the fact that the place is fresh and healthy. As this was a residential course, great attention was also paid to accommodation aspects (distribution of rooms, time necessary to get ready in the morning, etc.). The event also included lunch breaks, recreational activities, and welcome and farewell sessions, while accommodation was offered as part of the course itself.

Participants were charged a fee of Lit. 450,000.

A co-ordinator was in charge of the whole activity and teachers' meetings were also held to ensure coherence. The role of the co-ordinator is very important, since he/she has the responsibility of: planning the program; co-ordinating all the teachers' meetings; participating in all the lessons; preparing the educational material and handouts for the participants; preparing the material for the group work.

A phone interview is conducted with prospective participants well before the course commences; the information obtained is used both for selection purposes and to inform the teachers so that they can plan their lessons on the basis of the public they will be addressing.

Implementation

Contents were mainly delivered through lectures and group discussions; three group-work sessions were also held. The work groups were guided by co-ordinators, who were chosen for their lengthy experience, competence and reliability, as well as having participated in previous editions of the course. The main educational aids used were overhead projection, slides, film and handouts; a special exhibition of aids was annexed to the course and commercial catalogues of technical aids were distributed. Participants were invited to share their personal experience with others (home arrangements, aids, inventions, tips for autonomy, etc.) and illustrate it with slides, photos, etc.

Products were also presented and demonstrated. The theoretical and practical sides of the course were reflected in the key-words chosen to describe the preferred learning styles, namely interactivity, discussion, learning by doing and good presentation.

Participants filled in a presentation form but also did self-presentation on the opening day. The information gathered was then used to update the organisation's statistics, readjust course contents to the real target, and to readjust the organisation's contents and methods. Teachers' progress meetings were held during the course.

At the end of the course, those who took part were given a participation certificate that also authorises them to participate in the higher levels of the course.

Feedback was collected through both a final questionnaire and personal impressions, and this information is used not only to reflect on the effectiveness of the specific course but also in evaluating the organisation's general educational activity. Follow-up is done through direct contact.

Contents of the Course

The program of the last edition of the course was as follows:

General concepts (impairment, disability, handicap; assistive technology; rehabilitation, autonomy)
Accessibility and home management
Mobility
Legislation
External environment
Communication
Some bodily aspects
Information resources on Assistive Technology

DISABILITY AND SOCIETY: PROMOTION OF AUTONOMY (2ND LEVEL)

Selection

This course is the continuation of the first one, so the initiative was publicised and information disseminated to participants of previous editions of the 1st level, whose addresses are maintained in the organisation's database. Participants were selected on the basis of impairment (motor), disability, territoriality, and attendance of the first level of the course. Teachers were selected from the organisation's staff, according to their level of expertise. A preference for teachers with disabilities was expressed, and these usually belonged to the organisation itself, but were also chosen according to their expertise. Those seeking to qualify as trainers and co-ordinators of the practical sessions and group work need to have done both the first and second levels of the Centro Studi PRISMA courses.

Organisation

The courses were held off the organisation's premises in a place chosen especially for this activity - the same venue used for the first edition. All possible environmental aspects were considered: general comfort, overall accessibility and accessibility of bathrooms, aesthetics, seating arrangements, as well as the kind and quality of room accommodation, preparation time needed, etc. The event also included lunch breaks, recreational activities, welcome and farewell sessions, and meals and accommodation were provided as part of the course itself.

Participants were charged a fee of Lire 350,000. A co-ordinator supervised the whole activity but teachers' meeting were also arranged in this phase to assure coherence.

Implementation

Contents were mainly delivered through lectures and group discussions; group work were also organised. All possible educational aids were used (overhead projection, slides, video, software for content presentation and handouts for the participants).

The choice of interactivity and discussion as the key words to describe the teaching styles adopted reflects the emphasis placed on strong involvement of the participants.

As the participants had already taken part in the 1st level of the same course, no special effort was needed to collect information on them. In any case, the course contents and methods are adjusted on the basis of the real target of participants, and the organisation's database is regularly updated. A co-ordinator was in charge of the entire process and teachers' progress meetings were held during the week-long course.

Feedback was collected through personal impressions and this information is used to reflect not only on the effectiveness of the particular course but also on the organisation's overall educational activity. Follow-up was also done through direct contact.

Contents of the course

The contents of the course are organised as follows:

Disability and mass-media
Disability and school education
Talking techniques and group dynamics
Organisational techniques

***HORIZON-I.R.I.D.E.
INDEPENDENT LIVING RESIDENTIAL COURSES
FOR THE INTEGRATION OF DISABLED PEOPLE IN EUROPE***

This course addressed to adults with a motor impairment was organised within the European Horizon programme. It sprang out of the Centro Studi PRISMA's ideas on disability and autonomy, according to which persons with disabilities aren't mere recipients of assistance or of health, social, technical and administrative services, but are experts in their own lives, and this know-how comes from their daily experience with disability. They must take control of their lives, becoming the protagonists of their rehabilitation and social and professional integration, assuming the roles of counsellor and trainer for other persons with disabilities.

The objectives of the course were to train participants to become: promoters of autonomous living for other persons with disabilities; promoters of knowledge for social and professional integration in society; counsellors for other persons with disabilities.

As part of Centro Studi PRISMA's global activity, this course is considered as the third and highest level of a wide-scale activity on the same topic.

Selection

Information on the course was spread through a public call for participation, and 30 applicants were accepted. One of the prerequisites for eligibility was participation in the previous two levels of the course and therefore those accepted had basic knowledge of methodologies for personal autonomy, together with knowledge of the technical and social aspects of integration. Having met the entry requirements, participants were then chosen on the basis of their age, sex, type of impairment (only motor), disability and territoriality.

Teachers and tutors (with an expressed preference for persons with disabilities) were selected from the organisation's staff on the basis of their expertise.

Organisation

The course was held off the organisation's premises in a place chosen for that purpose, and a number of environmental aspects were considered (comfort, overall accessibility, aesthetics, accessibility of bathrooms, seating arrangements for participants). While no personal assistance was offered, lunch breaks, coffee-breaks, recreational initiatives, and welcome and farewell sessions were provided, together with meals and accommodation.

Participation in the entire course was compulsory; travel and accommodation expenses of those taking part (as well as their personal assistants) were reimbursed, and all educational material was provided by the organisation.

A co-ordinator was in charge of the whole educational process, and teachers' preparatory meetings were held.

Implementation

The course was a mixture of lectures supported by a wide variety of educational aids, group work, and group work techniques such as simulation. Hands-on sessions were also held in the form of presentation and demonstration of products. Since the accent of the course was on the social, educational and technical aspects of integration, the final stage involved production of a television commercial promoting the idea of social integration as an advantage for all. The main emphasis, from an educational point of view, was on the role of participants as protagonists, as borne out by the two pedagogical key-words chosen: interactivity and discussion.

Information on participants was collected through a presentation form and self-presentation on the opening day, and this information was used to update the organisation's statistics, but also to readjust the initiative's contents and methods on the basis of the real target. During this phase a co-ordinator was responsible for consistency of the whole initiative, and teachers' progress meetings were organised. A final open discussion and collection of personal impressions were the ways used to collect feedback from participants.

A diploma was presented to the participants who passed the final examination. This certificate testified that the participant had been trained as a multi-skilled educator with disability for social and professional autonomy and integration of persons with disabilities.

Contents of the Course

The I.R.I.D.E. course program was as follows:

CULTURAL TOOLS

- Understanding mass media messages and languages
- Communication techniques
- Analysis of message contents
- Integrated information

EDUCATIONAL TOOLS

- Promotion of knowledge of disability in schools
- Strategies and techniques to adopt in schools

PSYCHOLOGICAL TOOLS

- Basic elements of psychological dynamics in families including persons with disabilities and in society
- Techniques and elements of peer counselling and animation
- Aspects of network-based activity in the territory

TECHNICAL TOOLS

- Information tools (information centres, counselling centres)
- Techniques for organising social promotion activities in the territory
- Techniques for organising information activities
- Technologies for personal autonomy
- Technologies for social integration
- Technologies for work

EDUCATION FOR AUTONOMY. A COURSE FOR PERSONS WITH DISABILITIES

This course is a special edition of the Centro Studi PRISMA first-level course held off-premises. The venue was the Fondazione Pro Juventute Don Carlo Gnocchi in Marina di Massa, and the event was open to a group of 25 persons with disability who were doing twenty days of intensive rehabilitation at the centre. In this way, they had the opportunity to augment their treatment with participation in this course for autonomy; in any case, the course was organised so that it would fit in smoothly with their rehabilitation activities at the centre. According to the organisers, the course was of an experimental character, in order to test its effectiveness and the possibility of repeating the experience in subsequent years.

The seminar on “sphincter disturbances” cited in the table above was held at the end of this course, but was also open to rehabilitation professionals. It had a more traditional seminar structure, whereby a number of speakers lectured the public.

Selection

The initiative was publicised via leaflets sent mainly to rehabilitation centres in the area and to those who attend the rehabilitation centre. Participants were selected on the basis of age (adults and the elderly), type of impairment (only motor), disability and territoriality. In-patients were also entitled to enrol in the course. The teachers were chosen from Centro Studi PRISMA’s teaching staff, with an expressed preference for teachers with disabilities.

Organisation

The course was held at the rehabilitation centre in Marina di Massa, which features general accessibility, and special attention was paid to seating arrangements for the participants. Personal assistance was provided by the centre’s personnel, and lunch breaks, welcome and farewell sessions were organised. Given that the participants were at that moment in-patients at the centre, no enrolment fee was charged. As in the other editions of the course, teachers’ preparatory meetings were held.

Implementation

Lectures supported by overhead projection, slides and video was the most important method for transferring contents, together with group discussions and group work. The work groups were guided by co-ordinators chosen on the basis of experience, competence, reliability, and participation in previous editions of the course. Hands-on sessions were also organised in the form of presentation and demonstration of products. Interactivity and discussions were the two pedagogical key-words chosen to describe the activities, suggesting that great importance was attributed to the participants themselves. An introductory questionnaire, together with self-presentation on the opening day, were the two main methods for collecting information on participants, which was used to readjust the course methods and contents on the basis of the real target. During this phase, consistency in the activities was ensured by the efforts of a co-ordinator and by holding progress meetings. The role of the co-ordinator was very important, since this person had the responsibility of planning the program, co-ordinating all the teachers’ meetings, participating in all the lessons, preparing the educational material and handouts for participants, as well as preparing the material for the group work. Final feedback was collected through a questionnaire and gathering of personal impressions.

Contents of the Course

The program for the Marina di Massa edition of the course was as follows:

General concepts (impairment, disability, handicap; assistive technology; rehabilitation, autonomy)
Accessibility and home management
Mobility
Legislation
External environment
Communication
Information resources on Assistive Technology

3.4. GIHP Aquitaine (France)

Name of the organisation	GIHP - GROUPEMENT POUR L'INSERTION DES PERSONNES HANDICAPÉES PHYSIQUES AQUITAINE
Address	436 Avenue de Verdun 33700 MERIGNAC (Bordeaux) FRANCE
Telephone: +33 5 56123939	Fax: +33 5 56123792
Key Person of the organisation	Christian Bérard, President

This is an organisation of persons with disabilities, but also a provider of social and health services, engaged in rehabilitation and education/training. Educational activities are exclusively addressed to persons with disabilities, and embrace independent living and coping better with disability, as well as the role of AT.

The educational activities are mainly addressed to individuals (persons with disabilities), and can be classified both as training services and as rehabilitation (families). Consequently, they do not fit in with the proposed classification. In any case, AT plays an important role within these activities. The areas considered are: (for training) vision, cognition and employment; and (for rehabilitation) household activities, communication, mobility, vision, general accessibility issues, reading and writing.

Some of the centre's activities focus particularly on promoting personal autonomy, through special rehabilitation sessions or special services implemented by this organisation and addressed to the individual. For the purposes of EUSTAT, special interest lies in the following two activities:

- * *SAT (Service Accueil Temporaire - Temporary Accommodation Service)*, addressed to adults with a motor or neuro-psychological impairment who wish to leave the family environment, hospital, or rehabilitation centre. Through this program they can test and verify their concrete possibilities, limits and needs for living in a more autonomous way. Clients are assigned a furnished adapted flat for a period of 3-6 months, paying all the necessary expenses (rent, electricity and gas bills). During this period, a complete team of experts is on hand to help them (with or without the aid of AT) to deal with the problems that arise. At the beginning of the period, an individual contract must be signed by the disabled person to clarify the objectives to reach, in terms of the person's specific problems, during the temporary accommodation period. A special standard contract has been drawn up for this purpose, and must be filled in by the person in agreement with the therapist during introductory meetings. The areas covered are: bodily needs and grooming, eating, household management, mobility, recreational activities.
- * *SAD (Soutien A Domicile, Support at Home)*, addressed to adults with a motor or neuro-psychological impairment, and aimed at enabling them to live at home even with their disabilities, by providing ideas and tips and making their house accessible. The main aims of this service are: managing life in optimum conditions of comfort and safety; preparing the return home after a period in a rehabilitation centre or hospital; experiencing personal autonomy, rediscovering the gestures of daily life, rediscovering one's own possibilities, becoming more aware of the limits. Once again, a kind of contract governs the relationship between the organisation and the person with disability, a pedagogical contract that clarifies the objectives of the work with each of the therapists involved, also defining the number of sessions needed to reach those goals and a time frame for their achievement.
This contract is signed after a series of preliminary meetings between the main actors, and is also re-considered at the end of the established period, in order to discuss the objectives reached, or the reasons for failure.

This kind of work reflects very well the special concept of integration adopted in France. It is clear that even if these activities take place within the context of socio-medical services and in a close relationship with rehabilitation professionals they have a strong educational thrust. The importance given to the individual's evaluation of his/her own needs, the structure of the work, the tools used (above all the contract approach) are all strictly connected with educational techniques and standpoints. For example, the contract may be very useful in clarifying the process of adjusting the final objectives to fit the initial situation; but it also has the role of building a clear relationship between the user and the professionals. In addition, it provides the opportunity to evaluate the work done, redefine objectives, and sometimes redefining the needs themselves.

On the other hand, in the French language two different words exist to express what in other nations is called "rehabilitation". French people speak of "rééducation" and "réadaptation", thereby making a distinction between the medical and social sides of "rehabilitation" work. The "réadaptation" carried out within the two described services not only concerns counselling and training techniques, but also education, in the sense that it represents work done within a context of change for end-users: a gradual but radical change.

TRAINING COURSES AND SEMINARS

The course described hereafter is mainly aimed at preparing participants for the workplace, helping them (individually and as a group) to find the best ways of using new technologies and AT to become more autonomous in their search for future employment.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Formation à l'utilisation des nouvelles technologies et des AT (Training in the use of new technologies and AT)	n/r train. c.		330		pers. with disab.	3

Selection

The initiative was publicised through leaflets and various kinds of advertisements (also via the Internet); the leaflets were sent out to the organisation's own database, but also to other user organisations and rehabilitation centres, as well as being handed out at congresses and exhibitions. Participants were chosen on the basis of their type of impairment and profession. A preference was expressed for teachers with disabilities, and these were selected on the basis of their expertise.

Organisation

The initiative took place on the organisation's premises in spaces already fitted out for the purpose; general comfort and overall accessibility were considered in this choice of venue. The event included coffee-breaks and welcome and farewell sessions. A co-ordinator was appointed to facilitate exchanges between teachers.

Implementation

The methods used to transmit contents were simulation and discussion groups, with strong use of software for content presentation. The hands-on sessions involved use and experimentation of products. In line with the emphasis on practical experience, the two key-words chosen to describe the pedagogical preferences are interactivity and learning by doing. Information on participants was collected through self-presentation on the opening day, and this information was used to update the organisation's statistic. Feedback was gathered via a final questionnaire and collection of personal impressions, and the latter was also used to readjust contents and methods of the next edition of the same initiative.

3.5. ILCS - Independent Living Community Services (Ireland)

Name of the organisation	ILCS - Independent Living Community Services
Address	Roslyn Park, Sandymount Dublin 4 IRELAND
Telephone: +353 1 2057353	Fax: +353 1 2057282
Key Person of the organisation	Jo Mooney, national Leader co-ordinator

Interview with Mr. Jo Mooney

Jo Mooney is national leaders' co-ordinator, and is responsible for leaders' training courses held in Ireland as part of Independent Living Community Services (ILCS). He is also involved in other kinds of courses organised in the same field, particularly in courses for personal assistants.

The Independent Living movement came to Ireland some five years ago. For the first two years the initiative received funding from the HORIZON project. The movement was aimed at introducing in Ireland the idea of independent living for persons with disabilities through the education of personal assistants.

When this initial project ended, those involved made urgent requests to the government for an extension, and this was subsequently agreed to but was restricted to a small number of people in Dublin. Persons with disabilities in other towns were not granted the same opportunity, and today those of them who have personal assistants have to manage on their own resources.

There are presently seventeen Centres for Independent Living active in Ireland, with staff levels averaging around 8 people per centre. Each centre organises various activities on its own or in conjunction with the main centre in Dublin. Together they form the Independent Living Community Services organisation.

Four key-words have been singled out to describe the action and ideals of the organisation: option, choice, rights, independence, i.e. a route from a different outlook and deeper knowledge, leading to a new life.

ILCS is now responsible for organising courses at two different levels.

The first level comprises training courses for leaders, held all over Ireland; participation will soon become an official precondition for employing personal assistants.

This kind of course is addressed only to persons with disabilities. It is subdivided into five modules (1 per month), for a total duration of twelve days' training. The five teachers employed (one per module) are themselves persons with disabilities. The participant group usually numbers ten to fifteen people.

The overall aim of the course is to give participants greater insight into the independent living movement, to equip them with skills which will enhance their role as an employer and to help them become more active in Ireland's independent living movement.

Teachers are selected not only on the basis of their disability, but also according to their expertise in the topic to be dealt with.

Each teacher chooses the pedagogical approach that s/he considers most suitable for the situation. Usually, the methodology adopted is a lecture of no more than one hour, followed by discussion, debate, and other activities such as role-playing. The trainers have a training pack for their individual module including relevant handouts, information leaflets, etc. At the end of the programme final evaluation is carried out involving all the leaders who took part together with the trainer and the leader co-ordinator.

Contents of the Course

The programme comprises the following modules:

PHILOSOPHY OF INDEPENDENT LIVING

- History
- Language
- Role of the Leader
- Role of the Personal Assistant
- Various models of disability
- Recognising and implementing responsibilities connected with the Independent Living Philosophy

COMMUNICATIONS

- Problem solving, conflict resolution and decision making
- Assertiveness skills
- Recognising the importance of non-verbal communication and reading body language
- Rules for giving appropriate feedback
- Positive thinking

EMPLOYMENT SKILLS

- The role of the employer
- The role of the employee
- Employers' rights and duties
- Employees' rights and duties
- Calculation of PAYE/PRSI
- Health and safety at work
- Advertisements
- How to write a job description
- Methods of recruitment, interviewing skills and ensuring employees' safety and welfare
- Insurance

POLITICAL EDUCATION

- Political lobbying
- Writing a letter to a TD or member of statutory bodies
- Demonstrations
- Public relations
- Political awareness and current affairs
- Rights of people with disability
- Legislation
- Using the media

PERSONAL CARE INSTRUCTION

- Personal care
- Lifting techniques
- Different disability equipment
- Health, hygiene and safety procedures
- Back care
- First aid
- Personal safety techniques
- Wheelchair management

The course has been "acquired" by the 17 Irish Centres of Independent Living, at 4,000 Irish pounds per centre; consequently the teachers rotate from one centre to the other, since the courses are held simultaneously.

The course is aimed at empowering persons with disabilities towards independent living, making autonomy possible for them; in other words, it aims at bringing about real change in people, fostering the acquisition of new attitudes and ways of life. In this framework, autonomy means performing

consequential actions, such as shedding dependence on family or friends by adopting a personal assistant who can be considered as an aid.

Jo Mooney underlines the revolutionary aspect of this approach in a country such as Ireland, where family bonds are tight and social and religious traditions tend to foster restriction and piety. In any case, no particular stress is placed on the social role of the person with disability, meaning that the course does not seek to spread this way of thinking at large, but rather aims to bring about changes in the persons themselves. Their becoming “leaders” in a social sense depends on the fact that they are good testimonials of a different way of living with disability.

At present, the title of “leader” is only related to participation in the first-level course, but will soon become an legal requirement for gaining entitlement to a personal assistant.

The second type of course organised by ILCS is devoted to the education of personal assistants. This experience began five years ago as part of the above-mentioned HORIZON training course, which was to have a two-year duration but strong lobbying by a group of persons with disabilities forced the government to provide funding for a continuation.

The course lasts a total of 200 hours spread over a 12 month period. Lessons are given by specialists in each subject (doctors, psychologists, therapists and nurses) and a number of lessons on the philosophy of disability are given by teachers with disabilities. Those who complete the course are issued a certificate which is officially recognised by a British institute of quality certification. To obtain this recognition, some parts of the course have been based to those of the course for carers, since a specific curriculum for personal assistants does not yet exist.

3.6. IMPT - Institute for Matching Persons and Technology (USA)

Name of the organisation	INSTITUTE FOR MATCHING PERSONS AND TECHNOLOGY
Address	486 Lake Road Webster, New York 14580-1055 USA
Telephone: +1 716 6713461	Fax: +1 716 6713461
Key Person of the organisation	Marcia J. Scherer, Director

This is a service organisation dedicated to user-centred research, training and evaluation to match people with the most appropriate technology for their use. Consequently it is heavily involved in numerous activities such as training/education for end-users, rehabilitation, research, providing services and public awareness raising.

The organisation is involved in educational activities aimed at very different targets, both of professionals and of end-users; these activities also embrace AT as a means for autonomy and for coping better with disability.

The institute was founded only in 1997, and from its inception has been dedicated to the field of education. The director, Dr. Marcia Scherer, has gained extensive experience over a period of more than ten years and the questionnaire was filled in with reference to this very experience.

The educational activities carried out over the past five years can be described as follows:

- * 4 **training courses**, both *residential* and *non-residential*, addressed to a mixed *target* of persons with disabilities, professionals (rehabilitation, educational, social workers) and technologists; participants were exclusively adults;
- * 7 **seminars**, in form of *topical workshops* and *series of seminars*, addressed to a wide and homogeneous *target* of adults and elderly persons;
- * 45 **information activities**, mainly *conferences*, *periodicals*, *exchange of experiences*, addressed to a wider *target* covering both users and professionals of all ages;
- * 35 **activities addressed to the individual**, in the form of *peer counselling*, *information services*, *advocacy*, *self-help* addressed to a *target* of users (persons with disabilities, the elderly, families) and to technologists of all ages.

In all these activities **AT plays a very important role**, and all possible areas are considered and covered.

TRAINING COURSES AND SEMINARS

The titles of some educational initiatives has been included in the following table, and a general and comprehensive description has been then offered.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Independent Living	top. work.	1997	16	20	pers. with disab., rehab. profess.	1
How to Be a Peer Mentor	series of seminars	1996	24	30	pers. with disab.	1
Rehabilitation Engineering		1997	12	20	rehab. profess.	1
Matching Persons and Technology	top. work.	1997	8	100	pers. with disab., elderly, rehab. prof.	1

Selection

The initiatives were publicised through leaflets distributed at universities, conferences, etc., but also via the Internet; both methods proved their effectiveness. Information was sent to a selected database, to user organisations, family associations, other organisations in the field and handed out at congresses, exhibitions, etc. No special criteria were adopted to select participants for the initiatives, while a preference for tutors with disabilities was expressed; these were selected on the basis of their expertise, ability to communicate ideas effectively regardless of the means used, and capacity to focus on the real needs of the audience.

Organisation

The educational activities took place in a setting dedicated to this activity. This venue was chosen for the range of characteristics it offered, namely comfort, aesthetics, seating arrangements for the participants, overall accessibility, accessibility of bathroom and availability of equipment. A number of services were made available during the course, including personal assistance when needed, assistance with travel reservation and accommodation for participants, coffee-break and lunch break on site. Those who enrolled as part of their college studies were charged a registration fee of \$750 per credit hour.

Implementation

The methods used to deliver contents were traditional lectures and group discussions, together with brainstorming sessions and role-play. Group practice was also organised to assess the matching of persons and technology, using Dr. Scherer's MPT Model. Lessons were supported by overhead projection, slides, video, handouts and books for participants. Hands-on sessions were also held in the form of presentation/demonstration and individual use of products, as well as experimentation with products on the basis of objectives set by the tutors. Interactivity and learning by doing are the two key-words which best describe the pedagogical approach of the initiatives.

Participants presented themselves both through an introductory questionnaire and a self-introduction on the opening day; this information was then used to readjust contents on the basis of the real target, and to redefine the objectives of the particular educational activity carried out.

Finally, feedback was collected through a questionnaire and an open group discussion, and the information gathered was used to readjust the contents and methods of the next edition of the same course, as well as to reassess the organisation's entire educational activity.

Finally...

Some educational material concerning the workshop "How to Be a Peer Mentor" was annexed to the documentation. This is a publication entitled "Tools of the TRAIID", where TRAIID stands for a project called Technology-Related Assistance for Individuals with Disabilities which was designed for persons with disabilities who want to become "peer mentors" in the field of advocacy of AT for other persons with disabilities.

The mission of TRAIID mentors is to help their peers realise their maximum potential, which can be done through support, knowledge, experience, and finding the right assistive technology. The whole process is called self-advocacy, which, according to the publication means "doing for yourself by gathering information to make decisions and choices of your own — not ones that other people make for you. We believe the task is yours to further your ability by: a) learning self-assessment; b) practising self-determination and self-advocacy; c) finding the right assistive technology."

TRAIID mentors are persons with disabilities who are assertive and have the ability to consider, obtain and use AT. They practise self-advocacy and self-determination, and are familiar with technology and delivery systems. They have skills and capabilities which, coupled with training and ongoing support, enable them to assist the consumer to interact effectively with both AT and technology resources.

The book is divided into three parts and has the objective of helping the consumer to deal with the world of AT and manage the task of choosing and obtaining the right AT for him/herself. It is intended for individual use and contains numerous tools (question lists, diagrams, worksheets, charts) to help users answer important questions about who they are, what they need, and why they need it. Finding this out will make them become experts: "A better sense of self allows you to look outward with confidence to

find choices. Choice is power. (...) Purposely setting goals keeps you moving forward rather than focusing on weaknesses and fears. This will occur when you practise self-determination and self-advocacy". The publication comes complete with a list of resources for finding information about Assistive Technology (catalogues, providers, associations, etc.).

The three chapters are organised as follows:

GETTING TO KNOW YOURSELF BETTER

- Examples of Behaviours
- Assertive Rights and Responsibilities
- Support Listings
- Support Illustration Diagrams
- Worksheet for Matching Persons with Technology
- Chart for Short-Term Goals
- Chart for Long-Term Goals
- Chart for Tracking Explorations

THE DECISION-MAKING PROCESS

- Selecting Assistive Technology Devices
- Obtaining Assistive Technology From Suppliers and Service Providers

RESOURCES

- Finding and Funding Assistive Technologies
- Catalogues of Assistive Technology
- Phone Listing of Resource Assistance

3.7. ISL - Interessenvertretung “Selbstbestimmt Leben” (Germany)

Name of the organisation	INTERESSENVERTRETUNG SELBSTBESTIMMT LEBEN IN DEUTSCHLAND E.V.
Address	Marquardsenstr. 21 90547 ERLANGEN GERMANY
Telephone: +49 9131 205022	Fax: +49 9131 207351
Key Person of the organisation	Dinah Radtke, head of foreign affairs

This is an umbrella organisation of self-determination centres in Germany, and its main activities are training/education for end-users, information/advice, providing services, pressure group activities and public awareness raising. Educational activities are exclusively addressed to persons with disabilities and obviously take into account the issues of independent living and the role of AT.

Educational activities began more than a decade ago, and those carried out over the past five years can be classified as follows:

- * **training courses**, both *residential* and *non-residential*, addressed exclusively to a *target* of persons with disabilities;
- * **seminars**, in form of *topical workshops* and *series of seminars*, addressed to the same *target*;
- * **information activities**, mainly *mass media coverage*, *periodicals*, *exhibitions*, addressed to a wider *target* covering other users and some professionals;
- * **activities addressed to the individual**, in all the possible forms, and addressed to a wide *target*.

AT plays a relevant **role** in the information activities, where all the related areas are considered, but is not cited at all for the other initiatives.

TRAINING COURSES AND SEMINARS

No titles of special initiatives have been given in the questionnaire. In any case, a general description of the organisation and implementation processes has been produced, so we shall refer to this.

Selection

Leaflets and category journals were the main channel of communication used to publicise the organisation's initiatives; a mail-out was done for those in the organisation's address database, but also to other user organisations, and information was handed out at congresses and exhibitions. No special criteria were adopted for choosing participants; there was a stress on impairment, but all impairments were covered. Teachers were recruited from within the organisation's staff and were chosen for their expertise. A preference for teachers with disability was expressed, and once again these are experts in the field who belong to the organisation's staff.

Organisation

The initiatives took place at different sites, both off and on the organisation's premises. Venue choice was mainly guided by the aspects of overall accessibility and accessibility of bathrooms. Lunch-breaks on site were organised. Participants were charged an enrolment fee to take part in educational activities. Teachers' preparatory meetings were held to ensure co-ordination of the whole process.

Implementation

The preferred approach is centred on active participation, which is fostered through group discussion, group work, brainstorming sessions and role-playing. This is also reflected in the two key-words chosen to describe the pedagogical strategy, namely discussion and interactivity. Traditional educational aids were adopted while no hands-on session was done. Information on the participants was collected from self-presentation during the opening day, and is used to readjust contents and methods on the basis of the real target. Feedback from participants was collected through a final group discussion as well as by gathering personal impressions, and the latter information was used to readjust the initiative's contents and methods. Follow-up was conducted in the form of interviews.

Interview with Mrs. Dinah Radtke

Mrs. Dinah Radtke is the organisation's head of foreign affairs.

The organisation belongs to the Independent Living movement, and gives a special meaning to those words that is linked to the national experience. In fact, in Germany the expression independent living has been substituted by "self-determined living".

ISL is an umbrella organisation for self-determined living, founded in 1980 by eight persons active in the German disability movement; they participated in the formation and development of liberating disability work, contributing to the establishment of numerous Centres for Self-Determined Living in Germany.

The goals of the organisation are on the one hand to nurture existing counselling and information centres, and on the other to foster the establishment of new centres. Other objectives include promoting the concept of "self-determined living for disabled people" and the development of a geographically comprehensive network of independent empowering counselling centres for disabled persons enabling them to lead independent and self-determined lives in the community.

ISL works closely with ENIL (European Network on Independent Living) and is affiliated with DPI (Disabled People International).

The centre in Erlangen mainly conducts information and peer counselling activities, but the interviewee and other members are also trainers in courses for counsellors in Germany. This activity is mainly organised by BIFOS, a German institution for research and training regarding self-determined living.

In both activities a strong accent is placed on self-determination of persons with disabilities, and the importance that they themselves are in charge of all possible aspects related to disability. Accordingly, professional intervention is always considered as external and intrusive, and activities such as information, advice and counselling must be provided by persons with disabilities themselves.

In addition, differences within the group of disabled persons must also be considered in order to find the right solutions for each individual: this applies to disabled teenagers, but also to disabled parents, and disabled women. Counselling addressed to a disabled woman will be more effective if done by another disabled woman, following the principle of identification. Similarly, the issues of "independence" and "partiality" in counselling work are settled by clearly stating that only partial counselling can be effective, that is siding with the person with disability.

This institution runs many different courses, the most original being meetings for disabled parents and courses for women counsellors, where the special theme of women is introduced and stressed within the more general activity of peer counselling.

The teachers are persons with disabilities who may also happen to be psychologists or educationalists, but this is not a prerequisite for becoming a peer counsellor or trainer within these courses.

Contents of the Course

The course for peer counsellors lasts 6 full weeks, and covers the following programme.

1. Experience on yourself
2. Peer counselling: bases for conducting a peer counselling meeting
3. History and philosophy of the movement for self-determined living. Strategies for making laws effective.
4. Reactions to suffering from death and grief. Self-determination in a group.
5. Working with the body. Sexuality, parenthood
6. Resistance and co-counselling

The course for women counsellors is divided into three modules, as follows.

METHODS OF COUNSELLING
Independent counsellor, partial counsellor
Identification
Methods of counselling

CONTENTS OF COUNSELLING FOR WOMEN
Intimacy and sexuality
Sexual violence and sexuality
Disabled women and work

STRUCTURAL CONDITIONS FOR COUNSELLING WORK
Structural conditions
Work organisation and financing
Networking and support

3.8. JAG - Jämlikhet Assistans & Gemenskap (Sweden)

Name of the organisation	JAG - EQUALITY, ASSISTANCE AND INTEGRATION
Address	P.O. Box 7473 10392 STOCKHOLM SWEDEN
Telephone: +46 8 202080	Fax: 46 8 202085
Key Person of the organisation	Cecilia Andén

An organisation of persons with disabilities, but also a provider of health and/or social services. JAG is mainly involved in care, providing services and pressure group activities. Educational activities began less than five years ago and embrace the importance of training for independent living and the role of AT. These activities are exclusively addressed to personal assistants/helpers and persons with disabilities.

The educational activities carried out over the past five years can be classified as follows:

- * *7 residential training courses*, addressed exclusively to personal assistants;
- * **information activities**, represented by *conferences, mass media coverage, periodicals, exchange of experiences*; all these activities are exclusively addressed to personal assistants and persons with disabilities;
- * **activities addressed to the individual**, represented by *advice*, and *peer counselling* exclusively addressed to persons with disabilities.

AT plays a relevant role in these initiatives, while the mostly commonly considered areas are: health maintenance, general accessibility issues, communication, mobility, vision and hearing.

TRAINING COURSES AND SEMINARS

This organisation's residential training courses mainly comprise the same course repeated over the years, but it is interesting to note in the table below the differences from one edition to the next one. Obviously, a single description has been given to cover all of them.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Assistenkurrs (Course for personal assistants)	res. train. course	1994	30	ca.70	pers with disab., pers. assist.	10
Assistenkurrs (Course for personal assistants)	res. train. course	1995	30	ca.100	pers with disab., pers. assist.	15
Assistenkurrs (Course for personal assistants)	res. train. course	1995	30	ca.100	pers with disab., pers. assist.	15
Assistenkurrs (Course for personal assistants)	res. train. course	1996	30	ca.100	pers with disab., pers. assist.	25
Assistenkurrs (Course for personal assistants)	res. train. course	1996	30	ca.170	pers with disab., pers. assist.	25
Assistenkurrs (Course for personal assistants)	res. train. course	1996	30	ca.120	pers with disab., pers. assist.	25
Assistenkurrs (Course for personal assistants)	res. train. course	1997	30	ca.120	pers with disab., pers. assist.	25

Selection

This training course was publicised exclusively via letters sent out to organisation members, who may wish to suggest that their personal assistants attend the course. No traditional criteria for choosing participants are adopted, but rather they are selected on the basis of the disabled person's decision. Teachers are chosen on the basis of their professional expertise and popularity. A preference for teachers with disabilities is expressed, and these are selected according to the same criteria, but also considering the type of disability.

Organisation

The initiative took place at various sites found especially for the purpose; when selecting the venue special attention was paid to comfort, overall accessibility and accessibility of bathrooms. Numerous services were provided for participants, such as assistance with travel reservation and accommodation, coffee and lunch breaks, recreational activities, welcome and farewell sessions. A co-ordinator ensured coherence of the whole initiative, while each teacher planned his/her own lesson individually.

Implementation

The most commonly adopted method for content transmission was lectures, together with role-playing. Overhead projection and video were used, while hands-on sessions were based on presentation and demonstration of products. Good presentation and questioning are the two key-words chosen to describe the preferred pedagogical approach, and this is congruent with the implementation choices.

No information on participants was collected, while a final questionnaire is used to gather feedback, and this information is used to readjust contents and methods of the next edition of the same course. No follow-up was done.

Further remarks

A future change in initiative typology is foreseen, as the organisation would prefer to move from residential courses to a mixture of courses and seminars.

Interview with Mrs. Gerd Andén

The President of JAG, Mrs. Gerd Andén, has played a great part in the history of the Swedish Independent Living Movement, making a major contribution to the rights for persons with disabilities.

The word "JAG" in Swedish means "I" or "me". Hence, the stress is on the fact that members of JAG are users of personal assistance who are subjects, individuals, and not (as before) objects of care. In Swedish, the acronym JAG also stands for "equality, assistance and integration", immensely important for JAG's members.

One part of JAG is an association that works in areas related to personal assistance and disabilities, while the other part is a co-operative of users of personal assistance. JAG asserts its ideological adherence to the Independent Living Movement.

Membership is reserved to persons with severe multiple disabilities that include some kind of cognitive disability. Others can become supporting members, without having the right to vote.

In the early seventies, some parents of children with multiple disabilities formed a working committee within the Swedish National Society for Persons with Mental Handicap. This committee, lead by Mrs. Gerd Andén, fought to convince the Swedish government of the need for personal assistance for persons with cognitive disabilities. A few years later some municipal social service offices began to provide services in the form of personal assistance.

With the introduction of assistance reform in 1994, a large group of persons with multiple disabilities were granted the necessary funding for their assistance, and JAG grew rapidly.

The organisation now employs more than 900 assistants, producing over 800,000 personal assistance hours per year (the majority of JAG's adult members need assistance 24 hours a day).

Due to their cognitive impairment, JAG's members are unable to organise and supervise their own assistance, therefore each member has a deputy supervisor chosen by the member through a legal guardian. The duties of the supervisor are set out in a contract between the supervisor, the member and JAG.

JAG runs two different types of education for personal assistants. The first is instruction/introduction of a new personal assistant. No special qualifications are needed to become a personal assistant in Sweden and responsibility for employment lies solely with the person with disability. Consequently, a new personal assistant of a JAG member has a strong need both for information and practical expertise. This can be gained by working together with an experienced assistant, often for as long as 4-6 weeks full time. This intensive training is made necessary by the complex needs of disabled persons and their very personal way of communicating. Introduction to the member can be made by the supervisor. When a personal assistant is employed, a contract is issued which stipulates administrative matters, but also ethical and professional aspects such as privacy and respect; on his/her part, the person with disability cannot for example refuse the use of technical aids that may make the personal assistant's work easier.

The second type of educational activity comprises programmes for further training of personal assistants arranged by JAG. This activity is greatly appreciated by members, and over the years the courses have increased in topics covered, frequency and number of participants. The course held in October 1997 involved 200 participants plus 20 members.

These are mainly residential training courses in which seminars on different topics are offered simultaneously, and so at the outset personal assistants have to decide their own programme of participation. JAG members, their deputy supervisors and their parents are also invited along and take an active part in the proposed activities. On-site accommodation is usually offered, and recreational activities are also organised.

The funds for education available to each JAG member can also be used at the member's discretion to finance education arranged by other organisations. The deputy supervisor helps the member to decide what, if any, further training the assistant needs.

The aim of the courses is to give assistants greater knowledge and understanding of disabilities and how to deal with them. JAG members express a continuous need for further training and supervision for their personal assistants. Last but not least, the assistants require constant reminder of what personal assistance means in terms of attitudes, respect, integrity and privacy.

In all the course lasts four days, covering one module a day.

Topics are proposed by JAG to a specialised service within the co-operative itself which is in charge of organising and detailing the course. These subjects are chosen with the intention of giving personal assistants the widest possible information about daily life with the person with disability. They cover areas often neglected by mainstream medicine, for example dental care, feeding a person with multiple disabilities, etc.

JAG's senior members are proud that the selected teachers include some of the leading specialists in various fields related to the type of impairments which affect JAG members: neurologists, psychiatrists, physiotherapists, etc. Consideration is given to the ability of these experts to communicate with a large public and their popularity in the disability field is also taken into account. For example, one very popular lesson is given by an author who is very good at stimulating interest, focusing energies and raising awareness.

In the last two editions, most teachers were asked by JAG leaders to take a different pedagogical approach, namely to include more practical sessions, hands-on sessions, role-playing and group work. This was decided because it seemed crucial to stress the practical side of training, in order to bring about change in the habits in personal assistants more effectively.

Another recent decision concerned the distribution of a final questionnaire to collect impressions from the participants. The questionnaire is very detailed, asking the compiler to rate each lesson of the course on a score of one to five. This information is then used by the educators to gauge the general effectiveness of their activities, but also to evaluate participant satisfaction about each lesson proposed.

Contents of the Course

The program of the last course (1997) was divided into four modules. AT does not play a specific role within one lesson or group of lessons, but is rather dealt with throughout the topics, whenever possible. This entails not just technologies for motor impairment, but a wide range of systems.

Special activities were organised for members and deputy supervisors that were chiefly aimed at solving work and interpersonal problems.

In 1997 these special sessions covered the following topics:

Employment contracts Work timetable planning Safety at work First aid How to co-ordinate work

while the general program was as follows:

DAY ONE	Personal assistance according to JAG The locomotion apparatus The importance of vision for communication The importance of playing Autism Computers, Internet and multimedia Communication through signs and pictures Auditory impairment and developmental deficit Personal assistance in school and daily-life activities
DAY TWO	Personal assistance as an instrument of communication Personal assistance according to a person with disability Cerebral trauma: neuro-psychological aspects Diet Independence from and dependence on assistance Communication Epilepsy: adults Epilepsy: children Being seated in a wheelchair Independent living
DAY THREE	Personal assistance according to JAG Functional motor therapy Computers for children and teenagers Tactile stimulation Guiding technique Dental care Aids for breathing Medical follow-up for adults Personal integration
DAY FOUR	Role distribution and conflict resolution during personal assistance Music therapy Eating Aids for communication

4. Experiences analysed at a distance: addressed only to end-users

This chapter, and the following chapters 5 and 6, present the experiences analysed at a distance. These were carried out by the 48 organisations in our sample that described each of their educational activities in Section Three of the questionnaire (87 descriptions in total).

In accordance with the questionnaire structure, a profile of each organisation is given first, followed by the presentation of each of their activities.

The organisations have been subdivided following two criteria: the target they address in their activities, and the country.

Consequently, the first group is made up of organisations whose educational activities are exclusively addressed to end-users (persons with disabilities, families, the elderly, personal assistants), and are presented according to country in alphabetical order.

The second group comprises the organisations whose educational activities are addressed to a mixed target of end-users and professionals, and once again these are presented according to country in alphabetical order.

Finally, there remains is a third group of organisations who filled in Section Three of the questionnaire even though they are not really part of the EUSTAT study, since their educational activities are addressed only to professionals. For this reason, the group has not been included within the final tally of third sections, but the descriptions have been included here as testimony both to the wealth of activities in the field and to the enthusiasm shown in responding to this survey, a factor mentioned earlier in this report.

The activities addressed only to end-users are the following:

BELGIUM	* HANDICAPÉS ET INFORMATIQUE
DENMARK	* THE DANISH SOCIETY OF POLIO AND ACCIDENT VICTIMS
	* HJERNESAGEN
	* FDDB - FORENINGEN OF DANSKE DOEVBLINDE
FRANCE	* ASSOCIATION "VALENTIN HAUY" POUR LE BIEN DES AVEUGLES
IRELAND	* TIPPERARY CENTRE FOR INDEPENDENT LIVING
ITALY	* ASPHI - ASS. SVILUPPO DI PROGETTI INFORMATICI PER GLI HANDICAPPATI
	* UNIVERSITA' DI PADOVA (Commissione Disabilità e Handicap)
SRI LANKA	* COLOMBO FRIEND-IN-NEED SOCIETY
USA	* IL/IA CENTER FOR INDEPENDENT LIVING
	* BIRMINGHAM INDEPENDENT LIVING CENTER
	* INDEPENDENCE FIRST

4.1. Handicapés et Informatique (Belgium)

Name of the organisation	HANDICAPÉS ET INFORMATIQUE
Address	Avenue de l'Opale, 108 1030 Bruxelles BELGIUM
Telephone: +32 2 6555488	Fax: +32 2 6555523
Key Person of the organisation	Robert L. Cock, administrative officer

An AT information centre involved in education/training, informatiàon/advice, research and public awareness raising. Educational activities began 5-10 years ago and include the issues of AT, independent living and coping better with disability. These activities are addressed to persons with disabilities, personal assistants and professionals.

The educational activities carried out over the past 5 years can be classified as follows:

- * 6 *non-residential training courses*, addressed to a *target* of persons with disabilities, and educational and rehabilitation professionals;
- * **seminars**, in the form of *conferences*, exclusively addressed to persons with disabilities and rehabilitation professionals;
- * **information activities**, including all the considered options, addressed to a various and highly articulated *target* of users and professionals;
- * **activities addressed to the individual**, mainly in the form of *advice* and *information services*, addressed to the same *target*.

Only brief information on **AT** is given in most of these initiatives, while its role becomes important and very important in the activities addressed to the individual; the most widely covered areas in this field are employment, communication, mobility and vision.

TRAINING COURSES AND SEMINARS

These activities are targeted exclusively at persons with disabilities. According to a note added by the compiler, the training courses had the aim of providing basic education in the use of computers by persons with disabilities; another kind of training course offered was a pilot experiment in tele-training. Both these initiatives were held in collaboration with the Education Department of the Municipality of Brussels.

Selection

The initiatives were publicised via leaflets and posters, as well as through mailing to specialised centres; information was sent out to the organisation's address database and to rehabilitation centres, and was handed out at congresses and exhibitions. Participants were chosen on the basis of their age, impairment type (motor and auditory), professional experience and personal interests, but also considering their wish to be included in the field of administrative work. Teachers were selected according to their level of expertise and their professional qualifications; no preference for teachers with disability was expressed. Disabled participants received reimbursement of their enrolment fee from the Ministry of Social Affairs.

Organisation

The organisation set up a special space on its premises to develop these activities, but some were also held off its premises; special attention was paid to general comfort and overall accessibility. A special

farewell session was organised, in the form of a final lunch for participants, while no teacher co-ordination was organised.

Implementation

The methods used were group discussions and group work, with a strong accent on interactivity, the pedagogical key-word selected together with learning by doing. Overhead projection and software for content presentation were the most commonly used educational aids, while the hands-on sessions were based on individual use of products.

Information on participants was collected through a presentation form and an introductory questionnaire, and was subsequently used to readjust the contents and methods on the basis of the real target; participant feedback was gathered in the form of personal impressions, and is used to readjust the contents and methods of the next edition of the same course.

Finally, follow-up was carried out by direct contact and interviews.

4.2. Danish Society of Polio and Accident Victims (Denmark)

Name of the organisation	THE DANISH SOCIETY OF POLIO AND ACCIDENT VICTIMS
Address	Tuborgvej 5 DK 2900 Hellerup DENMARK
Telephone: +45 39 629000	Fax: +45 39 625439
Key Person of the organisation	K. Ole Frickmann, managing director

An organisation of persons with disabilities that is mainly involved in rehabilitation and public awareness raising. Educational activities began more than 10 years ago and also encompass the importance of training for independent living and coping better with disability; these activities are exclusively addressed to persons with disabilities.

The educational activities carried out over the past 5 years can be classified as follows:

- * 6 **training courses**, both *residential* and *non-residential*, mainly addressed to persons with disabilities and families;
- * 6 **seminars**, in the form of *monographic seminars*, exclusively addressed to persons with disabilities;
- * 8 **information activities**, in the form of *exhibitions*, also addressed to rehabilitation professionals;
- * **activities addressed to the individual**, which are on-going, represented by *advice, information services, advocacy* and *self-help*, addressed to the above-mentioned target.

In all these initiatives **AT plays** an important role, while the areas related to AT are household activities, self-care, employment and mobility.

TRAINING COURSES AND SEMINARS

No specific titles of the training activities were given, nor other information such as the specific target, the duration, typology, and so on. However, a general description is given concerning the organisation and implementation aspects.

Selection

The initiatives were publicised through leaflets sent out to the organisation's address database and advertisements in specialised journals. Participants were selected on the basis of their disability and personal interest, while teachers (no preference for those with disabilities) were selected according to level of expertise.

Organisation

The initiative took place in different locations, which were selected each time for the purpose considering overall accessibility and accessibility of bathrooms; organisation was comprehensive and included personal assistance when needed, coffee and lunch breaks, recreational activities, and welcome and farewell sessions. Co-ordination between teachers was ensured both by a co-ordinator and through preparatory meetings. Only a token enrolment fee was charged for participation.

Implementation

Contents were transmitted via lectures, as well as group discussions and group work supported by overhead projection, slides, video and handouts; the hands-on sessions were based on presentation,

demonstration and individual use of products. Questioning and discussion were the preferred pedagogical key-words, consequently a strong accent was put on participation.

Information on participants was collected through an introductory questionnaire, and then used to readjust contents and methods on the basis of the real target. A final questionnaire was also distributed to collect participants' final impressions, and this information used to improve subsequent editions of the same initiative. No follow-up was done.

4.3. Hjernesagen (Denmark)

Name of the organisation	HJERNESAGEN
Department or section	Landsforeningen for Apopleksi - og Afasiramte
Address	Kloverprisvej 10 B 2650 Hvidovre DENMARK
Telephone: +45 36 753088	Fax: +45 36 753098
Key Person of the organisation	Lotte Simonsen, social worker

This is an organisation both of persons with disabilities and the elderly which is involved in information/advice, research, pressure group work and public awareness raising. Educational activities began 5-10 years ago and encompass the issue of independent living and coping better with disability, as well as AT; these activities are addressed to a wide public: professionals, persons with disabilities, the elderly and families.

The educational activities carried out over the past 5 years can be classified as follows:

- * **training courses**, exclusively in *residential* form, strictly addressed to a *target* of users;
- * **information activities**, in the form of *conferences, exhibitions, periodicals, exchange of experiences*, are addressed to the same *target group*;
- * **activities addressed to the individual** in all the possible forms considered.

The **role played by AT** in these initiatives is relevant, while the considered areas related to AT are communication, mobility; cognition, reading/writing.

TRAINING COURSES AND SEMINARS

While the courses and seminars have been listed in the detailed table below, only one general description has been filled in; it would appear that that these activities are similar from the organisational and implementation points of view.

Title of the initiative	Typology	Year	Duration (hrs.)	Number partic.	Target	Number teachers
Landskursus (National course)	res. train. Course	1992-1997	4 days	200	pers. with disab., elderly, fam.	10
Familiekursus (Family course)	res. train. Course	1992-1997	5 days	30	pers. with disab., elderly, fam.	8
Genoptræning og Kommunikation I, II, III (Rehabilitation and communication I, II, III)	res. train. Course	1992-1997	3 days	20	rehab. prof.	5

Selection

Publicised via leaflets and advertisements in specialised journals, information on the event reached as wide a target as possible (the organisation's database, other organisations in the field, user organisations); leaflets were also handed out at congresses and exhibitions. Consequently, a large public was expected, and no special criteria for choosing participants was adopted. Teachers were chosen on the basis of their professional expertise, while no preference for teachers with disabilities was expressed.

Organisation

The initiatives were held at different places, which were selected each time on the basis of criteria that included comfort and overall accessibility aspects, as well as accessibility of bathrooms; organisation was comprehensive and included personal assistance when needed, coffee and lunch breaks, recreational activities, and welcome and farewell sessions. Co-ordination between teachers was ensured by a co-ordinator. Participants were asked to pay only a token enrolment fee of DK 1,000.

Implementation

A mixture of different methods was used to deliver contents to participants, but this observation is probably due to the fact that a lot of different activities were considered in the description, where different methods are singled out and adopted; the same applies to educational aids. On the contrary, the hands-on sessions were based exclusively on presentation and demonstration of products. The importance of participation within these activities is revealed by the choice of pedagogical key-words (more than the two requested), which include questioning, interactivity and discussion, together with good presentation.

Information on participants was collected both through a presentation form and an introductory questionnaire, and then used to readjust contents and methods on the basis of the real target. A final questionnaire, final discussions (guided or non-guided) and personal impressions were the methods used to collect the participants' final impressions, and this information was used to improve subsequent editions of the same initiative. No follow-up was made.

4.4. Foreningen of Danske Doevblinde (Denmark)

Name of the organisation	FDDDB - FORENINGEN OF DANSKE DOEVBLINE
Address	Kloeverprisvej 10B 2650 Hvidovre DENMARK
Telephone: +45 36 752069	Fax: +45 36 388585
Key Person of the organisation	Henrik Riber, co-ordinator of telecommunications

An organisation of persons with disabilities whose main activities are: training/education, information/advice and research. The educational activities, which began 5-10 years ago, are exclusively addressed to persons with disabilities and cover independent living and coping better with disability, as well as the role of AT.

The educational activities carried out over the past 5 years can be classified as follows:

- * 20 five-day **training courses**, in residential form, addressed exclusively to persons with disabilities;
- * many **information activities**, in the form of *conferences*, *exhibitions* and *exchange of experiences*, addressed to a target of persons with disabilities and the elderly;
- * **activities addressed to the individual**, in the form of *peer counselling* and *information services*, addressed to a wide public of users and professionals.

The **role played by AT** is always very important, and almost all the areas related to AT are covered; for example, mobility, communication, hearing, vision, learning, reading/writing, general accessibility issues, employment, household activities, etc.

TRAINING COURSES AND SEMINARS

The courses and seminars have been listed in the detailed table below, but only one general description has been filled in; it would appear that these activities are similar from the organisation and implementation points of view.

Peer counselling groups are located throughout the country and consist mainly of groups of people meeting on an equal level to discuss a certain matter and exchange views. Through 4 courses on the Internet, FDDDB has educated a number of deaf/blind people to be "worker representatives", i.e. people who organise and start PC groups, organisation work, etc.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Text-telefon kursus (Text-telephone courses)	res. train. course	1992-1997	40	2-6	pers. with disab.	2-6
Tillidsmands kursus (Worker representative courses)	res. train. course	1996	40	12	pers. with disab.	2-4
Døvblinde kursus (Deaf-blind courses)	res. train. course	every year	40	30	pers. with disab., elderly	4-6
n.n. (other courses)	res. train. course	many				1, 2, 3, 4

Selection

Leaflets, posters and advertisements in other journals were the channels for publicising the initiatives. Information was sent out to the organisation's address database, but also to user organisations, handed out at congresses and exhibitions and by word of mouth. Participants were selected on the basis of their

type of impairment (auditory, visual, deaf/blind), while teachers came from the organisation itself but were also chosen on the basis of their expertise and by habit. A preference for teachers with disabilities was expressed, and they were selected according to the same criteria cited for the other teachers.

Organisation

The training course took place off the organisation's premises, in a space set up especially for the purpose, paying special attention to overall accessibility, comfort and aesthetics. Organisation was comprehensive and included personal assistance when needed, coffee and lunch breaks, as well as welcome and farewell sessions. Co-ordination between teachers was ensured by a co-ordinator, even though each teacher planned his/her own lesson individually.

Implementation

Lessons were prevailing lectures with group discussions supported by software for content presentation. Presentation, demonstration and use of products formed the basis of the hands-on sessions. Practical aspects seem to have a certain importance given that the two key-words chosen to identify the strongest pedagogical idea are learning by doing and simulation. A certain amount of information on participants was collected and used both to improve contents and methods of the same initiative and to reflect on the organisation's overall educational activity. A final guided discussion together with personal impression gathering formed the basis for feedback, which proved useful for deciding changes in the future. Follow-up was done through a questionnaire, direct contact and interviews.

4.5. Association Valentin Haüy (France)

Name of the organisation	ASSOCIATION "VALENTIN HAUY" POUR LE BIEN DES AVEUGLES
Department or section	Club Informatique
Address	5, rue Duroc 75343 Paris Cedex 07 FRANCE
Telephone: +33 1 44 492727	Fax: +33 1 44 492710
Key Person of the organisation	Pierre Miret, François Amelot

A provider of health and social services mainly involved in education/training, information/advice, production/sale of products and public awareness raising. Educational activities, which began less than 5 years ago, include the issues of independent living, coping better with disability and AT, and are exclusively addressed to persons with disabilities.

The educational activities carried out over the past 5 years can be classified as follows:

- * 1 *non-residential training course*, described by the note "special lessons", addressed exclusively to a *target* of adult and elderly persons with disabilities;
- * **information activities**, represented by *coverage* in *mass media* and *periodicals*, addressed exclusively to a *target* of adult and elderly persons with disabilities;
- * **activities addressed to the individual**, mainly in the form of *advice* and *advocacy*, addressed to the same *target*.

AT plays a very important role in all these activities, which concentrate on communication and reading/writing.

TRAINING COURSES AND SEMINARS

Compared to the training courses described elsewhere, those listed by this organisation have a special form in that they are defined as "individual lessons", and are described as follows.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Leçons individuelles (Individual lessons in informatics)	n/r train. c.	1996	16-32	30	persons with dis.	10
Leçons individuelles (Individual lessons in informatics)	n/r train. c.	1997	16-32	100	persons with dis.	20

Selection

The initiative was publicised through leaflets and by word of mouth, both of which proved to be effective methods; leaflets were distributed only to the social services in each municipality. Participants were chosen on the basis of their visual impairment (the only impairment type considered) and their personal interests. Teachers were selected within the organisation itself, but also according to their level of expertise; no preference for teachers with disability was expressed.

Organisation

The organisation set up a special space on its premises to develop these activities, and special attention was paid to the general comfort level. Personal assistance was offered when needed, and each person was required to make an appointment for his/her lessons, paying a token participation fee of FF 250 for

16 hours. No particular teacher co-ordination was organised, since each teacher planned his/her own lesson individually on the basis of general guidelines; a teachers' secretariat was also set up.

Implementation

The sole method used was "learning by doing", because the objective of the individual lessons was that the participant should learn to use a computer with word-processing software and memory aids; a single teacher was assigned to each participant.

Information on participants was collected through a presentation form, which was then used to update the organisation's statistics; feedback was gathered by collecting personal impressions, which here again were used to update the organisation's statistics, but also to readjust the contents and methods of the next edition of the same course.

Finally, follow-up was carried out by direct contact.

Further remarks

The changes the organisation has made over the past few years mainly concern the implementation phase of its lessons: on the one hand a special pedagogical process has been developed to establish how and how deeply to teach text treatment; on the other hand technological issues have been considered, involving a shift from DOS to the WINDOWS environment.

In the future, the organisation wants to increase the number of participants (and hence also of teachers, given that the personal relationship is considered), but also feels the need to increase its knowledge of the adopted pedagogical approach, in accordance with the experience it has acquired; papers and software materials related to this teaching experience are foreseen.

4.6. Tipperary Centre For Independent Living (Ireland)

Name of the organisation	TIPPERARY CENTRE FOR INDEPENDENT LIVING
Department or section	Independent Living
Address	Cabra Road Thurles, Co-Tipperary IRELAND
Telephone: +353 404 24236	Fax: +353 404 24236
Key Person of the organisation	Jim Casey, programme manager

An organisation of people with disabilities that carries out training/education activities addressed to persons with disabilities and personal assistants. These activities also consider the importance of training to independent living and coping better with disability, as well as the role of AT.

The educational activities carried out over the past 5 years can be classified as follows:

- * 36 *non-residential training courses*, addressed to a *target* of persons with disabilities and personal assistants;
- * 10 *seminars*, (no further description given) addressed to *target* of persons with disabilities and personal assistants;
- * 40 *information activities*, represented by *conferences* and *mass media coverage*, addressed to the above-mentioned target;
- * 150 *activities addressed to the individual*, represented by *advice*, *peer counselling*, *information services* and *self-help*; plus an activity defined as independent living.

AT plays in these initiatives a relevant or important **role**, while the mostly considered areas related are: health maintenance, employment, communication.

TRAINING COURSES AND SEMINARS

Although the compiler has listed some non-residential training courses, the detailed part has been described only once, probably because the different initiatives differ little in terms of organisation and implementation.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Independent Living	n/r train. c.	1996	12	20	persons with disab.	3
Lifting and Handling	n/r train. c.	1996	30	25	persons with disab.	4
Personal care	n/r train. c.	1996	30	25	persons with disab.	4
Peer counselling	n/r train. c.	1996	20	20	persons with disab.	4
Communication	n/r train. c.	1996	20	45	pers.w/disab., p.assistants	4
First Aid	n/r train. c.	1996	20	30	pers.w/disab., p.assistants	5
Disability Equality	n/r train. c.	1996	30	10	pers. with disab.	1
Leader Training	n/r train. c.	1996	30	10	pers. with disab.	2
Personal Assistants	n/r train. c.	1996	30	20	pers. with disab.	2

Selection

The initiatives were publicised both through leaflets and local newspapers; information was spread to user organisations, voluntary services and to the National Rehabilitation Board. Teenagers and adults located in a precise geographical area were selected for the courses. Teachers with disabilities were preferred, and chosen on the basis of their level of expertise and involvement in the disability movement.

Organisation

The initiatives not only took place on the organisation's premises, in a space set up especially for that purpose, but also outside in a place found for the occasion; overall accessibility, accessibility of bathrooms and territoriality were considered as important environmental factors. Personal assistance, assistance with travel reservation, coffee and lunch breaks were included in the organisation. No co-ordination between teachers was considered, since each teacher planned his/her lesson individually. Only a token enrolment fee was charged.

Implementation

Contents were transmitted in a variety of methods, embracing all the options listed in the questionnaire. The pedagogical preferences are for good presentation together with discussion and interactivity, which suggests a traditional lesson followed by more interactive moments with the public. Overhead projection, slides video and handouts are the educational aids used, and the hands-on sessions consisted of presentation and demonstration of products. Information on participants was collected through a questionnaire and used to readjust the course contents and methods; a program manager was appointed to ensure co-ordination between the teachers. Feedback was done through a final questionnaire and gathering of personal impressions.

Further remarks

Improving delivery is the main goal for the future.

4.7. ASPHI (Italy)

Name of the organisation	ASPHI - ASSOCIAZIONE PER LO SVILUPPO DI PROGETTI INFORMATICI PER GLI HANDICAPPATI
Address	Via Arienti, 6-8 40124 Bologna ITALY
Telephone: +39 51 277811	Fax: +39 51 224116
Key Person of the organisation	Vincenzo Minchilli, Secretary

A company mainly involved in education/training, information/advice, research and public awareness raising. Educational activities embrace independent living and coping better with disability, and are addressed to persons with disabilities.

Educational activities began more than 10 years ago; those carried out over the past 5 years can be classified as follows:

- * 2 **training courses**, exclusively in residential form, addressed exclusively to persons with disabilities;
- * 4 **information activities**, in the form of periodicals and exhibitions, addressed exclusively to persons with disabilities;
- * **activities addressed to the individual**, in the form of *information services*, addressed to the same target.

The **role played by AT** in these initiatives is important or very important, the areas considered are *employment, communication, hearing and cognition*.

TRAINING COURSES AND SEMINARS

The educational activities of this organisation can be regarded as traditional training courses, in accordance with the topic covered.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Corso biennale CAD (Biennial course CAD)	res. tr. c.	1994-1995	2.300	10	pers. with disab.	2
Corso biennale CAD (Biennial course CAD)	res. tr. c.	1996-1997	2.300	10	pers. with disab.	2

Selection

Information is mainly spread by word of mouth, as well as being addressed to the leading local organisations in the field of disability. The participants are adults with an auditory impairment, while teachers are selected because of their recognised expertise in the field. (no preference expressed for teachers with disabilities).

Organisation

The initiatives took place off the organisation's premises in a place dedicated to this activity; the site was chosen in part because of its overall accessibility. Personal assistance was offered when needed. A co-ordinator was appointed for the initiative.

Implementation

Lectures and group discussions were organised, as well as group work, and the educational aids used included overhead projection, software for content presentation, and handouts distributed to participants. Interactivity and learning by doing are the key-words chosen to describe the adopted approach. Information on participants was collected mainly through a presentation form, and used to update the organisation's statistics. In this phase teachers' progress meetings were held. No feedback was collected and no follow-up done.

Further remarks

The course has improved over time with the experience gained and the introduction of changes in software and hardware. No significant change is foreseen in the future.

4.8. Università di Padova (Italy)

Name of the organisation	UNIVERSITA' DI PADOVA
Department or section	Commissione Disabilità e Handicap
Address	Riviera Tito Livio, 6 Palazzo Storione, Aula A Padova ITALY
Telephone: +39 49 8273043	
Key Person of the organisation	Roberto Mancin, head of computer services

This special students' rights office of the University of Padua is engaged in information/advice activities, but also in care, research, pressure group activities and public awareness raising. Educational activities also embrace independent living and coping better with disability, as well as the role of AT, and are mainly addressed to persons with disabilities.

Educational activities began less than 5 years ago and those carried out so far can be classified as follows:

- * **information activities**, in all the considered forms except for periodicals, addressed to persons with disabilities, professionals, and University teachers;
- * **activities addressed to the individual**, in the form of *advice, information services, advocacy*, addressed exclusively to persons with disabilities.

The **role played by AT** in these initiatives is important and many areas are considered, including general accessibility issues, mobility, communication, vision, hearing, reading/writing, cognition, learning, employment, etc.

TRAINING COURSES AND SEMINARS

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Corso universitario (University course)		1996 1997	75	30-300	pers. with disab.	1

Selection

The initiative was publicised through leaflets, posters, and via the Internet, addressing organisations in the field and students; information was also spread by word of mouth. Participants were selected on the basis of their school diploma, while the teacher was chosen on the basis of expertise.

Organisation

The initiative took place on the organisation's premises, considering the environmental aspects of comfort, overall accessibility and accessibility of bathrooms. Personal assistance was offered when needed, and lunch breaks organised. Only one teacher was involved.

Implementation

Lectures with the aid of overhead projection and handouts formed the basis of the educational activity, while the hands-on sessions involved personal use of products. Information on participants was collected through a presentation form and used to readjust the contents and methods of the activity. Feedback came from the collection of personal impressions, and used to update the organisation's statistics. Follow-up was carried out by direct contact.

Further remarks

Over the years the course organisation has been upgraded, with the provision of personal assistants for participants; while contents are now taking on a more interdisciplinary nature. This service was once provided on a voluntary basis, but is now guaranteed by an institution. In the future increased use of technical aids is foreseen.

4.9. Colombo Friend-In-Need Society (Sri Lanka)

Name of the organisation	COLOMBO FRIEND-IN-NEED SOCIETY
Department or section	Jaipur Foot Programme
Address	171, Sir James Peiris Mawatha Colombo 2 Colombo SRI LANKA
Telephone: +94 421651	Fax: +94 421651
Key Person of the department	Mudunkotuwege Karunasena, rehabilitator

This is mainly an organisation of persons with disabilities that is largely involved in the training and education of end-users, as well as in rehabilitation. These activities began 5-10 years ago, and are exclusively addressed to persons with disabilities. They also embrace the importance of training for independent living and for coping better with disability, as well as the role of AT.

The educational activities carried out over the past 5 years can be classified as follows:

- * *residential training courses*, exclusively addressed to a *target* of persons with disabilities;
- * **activities addressed to the individual**, in the form of *advice*.

The compiler notes that **AT plays** a certain role in the activities addressed to the individual, which mainly concern the area of self-care.

TRAINING COURSES AND SEMINARS

Educational activities carried out over the past 5 years have been listed, and are generally described as follows.

Title of the initiative	Typology	Year	Duration	Number partic.	Target	Number teachers
Training of two prosthetists from Nepal in manufacturing Jaipur Aluminium Limbs	res. tr. c.	1996	3 months	2	pers. with disab.	3
Training two prosthetists from Bangladesh in manufacturing Jaipur Aluminium Limbs	res. tr. c.	1996	3 months	2	pers. with disab.	3

Selection

The courses were publicised through leaflets (sent to voluntary organisations) and advertisements in category journals. The participants were selected on the basis of territoriality, professional experience and personal interests. Teachers and tutors (selected with a preference for persons with disabilities) were chosen for their membership of the organisation itself.

Organisation

Activities took place both on and off the organisation's premises, where some attention was paid to general comfort; personal assistance was offered when needed.

Implementation

The lessons consisted in lectures accompanied by practice activities, in the form of individual use and presentation or demonstration of products. The choice of questioning and discussion as the two preferred pedagogical key-words suggests that special attention was devoted to the participants' quality

of learning. Collection of personal impressions at the end of the course was used to gauge the participants' opinions.

4.10. IL/IA Center For Independent Living (Usa)

Name of the organisation	IL/IA CENTER FOR INDEPENDENT LIVING
Address	736 Federal Street Davenport IA 52803 USA
Telephone: +319 3241460	Fax: +319 3241036
Key Person of the department	Susan A. Sacco, director of programs

This organisation is a provider of social and/or health services mainly involved in training/education of end-users, providing information/advice, and public awareness raising. Training activities began 5-10 years ago and are addressed to end-users (persons with disabilities, the elderly, families and personal assistants) but also to professionals. In these activities, AT is considered a strong support for independent living and the issues of independent living and coping better with disability are also covered.

The educational activities carried out over the past 5 years can be classified as follows:

- * *non-residential training courses*, addressed to a *target* of end-users (persons with disabilities, the elderly, families);
- * **seminars**, in the sole form of *topical workshops*, mostly addressed to a *target* of teenagers and personal assistants;
- * **information activities**, represented mainly by *conferences, round tables, mass media coverage, and exhibitions*, addressed to a wide, mainly professional *target* (rehabilitation and education professionals, technologists, administrative officers, social workers);
- * **activities addressed to the individual**, in the form of *peer counselling, information services, advocacy, self-help*, addressed to end-users of all ages.

The role of AT is relevant to the first three categories mentioned above, while it is considered important or very important in the case of activities addressed to the individual.

TRAINING COURSES AND SEMINARS

Educational activities carried out over the past five years have been listed, and a general description is given below.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Self Determination	non-resid. train. c.	1994	5	50	pers. disab., fam.	4
Self Determination	non-resid. train. c.	1994	5	20	pers. disab., fam.	4
Self Determination/ System change	non-resid. train. c.	1995	4	56	pers. disab., fam.	1
Self Determination/ System change	non-resid. train. c.	1995	4	28	pers. disab., fam.	1
Self Determination/ System change	non-resid. train. c.	1996	4	35	pers. disab., fam.	2
IPAT - Assistive Technology Workshop	top. work.	1996	3	18	pers. disab., elderly, fam.	1

IPAT - Assistive Technology Workshop	top. work.	1997	3	24	pers. disab., elderly, fam.	1
ADA Business Sense	top. work.	1997	5	13	other	3
ADA for Consumers	top. work.	1996	6	40	pers. with disab.	4
ADA for Consumers	top. work.	1997	6	42	pers. with disab.	5

Selection

All these initiatives were publicised through leaflets, fliers and brochures, in addition to radio and TV advertisements. The information was sent out to the organisation's address database, user organisations, family associations and support groups. No special criteria were adopted for selecting participants, and teachers and tutors belong to the organisation itself, but were also chosen for their level of expertise, knowledge of an object, and for their popularity. Teachers and tutors with disabilities were preferred, and chosen both for their expertise and presentation skills.

Organisation

The activities were held in different places that were defined and found each time; these were chosen for their general comfort, paying attention to overall accessibility and for its proximity to public transportation services.

Organisation was comprehensive, including personal assistance when needed, assistance with travel reservation and accommodation, coffee-break and lunch break on-site, as well as welcome and farewell sessions. Participants were charged a token enrolment fee of US \$5-10. During this phase preparatory meetings were held for the teachers to co-ordinate their different roles.

Implementation

The methods used for delivering contents embrace a wide range of lesson and group techniques (brainstorming, simulation, role-playing), supported by educational aids (overhead projection, video, handouts for the participants) and accompanied by hands-on sessions, mainly in the form of presentation/demonstration of products and individual use of them. The two pedagogical key-words chosen are good presentation and discussion, reflecting the two crucial aspects of delivering contents and soliciting public reaction. Information on participants was collected through their initial self-presentation, which also involved them expressing what they hoped to learn from the workshop. This information was then used to readjust contents on the basis of the real target, but also to redefine the objectives of the particular educational activity carried out. Teachers were required to be flexible, and if changes were to be made these were decided during breaks. A final questionnaire and an open final group discussion were used to collect feedback from participants; this information is used to readjust the contents and methods of the next edition of the same course, but also to readjust the organisation's entire educational activity, and refine its objectives. The participants are added to mailing lists for future workshops.

4.11. Birmingham Independent Living Center (Usa)

Name of the organisation	BIRMINGHAM INDEPENDENT LIVING CENTER
Address	206 13th Street S. Birmingham, AL 35233 USA
Telephone: +205 2512223	Fax: +205 2510605
Key Person of the department	Judy R. Roy, lead transitional specialist

This organisation is mainly composed of persons with disabilities and their families, and is largely involved in training and educating end-users. Begun 5-10 years ago, these activities are addressed to all possible users (persons with disabilities, families, the elderly, personal assistants) but also to professionals. They also encompass the importance of training for independent living or coping better with disability, as well as the role of AT.

The educational activities carried out over the past 5 years can be classified as follows:

- * *non-residential training courses*, addressed to a *target* of persons with disabilities, families, educational professionals and personal assistants;
- * *seminars*, in the form of *topical workshops* and series of seminars, addressed exclusively to a *target* of persons with disabilities;
- * *information activities*, represented by *conferences*, *round tables* and *exhibitions*, addressed to a wider *target* of persons with disabilities, families, educational professionals and personal assistants;
- * *activities addressed to the individual*, represented by *peer counselling*, *information services*, *advocacy* and *self-help*, addressed exclusively to a target of persons with disabilities of all ages.

The compiler has stressed the fact that **AT plays** a certain role in activities addressed to the individual, where all the considered areas are covered.

TRAINING COURSES AND SEMINARS

Educational activities carried out over the past five years have been listed, and a general description of these is given below.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Single switch access	non-res. train. c.				families	
Funding sources for Technology	non-res. train. c.				pers. with disab., elderly	
Cognitive Retrieving and Computer Technology	non-res. train. c.				pers. with disab., elderly	
Computers & AC	non-res. train. c.				pers. with disab.	

Selection

The courses were publicised through leaflets (sent to user organisations, family associations and other organisations in the field) and advertisements in category journals, but the most effective channel for spreading information was the social service agency referral. The sole criterion adopted for selecting participants was territoriality, while teachers and tutors (selected with a preference for persons with disabilities) were chosen for the level of their expertise.

Organisation

Activities took place both on the organisation's premises and in different places, found as need arose; the latter venues were chosen for their overall accessibility. Course organisation included personal assistance when needed, and assistance with travel reservation and accommodation of participants. During the organisation phase, preparatory meetings were held for the teachers to co-ordinate their activity.

Implementation

Lectures supported by all the possible educational aids (overhead projection, slides, video, software for content presentation, handouts for the participants) and accompanied by group discussion and brainstorming were the preferred methods for content delivery. Hands-on sessions were also organised, in which products were presented or demonstrated but also experimented with by the participants. The strong accent on participation is borne out by the choice of preferred pedagogical key-words, interactivity and simulation, which perhaps are also linked to the hands-on sessions. Information on participants was collected through the presentation form, and is used to redefine the objectives of the particular educational activity carried out. In addition, progress meetings for the teachers were held. A final questionnaire is the medium for collecting participant feedback, and this is used to readjust contents and methods of the next edition of the same course.

Further remarks

Over the years the focus of the courses has shifted to better serve individuals and groups that were previously under-served.

4.12. Independence First (Usa)

Name of the organisation	INDEPENDENCE FIRST
Department or section	Assistive Technology First
Address	600 W. Virginia St., Ste 301 Milwaukee USA
Telephone: +414 2917520	Fax: +414 2917525
Key Person of the department	Cindi Pichler, assistive technology co-ordinator

This is an organisation of persons with disabilities — a Centre for Independent Living — mainly involved in information/advice and pressure group activities. Training activities, which began 5-10 years ago, are also organised, addressed to persons with disabilities and to personal assistants. In these activities AT (especially computers) is strongly emphasised as a support for independent living and for coping better with disability.

The educational activities carried out over the past 5 years can be classified as follows:

- * **training courses**, exclusively in *non-residential* form, addressed to a *target* of end-users (persons with disabilities, families, the elderly) and professionals (rehabilitation and education);
- * **seminars**, in the form of *monographic seminars*;
- * **information activities**, in the form of *conferences, exhibitions, exchange of experiences*, addressed to the above-mentioned *target* and to technologists;
- * **activities addressed to the individual**, in all the possible forms;

The **role played by AT** in these initiatives differs according to their typology: it is very important in the activities addressed to the individual and in the information activities, but low to relevant in the courses and workshops. Similarly, the considered AT-related areas differ in the two cases: in the former, household activities, health maintenance, self-care, recreation, as well as communication, mobility, general accessibility issues, cognition, reading/writing and learning are covered. In the latter health maintenance, recreation, employment, mobility, communication and general accessibility issues are covered, while the monographic seminars concentrate exclusively on legislation issues.

TRAINING COURSES AND SEMINARS

Some educational activities have been listed, and these are outlined below.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
PAS training	non-res. train. c.	1995	40	300	pers. ass.	3
Seminars for persons who are deaf & deaf-blind	series of seminars	1997	3	118	pers. with disab.	4

Selection

Posters and a newsletters were the main instruments for publicising the initiative; the newsletter was sent out to the organisation's database and to rehabilitation centres, as well as being handed out at congresses and exhibitions; the other approach used for publicity was word of mouth. No special criteria were adopted for selecting participants, while the teachers (selected with a preference for persons with disabilities) were chosen for their level of expertise.

Organisation

The educational activities took place both on the organisation's premises and in different place, found as needed and chosen on the basis of general comfort, overall accessibility, accessibility of bathrooms, and seating arrangements for participants. Course organisation included personal assistance when needed, coffee and lunch break, as well as welcome and farewell sessions. Participants were charged a token enrolment fee, which varies in amount. A co-ordinator was appointed for the whole process and preparatory meetings were also held to ensure a good level of teacher co-ordination for the whole activity.

Implementation

The initiatives were based on lectures supported by all the possible educational aids (overhead projection, slides, video, software for content presentation and handouts for the participants), and accompanied by group discussions and simulation sessions. Hands-on sessions were also organised, in which products were presented, demonstrated and experimented with. The main pedagogical focus was on participation, since interactivity and learning by doing are the key-words chosen by the compiler. Participants presented themselves on the opening day, and the information collected in this way is used to update the organisation's statistics and readjust contents on the basis of the real target. A co-ordinator was responsible for transmitting information between teachers during this phase. A final questionnaire was distributed for collecting feedback from the participants.

5. Experiences analysed at a distance: addressed to a mixed target

The following activities were identified and analysed:

BELGIUM	<ul style="list-style-type: none"> * ACIH (ASSOCIATION CHRÉTIENNE DES INVALIDES ET HANDICAPÉS) * AP3 (APECUBE) * TOEGANKELIJKHEIDSBUREAU * VLICHT
CANADA	<ul style="list-style-type: none"> * BLOORVIEW MACMILLAN CENTRE (Communication & Writing Aids) * BLOORVIEW MACMILLAN CENTRE (Environment Controls Clinic) * BLOORVIEW MACMILLAN CENTRE (Wellness, Educ. and Transition Service)
DENMARK	<ul style="list-style-type: none"> * AELDREMOBILISERINGEN * RIBE AMT
FRANCE	<ul style="list-style-type: none"> * PAPA BOUSCAT * CEAT - CENTRE D'EVALUATION ET D'AIDE TECHNIQUE POUR LES PERSONNES EN SITUATION DE HANDICAP * GIHP - GROUPEMENT POUR L'INSERTION DES PERSONNES HANDICAPÉES PHYSIQUES Midi-Pyrenées * ASSOCIATION BRETAGNE MIEUX VIVRE * GIHP - GROUPEMENT POUR L'INSERTION DES PERSONNES HANDICAPÉES PHYSIQUES Lyon * CNRH - COMITÉ DE LIASON POUR LA RÉADAPTATION DES HANDICAPÉS
IRELAND	<ul style="list-style-type: none"> * DISABLED PEOPLE OF CLARE * DISABLED PEOPLE OF CLARE, Voluntary Sector
ITALY	<ul style="list-style-type: none"> * REGIONE AUTONOMA VALLE D'AOSTA, Servizio Informazione Disabili * AIAS DI BOLOGNA, Ausilioteca * AZIENDA USL 12, Centro Informazione Ausili * INFORMA HANDICAP * SERVIZIO DI RECUPERO E RIEDUCAZIONE FUNZIONALE, Varese * FONDAZIONE "S. MAUGERI" * OPERA DON GUANELLA * AZIENDA OSPEDALIERA OSPEDALI RIUNITI DI BERGAMO
PORTUGAL	<ul style="list-style-type: none"> * CIDEF - CENTRO DE INOVAÇÃO PARA DEFICIENTES * CENTRO DE REABILITAÇÃO DE PARALISIA CEREBRAL C. GULBENKIAN * ELO SOCIAL * ASSOCIAÇÃO PORTUGUESA DE MIASTENIA GRAVIS E DOENÇAS NEUROMUSCULARES * REGIÃO AUTONOMA DA MADEIRA, Centro de Informação e Aconselhamento HANDYNET
SWEDEN	<ul style="list-style-type: none"> * GIL ECONOMIC ASSOCIATION
AUSTRALIA	<ul style="list-style-type: none"> * INDEPENDENT LIVING CENTRE OF WESTERN AUSTRALIA

5.1. ACIH (Belgium)

Name of the organisation	ACIH ASSOCIATION CHRÉTIENNE DES INVALIDES ET HANDICAPÉS
Department or section	Personnes Handicapées
Address	Rue de la Loi, 121 1040 Bruxelles BELGIUM
Telephone: +32 2 2374226	Fax: +32 2 2373310
Key Person of the organisation	Christian Javaux

This is an organisation of persons with disabilities, involved in information/advice, training/education, pressure group activities and public awareness raising. Educational activities (begun more than 10 years ago) are addressed exclusively to persons with disabilities, and the issues of independent living and AT are considered.

The educational activities carried out over the past 5 years can be classified as follows:

- * **training courses**, both *residential* and *non-residential*, addressed exclusively to a *target* of personal assistants and persons with disabilities;
- * **seminars**, in the form of *monographic seminars* also addressed to a *target* of rehabilitation professionals and administrative officers;
- * **information activities**, mainly addressed to the press and the media, together with the *exchange of experiences*, addressed to the same target mentioned above;
- * **activities addressed to the individual**, in the form of *advice*, *information services* and *advocacy*, addressed exclusively to persons with disabilities.

The **role played by AT** in these initiatives is important and the areas related to AT considered are: household activities, employment, general accessibility issues, communication.

TRAINING COURSES AND SEMINARS

The initiatives have been generally described but without providing specific titles. The only information given is that the target of these activities is people with disabilities.

Selection

The organisation's initiatives are usually publicised through leaflets, distributed to a special address database and to users organisations, and through advertisements in category journals.

The criteria adopted for choosing participants are territoriality, age, impairment and disability, though no further information is provided on these aspects. Teachers are chosen for membership of the organisation itself, and no preference is given to teachers with disabilities.

Organisation

The initiatives took place in different locations, both off and on the organisation's premises, and overall accessibility was the main aspect taken into account in venue choice. Organisation included personal assistance when needed, assistance with travel reservation and accommodation, as well as coffee and lunch-breaks on site. Some events were free of charge, while for others participants paid a token fee of only BF 5,000. Co-ordination between teachers was ensured both by a co-ordinator and preparatory meetings.

Implementation

The preferred methods for content delivery were group discussions and work groups, while learning by doing and interactivity are the pedagogical key-words selected. The educational aids used were overhead projection, software for content presentation and handouts for participants. Hands-on sessions took the form of individual use of products. Information on the participants was collected through self-presentation during the opening day; and this information was used to readjust the initiative's contents and methods on the basis of the effective target. Progress meetings for the teachers were held. Feedback from participants was collected through an open final group discussion and the information gathered was used to readjust the initiative's contents and methods. Follow-up was done through interviews.

Further remarks

The organisation's answers to the last questions reveal that their target definition has changed over the years, shifting towards the training of trainers. In the future, greater stress will be placed on wider public participation, probably through the adoption of different educational methods.

5.2. Ap3 (Belgium)

Name of the organisation	AP3 (APECUBE) ASSOCIATION DE PARENTS, DE PROFESSIONNELS AUTOUR DE LA PERSONNE POLYHANDICAPÉE
Department or section	Personne - Contact Programme Européen
Address	123, rue du Cerisier 1490 Court St. Etienne BELGIUM
Telephone: +32 67 772880	Fax: +32 67 772880
Key Person of the organisation	Michèle Rouge, occupational therapist

An organisation of families of persons with disabilities, but also of professionals interested in the field, which is involved in training/education and information/advice. Educational activities (begun less than 5 years ago) also take into account the importance of training for independent living and the role of AT; these aspects are globally addressed to families and professionals.

The educational activities carried out over the past 5 years can be classified as follows:

- * 2 *non-residential training courses*, addressed to a *target* of educational and rehabilitation professionals;
- * 4 cycles of **information activities**, represented by *conferences* and *exchange of experience* mainly addressed to the above-mentioned target;
- * **activities addressed to the individual**, represented by *advice*, *peer counselling* (between parents), *information services*, all addressed to the same target.

The role played by AT in these initiatives ranges from relevant to very important, and the related areas that receive greatest attention are: household activities, employment, communication, mobility, vision, hearing, reading/writing, learning and general accessibility issues.

TRAINING COURSES AND SEMINARS

In the courses and seminars described by this organisation the accent is mainly on rehabilitation and education; given the overall uniformity of organisation and implementation, only a general description has been annexed to the questionnaire.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Loisir avec les polyhandicapés (Recreation for persons with multiple handicaps)	n/r train. c., series of seminars	a lot every year	2-4	10-20	fam., rehab. prof., social work., pers. ass.	1-2
Problèmes de déglutition chez les polyhandicapés (Deglutition problems of persons with multiple handicaps)	mon. sem., series of seminars	a lot every year	2-4	10-20	fam., rehab. prof., social work., pers. ass.	1-2
Trucs et arcuces avec les polyhandicapés (Tips for persons with multiple handicaps)	n/r train. c., mon. seminar	a lot every year	2-4	10-20	fam., rehab. prof., social work., pers. ass.	1-2

Basse vision et polyhandicapés (Low vision problems of persons with multiple handicaps)	n/r train. c., series of seminars	a lot every year	2-4	10-20	fam., rehab. prof., social work., pers. ass.	1-2
Plaisir de l'eau avec les polyhandicapés (Pleasure from water for persons with multiple handicaps)	n/r train. c., series of seminars	a lot every year	2-4	10-20	fam., rehab. prof., social work., pers. ass.	1-2

Selection

Some of the initiatives are organised in collaboration with AWIPH (Agence Wallonne pour l'intégration des Personnes Handicapées). These are publicised to a very wide public, with all the options considered, and through leaflets and advertisements in specialised journals. Special accent is placed on the fact that participants are involved in the treatment or care of persons with multiple handicaps; no special criteria are applied to the choice of teachers, and no preference for teachers with disabilities is expressed.

Organisation

The initiatives were held at different venues, since the organisation has not yet got its own place, but the intention is to transfer the events to the organisation's premises as soon as possible. Particular attention was paid to comfort and to accessibility of bathrooms; organisation also includes coffee and lunch breaks, and sometimes welcome and farewell sessions. Preparatory meetings for the teachers are held. According to the conference attended, participants were charged fees varying from BF 100 to 250. Activities organised by AWIPH, are free of charge (persons with disabilities have the right to participate).

Implementation

There is no precise definition of the methods for contents transmission, since all the possible options have been chosen, but the pedagogical key-words suggest that the main accent is on learning by doing and interactivity. Overhead projection, slides, video and handouts were used, while hands-on sessions were based on presentation, demonstration and individual use of products.

Information on participants was collected through a presentation form and an introductory questionnaire, and was used to readjust contents and methods of the initiative on the basis of the real target; teachers' progress meetings were also held. Feedback was collected via a final questionnaire, and follow-up was done through direct contact and interviews.

Further remarks

The answers to the last questions reveal that over the years the organisation has changed the typology definition of its initiatives, shifting towards courses and conferences in accordance with the increasing demand from educational professionals and families. There has also been recognition of the importance of having more than one point of view represented within the target, which means involving personal assistants, professionals and families. Important future steps will be to improve communication among the organisers, to find out about existing initiatives in the field so that a serious comparison can be made, and to connect up with them. Technical and human resources are also needed to improve the quality of the educational activities.

5.3. Toegankelijkheidsbureau (Belgium)

Name of the organisation	TOEGANKELIJKHEIDSBUREAU
Address	Koorstraat 1 3510 Hasselt BELGIUM
Telephone: +32 11 874138	Fax: +32 11 874139
Key Person of the organisation	Mieke Broeders, co-ordinator

A user organisations made up of persons with disabilities and the elderly that is involved in training/education and information/advice activities. The educational activities (begun less than 5 years ago) are addressed to a target of persons with disabilities and the elderly.

The educational activities carried out over the past 5 years can be classified as follows:

- * 1 **training course**, exclusively in non-residential form, addressed to a *target* of persons with disabilities;
- * 35 **seminars**, in the form of *topical workshops* addressed to a *target* of persons with disabilities, technicians and administrative officers;
- * **information activities** (180), in the form of *conferences* and *round tables*, mainly addressed to *end-user groups* (persons with disabilities, the elderly, families) but also to technicians and administrative officers;
- * **activities addressed to the individual** (300 interventions), in the form of *advice* and information services, addressed to a target of persons with disabilities and the elderly.

The **role played by AT** in these initiatives is almost always very important; ; only brief information is given about the activities addressed to the individual. The areas related to AT are: mobility, household activities, health maintenance, service delivery and general accessibility issues.

TRAINING COURSES AND SEMINARS

No detailed information is given on the initiatives described below.

ACCESS WORKER

Selection

Publicised via leaflets and heavy advertising on all the considered media, the most effective being those on radio and TV. Mailing was done to the organisation's address database, and to many other organisations in the field, including bodies of volunteers, professionals and families. Participation was limited to adults chosen on the basis of their professional experience, while teachers and tutors were selected on the basis of their expertise. A preference for teachers with disabilities was expressed, and these were selected on the basis of the level of expertise.

Organisation

The course took place on the organisation's premises in a space which is already fitted out with the necessary facilities and where overall accessibility is ensured; coffee and lunch breaks as well as welcome and farewell sessions were organised. To ensure the initiative's high quality, a co-ordinator was appointed and preparatory meetings between teachers were held. Participants paid a fee of BF 3.000 to enrol in the course.

Implementation

Lessons were a mixture of theoretical lectures that followed interactive methods such as group discussions, simulation, role-playing, work groups and hands-on sessions, this last activity taking the form of presentation, demonstration, individual use and experimentation with products. The lessons included overhead projection, slides and handouts for the participants. Learning by doing and good presentation are the two key-words chosen to describe the preferred pedagogical aspects.

Participants had to fill in an introductory questionnaire and the information collected is then used to redefine the overall objectives of the organisation's educational activities. Progress meetings between the teachers were also held, and feedback was collected through a final questionnaire and a final group discussion, whose results were used to readjust further the contents and methods for the next edition of the same course. Follow-up was carried out by direct contact.

Further remarks

In the future, selection will be more structured, given the possibility of offering a job at the end of the course. Indeed, this is exactly the future objective: to make these courses an opportunity for getting a job.

YOUR ADAPTED HOUSE

Selection

Publicised via leaflets and advertisements in other journals. Mailing was done to other organisations in the field and information was handed out at congresses and exhibitions but above all personal invitations were made. Participants were chosen on the sole basis of territoriality, while teachers and tutors were selected on the basis of their expertise. No preference for teachers with disabilities was expressed.

Organisation

The course took place at a venue chosen for the occasion, where overall accessibility was ensured; coffee-breaks were organised. To ensure the initiative's high quality, a co-ordinator was appointed and preparatory meetings between teachers were held.

Implementation

Lessons took the form of traditional lectures, with the support of educational aids such as overhead projection, slides, and handouts for the participants. Hands-on sessions were based on presentation and demonstration of products. Questioning and good presentation are the two key-words chosen to describe the preferred pedagogical approach, in line with the initiative's traditional nature.

Information on participants was collected through self-presentation, and was then used to redefine the overall objectives of the organisation's educational activities. Progress meetings between the teachers were held, and feedback was collected by means of a final questionnaire, whose results were used also in this case to readjust contents and methods for the next edition of the same course. No follow-up was carried out.

Further remarks

A shift has been made from lectures to seminars, and co-operation with local organisations has proved valuable. The number of participants has been set at 20, because this helps in sharing life experiences.

In the future, the substantial involvement of professional trainers is foreseen. Consequently, different target groups must be considered because training and information activities must better address different needs.

In addition, increasing attention is being paid to accessibility and information. Short training courses are also foreseen, with a small group of participants.

5.4. VLICHT (Belgium)

Name of the organisation	VLAAMS INFORMATIE EN COMMUNICATIE CENTRUM VOOR HANDICAP EN TECHNOLOGIE
Address	Tervuursevest 101 3001 Heverlee (Leuven) BELGIUM
Telephone: +32 16 329100	Fax: +32 16 329198
Key Person of the organisation	Heidi Verhoeven, centrale informatiedienst

This provider of health and/or social services is chiefly an information centre offering information/advice exclusively for end-users. Educational activities are also organised for professionals and for personal assistants, and the issues of independent living and the role of AT are considered.

Educational activities began 5-10 years ago and those carried out over the past 5 years can be classified as follows:

- * 12 **seminars**, in the form of *topical workshops* and *series of seminars*, addressed mainly to a professional target (educational and rehabilitation professionals, personal assistants, social workers, administrative officers);
- * 131 **information activities**, comprising *conferences*, *exhibitions*, *exchange of experiences*; these were addressed to the same *target*, but also to persons with disabilities;
- * **activities addressed to the individual** totalling 1705 interventions, a figure that probably reflects single acts of providing *advice* and *information services*, the two options represented. The target is wider here, covering both users and professionals.

The **role played by AT** is always very important, and almost all the areas related to AT are considered in these initiatives, except for cognition.

TRAINING COURSES AND SEMINARS

This organisation has described a lot of educational activities; these are reported in the following table, followed by detailed description of the organisational and implementation aspects.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Aaugepartsporten voor personen met een motorische handicap (Adapted sports for persons with motor impairment)	mon. sem.	1995	3-5	80	educ. prof., rehab. prof., social work., pers. with disab.	4
Een klare kyk op TV-loepen (Overview of TV: a magnifying glass)	mon. sem., series of seminars	1995	3	40	educ. prof., rehab. prof., social work., pers. with disab.	6
Moderne media: ook voor niet - en slechtzienden (Lustrum: modern media also for blind people and the visually impaired)	mon. sem.	1994	3-5	66	educ. prof., rehab. prof., social work., pers. with disab.	10

Gebrvik van een communicatie hulpmiddel by de taalver - Werving van het kind (The use of a type of helped communication for the child)	mon. sem.	1994	3-5	58	educ. prof., rehab. prof., social work., pers. with disab.	4
Hulpverleningter bevordering van de integratie van de auditief gehandicapte (Lustrum. Assistance with an objective: integration of the hearing impaired)	mon. sem.	1994	3-5	44	educ. prof., rehab. prof., social work., pers. with disab.	3
Selectie van hulpmiddelen: een methodische aanpak (Lustrum. Selection of technical means: a methodological package)	mon. sem., series of seminars	1994	3	92	educ. prof., rehab. prof., social work., pers. with disab.	5
Opleiding Vlibank juni '96 (Vlibank Education: JUNE '96)	mon. sem.	1996	3	54	educ. prof., rehab. prof., social work., pers. with disab.	4
Opleiding Vlibank december '96 (Vlibank Education: December '96)	mon. sem.	1996	6	30	educ. prof., rehab. prof., social work., pers. with disab.	4
Opleiding Vlibank februari '97 (Vlibank Education: February 1997 A)	mon. sem.	1997	6	20	educ. prof., rehab. prof., social work., pers. with disab.	4
Opleiding Vlibank mei'97 A (Vlibank Education: May 1997 A)	mon. sem.	1997	6	20	educ. prof., rehab. prof., social work., pers. with disab.	4
Opleiding Vlibank mei'97 B (Vlibank Education: May 1997 B)	mon. sem.	1997	6	50	educ. prof., rehab. prof., social work., pers. with disab.	4
Opleiding Vlibank februari'97 B (Vlibank Education: February 1997 B)	mon. sem.	1997	6	50	educ. prof., rehab. prof., social work., pers. with disab.	4

ADAPTED SPORTS FOR PERSONS WITH MOTOR IMPAIRMENT

Selection

This initiative was mainly publicised by means of leaflets, posters and advertisements in specialised journals, together with faxing to the organisation's address database. Mailing was done to other organisations in the field, user organisations and voluntary services. Participants were chosen on the basis of their impairment type (motor), while teachers and tutors had to be real experts in the field. No special preference was expressed for teachers and tutors with disabilities.

Organisation

Educational activities were organised on the organisation's premises using a space already fitted out for this purpose; in this regard comfort and overall accessibility were taken into account. Personal assistance, and assistance with travel reservation and accommodation were offered, as well as coffee-breaks. Participants had to pay a token fee of BF 600 to enrol in the seminar. Each teacher planned his/her lesson individually, even though a co-ordinator was in charge of the whole initiative.

Implementation

From a methodological point of view, the activities were based on lectures and group discussions (a small exhibition was also held), a traditional tendency also reflected in the choice of good presentation as the pedagogical key-word. The most commonly used educational tools were overhead projection, slides, and handouts for participants, while the hands-on sessions were based on demonstration and presentation of products.

The participants' impressions were collected by means of a final questionnaire, and a follow-up was done through direct contact.

OVERVIEW OF TV: A MAGNIFYING GLASS: 1995

Selection

The initiative was mainly publicised by means of leaflets, posters and advertisements in specialised journals, as well as by word of mouth. Mailing was also done to other organisations in the field, user organisations. Participants were chosen on the basis of their impairment type (visual), while teachers and tutors had to be real experts in the field. No special preference was expressed for teachers and tutors with disabilities.

Organisation

Educational activities were held on the organisation's premises using a space already fitted out for this purpose: in this respect comfort and overall accessibility were taken into account. Personal assistance, and assistance with travel reservation and accommodation were offered, as well as coffee-breaks. Participants had to pay a token fee of BF 600 to enrol in the seminar. Each teacher planned his/her lesson individually, even though a co-ordinator was in charge of the whole initiative.

Implementation

From a methodological point of view, the activities were based on lectures and group discussions with a small exhibition, a traditional tendency reflected also in the pedagogical key-words chosen, i.e. good presentation and discussion. The most commonly used educational tools were overhead projection, slides, and handouts for the participants, while the hands-on sessions were based on demonstration, presentation and individual use of products.

No information on participants was collected, but a final questionnaire was distributed to gauge the participants' impressions, and a follow-up was done through direct contact.

LUSTRUM. MODERN MEDIA ALSO FOR BLIND PEOPLE AND THE VISUALLY IMPAIRED

Selection

The initiative was chiefly publicised by means of leaflets, posters and advertisements on large-scale media such as radio and TV. Mailing involved the organisation's address database, but was also sent out to other organisations in the field, user organisations and voluntary services. Participants were chosen on the basis of their impairment type (visual), while teachers and tutors had to be real experts in the field. No special preference was expressed for teachers and tutors with disabilities.

Organisation

Educational activities were held on the organisation's premises using a space already fitted out for this purpose: in this respect comfort and overall accessibility were taken into account, but also seating arrangements for the public. Personal assistance, and assistance with travel reservation and accommodation were offered, as well as coffee-breaks and welcome and farewell sessions. Participants had to pay a token fee of BF 500 to enrol in the seminar. Each teacher planned his/her lesson individually, even though a co-ordinator was in charge of the whole initiative.

Implementation

From a methodological point of view, the activities were based on lectures and group discussions, and this tendency is reflected in the key-word chosen to describe pedagogical preference, i.e. good presentation. All educational tools were used, while the hands-on sessions were based on demonstration and presentation of products.

No information on participants was collected at the beginning and no feedback gathered in the final phase.

THE USE OF A TYPE OF HELPED COMMUNICATION FOR THE CHILD

Selection

This initiative was widely publicised through a variety of different advertisements channels, such as leaflets, posters, mass media and journals. Mailing was done to the organisation's address database, but was also sent out to other organisations in the field, user organisations and voluntary services; hand-outs were distributed at congresses and exhibitions. Participants were chosen on the basis of their language impairment, while teachers and tutors had to be real experts in the field. No special preference was expressed for teachers and tutors with disabilities.

Organisation

Educational activities were held on the organisation's premises using a space already fitted out for this purpose: in this respect comfort and overall accessibility were taken into account, but also seating arrangements for the public. Personal assistance, and assistance with travel reservation and accommodation were offered, as well as coffee-breaks and welcome and farewell sessions. Participants had to pay a token fee of BF 500 to enrol in the seminar. Each teacher planned his/her lesson individually, even though a co-ordinator was in charge of the whole initiative.

Implementation

From a methodological point of view, the activities were based on lectures and group discussions, and this tendency is reflected in the key-word chosen to describe pedagogical preference, i.e. good presentation. All educational tools were used, while the hands-on sessions were based on demonstration and presentation of products.

No information on participants was collected at the beginning and no feedback gathered in the final phase.

LUSTRUM. ASSISTANCE WITH AN OBJECTIVE: THE INTEGRATION OF HEARING IMPAIRED

Selection

This initiative was widely publicised through a variety of different advertisements channels, such as leaflets, posters, mass media and journals. Mailing was done to the organisation's address database, but also to other organisations in the field, user organisations and voluntary; hand-outs were distributed at congresses and exhibitions. Participants were chosen on the basis of their impairment type (visual), while teachers and tutors had to be real experts in the field. No special preference was expressed for teachers and tutors with disabilities.

Organisation

Educational activities were held on the organisation's premises using a space already fitted out for this purpose: in this respect comfort and overall accessibility were taken into account, but also seating arrangements for the public. Personal assistance, and assistance with travel reservation and accommodation were offered, as well as coffee-breaks and welcome and farewell sessions. Participants had to pay a token fee of BF 500 to enrol in the seminar. Each teacher planned his/her lesson individually, even though a co-ordinator was in charge of the whole initiative.

Implementation

From a methodological point of view, the activities were based on lectures and group discussions, and this tendency is reflected in the key-word chosen to describe pedagogical preference, i.e. good presentation. All educational tools were used, while the hands-on sessions were based on demonstration and presentation of products.

No information on participants was collected at the beginning and no feedback gathered in the final phase.

LUSTRUM. SELECTION OF TECHNICAL MEANS: A METHODOLOGICAL PACKAGE

Selection

Like many of the organisation's other initiatives, this initiative was widely publicised through a variety of different advertisements channels, such as leaflets, posters, mass media and journals. Mailing was done to the organisation's address database, but also to other organisations in the field, user organisations and voluntary; hand-outs were distributed at congresses and exhibitions. No specific criteria were adopted for selecting participants, while teachers and tutors had to be real experts in the field. No special preference was expressed for teachers and tutors with disabilities.

Organisation

Educational activities were held on the organisation's premises using a space already fitted out for this purpose: in this respect comfort and overall accessibility were taken into account, but also seating arrangements for the public. Personal assistance, and assistance with travel reservation and accommodation were offered, as well as coffee-breaks and welcome and farewell sessions. Participants had to pay a token fee of BF 500 to enrol in the seminar. Each teacher planned his/her lesson individually, even though a co-ordinator was in charge of the whole initiative.

Implementation

From a methodological point of view, the activities were based on lectures, group discussions and work groups, and the key-word chosen to describe the pedagogical preferences are good presentation and discussion. All educational tools were used, while the hands-on sessions were based on demonstration and presentation of products.

No information on participants was collected at the beginning and no feedback gathered in the final phase.

VLIBANK EDUCATION: JUNE '96

Selection

This seminar was publicised by means of leaflets and via the Internet, the former proving the most effective for reaching interested people. Information was sent out only to those in the organisation's address database. No specific criteria were adopted for selecting participants, while in-house teachers and tutors were chosen on the basis of their expertise.

Organisation

Educational activities were organised off the organisation's premises in a place chosen for the occasion, taking into account comfort and overall accessibility, together with availability of the required computer equipment. Personal assistance and coffee-breaks were organised. A co-ordinator was in charge of the whole initiative, and a preparatory meeting between the teachers was held.

Implementation

The activity was based on computer use, so group work was the method mainly represented, and the educational aids used were software for content presentation and handouts for the participants. Lessons took the form of a slide presentation followed by guided exercises on the computers. After the break, free exercises on the computers were done. Consequently, the organisation described the hands-on sessions as experimentation, and the key-words to denote pedagogical preference are learning by doing

and good presentation by the teacher. Some form of information collection was carried out through questioning of the participants at the beginning of the lesson, and this information was then used to readjust the contents and methods of the seminar on the basis of the real target. Progress meetings between the teachers were organised too, and feedback from participants was requested through personal impressions, which were then used to evaluate the success of the initiative and to readjust the organisation's educational activities.

Follow-up was done through direct contact.

Future remarks

In the future less participants will be needed to increase effectiveness, and a slower way of teaching during lessons, to let contents be better understood.

VLIBANK EDUCATION: ALL THE SUBSEQUENT EDITIONS (1997)

Selection

This seminar was publicised by means of leaflets sent out to the organisation's address database. No specific criteria were adopted for selecting participants, while teachers and tutors were chosen in-house on the basis of their expertise.

Organisation

Educational activities were held on the organisation's premises, in a specially set up place, where comfort and overall accessibility were ensured, together with the necessary computer equipment. Personal assistance and coffee-breaks were organised. A co-ordinator was in charge of the whole initiative, and a preparatory meeting between the teachers was held.

Implementation

The activity was based on individual use of computers, so this was the method mainly represented, and educational aids comprised software for content presentation and handouts for the participants. Hands-on sessions were consequently described as experimentation, and the key-words to describe pedagogical preference were learning by doing and good presentation by the teacher. Some form of information collection was considered, and this information was then used to readjust the contents and methods of the seminar on the basis of the real target. Progress meetings between the teachers were held too, and feedback from participants was gained through personal impressions, which were then used to reflect on the success of the initiative and to readjust the organisation's educational activities.

Follow-up was done through direct contact.

Further remarks

To increase effectiveness, fewer participants were accepted than in past editions of the course, and the teaching pace in the lessons was reduced so that contents could be understood better.

VLIBANK EDUCATION: DECEMBER '96

Selection

This seminar was publicised by means of leaflets sent out the organisation's address database. No specific criteria were adopted for selecting participants, while teachers and tutors were chosen in-house on the basis of their expertise.

Organisation

Educational activities were held on the organisation's premises, in a specially set up place, where comfort and overall accessibility were ensured, together with the necessary computer equipment. Personal assistance and coffee-breaks were organised. A co-ordinator was in charge of the whole initiative, and a preparatory meeting between the teachers was held.

Implementation

The activity was based on individual use of computers, so this was the method mainly represented, and educational aids comprised software for content presentation and handouts for the participants. Hands-on sessions were consequently described as experimentation, and the key-words to describe pedagogical preference were learning by doing and good presentation by the teacher. Some form of information collection was considered, and this information was then used to readjust the contents and methods of the seminar on the basis of the real target. Progress meetings between the teachers were held too, and feedback from participants was gained through personal impressions, which were then used to reflect on the success of the initiative and to readjust the organisation's educational activities. Follow-up was done through direct contact.

5.5. Bloorview Macmillan Centre - Comm. & Writing Aids (Canada)

Name of the organisation	BLOORVIEW MACMILLAN CENTRE
Department or section	Communication and Writing Aids
Address	350 Rumsey Road Toronto, Ontario CANADA
Telephone: +416 425 6220	Fax: +416 425 1634
Key Person of the department	Lynne Balfloor, director

This department of the Bloorview MacMillan Centre is an organisation of persons with disabilities, but also a provider of health and social services (an AT service) mainly involved in rehabilitation. Training activities are also organised, and these are addressed to persons with disabilities, families, helpers or personal assistants, and professionals. These activities, related to independent living and for coping better with disability, began more than 10 years ago and AT is considered a strong support for independent living,

The educational activities carried out over the past 5 years can be classified as follows:

- * *non-residential training courses*, addressed to a *target* of users (persons with disabilities, families, personal assistants), and professionals (education and rehabilitation, technologists);
- * 30 **seminars**, in the sole form of *topical workshops*, mostly addressed to a *target* of professionals;
- * more than 40 **information activities**, represented mainly by conferences, addressed to a wide *target* of participants;
- * **activities addressed to the individual**, information services assessment and prescription of communication devices offered to more than 1.000 clients, who are exclusively persons with disabilities.

AT plays a very important role in these activities, while the most widely represented areas related to AT are: communication, of course, service delivery issues, cognition, reading/writing, recreation, self-care, employment and household activities.

TRAINING COURSES AND SEMINARS

A group of topical workshops organised in 1996 have been listed, as outlined below.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Introduction to Augmentative Communication	top. work.	1996	3	8	pers. disab., fam., rehab. prof., ed. prof., pers. ass.	
Where do I start communicating	top. work.	1996	5	15	pers. disab., fam., rehab. prof., ed. prof., pers. ass.	
Beginning to use pictures & symbols	top. work.	1996	5	15	pers. disab., fam., rehab. prof., ed. prof., pers. ass.	

Communication displays everywhere	top. work.	1996	6	15	pers. disab., fam., rehab. prof., ed. prof., pers. ass.	
An introduction to voice output communication aids	top. work.	1996	5	15	pers. disab., fam., rehab. prof., ed. prof., pers. ass.	
Understanding children with unclear speech	top. work.	1996	5	15	pers. disab., fam., rehab. prof., ed. prof., pers. ass.	
Effective advocacy - you can make a difference	top. work.	1996	5	10	pers. disab., fam., rehab. prof., ed. prof., pers. ass.	
Policies & funding for AAC devices in Ontario	top. work.	1996	3	15	pers. disab., fam., rehab. prof., ed. prof., pers. ass.	

Selection

All these initiatives were publicised by means of leaflets, sent out to the organisation's address database, rehabilitation centres, other organisations in the field and voluntary services. Participants were chosen on the basis of territoriality and professional experience, but also for their motor impairment and age (children and teenagers). Teachers and tutors were experts belonging to the organisation itself; no preference for teachers with disability was expressed.

Organisation

The activities were held in different places, defined and found each time as required; these venues were chosen for their comfort, with particular attention paid to seating arrangements for the participants and to overall accessibility. Persons with disabilities participated free of charge in the workshops, while professionals paid \$25-50 per day. Preparatory meetings were held for the teachers during the organisation phase.

Implementation

The methods used for delivering contents were lectures and group discussions, supported by a wide variety of educational aids (overhead projection, slides, video, software for content presentation, handouts for the participants) and accompanied by hands-on sessions, mainly in the form of individual use of products. The two most important aspects of the workshop (the lesson and the practice session) were also described in terms of the two pedagogical key -words chosen, namely learning by doing and good presentation. No information on participants was collected. Teachers meet together to plan contents, though these meetings were not exactly progress meetings. A final questionnaire was distributed to collect feedback from participants, and this information was used to readjust contents and methods for the next edition of the same course.

Further remarks

Over the years, some aspects in the implementation phase have changed, since there was a change to more community-based activities.

5.6. Bloorview Macmillan Centre - Env. Controls Clinic (Canada)

Name of the organisation	BLOORVIEW MACMILLAN CENTRE
Department or section	ECC programme - Environment Controls Clinic
Address	25 Buchan Court Willowdale, Ontario CANADA
Telephone: +416 425 6220	Fax: +416 494 9985
Key Person of the department	Karen Morris, occupational therapist

This organisation is mainly a provider of health and social services, involved above all in rehabilitation and providing services. The training and educational activities (begun less than 5 years ago) at this special department are addressed to persons with disabilities, families, helpers or personal assistants and professionals. They also consider the importance of training for independent living or for coping better with disability, as well as the role of AT.

The educational activities carried out over the past 5 years can be classified as follows:

- * ca. 8 **seminars**, in the form of *topical workshops* addressed to a *target* of rehabilitation and education professionals and technologists;
- * ca. 15 **information activities**, represented by *conferences* and *exhibitions* addressed to the same target;
- * continuous **activities addressed to the individual**, represented by *advice*, *peer counselling*, and *information services* addressed to persons with disabilities, families, rehabilitation professionals, technologists and administrative officers.

AT plays a relevant or very important role in these initiatives, while the mostly carefully considered related areas include: household activities, self-care, standardisation and service delivery issues, general accessibility issues and communication.

TRAINING COURSES AND SEMINARS

The topical workshops described by this department of the Bloorview MacMillan Centre were generally held within large events: the first and second within two RESNA Conferences (1995, Vancouver; 1992, Toronto); the third within the Canadian Seating & Mobility Conference (1994, 1995); the fourth during the Course in Rehabilitation Technology organised by the University of Toronto (Dept. of OT) in the years 1992 and 1997. Due to the similarity of these initiatives in some of the considered aspects, only a general description has been annexed to the questionnaire.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Environmental control, enhancements to independent living	top. work.	1995, 1992	8	75	rehab. prof., ed. prof., technol.	4
Ability Online Workshops	top. work.	1992, 1997	1-2	6-12	pers. dis., fam., rehab. prof.	1
Environmental controls: a hands-on workshop	top. work.	1995, 1994	1,5	50	rehab. prof., ed. prof.	2
Environmental controls technology & the service delivery process	top. work.	1992, 1997	3	15	ed. prof.	2

Selection

As the workshops were announced on the leaflets edited by the conference organisers, it is not possible to define a specific target of participants. The workshop teachers were usually members of the Environmental Controls Clinic team.

Organisation

Activities took place at the conference venues, and the choice of workshop space entailed special attention to the seating arrangements for the participants. Some of these workshops were also organised as in-service presentation for the institutions themselves or for organisations of the same kind, and in this case no fee was paid to enrol in the workshop; however participants had to pay to participate in the conference as a whole. In this phase, co-ordination among the teachers is ensured by common lesson planning, as each of the teachers had a specific part to develop.

Implementation

Methods for content delivery were mainly lectures accompanied by intensive hands-on sessions, in the form of presentation/demonstration of products, individual use of products and experimentation of products on the basis of objectives given by the tutors. Lesson equipment played a vital role and comprised: overhead projection, slides, video, software for content presentation and handouts for participants, as well as case studies. The preferred pedagogical key-words, learning by doing and good presentation, were coherent throughout. Given the special location of the workshops, no information on participants was collected, while feedback was collected through a questionnaire.

5.7. Bloorview Macmillan Centre - Wellness Ed. Tr. Service (Canada)

Name of the organisation	BLOORVIEW MACMILLAN CENTRE
Department or section	Wellness, Education and Transition Service
Address	350 Rumsey Road Toronto, Ontario CANADA
Telephone: +416 425 6220	Fax: +416 425 6591
Key Person of the department	Michelle McClure, recreation therapist

This department of the Bloorview MacMillan Centre is an organisation of persons with disabilities, but also a provider of health and social services, mainly involved in rehabilitation and research. Training activities are also organised, addressed to persons with disabilities, families and professionals. In these activities, begun 5-10 years ago, AT (especially computers) is strongly considered as a support for independent living and for coping better with disability.

The educational activities carried out over the past 5 years can be classified as follows:

- * **training courses**, exclusively in non-residential form, addressed to a *target* of persons with disabilities (children and teenagers), families and rehabilitation professionals;
- * **seminars, in the form of topical workshops**, addressed to the same *target*;
- * **information activities**, in the form of *conferences*, mass media coverage and exhibitions, mainly addressed to a target of persons with disabilities, families and rehabilitation and education professionals;
- * **activities addressed to the individual**, in the form of *peer counselling, information services, advocacy, self-help*, exclusively addressed to children and teenagers with disabilities.

The **role played by AT** in these initiatives is minor, since little or no information on AT is included, while AT becomes relevant in the case of activities addresses to the individual. The areas covered are health maintenance, recreation, general accessibility issues, communication, reading/writing.

TRAINING COURSES AND SEMINARS

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Switch on with technology	other	1997	5	300	pers. with disab., fam.	12
Special needs information fair	other	1995-1997	2 days	800	pers. dis., fam., rehab. prof.	100
Ability Online Workshops	top. work.	1992-1997 (2 per year)	1-2	6-12	pers. dis., fam., rehab. prof.	1

ABILITY ONLINE WORKSHOP

Selection

“Ability Online” is a support network which links kids with disabilities or chronic illness to other kids or adults who care. The workshops (approximately two per year) were organised to publicise this initiative, and information was spread through leaflets, posters and a family newsletter on the same network. The initiative is also well known through media advertising (newspapers, magazines, radio,

TV). No special criteria for selecting participants were adopted, since it was designed for persons of different ages, abilities, and professional backgrounds. The workshop was run by only one teacher.

Organisation

The workshops took place in different places, as need arose, but special attention was paid to some environmental aspects such as comfort, seating arrangements for participants and overall accessibility; personal assistance when needed was also included.

Implementation

The workshop was really lively, since together with the traditional lesson, ample space was given to participation activities like group discussions, brainstorming and simulation. All possible educational aids were used, and hands-on sessions took the form of presentation/demonstration of products and experimentation of products. In line with the above description, a strong accent was put on interactivity and learning by doing as the preferred pedagogical approaches. No personal information was requested, but verbal questions were addressed to participants at the beginning to determine their knowledge base. This information was very useful for readjusting contents on the basis of the real target. Feedback was collected from participants at the end of the workshop through an open final group discussion. Participants were also requested to contact the teacher if they have further questions.

Further remarks

Some changes have been made over time. For example, more recently, educational activity has been organised on the basis of the workshop format, and contents adjusted to respond to groups requesting presentation. Contents vary to reflect the needs of participants. The teacher states she considers fine tuning of her presentations to be always important.

SPECIAL NEEDS INFORMATION FAIR

Selection

This initiative was publicised through leaflets, posters and media advertisements (radio, TV), but word of mouth together with leaflets proved to be the most effective means. The leaflets were distributed to a wide public, considering the organisation's own database, but also to other organisations in the field, rehabilitation centres, handed out at congresses, etc. No special criteria were adopted to select participants, and teachers were chosen for their level of expertise; whenever possible, teachers with disability were preferred, and chosen also in this case for their expertise.

Organisation

The course was held in a place found specially for the occasion; this venue was chosen for its comfort, aesthetics, overall accessibility and accessibility of bathrooms. Welcome sessions were also included. A co-ordinator was appointed for the whole process to give specific instructions to teachers.

Implementation

No traditional lesson was organised, but only demonstrations and exhibitions of products with the aid of slides, video, software for content presentations, and handouts distributed to participants. The accent was on learning by doing, while no information on participants was collected. A final questionnaire gave the organisation their feedback.

Further remarks

This kind of activity was chosen for the purpose of holding active, participatory exhibits, demonstrations that cover a broad spectrum, attracting a large crowd ("1-stop-shopping" concepts). More co-sponsorship of events with grassroots consumer groups. There is a need to organise more off-site presentations closer to people's homes and away from institutions.

5.8. Aeldremobiliseringen (Denmark)

Name of the organisation	AELDREMOBILISERINGEN
Address	Nyropsgade 26 Postboks 1790 1602 Kobenhavn V DENMARK
Telephone: +45 33 972600	Fax: ++45 33 972604
Key Person of the organisation	Hugo Tietze, project leader

The organisation's name suggests the concept of mobilisation, which in this case means getting together and focusing on the elderly. This is a users' organisation (the elderly in a broad sense, not only old persons with disabilities) involved in a very wide range of activities: training/education, care, information/advice, pressure group activities and, public awareness. Educational activities (begun 5-10 years ago) also cover the issues of independent living and coping better with disability, and are addressed to the elderly, personal assistants and professionals.

The educational activities carried out over the past 5 years can be classified as follows:

- * 30-50 **training courses**, both in *residential* and *non-residential* form, addressed to the elderly, to rehabilitation professionals and social workers;
- * 10 **seminars**, in the form of *monographic seminars* and *topical workshops*, addressed to the same target;
- * 100 **information activities**, in all the proposed forms, addressed once again to the same *target*;
- * **activities addressed to the individual**, *peer counselling*, *advice*, *information services*, addressed exclusively to a target of elderly persons.

The **role played by AT** is described both as "relevant" and confined to "brief information". Self-care, legislation, general accessibility issues and mobility are the AT-related areas covered.

TRAINING COURSES AND SEMINARS

Details about the organisation's courses and seminars are listed in the table below, but only one general description has been filled in; it is reasonable to assume that these activities are similar from the organisation and implementation point of view.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Grundkursus for ældrerådsmedl. (Basic course for members of the Municipal Councils for the Elderly)	res. train. course	1991-1997	48	15-25	elderly, technicians, other	4
Ældre hjælper ældre (The elderly help the elderly)	res. and n/r train. c., top. work.	1996-1997	8-12	20-50	pers. with disab., elderly, soc. work.	4-6
Ældre og teknologi (The elderly and technology)	other	1997	2-6	5-10	elderly, educ. prof., pers. ass., other	2-4
Kursus I,II for artivitetsmedarbejde (Course I, II, III Activity initiator workers)	res. train. course, top. work.	1995-1997	144	20-35	rehab. prof., soc. work., pers. ass., other	6

Demenskursus (Dementia)	res. train. course, mon. sem.	1996- 1998	48	25-35	rehab. prof.	4
Aktiv i den 3 Alder (Being active in the third age)	res. train. course, top. work.	1997	24	200	elderly, soc. work., adm. oFF, other	8
Korselskoordinering/Handicapkurse (Co-ordination of transport for the disabled and the elderly)	mon. sem.	1995- 1997	10	10	pers. with disab., elderly, rehab. prof., adm. oFF, other	2
Hjemmeplejen (Home care)	mon. sem.	1997	24	50	elderly	5
Dagcenter/Aktivitetscentre (Day centres, activity centres)	res. train. course	1991- 1997	24	25-100	pers. with disab., elderly, rehab. prof., pers. ass., other	4-6

Selection

The initiatives were widely publicised through leaflets, journals and other specialised journals. The leaflets were sent out to a wide public, represented by the organisation's address database, but also to users' and voluntary organisations, and other organisations in the field; they were also handed out at congresses and exhibitions. Participants were selected by age (only the elderly), but also according to professional experience and personal interests. Teachers were selected in-house according to their level of expertise, while no preference for teachers with disabilities was considered.

Organisation

The various initiatives were held in different places defined and located on each occasion, as well as on the organisation's premises; one special venue used for some of the events is the school for continuing education. In any case, environmental aspects such as comfort, overall accessibility, seating arrangements and the general service level were considered in venue choice. Coffee and lunch breaks were organised, as well as welcome and farewell sessions. Participants had to pay a fee ranging from DK 100 to 2.500 according to the initiative. Co-ordination was ensured both by a co-ordinator and preparatory meetings for the teachers (probably for different initiatives).

Implementation

Contents were mainly delivered via lectures and group discussions, but also through work groups, supported by the aid of overhead projection and handouts. Good presentation and discussion are the best key-words to describe the pedagogical approach chosen.

Participants filled in a presentation form and this information was then used to readjust the contents in line with the real target. Feedback is collected both through a final discussion and personal impressions, and also this information is used to reflect on the effectiveness of the educational activity.

5.9. Ribe Amt (Denmark)

Name of the organisation	RIBE AMT
Department or section	Hiaelpemiddelcentralen
Address	Hoedgevej, 11 6705 Esbjerg Ø DENMARK
Telephone: +45 74 141519	
Key Person of the organisation	Kirsten Juul-Andersen, occupational therapist leader

A provider of health and social services involved in information/advice activities. Nevertheless, educational activities for professionals (begun more than 10 years ago) are organised, in which the themes of independent living and AT are also considered.

The educational activities carried out over the past 5 years can be classified as follows:

- * 20-25 *non-residential training course*, addressed to a *target* of personal assistants and technologists;
- * 10-15 **information activities**, represented by *periodicals, exhibitions and congresses, mass media coverage*, addressed to a very wide public;
- * **activities addressed to the individual** are part of daily work, mainly in the form of *advice and peer counselling*, addressed to a *target* of users: persons with disabilities, the elderly, families.

AT plays a very important **role** in all these activities, and almost all the areas related to AT are considered, mainly in the activities addressed to the individual.

TRAINING COURSES AND SEMINARS

No specific title for the training activities described have been reported, nor other information such as the specific target, the duration, typology, and so on. In any case, a general description is given concerning the organisation and implementation aspects. In a note, the compiler says that end-users' education is only a small part of the organisation's educational activities.

Selection

The initiatives were mainly publicised through leaflets and radio-TV, although the former proved the more effective. Information was usually sent out to the organisation's address database. Participants were selected for the type of impairment and disability (type not given), but also for professional experience. Teachers were selected for their level of expertise, while no preference for teachers with disabilities was considered.

Organisation

The various initiatives took place on the organisation's premises, giving careful consideration to all the possible environmental aspects. In addition, coffee and lunch breaks, and welcome and farewell sessions were organised. Participants had to pay a fee of DK 500 per day.

A co-ordinator had the responsibility of overseeing the whole activity.

Implementation

Contents were mainly delivered via lectures and group discussions, but also through work groups, during which demonstration and individual use of products was conducted. The more theoretical lessons were supported by the aid of overhead projection, slides and handouts. The chosen key-words for the learning styles adopted are questioning and good presentation.

Denmark

Self-presentation on the opening day was the most commonly used method to collect information on the participants, while feedback was collected both through a final questionnaire and a final guided discussion; this information was used to reflect on the effectiveness of the educational activity. A follow-up was also done via a questionnaire.

5.10. Papa Bouscat (France)

Name of the organisation	PAPA BOUSCAT
Department or section	Centre d'Evaluation de Conseil et de Recherche pour l'Autonomie
Address	Hôpital Suburbain 97, av. Georges Clémenceau 33491 Le Bouscat FRANCE
Telephone: +33 5 56028116	Fax: +33 5 57220051
Key Person of the organisation	Myriam Le Sonner Pere, President

Both a user organisation (the elderly) and a provider of health or social services, mainly involved in: information/advice for end-users, training/education and public awareness raising. Educational activities (begun 5-10 years ago) are addressed to different targets: the elderly, families, helpers or personal assistants, professionals; independent living and coping better with disability are dealt with, and AT is considered.

The educational activities carried out over the past 5 years can be classified as follows:

- * 62 **training courses**, both *residential* and *non-residential*, addressed to a *target* of adults: rehabilitation professionals, personal assistants, technologists and administrative officers;
- * 15 **seminars, in the form** of *monographic seminars* and *topical workshops*, addressed to a *target* of adults as described above;
- * 36 **information activities**, comprising *all the option represented* (conferences, round tables, mass media coverage, periodicals, exhibitions, exchange of experiences); these are addressed to adult and the elderly *participants* and to the following *target*: the elderly, rehabilitation and educational professionals, personal assistants, technologists and administrative officers;
- * 526 **activities addressed to the individual**, in the form of *advice* and *information services*, addressed to adult and the elderly *participants* and to the elderly, and rehabilitation and educational professionals.

The **role played by AT** in these initiatives is defined as important for the activities addressed to the individual and the training courses, very important for the information activities and relevant for the seminars. Different areas related to AT are considered according to the type of initiative.

Many areas related to AT are considered within these activities, and these vary according to the typology. Nevertheless in the training courses and seminars the prevalent AT-related areas are *health maintenance, general accessibility issues, vision and hearing*.

TRAINING COURSES AND SEMINARS

As the table below demonstrates, this organisation has conducted intense educational activity over the years covering a wide range of topics but with a prevailing interest in the elderly. A general description has been given for all the organisation's educational activities.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Le médecin, la personne âgée dépendante (The doctor & the dependent elderly person)	n/r train. c.	1993	24	40	rehab. prof.	6

Aides techniques et maladie de Parkinson (AT and Parkinson's disease)	n/r train. c.	1996	2	20	elderly	1
Ergothérapie et réinsertion (Occupational therapy and re-inclusion)	n/r train. c.	1992	39	12	rehab. prof.	2
Les chutes chez les personnes âgées (Falls and the elderly)	top. work.	1996	8	15	rehab. prof.	2
Difficultés de communication et troubles auditifs (Communication difficulties and auditory impairment)	top. work.	1994	16	12	rehab. prof., elderly, pers. ass.	2
Savoir faire, savoir être auprès personnes âgées (Savoir faire, savoir être with the elderly)	top. work.	1995	39	12	rehab. prof.	6
Aider un parent âgé (Helping an elderly parent)	top. work.	1996	12	12	families	2
Aides techniques et personnes âgées (AT and the elderly)	other	1995	8		elderly, families, rehab. prof.	1

Selection

The organisation's initiatives were publicised through leaflets, which proved to be the most effective medium, and through advertisements in category journals. Leaflets were distributed to a special address database as well as to user organisations, and were handed out at congresses and exhibitions.

While the criteria adopted for choosing participants concerned territoriality and professional experience, those for choosing teachers were membership of the organisation itself and the level of expertise; no preference expressed for teachers with disabilities.

Organisation

The initiatives took place in different places, defined as need arose, and were chosen above all on the basis of overall accessibility; organisation also included personal assistance when needed, assistance with travel reservation and accommodation of participants, coffee and lunch-breaks on site, welcome and farewell sessions. Participants paid a fee to enrol in these seminars and training courses, but the amount charged is not given.

Co-ordination between teachers was ensured both by a co-ordinator and preparatory meetings.

Implementation

The sole method used to deliver contents in these seminars and training courses was group discussion, with a stress on interactivity, and the educational aids used were overhead projection and handouts for the participants; the hands-on sessions took the form of presentation and demonstration of products. Information on participants was collected both through a presentation form with the enrolment form and self-presentation during the opening day; this information is highly valued, since it is used to readjust the initiative's contents and methods on the basis of the target, but also to redefine its objectives. Similarly, feedback from participants was collected through a final questionnaire and open final group discussion: the information gained in this way is used to readjust the initiative's contents and methods, and to redefine the objectives of the organisation's educational activity. Follow-up is done through direct contact.

Further remarks

The answers to the last questions reveal that over the years the organisation has changed some aspects of its educational activities, moving from prevalently individual education to training addressed to professional groups, and in addition has sought to deliver more clearly targeted contents on the basis of the special professional group addressed.

5.11. CEAT (France)

Name of the organisation	CEAT - CENTRE D'EVALUATION ED D'AIDE TECHNIQUE POUR LES PERSONNES EN SITUATION DE HANDICAP
Department or section	Service de Rééducation du Centre Hospitalier de Mulhouse
Address	4, rue du Docteur Laënnec 68100 Mulhouse FRANCE
Telephone: +33 3 89646379	Fax: +33 3 89646229
Key Person of the organisation	Laurent Carrie

A provider of health and/or social services which is engaged in activities of training/education, rehabilitation, information/advice, and public awareness raising. Educational activities (begun 5-10 years ago) also embrace the importance of training for independent living and coping better with disability, with AT playing a certain role; these activities are globally addressed to all possible targets (users and professionals).

The educational activities carried out over the past 5 years can be classified as follows:

- * exclusively *non-residential training courses*, addressed to a *target* of adults and the elderly, mainly comprising end-users (the elderly, families) but also social workers, rehabilitation professionals and administrative officers;
- * exclusively *monographic seminars*, mainly addressed to a *target* of professionals, but also involving persons with disabilities and personal assistants;
- * **information activities**, represented by *conferences, exhibitions and exchange of experiences*; this kind of activity is mainly addressed to a wider *target* of professionals and users, with the sole exclusion of technologists;
- * **activities addressed to the individual**, represented by *advice, peer counselling, information services and advocacy*; these are addressed prevalently to a *target* of adult and elderly users: persons with disabilities, the elderly and families.

In these initiatives, **AT plays** a relevant or very important role, while among the related areas considered most are: household activities, employment, health maintenance, self-care, communication, mobility and general accessibility issues. These vary according to the kind of activity considered.

TRAINING COURSES AND SEMINARS

This organisation has described two different series of seminars, which are outlined in the table below, and then described in a detailed presentation.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Reagir '97 (React '97)	series of seminars	1997	10	100	persons with disab., fam., rehab. prof., social work., pers. ass.	11
Prevention des chutes à domicile (Prevention of falls at home)	series of seminars	1997	44	50	elderly, rehab. prof., social work., pers. ass., admin. oFF	5

REACT '97

Selection

This initiative was publicised through different media such as leaflets, posters, advertisements in category journals, other journals and other media. The most effective forms were the advertisements in other media and the leaflets, which were distributed to the organisation's address database and to other organisations in the field. The event was free of charge, so no selection was made, while teachers were chosen on the basis of their professional experience. No teachers with disabilities were employed.

Organisation

The initiative took place on the organisation's premises, in a space already fitted out with the necessary facilities, and particular attention was paid to comfort and overall accessibility; organisation included personal assistance when needed, assistance with travel reservation and accommodation of participants, and coffee and lunch breaks. No co-ordination between teachers was considered, since each teacher planned his/her lesson individually. Participants were charged only a token fee of FF 200.

Implementation

Contents were transmitted in the form of lectures using overhead projection, slides and video, while the hands-on sessions consisted of presentation and demonstration of products. This approach is also reflected in the choice of good presentation as the best key-word to describe the learning style adopted. No information on participants was collected and no feedback collected from them.

PREVENTION OF FALLS AT HOME

Selection

This initiative was publicised exclusively through leaflets sent out to the organisation's address database. The target group for this series of seminars was entirely comprised of elderly persons, but like many similar initiatives teachers were selected on the basis of their professional experience. No teachers with disabilities were employed.

Organisation

The initiative, which was free of charge, took place in a comfortable place found for the occasion, and the only extra activity organised for the participants were farewell sessions. Each teacher was requested to plan his/her own lesson individually, and no teacher co-ordination was envisaged.

Implementation

Contents were transmitted in the form of lectures, with the support of overhead projection and the addition of presentation and demonstration of products. Questioning was the sole key-word chosen to describe the learning style adopted. No information on participants or feedback was collected.

5.12. GIHP Midi Pyrenées (France)

Name of the organisation	GIHP - GROUPEMENT POUR L'INSERTION DES PERSONNES HANDICAPÉES PHYSIQUES MIDI-PYRÉNÉES
Department or section	Soutien à domicile - Vie autonome
Address	10, rue Jean Gilles 31100 Toulouse FRANCE
Telephone: +33 5 62261212	Fax: +33 5 61558259
Key Person of the organisation	Catherine Cousergue, administrator

An organisation of persons with disabilities, engaged in information/advice, pressure group activities and public awareness raising. Educational activities, which also cover independent living, coping better with disability and the role of AT, are mainly addressed to persons with disabilities, personal assistants and professionals.

The educational activities carried out over the past 5 years can be classified as follows:

- * **training courses** (3 exclusively *non-residential* courses per year) addressed exclusively to a *target* of social workers;
- * **information activities**, in the form of *conferences* (11 per year) and *periodicals* (4 per year), addressed both to a *target* of users (persons with disabilities, the elderly and families) and to professionals (from the social and the rehabilitation field) as well as to personal assistants;
- * **activities addressed to the individual**, where almost all the possible options are represented (*advice, peer counselling, information services, advocacy*); these are addressed exclusively to a target of persons with disabilities.

The **role played by AT** in these initiatives is important for the activities addressed to the individual and relevant for the training courses. The AT-related areas considered are general accessibility issues, mobility, communication and vision.

TRAINING COURSES AND SEMINARS

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Nouvelles technologies: vecteurs d'insertion pour les personnes handicapées (New technologies: a vector for the inclusion of persons with disabilities)	series of seminars	1995	6	120	pers. with disab., fam., educ. prof., pers. assist., technol.	5

Selection

The initiative was publicised by means of leaflets and posters, together with advertisements on mass media and targeted mailing; information was sent out to the organisation's own database, but also to other user organisations and rehabilitation centres, as well as being handed out at congresses and exhibitions. This wide distribution is linked to the fact that no special criteria were adopted for selecting participants. Teachers and tutors were originally chosen on the basis of their pedagogical approach, which had to be innovative. A very strong preference for teachers with disabilities was expressed, and the selection criteria included the type of handicap, their popularity, and (added in a note) their capacity to interact well with participants.

Organisation

The initiative was free of charge for participants; it was held in a place found especially for the occasion and chosen on the basis of overall accessibility. Coffee-breaks and welcome sessions organised. A co-ordinator was appointed to handle exchanges between teachers.

Implementation

The impression given is of a very lively initiative: lectures and group discussions, with the accent on the latter, supported by overhead projection, slides, video, software for content presentation and followed by hands-on sessions comprising presentation and demonstration of products. Accordingly, interactivity and discussion are the key-words chosen to describe the adopted learning styles. Information on participants was collected via a presentation form and used to readjust the contents and methods of the activity. Feedback came from a final group discussion and a collection of personal impressions, the information being used to readjust contents and methods of the next edition of the same initiative. Follow-up was carried out by direct contact.

5.13. Association Bretagne Mieux Vivre (France)

Name of the organisation	ASSOCIATION BRETAGNE MIEUX VIVRE
Address	1 Square du Chêne Germain 35510 Cesson Sevigne FRANCE
Telephone: +33 2 99636061	Fax: +33 2 99875226
Key Person of the organisation	Patrice Tripoteau

This is a centre offering information and advice on technical aids (CICAT) for persons with disabilities and the elderly; accordingly, the main activities are information and advice, together with participation in a biennial exhibition.

Educational activities, which began less than 5 years ago, are addressed to persons with disabilities, the elderly and professionals; they embrace independent living and coping better with disability, as well as the role of AT.

The educational activities carried out over the past 5 years can be classified as follows:

- * 4 *non-residential training courses*, addressed to a *target* of adults comprising professionals (in the social and rehabilitation field) and users (persons with disabilities, the elderly, families);
- * 25 **information activities**, covering almost all the options represented (conferences, round tables, periodicals, exhibitions and exchange of experiences); these are addressed to the above-mentioned *target* group, but also involve administrative officers;
- * **activities addressed to the individual** (2000 per year) in the form of *advice* and *information services*, addressed once again to the same *target* group, but also including the elderly.

The **role played by AT** in these initiatives is important to very important. The most widely represented AT-related areas are communication, mobility, general accessibility issues, vision, hearing, reading/writing, employment, etc.

TRAINING COURSES AND SEMINARS

This organisation's training and education activities began in 1995 and continued the following year. In 1997 they organised a biennial exhibition. Consequently no training was foreseen but conferences were held as part of exhibition activities.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
	n/r train. c.				pers. with disab., elderly, educ. prof., soc. work., pers. ass., occup. ther.	
	series of seminars					

Selection

The activities were addressed to a selected target of participants, chosen on the basis of their age (adults and the elderly), type of disability (cognitive, motor, hearing, visual), and location in the same territory; most were already in the organisation's address database. The information was widely spread through leaflets, posters, and advertisements on all the considered media. Teachers and tutors (no preference expressed for persons with disabilities) were selected according to their level of expertise and specialisation.

Organisation

The activities were held in different places, chosen as required and with consideration mainly for overall accessibility. Lunch breaks were organised and participants were charged a fee of FF 800-1000. Teachers developed their lesson individually, even though some preparatory meetings were held.

Implementation

The general delivery style adopted was a lecture supported by overhead projection, slides and the distribution of handouts to the participants; discussion groups also played an important role, while hands-on sessions concerned not only presentation and demonstration of products, but also product experimentation under the guidance of a tutor.

The choice of questioning, interactivity and discussion as key words for describing the preferred learning styles suggests that the stress was on the participants' interaction with one another with the teachers; learning by doing was also chosen, and this is likely to be related to the hands-on sessions.

Information on participants was collected through a traditional presentation form and used not only to update the organisation's statistics, but also to readjust the overall contents and methods of the educational activities. Feedback was gathered both through a final questionnaire and collection of the participants' personal impressions; information from the latter source was used for statistical purposes. No follow-up was done.

Further remarks

The main change from the 1995 and 1996 editions has been the shift from training courses to conferences/discussions, in which participation is open. In the future, it will be important to dedicate a larger part of the initiative to the testing of the technical aids presented.

5.14. GIHP Lyon (France)

Name of the organisation	GIHP - GROUPEMENT POUR L'INSERTION DES PERSONNES HANDICAPÉES PHYSIQUES
Address	138, rue Duguesclin 69006 Lyon FRANCE
Telephone: +33 4 78242732	Fax: +33 4 72759734
Key Person of the organisation	Jeannot Michel

An organisation of persons with disabilities, devoted to information/advice, research and production/sale of products. Educational activities began 5-10 years ago and also address the issues of independent living and coping better with disability, as well as to the role of AT; these activities mainly involve personal assistants and rehabilitation professionals.

The educational activities carried out over the past 5 years can be classified as follows:

- * **training courses**, in non-residential form, for which no additional information has been given;
- * **60 seminars**, mainly involving the organisation's training of helpers, consequently addressed exclusively to this special target;
- * **information activities** (1 per year) in the form of *conferences* addressed to technologists and administrative officers;
- * **activities addressed to the individual**, in the form of *advice*, yet to be organised.

The **role played by AT** within the information activities is important; the AT-related areas listed are mobility, communication, household activities and self-care.

TRAINING COURSES AND SEMINARS

From the training viewpoint, this organisation is mainly involved in holding special lessons within training courses organised by others, and these activities are described in detail.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Formation auprès des aidants (Lessons within the training of personal assistants)	n/r train. c.	1990-1997	3	15	pers. assistants	1
Formation des techniciens pour l'accessibilité (Lessons within accessibility training for technicians)	topical workshop	1997	3	10	technologists	1-2
Formation de conducteurs accompagnateurs (Lessons within training for accompanying persons)	monogr. seminar	1996-1997	3	15	other	1

Selection

Since this organisation did not have direct responsibility for the training course, not all the issues have been considered. Teachers were selected on the basis of their level of expertise, but a preference was also expressed for teachers and tutors with disabilities, who were chosen on the basis of the same criterion.

Organisation

Obviously, lessons were carried out in different places, which were all generally accessible. A teachers' secretariat was set up, and preparatory meetings between teachers were also held.

Implementation

Lessons were mainly based on simulation and discussion, but demonstration and presentation of products was also proposed. Participants presented themselves on the opening day, and this information was important in deciding how to present contents to the public. Feedback was collected through the participants' personal impressions.

Further remarks

Further activities of this kind are foreseen in the future.

5.15. CNRH (France)

Name of the organisation	CNRH - COMITÉ DE LIASON POUR LA RÉADAPTATION DES HANDICAPÉS
Address	236 bis, rue de Tolbiac 75013 Paris FRANCE
Telephone: +33 1 53806666	Fax: +33 1 53806667
Key Person of the organisation	George-Ray Jabalot

This is an umbrella organisation made up of associations in the field of disability; its main activities are information/advice, public awareness raising and study/evaluation of products. Educational activities began 5-10 years ago and although they are destined exclusively for professionals, embrace the themes of independent living and AT.

The educational activities carried out over the past 5 years can be classified as follows:

- * **40 training courses**, both *residential* and *non-residential*, exclusively addressed to a *target* of rehabilitation professionals;
- * *monographic seminars* addressed to a wide public of professionals;
- * **information activities**, comprising *almost all the option represented* (conferences, round tables, mass media coverage, periodicals); these are addressed to a *target*: of professionals in the field;
- * **activities addressed to the individual**, in the form of *advice* and *information services*, addressed to all the considered target groups, and involving persons of all ages.

The **role played by AT** is very important in the training courses and seminars, and varies in the other educational activities. The areas considered range from household activities, self-care and health maintenance to mobility, communication, hearing, vision, reading/writing, etc.

TRAINING COURSES AND SEMINARS

This organisation has included description of five different seminars or courses.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Accéder à l'ordinateur (Approaching computers)	mon. sem.	1997	35	10	rehab. prof., fam.	8
Aménagement du logement (Home arrangement)	mon. sem.	1996- 1997	35	17	rehab. prof.	8
Aides à l'autonomie et maintien à domicile (Aids to autonomy and home care)	mon. sem.	1997	4	10	fam., soc. work., pers. ass., other	1
Albatros - accueil des personnes handicapées (Albatross - hospitality for persons with disabilities)	mon. sem.	1997	11	100	other	2
Albatross - accueil des personnes handicapées (Albatross - hospitality for persons with disabilities)	mon. sem.	1997	17	40	other	2

Déplacement et manutention des personnes à mobilité réduite (Movement and care of persons with mobility impairment)	mon. sem.	1997	4	10	rehab. prof., pers. ass., other	1
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APPROACHING COMPUTERS

Selection

The initiative was publicised by means of leaflets sent out to the organisation's address database, but also handed out at congresses and exhibitions; word of mouth was also considered a effective for spreading information, but the most successful means was advertisements in specialised periodicals. Participants were selected exclusively on the basis of their personal interest, and teachers (no preference for those with disabilities) were chosen on the basis of their level of expertise.

Organisation

The seminar was carried out off the organisation's premises and the choice of venue involved considering overall accessibility and the accessibility of bathrooms. A near complete range of organisational services were offered: assistance with travel reservation and accommodation, coffee and lunch breaks, recreational activities and farewell sessions; a co-ordinator was appointed for the whole initiative. An enrolment fee of FF 4,700 was charged.

Implementation

The seminar was based on lectures, group discussion, group work and simulation, with the support of overhead projection, video and handouts. The hands-on sessions involved presentation and demonstration of products, but also experimentation under the supervision of a tutor. The two key-words chosen to describe the preferred learning styles (good presentation and learning by doing) probably reflect the dual nature of the seminar, which was both theoretical and practical. Participants presented themselves on the opening day, and this information was important for readjusting contents and methods on the basis of the real target, but also for redefining the general objectives of the whole seminar. Personal impressions and a final questionnaire were the tools for collecting feedback, which, once again, was used as an instrument for further reflection about the educational activity. A special form of follow-up was carried out, whereby extra time was allotted for responding to any further requests made by the participants.

Further remarks

Other kinds of seminars on this topic are foreseen for the future, with changes to be made in duration and presentation modality.

HOME ALTERATION

Selection

The initiative was publicised by means of leaflets sent out to the organisation's address database, as well as user organisations and, rehabilitation centres, but also handed out at congresses and exhibitions. Participants, who were all adults, were selected on the basis of their professional experience; teachers belonged to the organisation itself, and were chosen not only on the basis of their level of expertise, but also for specialisation and out of habit - no preference was expressed for persons with disabilities.

Organisation

The seminar was carried out in a variety of places both on and off the organisation's premises, but the choice of venue always took into account overall accessibility, the accessibility of bathrooms and the possibility for accommodation. A near complete range of organisational services were offered: assistance with travel reservation and accommodation, coffee and lunch breaks, recreational activities,

and welcome and farewell sessions. A co-ordinator was appointed for the whole initiative. Participants were charged an enrolment fee of FF 500.

Implementation

The seminar was not based on a precise pedagogical methodology, since it involved lectures, as well as group discussion, group work, simulation, and brainstorming; these activities were supported by overhead projection, video, handouts, and specific software. The hands-on sessions were mainly based on presentation and demonstration of products, but also experimentation under the supervision of a tutor. The two key-words chosen to describe the preferred learning styles are interactivity and discussion, giving the impression of dynamic lessons where interaction is considered crucial.

Participants presented themselves on the opening day, and this information was important for readjusting contents and methods on the basis of the real target, but also for redefining the general objectives of the whole seminar. A final group discussion and a final questionnaire were the tools used for collecting feedback, which, once again, was used as an instrument for further reflection on subsequent editions of the same course. No follow-up was carried out.

Further remarks

Other kinds of seminars on this topic are foreseen for the future, with changes to be made in duration and presentation modality.

AIDS TO AUTONOMY AND HOME CARE

Selection

The initiative was publicised by means of leaflets sent out to the organisation's address database, user organisations, rehabilitation centres and voluntary services, but also handed out at congresses and exhibitions and spread by word of mouth. Participants, all adults, were selected on the basis of their professional experience; the sole teacher belongs to the organisation itself.

Organisation

The seminar was carried out on the organisation's premises in a space set up especially for that purpose, and special attention was paid to overall accessibility; coffee-breaks were offered.

Implementation

The seminar was largely based on lectures but with the addition of group discussions and brainstorming, supported by overhead projection, video and handouts. The hands-on sessions were mainly based on presentation and demonstration of products, but also comprised experimentation under the supervision of a tutor. The two key-words chosen to describe the preferred learning styles are interactivity and discussion, giving the impression of dynamic lessons where interaction is considered crucial; simulation is also cited.

Participants presented themselves on the opening day, and this information was important for readjusting contents and methods on the basis of the real target. A final group discussion and a final questionnaire were the tools for collecting feedback, which, once again, was used as an instrument for further reflection on subsequent editions of the same course. No follow-up was carried out.

Further remarks

Other kinds of seminars on this topic are foreseen for the future, with changes to be made in duration and presentation modality.

ALBATROSS - HOSPITALITY FOR PERSONS WITH DISABILITIES

Selection

The two editions of this seminar were publicised in the field through personal contact, and participants, who were all adults, were not selected in any way. Teachers belonged to the organisation itself but were

also selected on the basis of their expertise. A preference was expressed for teachers and tutors with disabilities, and these were chosen on the basis of membership of the organisation itself and their level of expertise.

Organisation

The seminars were carried out in different places chosen for their accessibility; teachers were invited to organise preparatory meetings. A fee of FF 500 per hour was charged.

Implementation

The seminar was based on lectures with the addition of group discussions and simulation, supported by overhead projection, video and handouts. Although no hands-on session was organised, the two key-words chosen to describe the preferred learning styles are interactivity and learning by doing.

Participants presented themselves on the opening day, and this information was important for readjusting contents and methods on the basis of the real target. A final questionnaire was distributed to collect feedback, which, once again, was used as an instrument for further reflection on subsequent editions of the same course. No follow-up was carried out.

Further remarks

In the future, deeper study on group dynamics will be needed, as well as improvement in the pedagogical tools.

MOVEMENT AND CARE OF PERSONS WITH MOBILITY IMPAIRMENT

Selection

Advertisements were placed in specialised journals and leaflets were sent out to the organisation's address database, but also to user organisations and voluntary services, as well as being handed out at congresses and exhibitions; the event was also publicised by word of mouth. Participants were selected according to age (adults and the elderly), professional experience, and physical capacity to engage in practice activity. The teacher belongs to the organisation itself.

Organisation

The seminars were carried out in different places, as well as on the organisation's premises, and overall accessibility was taken into account; coffee-breaks were offered.

Implementation

The seminar was based on a variety of pedagogical methods that includes almost all of the options listed, and supported by overhead projection, video and handouts. Hands-on sessions largely consisted of presentation and demonstration of products, together with use and experimentation of products. The general thrust was towards strong participant involvement, since learning by doing and simulation were chosen as the preferred learning styles.

Participants presented themselves on the opening day, and this information was important for readjusting contents and methods on the basis of the real target. A final discussion and personal impressions were used to collect feedback, and the information received was used as an instrument for further reflection on subsequent editions of the same course. Follow-up in the form of further in-depth study of the contents was organised.

Further remarks

In the future, deeper study on group dynamics will be needed, as well as improvement in the pedagogical tools.

5.16. Disabled People of Clare I (Ireland)

Name of the organisation	DISABLED PEOPLE OF CLARE
Address	Rozton, Corofin Co-Clare IRELAND
Telephone: +353 65 37370	Fax: 353 65 37297
Key Person of the organisation	Dermot Hayes, programme manager

A user organisation comprising persons with disabilities which is involved in various activities: information/advice for end-users, training/education, research, pressure group activities and public awareness raising. Educational activities began less than 5 years ago and are addressed to persons with disabilities, personal assistants and professionals; they also encompass independent living and coping better with disability, as well as AT.

The educational activities carried out over the past 5 years can be classified as follows:

- * 6 **training courses**, in *non-residential* form, addressed to a *target* of adults: persons with disabilities, rehabilitation and educational professionals and personal assistants;
- * 4 **seminars**, in the form of *topical workshops*, addressed exclusively to personal assistants;
- * 10 **information activities**, mainly *conferences, round tables, exhibitions*, addressed to persons with disabilities, educational and rehabilitation professionals and personal assistants;
- * 14 **activities addressed to the individual**, in the form of *advice, peer counselling and advocacy*, addressed to a *target* of persons with disabilities and personal assistants.

The **role played by AT** in all these initiatives is important and the AT-related areas considered are: employment, recreational activities, service delivery issues, standardisation and general accessibility issues, communication, mobility and reading/writing.

TRAINING COURSES AND SEMINARS

The educational activity described in the questionnaire is entitled "Word processing" but no information concerning duration, target or number of participants was added. Nevertheless, a description was given of its organisation and implementation modalities, as follows.

Selection

The organisation's initiative was publicised through leaflets, posters, advertisements in other media, and information was distributed to a special address database, but also to user organisations, family associations, rehabilitation centres, voluntary services, etc..

No special criteria were adopted for choosing participants, except for age (adult); the teachers were selected on the basis of both expertise and popularity. A preference for teachers with disabilities was expressed, and these were selected according to their level of expertise.

Organisation

The initiatives took place at different venues located as need arose and chosen above all on the basis of comfort, overall accessibility and accessibility of bathrooms; coffee and lunch-breaks on site were organised, as well as welcome sessions. Only one teacher was involved in the course, so no co-ordination was needed.

Implementation

The methods used to deliver contents are simulation and group work, supported by the use of educational aids such as overhead projection, video and handouts. The hands-on sessions took the form of experimentation of products. Interactivity, learning by doing and discussion are the preferred pedagogical key-words and these reflect a sense of interaction among the participants.

Self-presentation was carried out during the opening day to collect information about the participants, and this information was considered extremely useful for updating the organisation's statistics, readjusting the initiative's contents and methods on the basis of the target, and also for redefining course objectives. Similarly, participant feedback was collected through personal impressions, once again used to readjust the initiative's contents and methods, and to redefine the objectives of the organisation's educational activity. Follow-up was done through direct contact and interviews.

5.17. Disabled People of Clare II (Ireland)

Name of the organisation	DISABLED PEOPLE OF CLARE
Department or section	Voluntary Sector
Address	Rozton, Corofin Co-Clare IRELAND
Telephone: +353 65 37370	Fax: 353 65 37297
Key Person of the organisation	Dermot Hayes, programme manager

This is the voluntary sector of the same organisation of people with disabilities, and is mainly involved in information/advice and research, while its educational activities are addressed to persons with disabilities and personal assistants. These activities (begun less than 5 years ago) also embrace the issues of independent living, coping better with disability and AT.

The educational activities carried out over the past 5 years can be classified as follows:

- * *non-residential training course*, addressed exclusively to a *target* of persons with disabilities and personal assistants;
- * **seminars** (no further information given);
- * **information activities**, classified as *conferences*, but no further information given;
- * **activities addressed to the individual**, mainly in the form of *peer counselling*, *self-help* and *information services*; once again, no further information was given.

AT plays a very important role in training courses, and the sole considered area is learning.

TRAINING COURSES AND SEMINARS

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Independent living	mon. sem.	1996	8	200	large public	

Selection

The initiative was publicised through mass media advertisements on radio and TV, and since it was open to a wide public no criteria were adopted for choosing participants. There was a preference for teachers with disabilities, who were selected on the basis of their level of expertise.

Organisation

The seminar was organised in a place found especially for the occasion, chosen on the basis of general comfort. Personal assistance when needed was offered, as well as lunch and coffee-breaks. Only one teacher was involved, so no co-ordination process was activated.

Implementation

The method used was group work based on the use of numerous educational aids such as overhead projection, slides, video and handouts; this approach is also reflected in the choice of good presentation as the suitable pedagogical key-word; no practice sessions were considered.

No information on participants was gathered, while feedback comprised the collection of personal impressions. Finally, follow-up was carried out by direct contact.

5.18. Regione Autonoma Valle D'Aosta (Italy)

Name of the organisation	REGIONE AUTONOMA VALLE D'AOSTA ASSESSORATO ALLA SANITA', SALUTE E POLITICHE SOCIALI
Department or section	Servizio Informazione Disabili
Address	loc. Grand Chemin 30 11020 Saint-Cristophe (Aosta) ITALY
Telephone: +39 165 235238	Fax: +39 165 235238
Key Person of the organisation	Paola Cattelino

A provider of health and social services mainly involved in education/training, information/advice and public awareness raising. Educational activities began 5-10 years ago and are addressed to persons with disabilities and professionals the issues of independent living, coping better with disability and AT are embraced.

The educational activities carried out over the past 5 years can be classified as follows:

- * 9 *non-residential training courses*, addressed to a *target* of persons with disabilities, social workers, educational and rehabilitation professionals, administrative officers and students;
- * 50 **seminars, in the form of topical workshops** and lessons for other courses, addressed to the above-mentioned target;
- * 100 **information activities**, represented by *conferences, mass media coverage, exhibitions and congresses*, and *exchange of experiences*, addressed to a wide public;
- * **activities addressed to the individual** (a total of 1,000 interventions) mainly in the form of *advice, information services and advocacy*, addressed to a *target* of persons with disabilities, the elderly and families.

AT plays an important role in all these activities, and almost all the areas related to AT are considered, mainly in the activities addressed to the individual.

TRAINING COURSES AND SEMINARS

Even though numerous courses and seminars are listed in the following table, only a general description was given, probably because they differ little in terms of organisation and implementation.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Progettare per tutti I (Planning for all I)	n/r train. c.	1991		80	technicians	10
Progettare per tutti II (Planning for all II)	n/r train. c.	1995		30	technicians	15
L'autonomia delle persone disabili (Autonomy of persons with disabilities)	mon. sem.	1994		100	pers. with disab., fam., rehab. prof., educ. prof., soc. work., adm. oFF	5
Gli ausili per l'autonomia della persona disabile (Aids for autonomy of persons with disabilities)	n/r train. c.	1989		40	rehab. prof., pers. with disab.	6

La formazione e la pratica dello sci nordico (Training and practice of cross country skiing)	res. train. course	1992-1995		60	rehab. prof., pers. with disab.	3
Lezioni (Lessons)	other	1989-1997		1200	educ. prof., soc. work., other	2
Essere disabile, essere persone (Being disabled, being a person)	top. work.	1992		20	pers. with disab., fam., other	10
Disabilità ed informazione (Disability and information)	mon. sem.	1990		20	pers. with disab., soc. work., adm. oFF	4

Selection

The initiative was widely publicised through all considered media, even if the advertising in specialised journals and other periodicals proved to be the most effective. Information was sent out to the organisation's address database, but also to user and voluntary organisations. Participation was restricted to adults with motor impairment, but selection was also made on the basis of professional experience and personal interests. Teachers were selected according to their level of expertise, while no preference for those with disabilities was expressed.

Organisation

The various initiatives took place at different venues defined and found as needed, with overall accessibility in mind. Coffee-breaks and welcome sessions were offered, and a teachers' secretariat set up.

Implementation

Content was mainly delivered through lectures and group discussions, but also through group work, during which experimentation of products took place. The hands-on sessions also featured presentation and demonstration of products, while the more theoretical lessons were presented by the aid of overhead projection, slides, film and handouts. The theoretical and practical aspects of the lessons were also reflected in the key-words chosen to describe the learning styles, i.e. learning by doing and good presentation.

Participants filled in a presentation form and this information was then used to readjust the contents in line with the real target. Feedback was collected both through a final questionnaire and personal impressions, and here again the information was used to reflect about the effectiveness of the educational activity. Follow-up was done via a questionnaire and direct contact.

5.19. Azienda Usl Città di Bologna (Italy)

Name of the organisation	AZIENDA USL DELLA CITTA' DI BOLOGNA AIAS PROVINCIA DI BOLOGNA
Department or section	Ausilioteca
Address	via Martinelli, 18 40133 Bologna ITALY
Telephone: +39 51 386516	Fax: +39 51 385984
Key Person of the organisation	Claudio Bitelli, technical co-ordinator

A provider of health and/or social services mainly engaged in activities of training/education, information/advice and research. Educational activities began more than 10 years ago and also embrace the importance of training for independent living and coping better with disability, while AT plays a certain role. These activities are addressed to personal assistants, persons with disabilities and rehabilitation professionals.

The educational activities carried out over the past 5 years can be classified as follows:

- * *5 non-residential training courses*, mainly addressed to a *target* of professionals;
- * *3 seminars*, in the form of *monographic seminars* and *topical workshops*, addressed to the same *target* of professionals;
- * **information activities**, represented by *periodicals*, *exhibitions* and *exchange of experiences*; addressed to a wider public that also includes persons with disabilities and the elderly;
- * **activities addressed to the individual** (a total of 2,994 interventions) represented by *advice*, *information services* and *advocacy*, addressed to a *target* of both users and professionals.

In all these initiatives **AT** plays a very important role, while the most commonly represented areas are: employment, legislation, communication, learning, reading/writing and cognition.

TRAINING COURSES AND SEMINARS

Two different series of seminars were described by this organisation. These are outlined in the table below, and this is followed by detailed description of each series.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
I supporti tecnologici alla comunicazione alternativa simbolica (Technical aids to support symbolic alternative communication)	n/r train. c.	1996 1997	7	50	rehab. prof., educ. prof., social work., pers. ass., other	
La conoscenza degli ausili (Knowing technical aids)	mon. sem.	1996 1997	7	30	rehab. prof., educ. prof., social work., pers. ass., other	4

TECHNICAL AIDS TO SUPPORT SYMBOLIC ALTERNATIVE COMMUNICATION

Selection

This initiative was publicised through leaflets and advertisements in specialised journals, as well as via the Internet, which proved to be the most effective channel of communication. Information was sent out

to the organisation's address database, to other organisations and rehabilitation centres, and handed out at congresses. Participants were selected on the basis of their professional experience and personal interest, while teachers were selected for membership of the organisation itself and level of expertise: no preference was expressed for teachers with disabilities.

Organisation

The initiative took place on the organisation's premises in a space already fitted out with the necessary facilities, and particular attention was paid to overall accessibility and accessibility of bathrooms. Welcome and farewell sessions were organised. Teacher co-ordination was ensured by preparatory meetings. Participants were charged a token fee of It. Lire 50,000.

Implementation

Contents were transmitted exclusively through lectures supported by overhead projection, slides, video and handouts; hands-on sessions comprised presentation and demonstration of products. Discussion and good presentation are the two key-words used to describe the pedagogical preferences.

Information on participants was collected through a presentation form and an introductory questionnaire, and then this information was used to update the organisation's statistics as well as to readjust contents and methods on the basis of the real target. A final questionnaire was also distributed to collect the participants' final opinions, information which was used to improve subsequent editions of the same initiative. No follow-up was done.

Further remarks

In the future new topical workshops will be organised, introducing different issues such as educational software.

TECHNICAL AIDS TO SUPPORT SYMBOLIC ALTERNATIVE COMMUNICATION

Selection

This initiative was publicised through leaflets sent out to the organisation's address database, to other user organisations and rehabilitation centres, and handed out at congresses. Participants were selected on the basis of territorial location, while teachers were selected for membership of the organisation itself, level of expertise, and for their membership of leading businesses in the field.

Organisation

The initiative took place on the organisation's premises in a space already fitted out with the necessary facilities, and particular attention was paid to overall accessibility; welcome and farewell sessions were organised. Teacher co-ordination was ensured by preparatory meetings.

Implementation

Contents were transmitted exclusively through lectures supported by overhead projection, and accompanied by presentation and demonstration of products. Also in this case, discussion and good presentation are the two key-words used to describe the pedagogical preferences.

Information on participants was collected through a presentation form and an introductory questionnaire, and then used to update the organisation's statistics but also to readjust contents and methods on the basis of the real target. A final questionnaire was also distributed to collect the participants' final opinions, information which was used to improve subsequent editions of the same initiative. No follow-up was done.

5.20. Azienda USL 12 Bergamo (Italy)

Name of the organisation	AZIENDA USL 12
Department or section	Centro Informazione Ausili
Address	Via Borgo Palazzo 130 Bergamo ITALY
Telephone: +39 35 385520	Fax: +39 35 385523
Key Person of the organisation	Micaela Bianco

A provider of health and/or social services involved exclusively in rehabilitation, but which organises educational activities addressed to a large target both of users and professionals. Educational activities began 5-10 years ago and embrace the issues of independent living and coping better with disability, as well as AT.

The educational activities carried out over the past 5 years can be classified as follows:

- * 2 **training courses**, exclusively in non-residential form, addressed to a target of professionals in the field;
- * 4 **seminars, in the form of monographic seminars and topical workshops**, addressed to educational professionals, administrative officers and technicians;
- * 3 **information activities**, in the form of *conferences, round tables, exhibitions, and exchange of experiences*, mainly addressed to a *target group* of users, administrative officers and technicians;
- * **activities addressed to the individual** (2,700 interventions), in all the possible considered forms, addressed to a wide range of persons, both users and professionals.

Generally, **AT plays an important role** in all these initiatives except for the those addressed to the individual, where its importance varies according to the kind of problem considered. All the proposed AT-related areas are considered.

TRAINING COURSES AND SEMINARS

The two non-residential training courses only differ in their target. They include monographic seminars on the following topics: a) wheelchairs; b) aids for communication; c) aids for mobility. Unfortunately, some parts of the questionnaire are missing.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
L'autonomia possibile (Possible autonomy)	congress	1991	6	100	pers. with disab., fam., rehab. prof., soc. work.	5
Introduzione agli ausili per operatori socio-sanitari nel territorio (Introduction to technical aids for social and health professionals)	n/r train. c.		12	50	trained nurses	3
Introduzione agli ausili per terapisti che operano sul territorio (Introduction to technical aids for rehabilitation professionals)	n/r train. c.	1997	20	9	rehab. prof.	2

Selection

Publicised via leaflets, advertisements on other media, and mailing that was sent out to as wide a target as possible. Consequently, a large public was expected, and so no special criteria for choosing participants were adopted.

Implementation

Lessons were based on a set of education methods that included lectures, group discussions, simulation, and role-playing, and were developed with the aid of overhead projection, slides and video. Hands-on sessions comprised presentation/demonstration, experimentation and individual use of products.

Further remarks

After reviewing the year's educational activity, the organisation decided to shift from training courses to seminars

5.21. Informa Handicap Cesena (Italy)

Name of the organisation	INFORMA HANDICAP
Address	Viale Ghirotti, 286 Cesena ITALY
Telephone: +39 547 352789	Fax: +39 547 352789
Key Person of the organisation	Alessandro Capasso

This is a users' organisation made up of persons with disabilities and families which is involved in information/advice activities and public awareness raising. They also develop training activities where independent living and the role of AT are covered.

Educational activities began less than 5 years ago and those carried out thus far can be classified as follows:

- * *2 monographic seminars*, addressed to persons with disabilities, rehabilitation professionals and personal assistants;
- * **activities addressed to the individual**, in the form of *advice, peer counselling, information services*, addressed to the above-mentioned target.

The **role played by AT** within these activities is very important, while the areas considered are: recreational activities, employment, self-care, legislation, general accessibility issues and mobility.

TRAINING COURSES AND SEMINARS

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Ausili per la prevenzione e cura dei decubiti (Aids for prevention and treatment of bedsores)	mon. sem.	1996	4	30	rehab. prof., soc. work., pers. assist.	4
Prego si accomodi... (Please come in...)	mon. sem.	1997	5	100	pers. with disab., rehab. prof., soc. work.	4

Selection

The initiatives were mainly publicised by means of leaflets, posters and advertisements in journals, but the leaflets proved to be the most effective. These were distributed to rehabilitation centres, voluntary services, and by word of mouth. The public was the extremely wide, since no selection criteria were adopted, while teachers and tutors were chosen on the basis of their expertise in the field. No special preference was expressed for teachers and tutors with disabilities.

Organisation

Educational activities were free of charge and took place at different venues that were selected paying special attention to overall accessibility. Coffee-breaks were offered. Teachers planned their own lessons individually, so no co-ordination was envisaged.

Implementation

From a methodological point of view, the activities were based on lectures and group discussions, with the aid of educational tools such as overhead projection, slides and video. Products were presented and demonstrated during hands-on sessions. Interactivity and discussion are the key-words used to define the

Italy

preferred learning style. An introductory questionnaire was distributed to collect information on the participants, and the data was used to readjust the contents and methods of the organisation's educational activity; a final questionnaire accompanied the last phase of the initiative, and this was used for further reflection. No follow-up was done.

5.22. Ospedale di Circolo Varese (Italy)

Name of the organisation	OSPEDALE DI CIRCOLO
Department or section	Servizio Di Recupero E Rieducazione Funzionale
Address	Viale Borri, 57 Varese ITALY
Telephone: +39 332 278201	Fax: +39 332 811970
Key Person of the organisation	Romano Puricelli, head physician

A provider of health and social services whose main activities are: training/education, information/advice, rehabilitation, care and research. In addition, for over a decade the organisation has also been carrying out educational activities both for families and professionals. This work has embraced independent living and coping better with disability, as well as the role of AT.

The educational activities carried out over the past 5 years can be classified as follows:

- * *non-residential training courses*, addressed to rehabilitation professionals and families;
- * **seminars, in the form** of *monographic seminars* and *topical workshops*, (no additional information given);
- * **information activities**, in the form of *conferences* and *round tables* (no additional information given);
- * **activities addressed to the individual**, in the form of *advice* and information services.

The **role played by AT** is important, and the related areas covered are household activities, recreational activities, health maintenance, self-care, but also mobility and communication.

TRAINING COURSES AND SEMINARS

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Insegnamento all'uso di AT (Teaching the use of AT)	n/r train. c.	1995 1996	20	20	fam., rehab. prof., soc. work.	3

TEACHING THE USE OF ASSISTIVE TECHNOLOGY

Selection

Leaflets were the sole communication channel used to circulate information, but trust was also placed in the word of mouth mechanism. Participants were selected on the basis of their professional experience, while teachers were chosen according to their level of expertise; no preference was expressed for teachers with disabilities.

Organisation

The training course took place on the organisation's premises in a space set up especially for that purpose, and special attention was paid to overall accessibility and accessibility of bathrooms; coffee-breaks, welcome and farewell sessions were organised. A co-ordinator was appointed to oversee the whole initiative.

Implementation

Lessons were prevailingly in the form of lectures with group discussions; common educational aids were used such as overhead projection, slides, video and handouts. Presentation and demonstration of products formed the basis of the hands-on sessions. The main pedagogical thrust seems to be learning by doing. No information on participants was collected at the beginning, but their final impressions were collected by means of a questionnaire, and this information was useful for deciding changes in the future. No follow-up was done.

Further remarks

Over the years, experience has shown the need for a co-ordinator to oversee the initiative, and for larger rooms for the lessons. In the future families will be more closely involved and a more suitable venue found.

5.23. Fondazione Salvatore Maugeri (Italy)

Name of the organisation	FONDAZIONE "S. MAUGERI"
Department or section	Servizio di Fisiatria occupazionale ed ergonomia
Address	Centro di Riabilitazione 27040 Montescano (Pavia) ITALY
Telephone: +39 385 247331	Fax: +39 385 61386
Key Person of the organisation	Giacomo Bazzini, head physician

This is a provider of health services mainly involved in rehabilitation activities and research. Educational activities began more than 10 years ago and are addressed to persons with disabilities and to families; they embrace the issues of AT, independent living and coping better with disability.

The educational activities carried out over the past 5 years can be classified as follows:

- * **6 seminars**, in the form of *monographic seminars*, addressed to rehabilitation professionals and persons with disabilities;
- * **25 information activities**, comprising *round tables, periodicals, exchange of experiences*, addressed to the above-mentioned *target* group;
- * **activities addressed to the individual** (150-250 interventions) in the form of *advice, information services* and *advocacy*, addressed to a *target* group of users, persons with disabilities, families and the elderly.

The **role played by AT** in these initiatives is important or very important. The AT-related areas most strongly represented are household activities, communication, mobility, general accessibility issues, vision, hearing, reading/writing, employment, etc.

TRAINING COURSES AND SEMINARS

All the monographic seminars listed hereafter were grouped by the compiler within a single detailed description, probably due to similarities in their organisational and implementation aspects.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Il disabile e la carrozzina (The disabled and the wheelchair)	mon. sem.	1992	6	60	pers. with disab., fam., rehab. prof., soc. work.	2
Gli ausili nel neuroleso grave (Aids for the severely neural impaired)	mon. sem.	1993	6	50	pers. with disab., rehab. prof., soc. work.	2
Tecniche e tecnologie per disabili (Techniques and technologies for the disabled)	mon. sem.	1994	6	50	pers. with disab., rehab. prof., soc. work.	2
Software per la comunicazione (Software for communication)	mon. sem.	1994	4	40	pers. with disab., fam., rehab. prof.	2
T.O. nei deficit manuali (Occupational therapy in hand impairment)	mon. sem.	1994	6	60	rehab. prof.	1

Tecnologie e disabilità (Technologies and disability)	mon. sem.	1996	8	30	pers. with disab., elderly, fam., rehab. prof., soc. work.	3
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Selection

The activities were publicised by means of posters and advertisements in specialised journals, the latter proving to be the most effective. Mail was sent out to the organisation's address database and to other rehabilitation centres. The criteria for selecting participants were age (adults only), type of disability (motor impairment), and personal interest. Teachers and tutors were selected according to their level of expertise and no preference for those with disabilities was expressed.

Organisation

The activities were held on the organisation's premises in a space set up for the occasion, and special attention was paid to the seating arrangements; in-patients were usually invited to the seminar. A co-ordinator was in charge of the whole activity.

Implementation

The usual methodology was consisted of a lecture supported by the use of slides and accompanied by presentation and demonstration of products.

Learning by doing and discussion are the two pedagogical approaches of major interest.

No information on participants or feedback was collected.

Name of the organisation	OPERA DON GUANELLA
Address	via Aurelia antica 446 Roma ITALY
Telephone: +30 6 6622169	Fax: +39 6 6625179
Key Person of the organisation	Lucia Fioramonti, physiotherapist

A provider of health and social services, both residential and non-residential, involved in rehabilitation, information/advice, research and care. Educational activities are mainly targeted at personal assistants and rehabilitation professionals, and embrace the issues of independent living, coping better with disability as well as the role of AT,.

These activities began less than 5 years ago, and those carried out so far can be classified as follows:

- * 3 *monographic seminars*, addressed to a *target* of rehabilitation professionals and personal assistants;
- * **activities addressed to the individual**, in the form of *advice*, addressed to a *target* of persons with disabilities and social workers.

The **role played by AT** is relevant in the case of the seminars and important in the other cases; the most widely represented AT-related area within these activities concerns general accessibility issues.

TRAINING COURSES AND SEMINARS

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Usò del software in riabilitazione (Using software in rehabilitation)	mon. sem.	1997	6	35	rehab. prof.	1
Sistemi alternativi di comunicazione (Aids for alternative communication systems)	top. work.	1997	6	22	rehab. prof.	2
Il sollevatore (The hoist)	top. work.	1997	4	8	pers. ass.	1
Ausili per l'igiene personale: barella- doccia e sedia per doccia (Aids for self-care)	top. work.	1997	4	10	pers. ass.	1
La postura (Posture)	mon. sem.	1996	4	10	pers. ass.	2
La postura (Posture)	mon. sem.	1996	4	10	pers. ass.	2
Sistemi di postura in età evolutiva (Posture systems for children)	top. work.	1995	7	15	rehab. prof.	1

USING SOFTWARE IN REHABILITATION

Selection

The seminar was organised exclusively for the organisation's own staff, who were chosen on the basis of their professional experience but without activating a formal selection process. The teacher too belonged to the organisation itself, and once again was chosen according to expertise. No teacher with disabilities was involved.

Organisation

The seminar was held on the organisation's premises, in a specially set up space where the general comfort level was considered; a coffee-break was offered.

Implementation

Lessons were mainly based on lectures backed up by overhead projection and software for content presentation; the hands-on sessions comprised demonstration and presentation of products. Since the participants were all colleagues belonging to the organisation itself, no collection of information was done, but a final discussion provided feedback on the success of the initiative.

AIDS FOR ALTERNATIVE COMMUNICATION SYSTEMS

Selection

Like the first seminar, this one was also organised exclusively for the organisation's staff members, who were selected on the basis of their professional experience but without activating a formal selection process. The teachers too belonged to the organisation itself, and once again were chosen on the basis of their expertise. No teacher with disabilities was involved.

Organisation

The seminar was held on the organisation's premises, in a specially set up space where the general comfort level was considered; a coffee-break was offered. Only one teacher was involved so no co-ordination was necessary.

Implementation

Lessons were mainly based on lectures backed up by overhead projection and software for content presentation; the hands-on sessions comprised demonstration and presentation of products. Questioning and discussion are the two pedagogical key-words selected, suggesting lively and engaging activities. Since the participants were all colleagues belonging to the organisation itself, no collection of information was done, but a final discussion provided feedback on the success of the initiative.

THE HOIST

Selection

Like the other seminars, this one was also organised exclusively for the organisation's staff members, who were selected on the basis of their professional experience but without activating a formal selection process. The teacher too belonged to the organisation itself, and once again was chosen on the basis of expertise. No teacher with disabilities was involved.

Organisation

The seminar was held on the organisation's premises in a specially set up space where the general comfort level was considered; a coffee-break was offered. In this case more than one teacher was involved, and each teacher planned his/her lesson on an individual basis.

Implementation

Lessons were mainly based on lectures backed up by overhead projection; the hands-on sessions involved demonstration and presentation of products, together with their use by individuals. Questioning and learning by doing are the two pedagogical key-words used to describe the activities, reflecting a balance of discussions and hands-on sessions. Since the participants were all colleagues belonging to the organisation itself, no collection of information was done, but a final discussion provided feedback on the success of the initiative; the information thus gathered was also used to redefine the global objectives of the organisation's educational activity.

AIDS FOR SELF-CARE

Selection

Like the other seminars, this one was also organised exclusively for the organisation's staff members, who were selected on the basis of their professional experience but without activating a formal selection process. The teacher too belonged to the organisation itself, and once again was chosen on the basis of expertise. No teacher with disabilities was involved.

Organisation

The seminar was held on the organisation's premises, in a specially set up space where the general comfort level was considered; a coffee-break was offered. Only one teacher was involved so no co-ordination was necessary.

Implementation

Lessons were mainly based on lectures delivered with the aid of overhead projection, slides and video; the hands-on sessions involved demonstration and presentation of products, together with their use by individuals. Questioning and learning by doing are the two pedagogical key-words used for describing the activities, reflecting a balance of discussions and hands-on sessions. Since the participants were all colleagues belonging to the organisation itself, no collection of information was done, but a final discussion provided feedback on the success of the initiative; the information thus gathered was also used to redefine the global objectives of the organisation's educational activity.

Further remarks

Over the years, the duration of the hands-on sessions has been extended.

POSTURE I AND POSTURE II

Selection

This seminar was organised exclusively for the organisation's staff members, who were selected on the basis of their professional experience but without activating a formal selection process. The teachers too belonged to the organisation itself, and once again were chosen on the basis of their expertise. No teacher with disabilities was involved.

Organisation

The seminar was held on the organisation's premises, in a specially set up space where the general comfort level was considered; a coffee-break was offered. Teacher co-ordination was achieved through planning meetings.

Implementation

Lessons largely took the form of lectures aided by overhead projection, slides and video; no hands-on sessions were done. Questioning and discussion are the two pedagogical key-words chosen. Since the participants were all colleagues belonging to the organisation itself, no collection of information was done, but a final discussion provided feedback on the success of the initiative; this information was used to readjust the contents and methods of subsequent editions of the same seminar.

Further remarks

The need for a fully-equipped venue has been clearly recognised, and steps are to be taken in this regard in the future.

POSTURE SYSTEMS FOR CHILDREN

Selection

Like the other seminars, this one was also organised exclusively for the organisation's staff members, who were selected on the basis of their professional experience but without activating a formal selection process. The teacher too belonged to the organisation itself, and once again was chosen on the basis of expertise. No teacher with disabilities was involved.

Organisation

The seminar was held on the organisation's premises, in a specially set up space where the general comfort level was considered; a coffee-break was offered. Only one teacher was involved so no co-ordination was necessary.

Implementation

Lessons largely took the form of lectures assisted by overhead projection; hands-on sessions were supported by demonstration and presentation of products. Since the participants were all colleagues who knew one another, no collection of information was done, but a final discussion provided feedback on the success of the initiative; this was used to readjust contents and methods of the subsequent editions of the same seminar.

Further remarks

The need for a fully-equipped venue has been clearly recognised, and steps are to be taken in this regard in the future.

5.24. Az. Ospedaliera Ospedali Riuniti Di Bergamo (Italy)

Name of the organisation	AZIENDA OSPEDALIERA OSPEDALI RIUNITI DI BERGAMO
Department or section	Istituto di Recupero e Rieducazione Funzionale
Address	via del Coppo Mozzo (Bergamo) ITALY
Telephone: +39 35 612324	Fax: +39 35 460954
Key Person of the organisation	Gianluigi Maffioletti, physiotherapist

A health services provider involved in rehabilitation, information/advice and student teaching. Educational activities involve rehabilitation professionals, personal assistants and persons with disabilities, and embrace the themes of independent living and AT.

The educational activities began 5-10 years ago and those carried out over the past 5 years can be classified as follows:

- * **6 training courses**, both *residential* and *non-residential*, addressed to a *target* of rehabilitation professionals, social workers, personal assistants and students;
- * **8 seminars**, in the form of *monographic seminars* and *topical workshops*, addressed to the above-mentioned *target*, but also to persons with disabilities;
- * **2 information activities**, exclusively related to participation in *exhibitions* and *congresses*; addressed to a professional target;
- * **activities addressed to the individual**, in the form of *advice*, *information services*, *advocacy*, addressed both to professionals and to users (mainly inpatients);

The **role played by AT** is important in these activities, but in the specific case of activities addressed to the individual it may assume a role ranging from brief information to one of great importance, probably depending on the problem in question. Many areas of AT are considered, but the focus is mainly on communication, mobility, standardisation, service delivery systems, etc.

TRAINING COURSES AND SEMINARS

This organisation provided a description of numerous seminars or courses; most of which feature modalities and contents typical of in-service training.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Il paziente con esiti di trauma cranico (Patients suffering head injury)	res. train. course	1992	15	60	rehab. prof., other	5
Trattamento delle piaghe da decubito (Treatment of bedsores)	n/r train. c.	1992	4	150	pers. dis., elderly, rehab. prof., soc. work., adm. oFF	6
Autonomia possibile? I (Is autonomy possible? I)	top. work.	1993	5	70	pers. dis., rehab. prof., technol.	7
Autonomia possibile? II (Is autonomy possible? II)	top. work.	1993	5	150	other	7
Il cammino del paraplegico (How a paraplegic person walks)	mon. sem.	1993	6	120	rehab. prof.	15

Sport terapia nelle lesioni vertebro-midollari (Sports therapy for medullary injuries)	mon. sem.	1993	4	25	pers. dis., rehab. prof.	1
Apprendere ad apprendere in riabilitazione (Learning to learn)	congress	1993	7	250	rehab. prof.	10
XVIII Congresso nazionale ANIN (Quality of care in head injury treatment)	congress	1993	24	300	rehab. prof., technol., other	31
Sviluppo del neonato a rischio I (Development in new-born babies with a medical condition I)	res. train. course	1993	36	70	rehab. prof., educ. prof., soc. work.	11
Sviluppo del neonato a rischio II (Development in new-born babies with a medical condition II)	res. train. course	1994	40	70	rehab. prof., educ. prof., soc. work.	7
Lesioni midollari: approccio psicologico e sanitario (Medullary injury: psychological and medical approaches)	mon. sem.	1994	24	130	pers. dis., fam., rehab. prof., other	22
Postura del paziente in carrozzina (Posture of patients in wheelchairs)	top. work.	1996	7	50	rehab. prof.	1
Le ulcere da decubito: prevenzione e cura (Prevention and cure of bedsores)	top. work.	1996	6	30	other	2
Riabilitazione del paziente amputato (Rehabilitation of the amputee)	mon. sem.	1994	7	90	rehab. prof., other	14

PATIENTS SUFFERING HEAD INJURY

Selection

This residential training course was organised exclusively for the organisation's staff members, and consequently no selection process was activated. The teachers also belonged to the organisation itself, but in this case were selected according to their expertise. No teacher with disabilities was involved.

Organisation

The venue chosen for the course was a space on the organisation's premises already fitted out for the purpose; comfort and overall accessibility were considered when deciding on this option. A coffee-break was organised for participants. A co-ordinator gave the teachers specific information for their lessons.

Implementation

Lessons were mainly based on lectures and group discussions, backed up by overhead projection and slides; no hands-on sessions were done. Questioning, discussion and good presentation are the pedagogical key-words selected to describe the approaches adopted, suggesting lively lessons with interaction.

Since the participants were all colleagues who knew one another, no collection of information was done, but a final discussion provided feedback on the success of the initiative and this information was used to redefine the global objectives of the organisation's educational activity.

TREATMENT OF BEDSORES

Selection

This non-residential training course was publicised by means of leaflets and by word of mouth; the leaflets were sent out to the organisation's address database and to rehabilitation centres. No special criteria were adopted for selecting participants, while the teachers, who belonged to the organisation itself, were chosen on the basis of their expertise. No teacher with disabilities was involved.

Organisation

The course was held off the organisation's premises at a venue chosen on the basis of environmental factors such as comfort, aesthetics, overall accessibility, accessibility of bathrooms and parking facilities; Welcome and farewell sessions were held, together with a coffee-break. A co-ordinator provided the teachers with specific information for their lessons, and a teachers' secretariat was also set up.

Implementation

Lectures supported by overhead projection, slides and handouts was the method used, and no hands-on session was done. Questioning and good presentation are the key-words chosen to describe the pedagogical approach, and these appear highly appropriate for the methods employed. No participant information or feedback was collected.

IS AUTONOMY POSSIBLE? I - SOME PROPOSALS ON ARCHITECTURAL BARRIERS

Selection

This topical workshop was publicised by means of leaflets, posters and advertisements in specialised journals, but leaflets and word of mouth proved to be the most effective channels of communication. Leaflets were sent out to the organisation's address database, rehabilitation centres and voluntary services. Participants were selected on the basis of territoriality, professional experience and personal interests. The teachers all belonged to the organisation itself, and were chosen on the basis of their expertise. No teacher with disabilities was involved.

Organisation

The course was held in a space on the organisation's premises already fitted out for the purpose; in choosing this venue environmental aspects such as comfort, aesthetics, overall accessibility and accessibility of bathrooms were considered. Welcome and farewell sessions and a coffee-break were organised. A co-ordinator gave the teachers specific information for their lessons, but teachers' preparatory meetings were also organised.

Implementation

The methods used were lectures and group discussions, supported by overhead projection, slides and video, and no hands-on session was held. In opting for questioning and interactivity as the key-words to describe their approach, the organisers evidently place importance on interaction among participants and with the teachers.

No participant information was collected, but a final discussion provided feedback on the success of the initiative; this information was used to readjust the content and methods of the subsequent edition of the same workshop. Follow-up was done through direct contact.

Further remarks

In the future more careful targeting of potential participants should be carried out.

IS AUTONOMY POSSIBLE? II - SOME PROPOSALS ON ARCHITECTURAL BARRIERS

Selection

This workshop was organised exclusively for students at the organisation's own school for therapists, and consequently no selection process was activated. Teachers were recruited from the organisation's staff, and were chosen on the basis of their expertise. No teacher with disabilities was involved.

Organisation

The course was held at a special location off the organisation's premises: venue choice was made bearing in mind comfort, aesthetics and overall accessibility. Welcome sessions were held. A co-

ordinator gave the teachers specific information for their lessons, but teachers' preparatory meetings were also organised.

Implementation

The methods used were lectures and group discussions, supported by overhead projection, slides and video, and no hands-on session was held. Interactivity is the only key-word used to describe the pedagogical preference.

Since the participants were all fellow students who knew one another, no collection of information was done, but a final discussion provided feedback on the success of the initiative and this information was used to redefine the global objectives of the organisation's educational activity.

HOW A PARAPLEGIC PERSON WALKS

Selection

This monographic seminar was publicised by means of posters and leaflets, which were sent out to the organisation's address database, user organisations and rehabilitation centres. No special criteria were adopted to select participants, while teachers were recruited from the organisation's own staff and chosen on the basis of their expertise. No teacher with disabilities was involved.

Organisation

The course was held off the organisation's premises at a venue chosen on the basis of environmental aspects such as comfort, aesthetics, overall accessibility, accessibility of bathrooms and parking facilities; Welcome and farewell sessions were held, together with coffee-breaks. A teachers' secretariat was set up.

Implementation

The event involved lectures accompanied by simulation and group work, the activities were supported by overhead projection, slides and handouts. The hands-on sessions comprised demonstration and presentation of products. The choice of interactivity and learning by doing as the two key-words chosen for the pedagogical description suggests a more practical approach. Information on participants was collected through a presentation form and the information used for the organisation's statistics. A final discussion provided feedback on the success of the initiative and the collected data were used to update statistics. Follow-up was done by direct contact.

SPORTS THERAPY FOR MEDULLARY INJURIES

Selection

This monographic seminar was publicised by word of mouth among persons with disabilities and professionals; participants were selected on the basis of the impairment type (motor), type of disability, professional experience and personal interest. Teachers were chosen for their expertise and popularity; no teacher with disabilities was involved.

Organisation

The course was held off the organisation's premises and environmental aspects such as overall accessibility and accessibility of bathrooms were important in the venue choice.

Implementation

The event involved lectures supported by overhead projection, slides and video; hands-on sessions comprised demonstration and presentation of products. Interactivity and discussion, the two key-words chosen to describe the preferred pedagogical approach, suggest a lively and perhaps informal situation. No information on participants was collected, while a final discussion provided feedback on the success of the initiative. Follow-up is done by direct contact.

Further remarks

More time for demonstration and presentation is foreseen for subsequent editions of the same seminar.

LEARNING TO LEARN IN REHABILITATION

Selection

This initiative was publicised by means of leaflets, posters and advertisements in specialised journals, but leaflets proved the most effective channel of communication. These were sent out to the organisation's address database and to rehabilitation centres. No special criteria were adopted for selecting participants. Teachers were recruited from the organisation's staff, and were chosen on the basis of their expertise. No teacher with disabilities was involved.

Organisation

The course was held off the organisation's premises in a space that was already set up for such purposes; venue choice was made bearing in mind environmental aspects like comfort, aesthetics, seating arrangements, overall accessibility and accessibility of bathrooms. Welcome and farewell sessions were held, as well as coffee and lunch breaks. Participants were charged a token fee of Lire 20,000. A co-ordinator gave the teachers specific information for their lessons, but teachers' preparatory meetings were also organised.

Implementation

Lectures, group discussions and group work, supported by overhead projection, slides and video were the methods used, but no hands-on session was done. Interactivity and learning by doing, the chosen pedagogical key-words, stress the dual importance of participant interaction and the practical aspects of learning.

A presentation form was filled in by the participants and this information was used to update the organisation's statistics. A guided final discussion together with collection of personal impressions provided feedback on the success of the initiative, and this information was used to readjust the content and methods of the subsequent edition of the same workshop, as well as to redefine the organisation's objectives in the field.

QUALITY OF CARE IN HEAD INJURY TREATMENT

Selection

This initiative was publicised by means of leaflets, posters and advertisements in specialised and other journals, the leaflets and specialised journals proving to be the most effective channels of communication. The leaflets were sent out to the organisation's address database, rehabilitation centres and other organisations in the field. No special criteria were adopted for selecting participants. Teachers were recruited from the organisation's staff, and were chosen on the basis of their expertise. No teacher with disabilities was involved.

Organisation

The course was held off the organisation's premises in a special space chosen with particular attention to environmental aspects such as comfort, aesthetics, overall accessibility and accessibility of bathrooms; welcome and farewell sessions were held, as well as coffee and lunch breaks. A co-ordinator gave the teachers specific information for their lessons, but teachers' preparatory meetings were also organised; in addition, preparatory meetings were held.

Implementation

The method entailed lectures supported by overhead projection, slides, video and handouts; no hands-on session was done. A fitting pedagogical key-word was chosen - good presentation - given that this kind of activity seems to be related more to presentation than to the direct involvement of participants.

The participants filled in a presentation form and this information was used to update the organisation's statistics; no collection of feedback was done.

DEVELOPMENT IN NEW-BORN BABIES WITH A MEDICAL CONDITION I

Selection

This initiative was publicised by means of leaflets, posters and advertisements in other journals, but the first of these options proved to be the most effective channel of communication. No special criteria were adopted for selecting participants. The teachers were not chosen by the organisation.

Organisation

The course was held on the organisation's premises in a space already fitted out for such purposes, the factors considered in venue choice included seating arrangements, overall accessibility, accessibility of bathrooms and parking facilities. Welcome and farewell sessions were held, and lunch breaks organised (the course was videotaped). A co-ordinator and teachers' secretariat provided specific lesson information for the teachers.

Implementation

The methods adopted for delivering contents were mainly lectures, group discussions and simulations; the lessons were supported by overhead projection, slides, video and handouts. The hands-on sessions comprised demonstration and presentation of products. Active participation seems to be the main thrust, since the pedagogical key-words chosen are interactivity and discussion.

The participants filled in a presentation form and this information was used to update the organisation's statistics; a final discussion was carried out to collect feedback.

DEVELOPMENT IN NEW-BORN BABIES WITH A MEDICAL CONDITION II

Selection

This initiative was publicised by means of leaflets, posters and advertisements in other journals; the leaflets were sent out to the organisation's address database. No special criteria were adopted for selecting participants. The teachers were not chosen by the organisation.

Organisation

As with the first edition, the course was held on the organisation's premises in a space already fitted out for such purposes, the factors considered in venue choice included seating arrangements, overall accessibility, accessibility of bathrooms and parking facilities. Welcome and farewell sessions were held, and lunch breaks organised (the course was videotaped). A co-ordinator and teachers' secretariat provided specific lesson information for the teachers.

Implementation

The methods adopted for delivering contents were mainly lectures, group discussions and simulations; the lessons were supported by overhead projection, slides, video and handouts. The hands-on sessions comprised demonstration and presentation of products. Active participation seems to be the main thrust, since the pedagogical key-words chosen are interactivity and discussion.

The participants filled in a presentation form and this information was used to update the organisation's statistics; a final discussion was carried out to collect feedback.

MEDULLARY INJURY: PSYCHOLOGICAL AND MEDICAL APPROACHES

Selection

This initiative was publicised by means of advertisements in other journals and leaflets sent out to the organisation's address database, user organisations, family associations, rehabilitation centres and voluntary services. No special criteria were adopted for selecting participants. Teachers were selected

on the basis of their expertise and popularity. A preference was expressed for teachers with disabilities, who were chosen on the basis of the type of disability and membership of the organisation itself.

Organisation

The course was held on the organisation's premises, using a space already set up for such purposes; the factors considered in venue choice included comfort, aesthetics, seating arrangements, overall accessibility, accessibility of bathrooms and parking facilities. Welcome and farewell sessions were held, and coffee-breaks organised. A co-ordinator gave the teachers specific information for their lessons, but a teachers' secretariat was also set up.

Implementation

The method used was lectures supported by overhead projection, slides and video; no hands-on session was done. A round table was also held. The key-words questioning and good presentation reflect the one-way nature of this session.

The participants filled in a presentation form and this information was used to update the organisation's statistics; a guided final discussion together with a collection of personal impressions provided feedback on the success of the initiative, as well as data used for statistical purposes.

POSTURE OF PATIENTS IN WHEELCHAIRS

Selection

This workshop was publicised exclusively by way of leaflets sent out to the organisation's address database and to rehabilitation centres. Participant selection was carried out considering the criteria of territoriality, professional experience and personal interests. Teachers were chosen on the basis of their expertise. No teacher with disabilities was involved.

Organisation

The course was held on the organisation's premises in a space already fitted out for such purposes; the factors considered in venue choice included comfort, aesthetics, seating arrangements, overall accessibility, accessibility of bathrooms and parking facilities. Welcome and farewell sessions were held, and coffee and lunch breaks organised. A co-ordinator gave the sole teacher involved specific lesson information and, in addition, preparatory meetings were held.

Implementation

Contents were delivered by means of lectures supported by overhead projection and slides, followed by group discussions and simulation; no hands-on session was done. The pedagogical key-words chosen were interactivity and discussion, suggesting a very lively session.

The participants filled in a presentation form and this information was used to update the organisation's statistics; a final discussion was carried out to collect feedback.

PREVENTION AND CURE OF BEDSORES

Selection

This course was organised exclusively for the organisation's orthopaedic technical staff, and consequently no selection process was activated. The teachers were recruited from within the organisation itself, but in this case were selected according to their expertise. No teacher with disabilities was involved.

Organisation

The course was held off the organisation's premises using a space already fitted out for such purposes; when choosing this venue, comfort and overall accessibility were considered. A lunch-break was organised. Teachers' planning meetings were organised to ensure overall co-ordination.

Implementation

Lessons were mainly based on lectures and group discussions, backed up by overhead projection and slides; hands-on sessions comprised presentation and demonstration of products. Discussion and good presentation are the pedagogical key-words adopted, giving the impression of well-prepared lessons. Since the participants were all colleagues belonging to the organisation itself, no information collection was done. However, a final discussion provided feedback on the success of the initiative and the information was used to redefine the global objectives of the organisation's educational activity. Follow-up was done by direct contact.

REHABILITATION OF THE AMPUTEE

Selection

This initiative was publicised by means of leaflets, posters and phone contacts directed towards the organisation's address database and rehabilitation centres. Participants were chosen mainly for territoriality. Teachers belonged to the organisation itself, but were chosen on the basis of their expertise as well. No teacher with disabilities was involved.

Organisation

The course was held on the organisation's premises in a space already set up for such purposes; this venue was chosen on the basis of environmental aspects such as comfort, aesthetics, seating arrangements, overall accessibility, accessibility of bathrooms and parking facilities. Welcome and farewell sessions were held, and lunch breaks were organised. A co-ordinator gave the teachers specific information for their lessons.

Implementation

The method used entailed lectures and group discussions, as well as group work and simulation, supported by overhead projection, slides and video; hands-on sessions were based on presentation, demonstration and individual use of products, but also on case studies. Simulation and learning by doing, the pedagogical key-words, stress the importance given on the practical aspects of learning. A presentation form was filled in by the participants and this information is used to update the organisation's statistics; no feedback was collected.

5.25. CIDEF (Portugal)

Name of the organisation	CIDEF - CENTRO DE INOVAÇÃO PARA DEFICIENTES
Address	Av. Almirante Gago Coutinho, 134 1700 Lisboa PORTUGAL
Telephone: +351 1 8462742	Fax: +351 1 8462744
Key Person of the organisation	Carlos Marques, director

A provider of health services (centre for professional rehabilitation) involved in numerous activities such as: information/advice for end-users, training/education, rehabilitation, research, assessment and funding for technical aids. Educational activities began more than 10 years ago and are addressed exclusively to persons with disabilities; the issues of independent living and AT are considered.

The educational activities carried out over the past 5 years can be classified as follows:

- * **training courses**, exclusively in non-residential form, addressed exclusively to a *target* of persons with disabilities;
- * **10 seminars, in the form** of *monographic seminars* addressed to the *general public*, with strong representation of persons with disabilities, technologists and rehabilitation professionals; meetings are also held for employees to promote AT;
- * **information activities, comprising** *almost all the options represented*, directed towards a wide public (mass media coverage, periodicals, exhibitions, exchange of experiences, use of graphic supports in public places, e.g. posters); the target is similar to the one mentioned above;
- * **activities addressed to the individual**, daily activities in the form of *advice, information services, peer counselling*, addressed to a *target* of users and professionals in general.

The **role played by AT** in these initiatives ranges from relevant to important, while for the activities addressed to the individual all the levels of importance were chosen, probably referring to the different individual situations considered. Areas related to AT concern mobility, communication, general accessibility and service delivery issues, together with legislation and employment.

TRAINING COURSES AND SEMINARS

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Formação na utilização das tec. de informação e comunic. (diversos cursos) (Courses on the use of Information Technology for communication)	n/r train. c.	1992-1997			pers. with disab.	
1º Cont sobre Sol. Técnicas p. Pessoas Deficientes (Technical solutions for disabled persons)	mon. sem.	1994		90	pers. with disab., fam., rehab. prof., technol., other	
Seminário "Novas Tecnologias e oportunidade de trabalho" (New technologies and employment opportunities)	mon. sem.	1996		35	pers. with disab., educ. rehab. prof., other	

Sensibilis dos empregadors ao teletrabalho (Raising awareness of tele-working among employees)	series of meetings	1995-1997		30	other	
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COURSES ON THE USE OF INFORMATION TECHNOLOGY FOR COMMUNICATION

Selection

This training course was largely publicised through leaflets and posters, but also by means of mass communication channels (journals, radio, TV, etc. The most important addressee group was that in the organisation's database, comprising user organisations, family associations, organisations in the field and rehabilitation centres. Participants were selected on the basis of their age (teenagers and adults), their impairment (motor, auditory, visual), for their personal interests and level of education. Teachers was chosen on the basis of their professional and pedagogical expertise, and their awareness of how to deal with persons with disabilities. No preference for teachers with disability was expressed.

Organisation

The initiatives took place on the organisation's premises in a place specially set up for the purpose, but some parts of the course involved distance sessions for tele-training. The venue was chosen on the basis of factors like general comfort and overall accessibility. Lunch-breaks were organised on site, and the event included welcome and farewell sessions, recreational activities and also social and psychological support.

A teacher co-ordinator was appointed to ensure consistency in contents and methods, a task that was made relatively easy by the fact that most of the teachers belonged to the organisation itself.

Implementation

Various methods were used for delivering contents in the training course, including lectures, group discussions, simulation, role-playing, and group work that focused on the acquisition of social skills. Nevertheless, the pedagogical key-words chosen to describe the adopted approach - interactivity, simulation and learning by doing - point to a stress on individual change.

The educational aids used were overhead projection, slides, software for content presentation and documentation in paper, audio and Braille form. Hands-on sessions took the form of presentation, demonstration and use of products. Participant information was collected through a presentation form returned with the enrolment form and self-presentation during the opening day. In addition, initial evaluation was done and this information was carefully considered, since it was used to update the organisation's statistics, readjust the initiative's contents and methods on the basis of the target, but also to redefine its objectives. During this phase, teachers received information about the students prior to commencing. Similarly, feedback from participants was collected through a final questionnaire and open final group discussion: this information was used to readjust the initiative's contents and methods, and to redefine the objectives of the organisation's educational activity. Follow-up was done through direct contact and a questionnaire.

Further remarks

Over time, educational activities of this kind evolved towards more individualised activities, such as open systems and simulated systems. The selection phase was adjusted to make it match the profile of potential students more closely. The number of participants increased from 35 in 1992 to 130 in 1997. In the future it would be interesting to conduct distance pre-evaluation of students using telematic support. Course organisation is to be improved through the use of information technology support to training. It is foreseeable that technologies may even assume the role of tutors within the training.

1ST CONFERENCE: TECHNOLOGICAL SOLUTIONS FOR DISABLED PERSONS

Selection

This seminar was publicised through leaflets and other communication channels (journals, radio, TV, etc.). The most important addressee group was user organisations, followed by family associations, organisations in the field and rehabilitation centres. No special criteria were adopted for selecting participants. Speakers were mainly chosen on the basis of their expertise and their personal interest. No preference for teachers with disability was expressed.

Organisation

The initiatives took place off the organisation's premises in a place found for the purpose; general comfort and overall accessibility were considered in venue choice; assistance for travel reservation and accommodation were offered, together with on-site coffee and lunch breaks, recreational activities, and welcome and farewell sessions. Participants were charged a token enrolment fee of PTE 10,000. A teacher's secretariat was set up.

Implementation

Contents were transmitted using a special, unique method, namely presentation and demonstration of case studies for learning and demonstration purposes. The pedagogical approaches that best describe this method are good presentation, discussion and questioning. The educational aids used were overhead projection, slides, video and handouts distributed to the participants, while hands-on sessions took the form of presentation and demonstration of products. A preparatory meeting led by the co-ordinator was organised to ensure coherence within the initiative. The collection of participant information was based on a presentation form handed in with the enrolment form, and this information was used to update the organisation's statistics. Feedback from participants was collected through a final questionnaire and this information was used to readjust the initiative's contents and methods.

NEW TECHNOLOGIES AND EMPLOYMENT OPPORTUNITIES

Selection

This seminar was publicised through various communication channels (journals, radio, TV, specialised and other journals), but also using direct mailing. No special criteria were adopted for selecting participants. Speakers were mainly chosen on the basis of their expertise.

Organisation

The initiatives took place off the organisation's premises in a place found for the purpose; general comfort and overall accessibility were considered in venue choice. Assistance for travel reservation and accommodation was offered, and the event included coffee and lunch breaks on site, recreational activities, as well as welcome and farewell sessions. A teacher's secretariat was set up.

Implementation

The particular method adopted to transmit knowledge involved the presentation of contents with the support of overhead projection, slides, video, software for content presentation and handouts distributed to the participants. The hands-on sessions took the form of presentation and demonstration of products. The pedagogical key-words are good presentation and discussion. A preparatory meeting led by the co-ordinator was organised to ensure coherence within the initiative. The information on the participants was collected via a presentation form handed in with the enrolment form, and this information was used to update the organisation's statistics. No feedback from participants was collected.

RAISING AWARENESS OF TELE-WORKING AMONG EMPLOYEES

Selection

This seminar was mainly publicised through leaflets and direct mailing addressed in particular to the organisation's database and to addresses collected from other sources. No special criteria for selecting participants and teachers were adopted.

Organisation

The initiatives took place on the organisation's premises using a space already fitted out for that purpose.

Implementation

No information is available about the method used, except that the hands-on sessions mainly entailed presentation and demonstration of products.

Further remarks

In the future it will be important to establish stronger links with employees about the use of AT in tele-working.

5.26. CRPC C. Gulbenkian (Portugal)

Name of the organisation	CENTRO REGIONAL DE SEGURANCA SOCIAL LISBOA E VALE DE TEJO
Department or section	Centro de Reabilitação de Paralisia Cerebral C. Gulbenkian
Address	Av. Rainha D. Amelia Lumiar 1600 Lisboa PORTUGAL
Telephone: +351 1 7575818	Fax: +351 1 75899501
Key Person of the organisation	Antonio Paulo Brito, Rosario Toscano

An organisation both of persons with disabilities and families which is mainly involved in rehabilitation, education/training, information/advice, assistance and research. Educational activities began more than 10 years ago and are addressed exclusively to persons with disabilities; they embrace the issues of independent living, coping better with disability and AT.

The educational activities carried out over the past 5 years can be classified as follows:

- * 5 *non-residential training courses*, addressed to a *target* of persons with disabilities, rehabilitation and educational professionals, and personal assistants;
- * 3 *seminars*, in the form of *monographic seminars*, addressed to a *target* of both users and professionals;
- * 4 *information activities*, covering *almost all the options* included except for mass media coverage, addressed to the widest possible *target* of potential users;
- * **activities addressed to the individual**, conducted on a permanent basis, in all the forms presented except for advocacy; these are addressed exclusively to persons with disabilities.

The role AT plays in all these activities ranges from relevant to important to very important, and many related areas are considered, especially household activities, employment, general accessibility issues, communication, mobility, reading/writing and learning.

TRAINING COURSES AND SEMINARS

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Handynet - Ajudas Técnicas (Handynet - Assistive Technology)	n/r train. c.	1992	35	25	persons dis., rehab. prof., educ. prof., soc. work.	10
Handynet - Ajudas Técnicas (Handynet - Assistive Technology)	n/r train. c.	1995	30	24	persons dis., rehab. prof., educ. prof., soc. work.	3-4

Selection

Direct mailing was the sole channel used for spreading information about this course. Participants were chosen on the basis of their age (adults), their impairment (motor, auditory, visual), and professional

experience. Teachers were selected from within the organisation itself, but also according to their level of expertise; no preference for teachers with disability was expressed.

Organisation

The course was held in different places chosen especially for the occasion, as well as on the organisation's premises, venue choice involved paying special attention to general comfort and overall accessibility. Personal assistance when needed was offered, as well as assistance with travel reservation and accommodation, and coffee-breaks. Co-ordination between teachers was ensured by preparatory meetings and the efforts of a co-ordinator; each teacher planned his/her lessons individually.

Implementation

The methods used to transmit contents were lectures, group discussions, role-playing and group work, with the aid of all possible technical equipment. The hands-on sessions were based on presentation and demonstration of products, but also on experimentation and use.

Learning by doing and interactivity are the key-words selected to describe the pedagogical approach. Information on participants was collected through a presentation form and then used to readjust contents and methods of the course; feedback came from collection of personal impressions, but also a final questionnaire. Finally, follow-up was carried out through direct contact.

Further remarks

In the future, the organisation intends to pursue the same methodology with the addition of some topical workshops. Improvement in the selection process will be made by conducting mailing via Internet.

5.27. Elo Social (Portugal)

Name of the organisation	ELO SOCIAL
Address	Av. Dr. Alfredo Bensaúde Lisboa PORTUGAL
Telephone: +351 1 8540360	Fax: +351 1 8540361
Key Person of the organisation	Antonio Martins

An organisation of persons with disabilities whose main activities are training/education, rehabilitation, and production/sale of products. Educational activities began 5-10 years ago and recognise the importance of training for independent living and coping better with disability, while AT also plays a certain role; these activities are addressed exclusively to persons with disabilities and professionals.

The educational activities carried out over the past 5 years can be classified as follows:

- * 3 *residential training courses*, addressed to a *target* of persons with disabilities and rehabilitation professionals;
- * 3 *monographic seminars*, addressed exclusively to a *target* of rehabilitation professionals;
- * 8 **information activities**, represented by *conferences, round tables, and exchange of experiences*; addressed exclusively to persons with disabilities;
- * **activities addressed to the individual** (extremely numerous) represented by *advice and self-help*, addressed exclusively to adult persons with disabilities.

AT always **plays** an important **role** in these initiatives, and the main AT- related areas are: household activities, employment, self-care, communication, mobility and general accessibility issues.

TRAINING COURSES AND SEMINARS

While various activities were listed in the table below, only one comprehensive description was given, probably reflecting general similarity in organisation and implementation.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
ELO Social - Uma via na integração (ELO SOCIAL A route towards integration)	series of seminars	1994	16	400	rehab. prof.	24
Curso de formação agents de reabilit. ("Rehabilitation agent" training course)	n/r train. c.	1992	400	12	rehab. prof.	8
Curso de formação de tecnicos de apoio social (Training course for social support technicians)	n/r train. c.	1995	600	15	rehab. prof.	12
Novas Rotas (New ways)	n/r train. c.	1996 1997	800	15	persons with disab.	6

Selection

This organisation's initiatives were mainly publicised through leaflets and posters sent out chiefly to user organisations, and both means proved to be effective. Participants were selected on the basis of the type of impairment (cognitive) and disability, as well as territoriality, personal interests and knowledge level, while teachers were selected according to their professional experience and personal interest. No teachers with disabilities were employed.

Organisation

The initiative took place either on the organisation's premises, in a space set up especially for the purpose, or elsewhere, in a place chosen for the occasion paying particular attention to comfort and overall accessibility. Personal assistance was offered when needed, and the event included coffee and lunch breaks, together with welcome and farewell sessions. Teacher co-ordination was ensured by the efforts of a co-ordinator and through preparatory meetings.

Implementation

Contents were transmitted using various methodologies, from lectures to discussions but also including simulation and group work; practical training at the workplace was sometimes organised. Lessons were also supported by educational aids such as overhead projection, slides, video and handouts, while hands-on sessions were based on experimentation of products. In any case, the pedagogical accent is on learning by doing and discussion. A presentation form and self-presentation on the opening day were the methods used to collect information about the participants, and this was used to readjust course contents and methods but also the organisation's educational activity as a whole. Feedback was collected in the form of guided and open final discussions, together with a final questionnaire; in addition, the organisation evaluates its educational activities on a continuous basis. Follow-up was carried out by direct contact.

5.28. Ass. Portuguesa de Miastenia Gravis (Portugal)

Name of the organisation	ASSOCIAÇÃO PORTUGUESA DE MIASTENIA GRAVIS E DOENÇAS NEUROMUSCOLARES
Address	Hospital de Santa Maria Av. Prof. Egas Moniz 1699 Lisboa PORTUGAL
Telephone: +351 1 7976882	Fax: +351 1 7976882
Key Person of the organisation	Manuel de Athayde Cabeçadas

An organisation of persons with disabilities that operates in rehabilitation, information/advice, assistance, research and public awareness raising. Its educational activities are addressed exclusively to persons with disabilities and cover the issues of independent living and the role of AT.

Educational activities began less than 5 years ago and those carried out so far can be classified as follows:

- * 4 *non-residential training courses*, addressed exclusively to a *target* of medical doctors;
- * 30 **information activities, comprising** *all the public activities represented* (mass media coverage, periodicals, exhibitions) and addressed exclusively to a *target* of persons with disabilities;
- * **activities addressed to the individual**, in the form of *advice, information services, advocacy and self-help*; addressed exclusively to persons with disabilities.

AT plays a relevant role within the training courses, and mainly concerns the fields of household activities, health maintenance and employment.

TRAINING COURSES AND SEMINARS

No titles or details are available for the seminars and training courses. The following data describe a non-residential training course and another, unspecified activity addressed exclusively to persons with disabilities, where only one teacher was involved.

Selection

These initiatives were publicised by means of leaflets and all kinds of advertisements, but personal mailing proved the most effective. Leaflets were distributed to user organisations. The public was extremely wide, since no selection criteria were adopted, while the teacher was chosen by habit.

Organisation

Educational activities took place on the organisation's premises in a place specially set up for the occasion; comfort and overall accessibility were considered in venue choice. Personal assistance was given when needed.

Implementation

The activities were based on traditional lectures followed by group discussions, supported by overhead projection and slides, and accompanied by demonstration and presentation of products.

The pedagogical stress was put on good presentation.

No information on participants or feedback was collected.

Further remarks

Over time, the educational activities have been improved through better and more effective announcement of the initiatives. These activities will be repeated in the future and communication with users improved. At least four annual seminars will be held to inform users about current knowledge and opportunities at international level.

5.29. Região Autónoma da Madeira (Portugal)

Name of the organisation	REGIÃO AUTÓNOMA DA MADEIRA DIRECÇÃO REGIONAL DA EDUCAÇÃO ESPECIAL E REABILITAÇÃO
Department or section	Centro de Informação e Aconselhamento HANDYNET
Address	Caminho de St. Antonio, Funchal PORTUGAL
Telephone: +351 91 742128	Fax: +351 91 742364
Key Person of the organisation	Zélia Melo e Sousa

This is an AT information centre for persons with disabilities that is devoted entirely to information/advice activities. No detailed data are available about the organisation's training activities, but the compiler did fill in the third section of the questionnaire, apparently referring to training courses addressed to educational and rehabilitation professionals in which AT plays an important role. Other activities are described as follows:

- * **information activities**, mainly *round tables* and contact with *periodicals* and journals, addressed to a wide public;
- * **activities addressed to the individual**, in the form of *advice*, *information services*, *advocacy* and *self-help*, mainly addressed to end-users.

The **role played by AT** in these last initiatives ranges from important to very important and almost all the related areas are covered.

TRAINING COURSES AND SEMINARS

As stated above, no details are available about the organisation's educational activities. However, the information given does attest to the fact that some such activities have been carried out.

Selection

The activity was publicised by means of leaflets and other communication channels, and the information was spread to user organisations, other organisations in the field, other AT information centres, and rehabilitation centres, as well as being handed out at congresses and exhibitions. No special criteria were adopted for participant selection, while teachers were chosen on the basis of membership of the organisation itself and their professional experience.

Organisation

The initiative took place in different places chosen for their general characteristics of comfort, overall accessibility, aesthetics and seating arrangements.

Implementation

Classical lectures followed by group discussions were held, with the support of traditional educational aids, and with the addition of substantial hands-on sessions, comprising demonstration, presentation, experimentation and individual use of products. The most suitable key-words for describing the pedagogical approach are learning by doing and questioning. Personal information on the participants was collected through a presentation form and used to readjust the initiative contents and methods on the basis of the real target, but also to readjust the organisation's methodology on an educational level. Feedback was collected through a final questionnaire and a final group discussion, and the results were used to generally re-think the organisation's educational activity. Personal contacts will be made to involve other professionals, such as engineers, architects, etc.

5.30. GIL Economic Association (Sweden)

Name of the organisation	GIL ECONOMIC ASSOCIATION
Address	Stampgatan 15 41664 Goteborg SWEDEN
Telephone: +46 31 150490	Fax: 46 31 151808
Key Person of the organisation	Rolf Bergfors, manager

An organisation of persons with disabilities that is involved in training/education, information/advice, pressure group activities and public awareness raising. Educational activities addressed to a wider target of users began 5-10 years ago, and embrace the issues of independent living, coping better with disability and AT.

The educational activities carried out over the past 5 years can be classified as follows:

- * **information activities**, represented mainly by *exhibitions* and *exchange of experiences*, addressed to a *target* of users;
- * **activities addressed to the individual**, mainly in the form of *information services* and *self-help*, addressed to the same *target*.

AT plays an important **role** in these activities, focusing primarily on legislation and standardisation issues.

TRAINING COURSES AND SEMINARS

No specific details are available about these activities, apart from the fact that the target of these activities are users in general.

Selection

The initiatives were publicised by means of leaflets and various forms of advertisements; information was also passed on to rehabilitation centres and was handed out at congresses and exhibitions. No special criteria were adopted for participant selection, so a wide public was expected. Teachers belong to the organisation itself but were chosen according to the level of expertise.

Organisation

The organisation set up a special space on its premises to develop these activities, but some were also held off its premises; when choosing venues, special attention was paid to general comfort, overall accessibility and accessibility of bathrooms. Events included personal assistance when needed, assistance with travel reservation and accommodation, welcome sessions, and coffee and lunch breaks. A co-ordinator was appointed for the initiative, but each teacher planned his/her lesson individually.

Implementation

Various methods were used including lectures, group discussions, brainstorming and group work, with equal importance given to participation and good presentation, the pedagogical key-words chosen. Overhead projection, video and handouts for the participants were the most commonly adopted educational aids. Information on participants was collected through an introductory questionnaire and self-presentation on the opening day, and this was subsequently used to readjust contents and methods on the basis of the real target. Feedback was collected through personal impressions and a final questionnaire, and the information used to readjust the contents and methods of the next edition of the same course. Finally, follow-up was carried out through direct contact.

5.31. Independent Living Centre of Western Australia

Name of the organisation	INDEPENDENT LIVING CENTRE
Address	3, Lemnos St. Shenton Park WESTERN AUSTRALIA
Telephone: +8 93822011	Fax: +8 93822896
Key Person of the department	Deborah Doncon, executive director

This organisation is a provider of social and/or health services mainly involved in training/education of end-users and information/advice. Training activities began more than 10 years ago and are addressed to end-users (persons with disabilities, the elderly, families and personal assistants) as well as to professionals. In these activities, AT is considered a strong support for independent living, and the issues of independent living and coping better with disability are considered.

The educational activities carried out over the past 5 years can be classified as follows:

- * *non-residential training courses*, addressed to a *target* of end-users (persons with disabilities, the elderly and families) and professionals (rehabilitation, education);
- * *seminars*, in the sole form of *topical workshops*, addressed to the same *target*;
- * *information activities*, mainly addressed to a wide public, and represented by *mass media coverage, exhibitions* and periodicals, addressed to the same *target* at all age levels;
- * *activities addressed to the individual*, in the form of *advice, information service and, self-help*, addressed to a public of all ages;

AT plays a very important **role** in all these activities, and the main AT-related areas considered are mobility, communication, general accessibility issues, standardisation issues, reading/writing and learning.

TRAINING COURSES AND SEMINARS

A very extensive list of education activities carried out over the past five years was provided so only those held in 1997 are cited here. The compiler notes that a unique format was adopted for all of them.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Intellitools Products	top. work.	1997	7	10	pers. with disab., fam., rehab. prof., ed. prof.	1
Don Johnston Products	top. work.	1997	2,5	7	pers. with disab., fam., rehab. prof., ed. prof.	1
New Software	top. work.	1997	3,5	13	pers. with disab., fam., rehab. prof., ed. prof.	1
Iygo Equipment Overview	top. work.	1997	2	9	pers. with disab., fam., rehab. prof., ed. prof.	1

Australia

Electronic Communication Devices	top. work.	1997	2	9	pers. with disab., fam., rehab. prof., ed. prof.	1
New Electronic Communication Devices	top. work.	1997	2	6	pers. with disab., fam., rehab. prof., ed. prof.	1
Computer Needs Analysis	top. work.	1997	3,5	12	education prof.	2
Specialised Computers and Communication Devices	top. work.	1997	4	30	education prof.	2
Manual Handling for University OT Students	top. work.	1997	24	150	rehab. prof.	3
Manual Handling for Carers	top. work.	1997	18	33	rehab. prof.	3
Manual Handling for specific organisations	top. work.	1997	56	250	rehab. prof.	3
Hoist workshop	top. work.	1997	7	15	rehab. prof.	3
Hoist workshop for Carers	top. work.	1997	7	17	rehab. prof.	3
Manual Handling for OTA Students	top. work.	1997	18	30	rehab. prof.	2
New Developments in Equipment for Personal Handling	top. work.	1997	3,5	9	rehab. prof.	2
Sensory Impairment	top. work.	1997	3,5	4	rehab. prof., ed. prof.	1
Personal Care	top. work.	1997	21	96	rehab. prof.	2
Manual Handling for Aged Care Students	top. work.	1997	3,5	16	rehab. prof.	2
Maxi Taxi driver training	top. work.	1997	2	12	other	1

Selection

All these initiatives were publicised by means of leaflets and occasionally by advertisements in mass media (journals, radio, TV), as well as by bulk mail out. Information was sent out to the organisation's address database, user organisations, other organisations in the field and rehabilitation centres, as well as being handed out at congresses and exhibitions. Participants were selected on the basis of their professional experience and territoriality. Teachers and tutors were recruited from within the organisation itself and were chosen for their level of expertise; occasionally teachers and tutors with disabilities were involved, and these were chosen for the type of disability, their expertise and their popularity.

Organisation

The activities were held on the organisation's premises in a space already fitted out with the necessary facilities. Many environmental aspects were taken into account in venue selection, including comfort, seating arrangements for the participants, overall accessibility and accessibility of bathroom. Events included personal assistance when needed, coffee-break on site, and welcome and farewell sessions. Certificates of attendance were distributed at the end of the initiative. Participants were charged an enrolment fee of \$10 (1 hour dates); \$ 55 (half day workshop); or \$ 110 (full day workshop). A co-ordinator appointed to oversee the whole process gave specific instructions to the teachers involved in the activity.

Implementation

The methods used for delivering contents comprise a wide variety of lesson and group techniques (group discussions, brainstorming, simulation, role-playing, group work), supported by educational aids (overhead projection, video, handouts for the participants, together with manuals and brochures). Hands-on sessions were mainly in the form of presentation/demonstration of products and individual

experimentation. The two pedagogical key-words chosen, interactivity and learning by doing, suggest that great stress was placed on active participation.

Information on participants was collected through initial self-presentation, and this information was then used to readjust contents on the basis of the real target. Teachers remained in contact through a coordinator. A final questionnaire was used to collect feedback from participants; this information was used to readjust the contents and methods of the subsequent edition of the same course, but also to readjust the organisation's overall educational activity and to refine its objectives.

Further remarks

Numerous changes have been made over the years in response to demand, survey results, feedback, and the skills and expertise of teachers; changes in legislation and developments in health reform also brought about adjustments in the educational activities. The selection process has expanded to include workshops for consumers as well as providers. In the past, organisation followed practically the same format for all types of activities, while now there is a plan to introduce short sessions for health professionals as well as refresher courses. In some cases, the number of participants was reduced to allow more opportunity for practice. There is a perceived need to include new topics such as transport and the disabled, home modifications and accessibility; there is also a need to involve persons with disabilities and providers more directly.

6. Other experiences analysed at a distance

The following remaining experiences were analysed:

CANADA	* BLOORVIEW MACMILLAN CENTRE (Rehabilitation Engineering Dept)
DENMARK	* ERGOTERAPEUT SKOLEN
	* HJELPEMIDDELCENTRALEN
FRANCE	* INSTITUT GARCHES
	* CREEDAT - CENTRE REGIONAL D'EXPOSITION, D'ESSAI ET DE DOCUMENTATION SUR LES AIDES TECHNIQUES
	* CERAH - CENTRE D'ETUDES ET DE RECHERCHE SUR L'APPAREILLAGE DES HANDICAPES
PORTUGAL	* ASSOCIAÇÃO PORTUGUESA DOS DEFICIENTES ANGRA HEROISMO
SPAIN	*CEAPAT (NAT. CENTRE FOR PERSONAL AUTONOMY AND TECHNICAL AIDS)
SWEDEN	* THE SWEDISH HANDICAP INSTITUTE

6.1. Bloorview MacMillan Centre - Rehab Engineering Dept. (Canada)

Name of the organisation	BLOORVIEW MACMILLAN CENTRE
Department or section	Rehabilitation Engineering Dept.
Address	350 Rumsey Road Toronto, Ontario CANADA
Telephone: +416 425 6220	Fax: +416 425 1634
Key Person of the organisation	Bill Bennett, manager, technology transfer

This specific department of the Bloorview MacMillan Centre is a provider of health and/or social services that is mainly involved in rehabilitation and research, as well as providing services. For more than 10 years they have been conducting training activities addressed exclusively to professionals, where AT is considered a support for independent living.

The educational activities carried out over the past five years have been classified by the compiler as follows:

- * *non-residential training courses* (1 per annum) addressed exclusively to a *target* of professionals and technologists;
- * **20 topical workshops**, addressed to the same target;
- * a great number of **information activities**, in all the considered forms, addressed to a target of professionals and technologists, but also to education professionals, persons with disabilities and families;
- * on-going *advice* activity, within the **activities addressed to the individual**, for a target of users (persons with disabilities, families, personal assistants) and professionals (rehabilitation and education, technologists).

The **role played by AT** in these initiatives is always very important and the considered areas related to AT are: household activities, health maintenance, recreation, employment, general accessibility issues, communication, mobility, cognition, reading/writing, learning.

TRAINING COURSES AND SEMINARS

Two topical workshops have been described to provide a picture of the most recent educational activity of carried out by this department at the Bloorview Macmillan Centre. Both have been held within the framework of large conferences.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
101 Ways to control a powered prosthesis	topical workshop	1997	2-5	30	rehab prof., technologists	1
Understanding the Product Needs of the Consumers	topical workshop	1995	2	15	rehab prof., technologists	2

101 WAYS TO CONTROL A POWERED PROSTHESIS

This workshop was held within the MyoElectric Controls Conference '97, University of New Brunswick, Institute of Biomedical Engineering, Fredericton, NB (Canada). Within this initiative, pre-

symposium sessions like this one were organised on therapy issues in powered upper extremity prosthetics.

Selection

Special leaflets attached to the conference advertisement were distributed, but a great role in the initiative's success was played by word of mouth. The leaflets were distributed mainly to other organisations in the field and handed out in other congresses and public initiatives. Hence the participants were those conference attendees who decided to sign on for the workshop. The teacher was chosen for his professional expertise.

Organisation

The workshop took place within the professional conference, and consequently without considering special aspects of the environment.

Implementation

The contents were delivered via a lecture accompanied by slides and the presentation/demonstration of products. The preferred pedagogical methods were questioning and good presentation. Participants were requested to fill in a presentation form, and the collected data were used to update the organisation's statistics, but also to redefine the objectives of the initiative. A final questionnaire was distributed to collect participants' impressions.

UNDERSTANDING THE PRODUCT NEEDS OF CONSUMERS

This workshop was held within the RESNA '95 Conference in Vancouver (Canada).

Selection

Special leaflets attached to the Conference advertisement were distributed, but a great role in the initiative's success was played by word of mouth. The leaflets were distributed mainly to other organisations in the field and handed out at other congresses and public initiatives. Participants were then chosen for their professional experience. The two teachers, who belong to the organisation, were also chosen for their professional expertise.

Organisation

The workshop took place within the professional conference, and consequently without considering special aspects of the environment.

Implementation

The contents were delivered via a lecture accompanied by group discussion, and supported by overhead projection, video and handouts for participants; no practice session was held.

For the special form adopted in this educational activity, the preferred pedagogical methods were questioning and good presentation. Participants were requested to fill in a presentation form, and the collected data were used to update the organisation's statistics, but also to redefine the objectives of the initiative. A final questionnaire was distributed to collect participants' impressions.

6.2. Ergoterapeut Skolen (Denmark)

Name of the organisation	ERGOTERAPEUT SKOLEN
Address	Laegaardvej 12 7500 HOLSTEBRO DENMARK
Telephone: +45 97 412566	Fax: 45 97 412979
Key Person of the organisation	Lene Florup, occupational therapist leader

This is a professional training school for occupational therapists, whose main activity is teaching and training for students in occupational therapy. The educational activities are addressed to professionals but also cover the issue of independent living and the role of AT.

The educational activities (begun more than 10 years ago) comprise mandatory lessons for students at the School for Occupational Therapists. Special attention is paid to the role of AT, since practically all the related areas are considered.

TRAINING COURSES AND SEMINARS

Some lessons within the course are presented in this list, so they are described only in general terms. They are compulsory for students during their education.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Hjælpemidler og Kørestole (Assistive Technology and wheelchairs)	lessons	3 times a year	24	23	students	1-2
Boligindretning ind. hjælpemidler (Home adaptation and AT)	lessons	every	22	23	students	1
Kommunikations hjælpemidler (Assistive technology for communication)	lessons	every	6	23	students	2

Selection

No data concerning this aspect can be supplied because students are chosen by the school, not for these particular lessons.

Organisation

The lessons take place on school premises, but there is also a visit to a technical aids for communication centre. Special attention is paid to finding a suitable environment in line with the planned contents of education.

Implementation

Work groups, group discussions and simulation are the most commonly used methods for delivering contents; the lesson itself is above all a presentation to solicit discussion, while the hands-on sessions are based on presentation and demonstration of products. Discussion and interactivity are the preferred pedagogical approaches. There is no collection of information on participants; a co-ordinator for the teachers is nominated. Feedback from the participants is considered important, and this is collected through final discussions. Follow up is done through the examination process.

6.3. Hjelpemiddelcentralen Odense (Denmark)

Name of the organisation	HJELPEMIDDELCENTRALEN
Address	Heden 11 5000 ODENSE DENMARK Fax: +45 45 915894
Key Person of the organisation	Lena Norregaard, head of the centre

This organisation is a provider of health and social services involved in rehabilitation, information/advice and research. They also develop training activities, which are exclusively addressed to professionals and cover independent living issues and the role of AT.

The educational activities begun less than 5 years ago and the work done so far can be classified as follows:

- * **training courses** - exclusively *non-residential*, addressed to a *target* of professionals: educationalists, rehabilitation professionals and social workers;
- * **seminars** - (no additional information) addressed to the same *target* of professionals;
- * **information activities** - in the most public sense, that is *periodicals* , *exhibitions* and *congresses*;
- * **activities addressed to the individual**, mainly *advice* and *information services*, once again addressed to the same target mentioned above.

The **role played by AT** in each activity ranges from the “relevant” level to the “very important”, while the main areas considered are: household activities, employment, self-care, legislation, general accessibility issues, communication and mobility.

TRAINING COURSES AND SEMINARS

No specific titles of the training activities are available, nor other information such as the specific target, the duration, typology, and so on. Only a general description of the selection process is provided.

Selection

The initiatives were mainly publicised using leaflets (sent to the organisation’s database and organisations in the field) and posters. The public is extremely wide, since no selection criteria were adopted. No information is available on teacher selection.

6.4. Institut Garches (France)

Name of the organisation	INSTITUT GARCHES
Department or section	Handicap
Address	Hôpital Raymond Poincaré GARCHES FRANCE
Telephone: +33 1 47419307	Fax: +33 1 47410724
Key Person of the organisation	M.me Ricord

A provider of health and/or social services whose main activities are information/advice and research. However they also carry out educational activities (begun less than 5 years ago) both for persons with disabilities and for professionals. These activities also involve independent living and coping better with disability, as well as looking at the role of AT.

The educational activities carried out over the past 5 years can be classified as follows:

- * 5 **residential training courses**, about which no additional information is available;
- * 1 **seminar**, in the form of *topical workshops*, without additional information;
- * 20 **activities addressed to the individual**, in the sole form of *advice*, exclusively addressed to adults with disabilities.

In these last initiatives, for which some information has been provided, the **role played by AT** is very important, but is confined to the issue of mobility.

TRAINING COURSES AND SEMINARS

Even if in the previous part no detailed information concerning the target and the contents of the training courses and seminars is available, a complete description of two kinds of topical workshops is contained in the third section of the questionnaire. The first is a repetition over the years of the same activity; the second varies in duration, but the modalities of organisation and implementation are probably the same, since the section has been filled in only once.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Le fauteuil roulant (The wheelchair)	top. work.	1994	2	10	rehab. prof.	1
Le fauteuil roulant (The wheelchair)	top. work.	1995	2	10	rehab. prof.	1
Le fauteuil roulant (The wheelchair)	top. work.	1996	2	10	rehab. prof.	1
Le fauteuil roulant (The wheelchair)	top. work.	1997	2	10	rehab. prof.	1
Le fauteuil roulant (The wheelchair)	top. work.	1995	8	12	rehab. prof.	1

THE WHEELCHAIR

Selection

In this case the activity was requested by a group of doctors, and so no decision in the selection phase was necessary.

Organisation

The workshops, led by only one teacher, took place on the organisation's premises, in a space set up especially for that purpose. The only matter for close attention was the choice of the demonstration products.

Implementation

A fleet of 100 wheelchairs was used, and implementation involved hands-on sessions with presentation and demonstration of these products. The characteristics of the workshop were learning by doing, good presentation and a final group discussion. Neither personal information nor feedback was collected.

Further remarks

Experience over the years has shown the need to reduce the total number of participants to 10, so that the initiative's effectiveness may be increased.

6.5. CREEDAT (France)

Name of the organisation	CREEDAT - CENTRE REGIONAL D'EXPOSITION, D'ESSAI ET DE DOCUMENTATION SUR LES AIDES TECHNIQUES
Address	CRF de Valmante Traverse de la Gouffonne 13009 MARSEILLE FRANCE
Telephone: +33 4 91416970	Fax: +33 4 91410464
Key Person of the organisation	Odile Marconnet, occupational therapist

This is a provider of health and/or social services solely involved in information/advice activities, but with a certain involvement in training for professionals; this last area also embraces independent living and the role of AT.

Their educational activities begun less than 5 years ago and the work done so far can be classified as follows:

- * 3 *non-residential training courses*, addressed to a *target* of rehabilitation professionals, trained nurses and architects;
- * 3 **seminars**, in the form of *topical workshops*, without any additional information;
- * 20 **information activities**, comprising *all the options represented* (conferences, round tables, mass media coverage, periodicals, exhibitions, exchange of experiences); these are addressed to a *target* of elderly and adult rehabilitation professionals, nurses and architects;
- * **activities addressed to the individual** total 1000, a number that probably reflects single acts of providing *advice* and *information services*, the two options represented. No additional details are available.

The **role played by AT** within the training courses is considered important while for the information activities it is seen as relevant. A lot of areas related to AT are considered in these initiatives, such as communication, mobility, general accessibility issues, hearing, vision, reading/writing, cognition, but also household activities, health maintenance, self-care, etc.

TRAINING COURSES AND SEMINARS

No titles or details are available for the seminars and training courses mentioned, so it is impossible to provide a clear idea of objectives, content and target.

Selection

The initiatives were mainly publicised by means of leaflets and all the kinds of advertisements, all of which proved to be effective. Leaflets were distributed to a special address database, but also to family associations, other organisations in the field, rehabilitation centres, by word of mouth and handed out at congresses or exhibitions. The public was very wide, since no criteria were adopted to select it, while teachers and tutors came from the organisation itself as they are also experts in the field. No special preference was given to teachers and tutors with disabilities.

Organisation

Educational activities, for which participants paid only a token fee, took place in different places, which were defined and located as need arose, without special attention to environmental aspects. Only one teacher was involved.

Implementation

From a methodological point of view, the activities were based on brainstorming and group work, although educational tools such as slides, video and documentation on AT were also considered. Products were presented and demonstrated during hands-on sessions, but there was also the opportunity for individual use of them. Consequently, questioning and learning by doing are the key-words for defining the preferred learning style. A special method was chosen for collecting information on the participants: they were requested to fill in a final questionnaire, and this was then used to readjust the contents and methods of the organisation's educational activity. Finally, interviews were carried out during the follow-up phase.

6.6. CERAH (France)

Name of the organisation	CERAH - CENTRE D'ETDES ET DE RECHERCHE SUR L'APPAREILLAGE DES HANDICAPES
Address	Bellevue BP 719 57147 WOIPPY Cedex FRANCE
Telephone: +33 3 87513030	Fax: +33 3 87513036
Key Person of the organisation	François Pelisse

This is the Central Administration Service of the Defence Ministry, State Secretariat for Elderly Veterans; its main functions concern information/advice and research, and it also runs a testing laboratory. Educational activities began more than 10 years ago and are addressed to a target of professionals and personal assistants; independent living and coping better with disability are issued considered, as well as AT.

The educational activities carried out over the past 5 years can be classified as follows:

- * 100 **training courses**, exclusively in *non-residential* form, addressed to a target of adults: rehabilitation professionals, technologists, administrative officers;
- * **seminars**, in the form of *topical workshops*, and CERAH normalisation groups, addressed to a *target* of adult professionals;
- * **information activities** (2 per year), in the form of conferences and exhibitions, mainly addressed to adult and elderly *participants* (persons with disabilities, the elderly, families) but also rehabilitation professionals and social workers;
- * **activities addressed to the individual** (600 requests per year), in the sole form of *advice*, which is addressed to a wide target both of users and professionals (except educational professionals); *information services*, addressed to adult and elderly *participants* and to the following *target*: the elderly, rehabilitation and educational professionals.

The **role played by AT** in these initiatives is almost always very important; whereas the training courses deal exclusively with mobility, the other activities embrace a wide range of areas related to AT, namely communication, mobility, household activities, health maintenance, self-care and general accessibility issues.

TRAINING COURSES AND SEMINARS

Two special training courses have been described by this organisation, which, due to its special role, occupies a special position within our sample.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Stage en vue de l'agrément (Social security accreditation course for wheelchair retailers)	n/r train. c.	1997	16	50	rehab. prof., technol., admin. off., other	15
Sécurité sociale des revendeurs de fauteuils roulants (Specialisation course for wheelchair retailers)	n/r train. c.	1997		30	rehab. prof., technol., admin. off., other	10

SOCIAL SECURITY ACCREDITATION COURSE FOR WHEELCHAIR RETAILERS

Selection

The course was publicised by means of leaflets and mailing to the organisation's address database, and participants were selected on the basis of their age (adults) and a special validation technique concerning technical approval. Teachers and tutors belonged to the organisation itself, but were also selected on the basis of their expertise, while no teacher with disability was involved.

Organisation

The course took place on the organisation's premises both in a space set up especially for that purpose and in a space already fitted out with the necessary facilities. Comfort, overall accessibility and accessibility of bathroom facilities were considered among the environmental factors, and some socialisation aspects were taken into account, since coffee and lunch breaks were organised. There was no co-ordination between teachers, and each teacher planned his/her lesson individually, while a teachers' secretariat was set up. Participants paid a fee of FF 1.795 to enrol in the course.

Implementation

The lessons were a mixture of theoretical lectures (developed with the aid of overhead projection, slides and handouts for the participants) and a hands-on session, mainly in the form of presentation/demonstration and individual use of products. Learning by doing would be the best key-word to describe the chosen learning style, together with stress on good presentation of the theoretical aspects for the hands-on sessions. Progress meetings were held for the teachers during course development. Participants had to fill in a presentation form with the enrolment form, and the data have been used to update the organisation's statistics; as regards feedback collection, an evaluation form was distributed to the participants and the collected data have been used to readjust contents and methods for the next edition of the same course. No follow-up has been carried out.

Further remarks

Reviewing its educational activity over the year, the organisation considered the greatest changes to have been made within the organisational phase, after discussion with other social partners in the field, in the sense that training had to be precisely calibrated to the needs of users and professionals. These discussions led to the organisation of another training course, named optional specialisation course, described hereafter. In the future, an increase in the duration of training courses is foreseen.

SPECIALISATION COURSE FOR WHEELCHAIR RETAILERS

Selection

Like the first course, this one was also publicised by means of leaflets and mailing to the organisation's address database. It involved participants selected on the basis of their age (adults) and a special validation technique concerning technical approval. Teachers and tutors belonged to the organisation itself, but were also selected on the basis of their expertise, while no teacher with disability was involved.

Organisation

The course took place on the organisation's premises; comfort, overall accessibility and bathroom accessibility were considered and coffee and lunch breaks organised. There was no co-ordination between teachers, and each one planned his/her lesson individually. Participants paid a fee of FF 1.795 to enrol in the course.

Implementation

The lessons were a mixture of lectures, developed with the aid of overhead projection and slides, and hands-on session, mainly in the form of presentation/demonstration and individual use of products. They were also characterised by a more dialogue-based learning style compared with the previous training

France

course, as questioning and discussion are the key-words chosen to describe it; learning by doing was also stressed within the hands-on sessions. Participants had to fill in a presentation form with the enrolment form, and the data have been used to update the organisation's statistics. No feedback and no follow-up have been carried out.

6.7. Ass. Portuguesa dos Deficientes Angra Heroismo (Portugal)

Name of the organisation	ASSOCIAÇÃO PORTUGUESA DOS DEFICIENTES
Department or section	Delegação local de Angra Heroismo
Address	Rua Professor Augusto Monjardino, 56 ANGRA HEROISMO PORTUGAL
Telephone: +351 95 628360	
Key Person of the organisation	Maria Manuela Azevedo Jorge Pacheco, president

An organisation of persons with disabilities, involved mainly in information/advice and public awareness raising. Educational activities (begun 5-10 years ago) are exclusively addressed to persons with disabilities. They also cover the issues of independent living and coping better with disability, as well as AT.

The educational activities carried out over the past 5 years can be classified as follows:

- * **seminars**, in the special form of a school, but no additional information is given;
- * **information activities**, in the most public forms, *journals and periodicals* and *exhibitions*;
- * **activities addressed to the individual**, *peer counselling, information services, advocacy*, addressed exclusively to persons with disabilities and the elderly.

No special information is given on the **role played by AT** in these initiatives, even if special importance seems to be devoted to communication, reading/writing and learning.

TRAINING COURSES AND SEMINARS

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Escola - Ensino Básico (School - Basic Course)			3-5	7	pers. assistants	1

Given the special characteristics of this course, only some basic elements have been put in the questionnaire. For example the one teacher involved comes from the organisation itself and no selection of participants was done. The lessons took the form of lectures without hands-on sessions, but were supported by handouts for the participants.

6.8. CEAPAT (Spain)

Name of the organisation	CEAPAT CENTRE FOR PERSONAL AUTONOMY AND TECHNICAL AIDS
Department or section	Documentation Area
Address	c/o Extreme-os 1 28030 MADRID SPAIN
Telephone: +34 1 7789061	Fax: +34 1 7784117
Key Person of the organisation: Cristina Rodriguez-Porrero, director	

This is a public organisation mainly devoted to information/advice activities, but to a certain extent also to training and education. Educational activities are mainly addressed to professional and personal assistants, and take into account the issues of independent living and obviously AT.

Educational activities began 5-10 years ago and those carried out over the past 5 years can be classified as follows:

- * **training courses**, in *non-residential* form, addressed exclusively to a wide *target* of professionals (educational and rehabilitation), together with technicians and administrative officers;
- * **seminars**, in the form of *monographic seminars* and *topical workshops* addressed to the same *target*;
- * **information activities**, mainly *conferences*, *exhibitions*, *mass media coverage* and *exchange of experiences*, all addressed to an extremely wide public;
- * **activities addressed to the individual**, in the form of *advice* and *information services*.

The **role played by AT** in these initiatives is always very important, and almost all the areas related to AT are covered, including mobility, communication, hearing, vision, learning, reading/writing, general accessibility issues, self-care, employment, household activities, etc.

TRAINING COURSES AND SEMINARS

The courses and seminars listed in the table below were held in different places: while the first two took place on the organisation's premises in Melilla (a Spanish town in North Africa), the last one was organised at Cartagena de Indias (Colombia).

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
AT for independent living and accessibility	n/r train. c.	1997		130	rehab. prof., educ. prof., soc. work., technol., adm. off.	
Horizon ASTRA	top. work.	1997		30	rehab. prof., educ. prof., soc. work.	
Accessibility, technology and disability	n/r train. c.	1997		30	other	

AT FOR INDEPENDENT LIVING AND ACCESSIBILITY

Selection

The training course was mainly publicised through leaflets, postcards and stickers, together with advertisements in other journals, this last form proving the most effective. Information was generally spread to user organisations, other organisations in the field and rehabilitation centres.

No special criteria were adopted for choosing participants, while teachers were chosen in terms of membership of the same organisation and their expertise and popularity; no preference for teachers with disability is expressed.

Organisation

The initiative took place at the Melilla Congress and Exhibition Centre, chosen (among other reasons) on the basis of environmental aspects such as comfort, overall accessibility and bathroom accessibility. Personal assistance when needed and on-site coffee-breaks were included in the organisation. Each teacher planned his/her lessons individually.

Implementation

The methods used for delivering contents were traditional lectures supported by slides and followed by group discussions. No hands-on session was organised, but an exhibition where products were presented and demonstrated was annexed to the conference room. Information on the participants was collected during group discussion, and this information has been used to readjust contents on the basis of the real target. Feedback from participants was collected by asking for personal impressions, and this information was then used to readjust the initiative's contents and methods.

No follow-up has been done, but abstracts and conclusions of the initiatives have been published in journals.

HORIZON - ASTRA

Selection

This topical workshop was publicised through personal letters sent out to a special database of persons. Participants were selected on the basis of their professional experience and in relation to employment issues. Teachers were chosen for their expertise; no preference for teachers with disability was expressed.

Organisation

The workshop took place on the organisation's premises, in a space set up especially for that purpose which featured comfort, overall accessibility and accessibility of bathrooms. Lunch was offered free of charge to the participants. A co-ordinator was appointed for the whole process to give specific instructions to the teachers.

Implementation

The sole method used to deliver contents was group discussion, supported by all possible educational aids; hands-on sessions dealt exclusively with case studies and solutions. Learning by doing and discussion were the preferred key-words to describe the pedagogical approach.

Information on the participants was collected via the presentation form, and this information has been used to readjust contents on the basis of the real target. Feedback from participants was collected through a final questionnaire and a discussion, and this information has been used to readjust the initiative's contents and methods.

A follow-up has been done by direct contact.

ACCESSIBILITY, TECHNOLOGY AND DISABILITY

Selection

This training course was organised on the basis of a personal invitation addressed to two persons per each Ibero-American country; the only additional criterion was the professional experience of the invited persons.

Teachers were chosen on the basis of membership of the organisation itself, for their expertise and for the quality of their relationship to the organisation.

Organisation

The initiative took place at the House of Spain in Cartagena. Personal assistance when needed, coffee and lunch breaks on site, welcome and farewell sessions were included in the organisation. Each teacher planned his/her lessons individually, but a co-ordinator was appointed for the whole process.

Implementation

The method used to deliver contents was traditional lectures supported by slides and followed by group discussions. Group work was also organised, concerning assistive technology for accessibility, communication, etc. No hands-on session was done. Information on the participants was collected through self-presentation on the opening day, and this information has been used to readjust contents on the basis of the real target. Feedback from participants was collected through a final questionnaire, and this information was used to readjust the initiative's contents and methods.

6.9. The Swedish Handicap Institute (Sweden)

Name of the organisation	THE SWEDISH HANDICAP INSTITUTE
Department or section	International Secretariat
Address	P.O. Box 510 S-16215 VALLINGBY SWEDEN
Telephone: +46 8 6201700	Fax: +46 8 7392152
Key Person of the organisation	Tomas Lagerwall, head of the International Secretariat

This is a central body dealing with AT for persons with disabilities; its main activities are: research and development, testing of AT, training, information and also rehabilitation.

Educational activities are mainly addressed to professionals but also cover the issues of independent living and obviously AT.

Educational activities began more than 10 years ago and those carried out over the past 5 years can be classified as follows:

- * **2 training courses**, in *residential* form, addressed exclusively to a *target* of educational and rehabilitation professionals, together with technicians and administrative officers;
- * **10 seminars**, in the form of *monographic seminars* and *series of seminars*, addressed to a wider range of professionals than was previously the case;
- * **6 information activities**, mainly conferences and exhibitions, involving an extremely wide public;
- * **activities addressed to the individual**, in the form of *advice* and *information services* on which no additional information has been given.

The **role played by AT** in these initiatives ranges from little to great importance, probably in relation to the type of activity, target and content covered. In any case, almost all the areas related to AT are covered, including mobility, communication, hearing, vision, learning, reading/writing, general accessibility issues, self-care, etc.

TRAINING COURSES AND SEMINARS

The different training courses and seminars listed in the following table have also been described in general terms by the compiler, probably because of their similarity as regards the organisation and implementation processes.

Title of the initiative	Typology	Year	Duration (in hrs.)	Number partic.	Target	Number teachers
Basic IT courses	res. train. course	1992	30	50	rehab. prof., educ. prof., technol. adm. off.	5
Various seminars	n/r train. course, top. work.	1992-1997	20/each	300	rehab. prof., educ. prof., technol. adm. off.	10
Information and demonstration days with exhibitions	n/r train. course, top. work.	1992-1997	25/ each	ca. 7.600	all possible	50/each

Selection

The organisation's initiatives are usually publicised through leaflets, distributed to a special address database, but also via the Internet and to special computer centres. Information is generally spread to user organisations, other organisations in the field, rehabilitation centres, and handed out at congresses and exhibitions.

The criteria adopted for choosing participants are age (adult) and type of impairment, even if all kinds of impairment are covered. Professional experience and personal interests are also taken into account. Teachers are chosen for their expertise and popularity, while no preference for teachers with disability is expressed.

Organisation

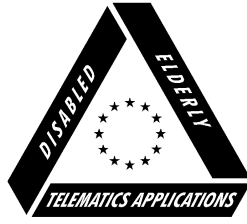
The initiatives took place in different places, both off and on the organisation's premises, and the main aspect taken into account in choosing the venue was overall accessibility. Organisation also included services like personal assistance when needed, assistance with travel reservation and accommodation for participants, coffee and lunch-breaks on site, recreational activities and welcome sessions. Participants paid a fee of SK 800 per day. Each teacher planned his/her lessons individually, but a co-ordinator was in charge of the whole activity.

Implementation

The preferred methods for delivering contents were traditional lectures followed by group discussions, with the addition of group work; learning by doing and good presentation are the pedagogical key-words selected. The educational aids used are overhead projection, software for content presentation, video and handouts for the participants, while the hands-on sessions took the form of presentation, demonstration and individual use of products. Information on the participants was collected via self-presentation during the opening day. Feedback from participants was collected through a final questionnaire, and the information used to readjust the initiative's contents and methods.

Further remarks

These days the Swedish Handicap Institute does not arrange many seminars and workshops. All these activities are now organised in Sweden by special computer centres that were originally set up by this organisation. In the future more activities in the field are foreseen, including Information Demonstration Days where participants can get a lot of information, educational activities (seminars, workshops), and exhibitions.



EUROPEAN COMMISSION
DG XIII
Telematics Applications Programme

Disabled and Elderly Sector

Programs in Assistive Technology Education for End-Users in Europe

Part 2 Data

March 1998
project DE 3402 / Deliverable D04.2



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The EUSTAT questionnaire

EMPOWERING ELDERLY AND PEOPLE WITH DISABILITIES

A QUESTIONNAIRE

We are presently working on a European project called EUSTAT (Empowering USers to Assistive Technology), which aims to empower the elderly and persons with disabilities. In this process we wish to stress the special role played by Assistive Technology (AT), as an essential tool for autonomy. The term Assistive Technology encompasses all products and services able to compensate for functional limitation, facilitating independence and improving the quality of life of elderly and disabled persons. We are enclosing a leaflet that outlines the general framework of the project, its aims and expected results.

One of the main aims of EUSTAT is to compile an inventory of current initiatives in the field of AT education in Europe and North America, with successful examples of user empowerment through AT education.

This is the general framework of our study, in which your collaboration will play a valuable role.

We are aware that your organisation carries out activities involving people with disability or the elderly. We wish to conduct an in-depth study of your educational and training activities concerning autonomy and independent living, particularly if special emphasis is placed on the use of Assistive Technology.

The following questionnaire is divided into three sections. You are kindly asked to fill Section One, regardless of whether your activity directly focuses on the subject we are interested in. This will give us a better understanding of the organisations working in fields related to the elderly and persons with disabilities, and will provide a clearer idea of their interests and activities.

If you are directly involved in AT education for the elderly and/or persons with disabilities, we would be grateful if you would help us by filling in Section Two of the questionnaire as well. Finally, if these activities include courses and seminars, please fill in Section Three of the questionnaire for each of them.

Your answers will help us to develop an inventory of the organisations that are active in this field both in Europe and elsewhere.

If you have any doubts about the contents of the questionnaire, send a message to the EUSTAT secretariat. You will be contacted by the researcher responsible of this survey, Mrs. Serenella Besio.

*Please send the questionnaire as soon as possible however **within September, the 12th**, to:*

EUSTAT Secretariat

SIVA - Fondazione Pro Juventute Don Carlo Gnocchi IRCCS

Via Capecelatro, 66

20148 MILANO

tel. +39 2 40090157

fax: +39 2 4048919

e-mail: eustat@siva.itITALY

Web site: www.siva.it/research/eustat

**SECTION ONE
GENERAL INFORMATION**

NAME OF THE ORGANISATION _____

DEPARTMENT OR SECTION _____

ADDRESS _____

TOWN _____

COUNTRY _____

TELEPHONE _____

FAX _____

This questionnaire has been filled in by:

NAME (please, write in capital letters) _____

ROLE IN YOUR ORGANISATION _____

You are filling in this questionnaire on behalf of:

- the whole organisation
- your specific department

1.1) Your organisation is mainly:

- a user organisation:
 - persons with disabilities
 - families of persons with disabilities
 - elderly people
- a provider of health or social services
- other (spec.) _____

1.2) Your organisation is mainly involved in:*

- | | |
|---|---|
| <input type="radio"/> training/education of end-users | <input type="radio"/> research |
| <input type="radio"/> rehabilitation | <input type="radio"/> production/sale of products or providing services |
| <input type="radio"/> information/advice | <input type="radio"/> pressure group activities |
| <input type="radio"/> care | <input type="radio"/> public awareness raising |
| <input type="radio"/> | <input type="radio"/> other (spec.) _____ |

1.3) Are you involved in training activities?

- no (go to question 6)
- yes, for persons with disabilities
- yes, for the elderly
- yes, for families
- yes, for helpers or personal assistants
- yes, for professionals

* You are kindly requested to send us, if available, any information, material and leaflets concerning your organisation and your activities.

The questionnaire

- 1.4) If so, are you carrying out training activities for independent living or for coping better with disability?
O no (go to question 6)
O yes
- 1.5) In these activities, do you consider the use of AT as a support for independent living?
O no
O yes
- 1.6) Do you wish your organisation be inserted in the EUSTAT mailing list so that you can receive information on the results of this survey and more generally on the achievements of this project?
O no
O yes

- 1.7) Do you know any other organisation in the field that we could submit this questionnaire to?

Name _____

Address _____

Telephone _____ Fax _____

Key Person _____

e-mail _____

Name _____

Address _____

Telephone _____ Fax _____

Key Person _____

e-mail _____

Name _____

Address _____

Telephone _____ Fax _____

Key Person _____

e-mail _____

Name _____

Address _____

Telephone _____ Fax _____

Key Person _____

e-mail _____

KEY PERSON OF YOUR ORGANISATION (in the case we need further information)

Telephone _____ Fax _____

e-mail _____

Section One of the questionnaire ends here. If you chose the answer “yes” to question 5, in other words if in your educational activities you consider the use of AT as a support for independent living, we kindly ask you to fill in Section Two of the questionnaire as well.

Thank you for your collaboration.

Best regards.

THE EUSTAT SECRETARIAT

END OF SECTION ONE OF THE QUESTIONNAIRE

SECTION TWO
EDUCATION IN AT: A CLASSIFICATION

Your response to Section One of the questionnaire demonstrates that your organisation is involved in educational and training activities for the elderly and/or persons with disabilities, areas where technology and accessibility (henceforth indicated as AT) play a significant role.

As such, your organisation is very important for the development of EUSTAT.

Consequently, we kindly ask you to fill in this second section of the questionnaire. Please consider all questions as referred to your organisation/department as defined in Section One.

Typology

2.1) For how many years have you been carrying out these educational activities?

- less than 5 years
- 5-10 years
- more than 10 years

2.2) Please define in the following two tables your main activity in the field of education for independent living through AT.

	A	B	C	D
	Training courses	Seminars	Information activities	Activities addressed to the individual
Typology	residential course non-residential course	monographic seminars topical workshops series of seminars other (spec.) _____ _____	conferences round tables mass media coverage periodicals exhibitions exchange of experiences other (spec.) _____ _____	advice peer counselling information services advocacy self-help other (spec.) _____ _____
Number of initiatives in the last five years	_____	_____	_____	_____

The questionnaire

	A	B	C	D
	Training courses	Seminars	Information activities	Activities addressed to the individual
Target				
Persons with disabilities	0	0	0	0
Elderly	0	0	0	0
Families	0	0	0	0
Rehabilitation professionals	0	0	0	0
Education professionals	0	0	0	0
Social workers	0	0	0	0
Personal assistants	0	0	0	0
Technologists (engineers, etc.)	0	0	0	0
Administrative officers	0	0	0	0
Other (spec.) _____	0	0	0	0
Group of participants				
Children (0-12)	0	0	0	0
Teenagers (13-18)	0	0	0	0
Adults (19-64)	0	0	0	0
The elderly (65+)	0	0	0	0
Role of AT				
1. Brief AT information might be included, but not necessarily.	0	0	0	0
2. AT is relevant and is covered in general terms.	0	0	0	0
3. AT is an important subject that is covered thoroughly.	0	0	0	0
4. AT is a very important subject that is given top priority.	0	0	0	0
Areas related to AT				
Household Activities	0	0	0	0
Health Maintenance	0	0	0	0
Recreation	0	0	0	0
Self-care	0	0	0	0
Employment	0	0	0	0
Legislation Issues	0	0	0	0
Standardisation Issues	0	0	0	0
Service Delivery Issues	0	0	0	0
General Accessibility Issues	0	0	0	0
Communication	0	0	0	0
Mobility	0	0	0	0
Vision	0	0	0	0
Hearing	0	0	0	0
Cognition	0	0	0	0
Reading/Writing	0	0	0	0
Learning	0	0	0	0

Section Two of the questionnaire ends here. If you chose the columns **A** or **B** in question 2, in other words if your organisation is regularly involved in carrying out training courses and/or seminars in the field of independent living, we kindly ask you to fill in Section Three of the questionnaire as well. Thank you for your collaboration.

Best regards.

THE EUSTAT SECRETARIAT

END OF SECTION TWO OF THE QUESTIONNAIRE

SECTION THREE
EDUCATION IN AT: HOW TO DO IT

In this third section of the questionnaire we wish to study in depth the activities of designing, organising and carrying out training courses and/or seminars in the field of education for independent living through AT. This will allow us to perform in-depth analysis and to compare the work presently being done in the field.

We kindly ask you to begin by filling in the following table with data concerning the training and seminars you have held over the past five years.

In the last you will find questions about how those initiatives were organised and carried out.

You are kindly requested to fill in the whole of Section Three for each educational activity you list in the following table; if you have listed more than one initiative, **make a photocopy** of the following pages of Section Three (*Selection, Organisation, Implementation, Finally...*) for each activity before compiling it.

As we already mentioned, it would be a great help if you could send us any additional information you already have available concerning your work, e.g. the course syllabus, and printed support materials or information on how to obtain it.

Description in detail

Please fill in the following table with the data concerning the training courses and seminars you organised and carried out in the last five years. Use one line for each initiative. If you organise the same course in several edition, please use one line for each edition. Please feel free to add another sheet if necessary. We ask you to refer to the legend to fill in the table.

Title of the course/seminar	Typology *	Year	Duration (in hrs.)	Number of participants	Target **	Number of teachers

Legend

*Typology

- 1 = residential training course
- 2 = non-residential training course
- 3 = monographic seminars
- 4 = topical workshops
- 5 = series of seminars
- 6 = other

**Target

- 1 = persons with disabilities
- 2 = the elderly
- 3 = families
- 4 = rehabilitation professionals
- 5 = education professionals
- 6 = social workers
- 7 = personal assistants
- 8 = technologists (engineers, etc.)
- 9 = administrative officers
- 10 = other

Title of the course/seminar	
------------------------------------	--

Selection

- 3.1) How do you publicise your initiative?*
- leaflets
 - posters
 - advertisements in category journals
 - advertisements in other journals
 - advertisements in other media (radio and TV)
 - Internet
 - other (spec.) _____
- 3.2) Which communication channel has proved to be the most effective?
- leaflets
 - posters
 - advertisements in category journals
 - advertisements in other journals
 - advertisements in other media (radio and TV)
 - Internet
 - other (spec.) _____
- 3.3) If you publish leaflets, how are these distributed?
- using your address database
 - to users organisations
 - to family associations
 - to other organisations in the field
 - to rehabilitation centres
 - to voluntary services
 - by voice of mouth
 - handed out at congresses, exhibitions, etc.
 - other (spec.) _____
- 3.4) Do you adopt special criteria for selecting participants?
- no special criteria are adopted
 - age
 - sex
 - type of impairment
 - type of disability
 - territoriality
 - professional experience
 - personal interests
 - other (spec.) _____
- | |
|---|
| children (0-12)
teenagers (13-18)
adults (19-64)
the elderly (65+) |
|---|
- | |
|--|
| cognitive
motor
hearing
visual
other (spec.) _____ |
|--|

* You are kindly requested to send a copy of these materials, if available.

The questionnaire

- 3.5) What criteria do you use to choose your teachers and tutors?
 membership of the same organisation
 habit
 level of expertise
 popularity
 other (spec.) _____
- 3.6) Do you have a preference for teachers or tutors with disabilities?
 yes
 no
- 3.7) If so, could you single out the criteria you use to choose teachers or tutors with disabilities?
 type of disability
 membership of the same organisation
 habit
 level of expertise
 popularity
 other (spec.) _____

Organisation

- 3.8) Where do your educational activities take place?
 in different places, to define and find as need arises
 on your premises, in a space set up especially for that purpose
 on your premises, in a space fitted out with the necessary facilities
 off your premises, in a place dedicated to this activity
 other (spec.) _____

- 3.9) Which aspects of the environment for educational activities do you pay attention to?
 comfort (acoustics, climatising, lighting, etc.)
 aesthetics
 seating arrangements for the participants
 overall accessibility
 accessibility of bathrooms
 other (spec.) _____

- 3.10) Does course organisation include any of the following aspects?
 personal assistance when needed
 assistance with travel reservation and accommodation of participants
 coffee-break on site
 lunch break on site
 cultural and recreational activities for the group
 welcome sessions
 farewell sessions
 other (spec.) _____

- 3.11) Do your participants pay a fee to enrol in your course?
 no
 yes, only a token fee
 yes
- 3.12) Registration fee in your national currency. _____

- 3.13) If more than one teacher is involved in your educational activities, how do you ensure co-ordination between them in this phase?
- only one teacher is involved
 - a teachers' secretariat is set up
 - each teacher plans his/her own lesson individually on the basis of general guidelines
 - a co-ordinator appointed for the whole process gives specific instructions
 - preparatory meetings are held for the teachers
 - other (spec.) _____

Implementation

- 3.14) What methods do you use to deliver contents?
- lectures
 - group discussions
 - brainstorming
 - simulation
 - role-playing
 - group works (spec.) _____
 - _____
 - other (spec.) _____
 - _____
 - _____

- 3.15) What educational aids do you use in your lessons?
- overhead projection
 - slides
 - video
 - software for content presentation
 - handouts for the participants
 - other (spec.) _____

- 3.16) What kind of hands-on sessions in the field of technology do you offer (if any)?
- no practice session is done
 - presentation/demonstration of products
 - individual use of products
 - experimentation with products on the basis of objectives given by the tutors
 - other (spec.) _____

The questionnaire

- 3.17) Which of the following key-words best describes the learning styles you generally adopt? (max. 2 answers)
- questioning
 - interactivity
 - simulation
 - learning by doing
 - discussion
 - good presentation
- 3.18) What method do you prefer for collecting information on the participants? *
- no information is collected
 - presentation form together with the enrolment form
 - introductory questionnaire
 - self-presentation by the participants on the opening day
 - other (spec.) _____
- 3.19) What do you use this kind of collected information for?
- no information is collected
 - to update the organisation's statistics
 - to readjust contents on the basis of the real target
 - to readjust contents and methods
 - to redefine the objectives of the particular educational activity you are carrying out
- 3.20) If your activities in this field involve more than one teacher, how do you organise co-ordination between them during this phase?
- only one teacher is involved
 - no co-ordination is planned during this phase
 - the co-ordinator of the whole process is responsible for transmitting the necessary information
 - progress meetings are held for the teachers
 - other (spec.) _____
- 3.21) Do you usually collect feedback from the participants at the end of the course? If so, what method do you prefer?
- no feedback is collected
 - final questionnaire
 - open final group discussion
 - final discussion guided by a co-ordinator
 - collection of personal impressions
 - other (spec.) _____

* You are kindly requested to send a copy of these materials, if available.

The questionnaire

- 3.22) How do you use all the information you collect in the final phase?
- no collection of final data is done
 - to update the organisation's statistics
 - to readjust the contents and methods of the next edition of the same course
 - to readjust the contents and methods of your organisation's entire educational activity
 - to redefine the objectives of your organisation's educational activity
- 3.23) Do you carry out follow-up activities? If so, what kind?
- no follow-up is made
 - questionnaire
 - interview
 - direct contact
 - other (spec.) _____

Finally...

- 3.24) Could you please single out which aspects of your educational activities, mentioned above, have changed over the years? (*For example: if over time you have modified the type of initiatives you carry out, switching from the organisation of training courses to the organisation of seminars, you might write: "from training courses to seminars". If, in the implementation phase, you have decided to increase the number of participants, you should write: "the number of participants has increased from 20 to 50", etc.*).

typology

selection

organisation

implementation

- 3.25) Could you single out the aspects you expect will change in the near future?

typology

The questionnaire

selection

organisation

implementation

We thank you very much for your collaboration.

Best regards.

THE EUSTAT SECRETARIAT

END OF THE QUESTIONNAIRE

Table 1 - Overall results

TABLE 1 - Overall results

Nation	Sent	Received	Percentage received/Nation	Percentage on total received
Portugal	155	24	15,5%	14,7%
Italy	138	48	34,8%	29,4%
Denmark	105	31	29,5%	19,0%
France	67	22	32,8%	13,5%
Germany	24	2	8,3%	1,2%
Belgium	20	10	50,0%	6,1%
Ireland	15	4	26,7%	2,5%
Sweden	14	3	21,4%	1,2%
United Kingdom	11	0		
Spain	3	2	66,7%	1,2%
Other- Europe	17	2	11,8%	1,2%
USA	62	5	8,1%	3,1%
Canada	14	4	28,6%	2,5%
Other- International	42	6	14,3%	3,7%
TOTAL	687	163	23,7%	100%

NATION	only 1st section	perc. received/ Nation	perc. on total received	also 2nd section	perc. Received/ Nation	perc. on total received	also 3rd section	perc. received/ Nation	perc. on total received
Portugal	10	41,7%	16,4%	9	37,5%	16,8%	5	20,8%	10,4%
Italy	14	29,2%	23,0%	23	47,9%	43,6%	11	22,9%	22,9%
Denmark	19	61,3%	31,1%	7	22,6%	13,1%	5	16,1%	10,4%
France	7	31,8%	11,5%	7	31,8%	13,1%	8	36,4%	16,7%
Germany				1	50%	2,0%	1	50,0%	2,1%
Belgium	3	30,0%	4,9%	2	20%	4,7%	5	50,0%	10,4%
Ireland	1	25,0%	1,6%				3	75,0%	6,3%
Sweden				1			2	66,7%	4,2%
Un. Kingdom									
Spain				2	100%	4,7%			
Other- Europe	2	100%	3,3%						
USA	1	20,0%	1,6%	1	20%	2%	3	60,0%	6,3%
Canada				1			3	75,0%	6,3%
Other- Internat.	4	66,7%	6,6%				2	33,3%	4,2%
TOTAL	61	37,4%	100%	54	33,1%	100%	48	29,4%	100%

NATION	AT education activities (3rd Sections)	percentage on total received
Portugal	7	8%
Italy	33	37,9%
Denmark	5	5,7%
France	13	14,9%
Germany	1	1,1%
Belgium	14	16,1%
Ireland	3	3,4%
Sweden	2	2,3%
United Kingdom		
Spain		
Other- Europe		
USA	3	3,4%
Canada	4	4,6%
Other- International	2	2,3%
TOTAL	87	100%

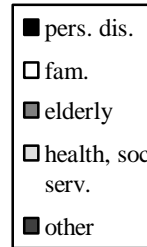
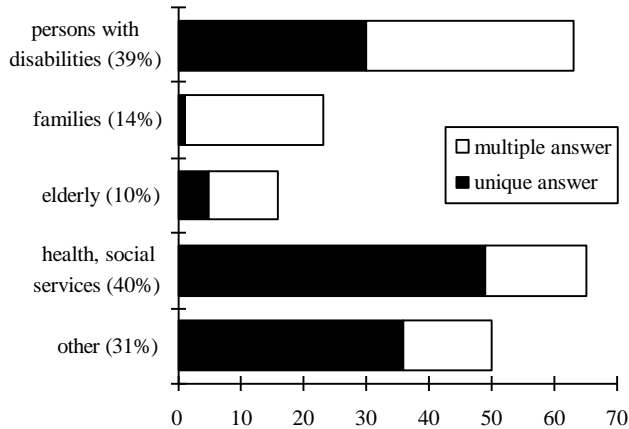
Table 1 - Overall results

TABLE 2 - TOTAL DATA

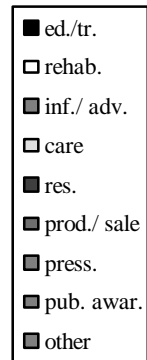
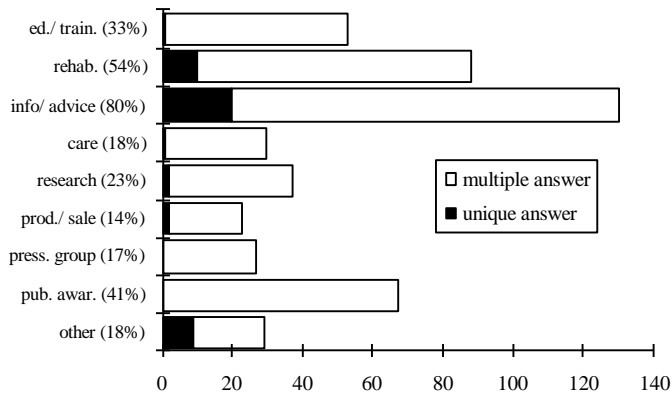
All questionnaires from Europe and extra-Europe

SECTION 1 (163 FILLED-IN)

1.1) Your organisation is mainly an organisation of:



1.2) Your organisation is mainly involved in:



1.3) Are you involved in training activities?

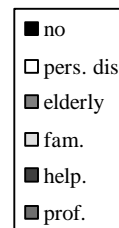
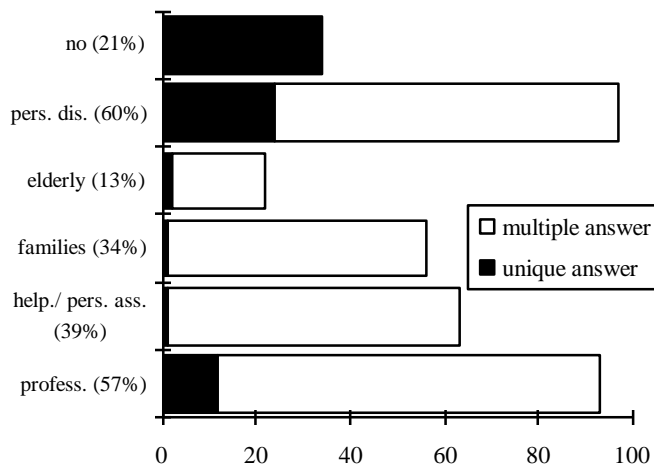
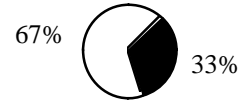
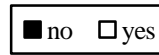
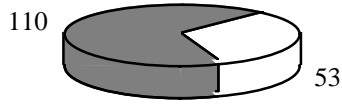
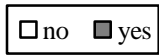
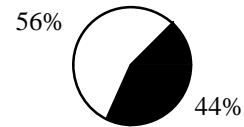
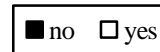
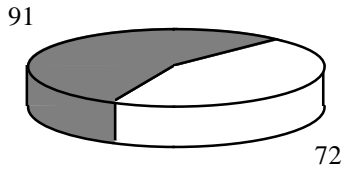
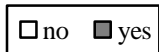


Table 2 - All data (sections 1-2-3)

1.4) Are you carrying out training activities for independent living or for better coping with disability?

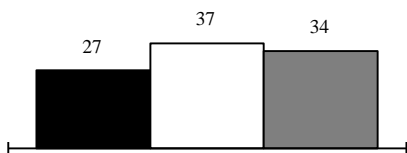
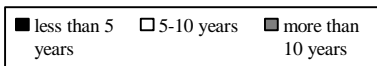


1.5) In these activities, do you consider the use of AT as a support for independent living?



SECTION 2 (102 FILLED-IN)

2.1) For how many years have you been carrying out these educational activities?



2.2) Main activities in the field of education

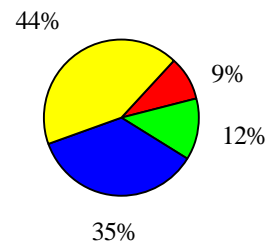
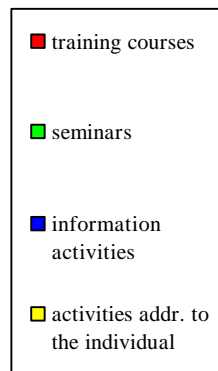
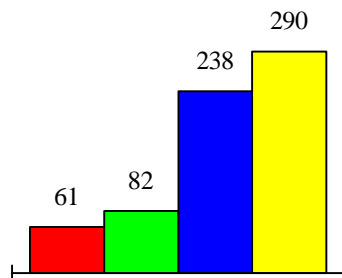


Table 2 - All data (sections 1-2-3)

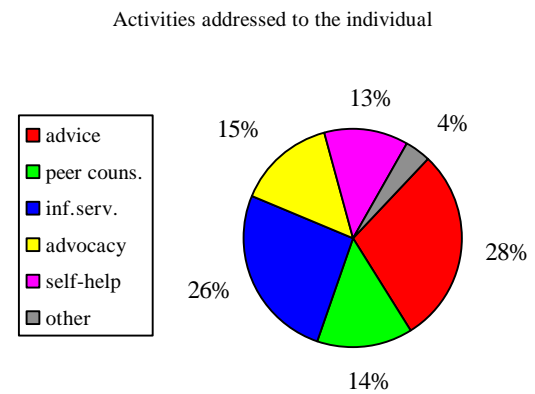
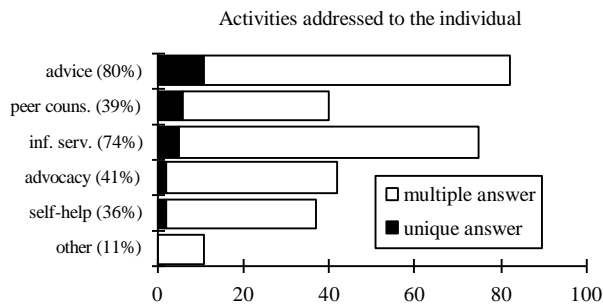
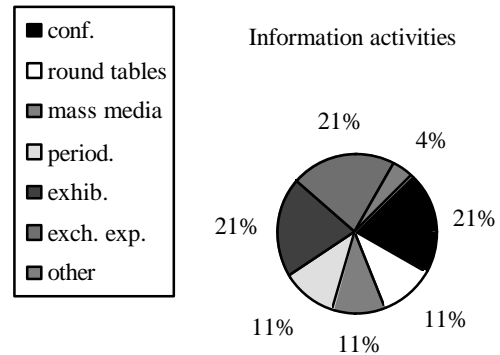
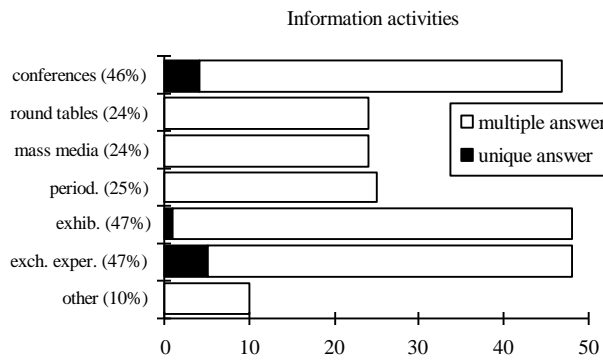
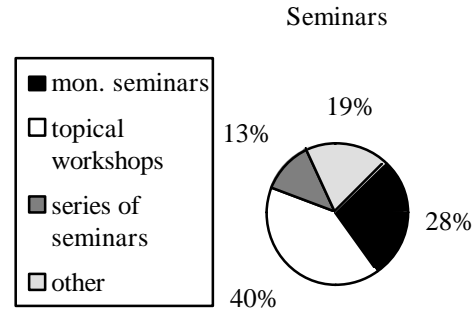
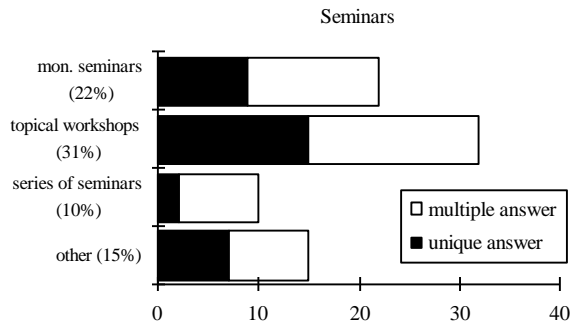
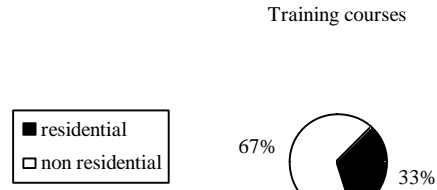
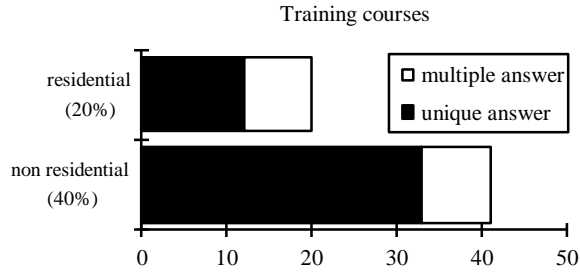


Table 2 - All data (sections 1-2-3)

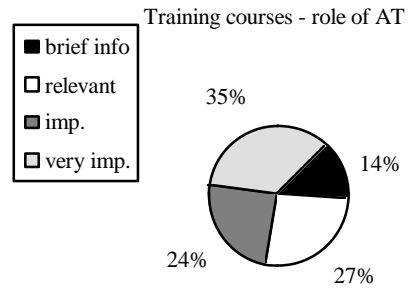
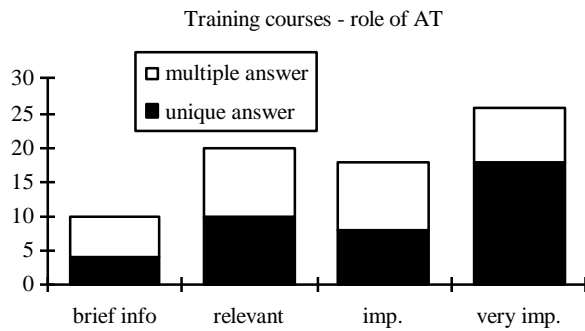
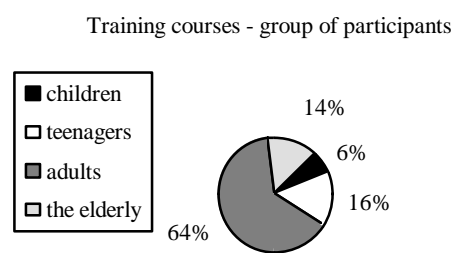
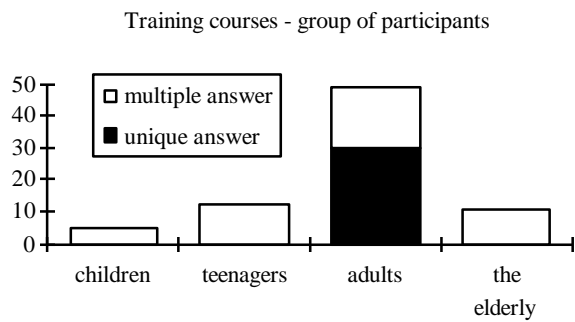
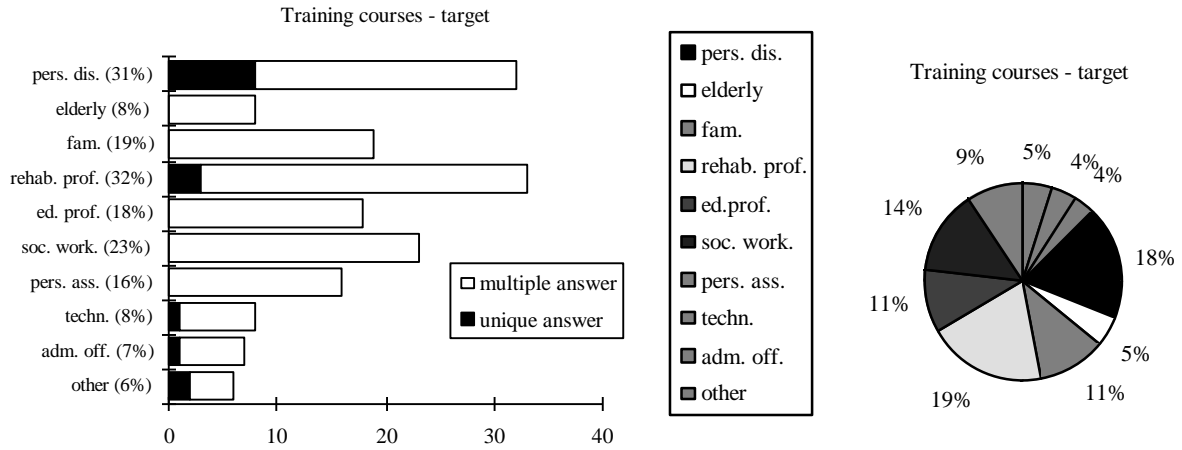
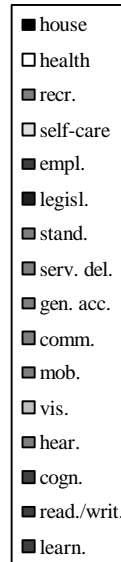
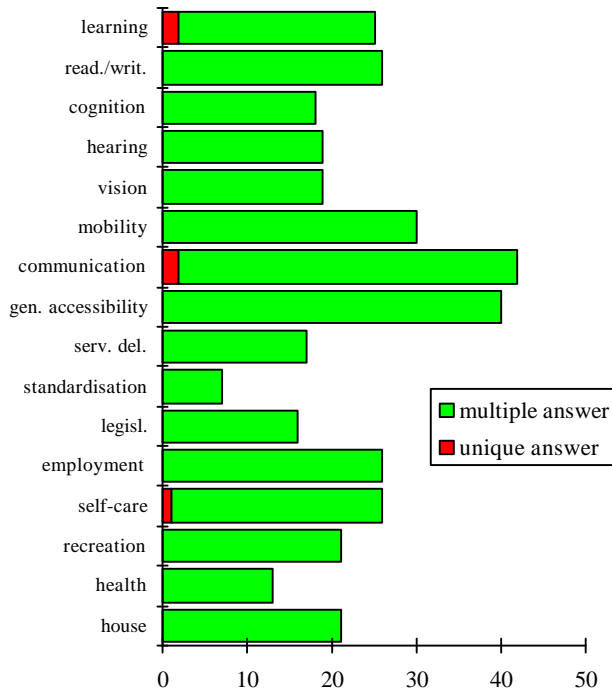
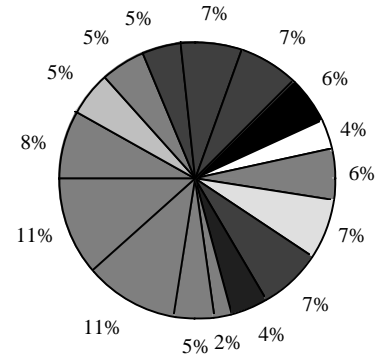


Table 2 - All data (sections 1-2-3)

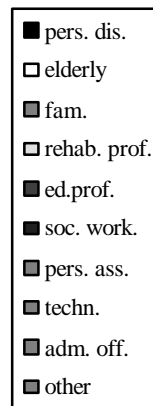
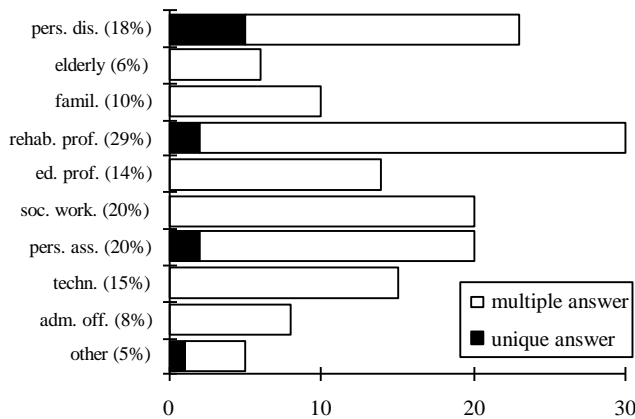
Training courses - areas related to AT



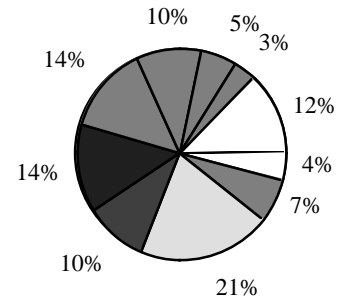
Training courses - areas related to AT



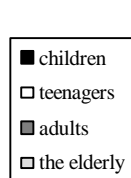
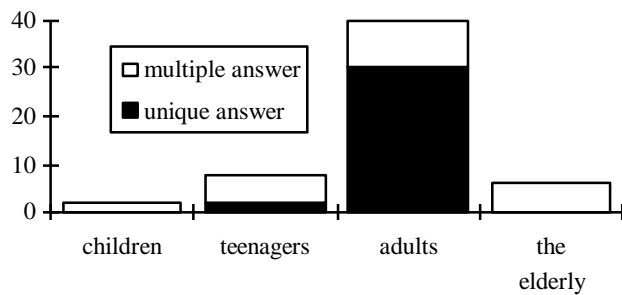
Seminars - target



Seminars - target



Seminars - group of participants



Seminars - group of participants

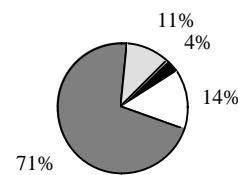


Table 2 - All data (sections 1-2-3)

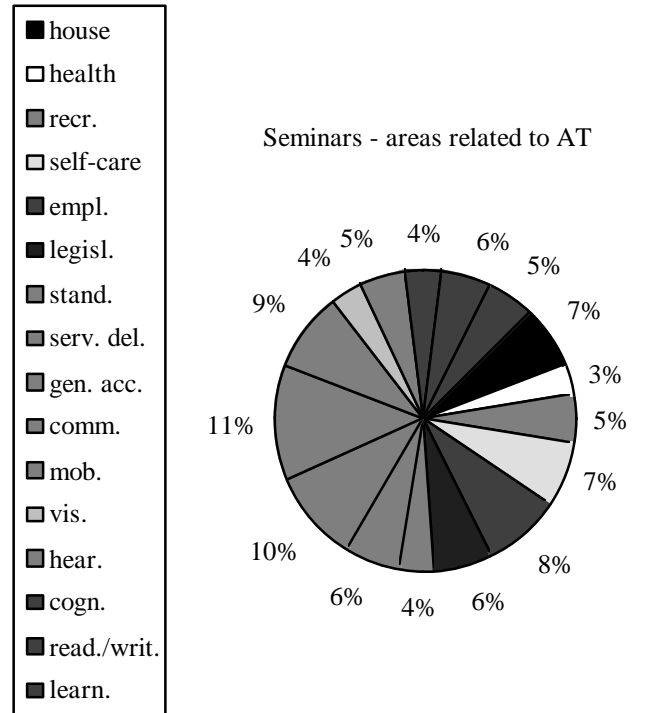
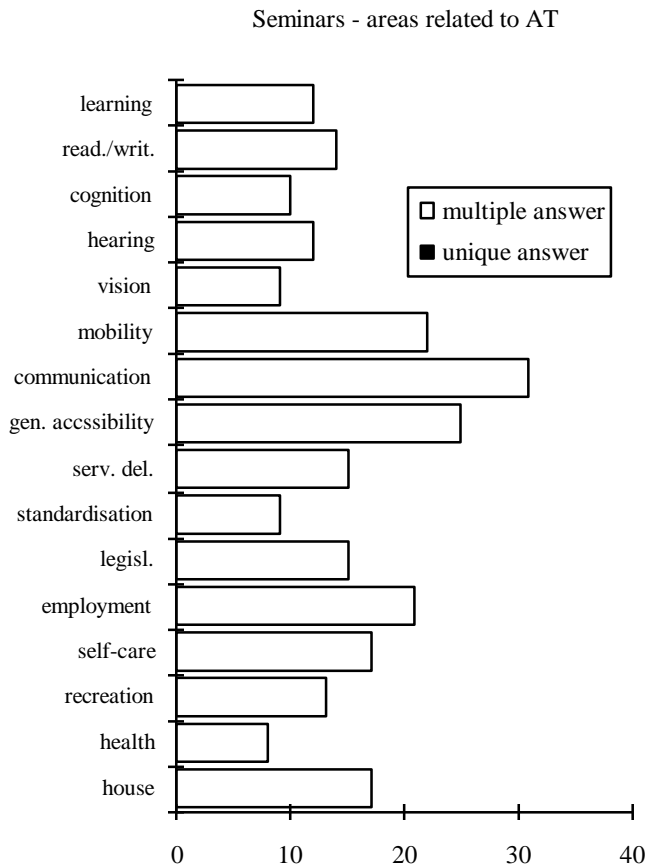
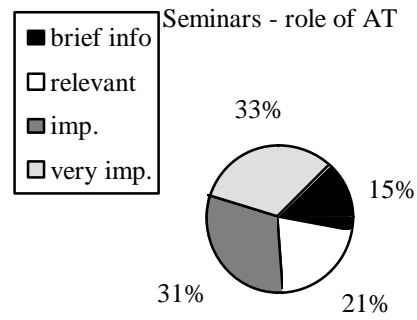
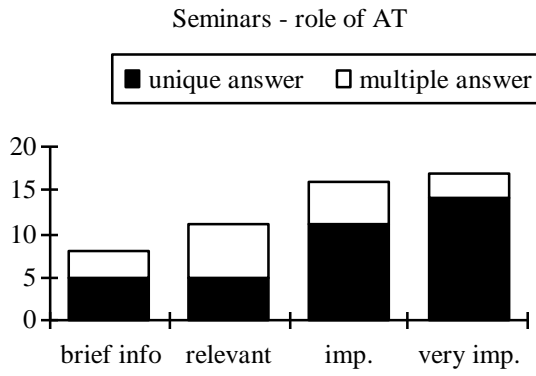


Table 2 - All data (sections 1-2-3)

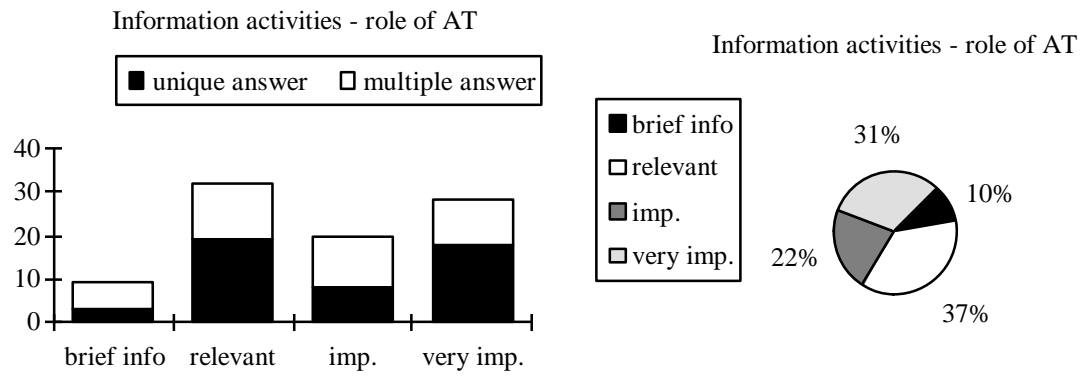
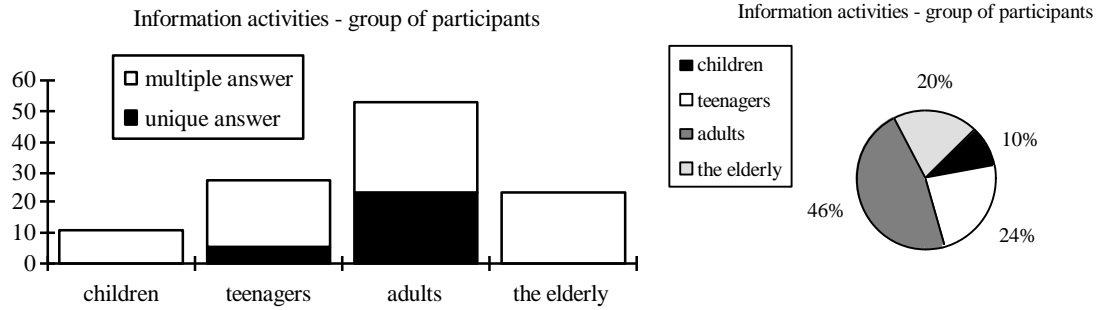
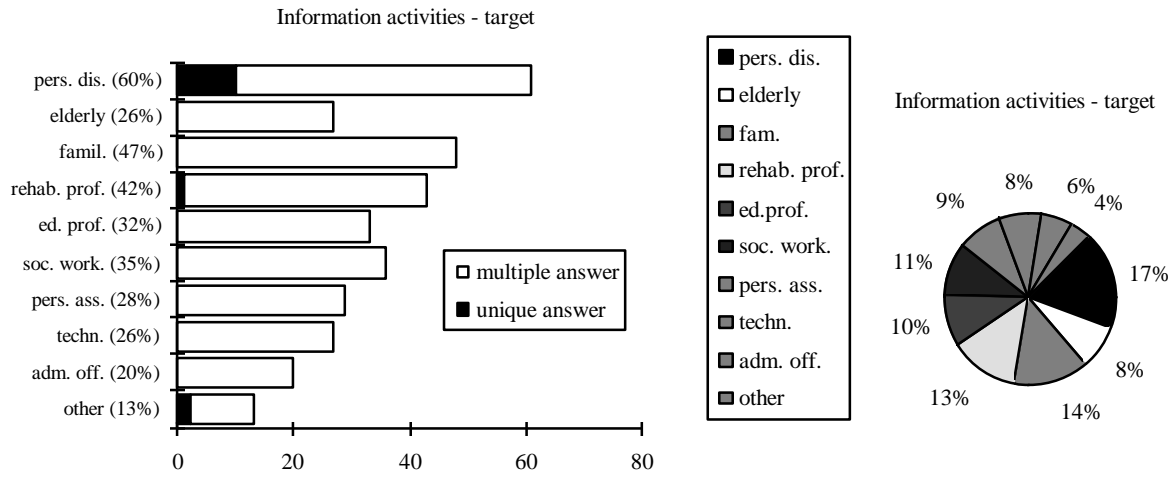
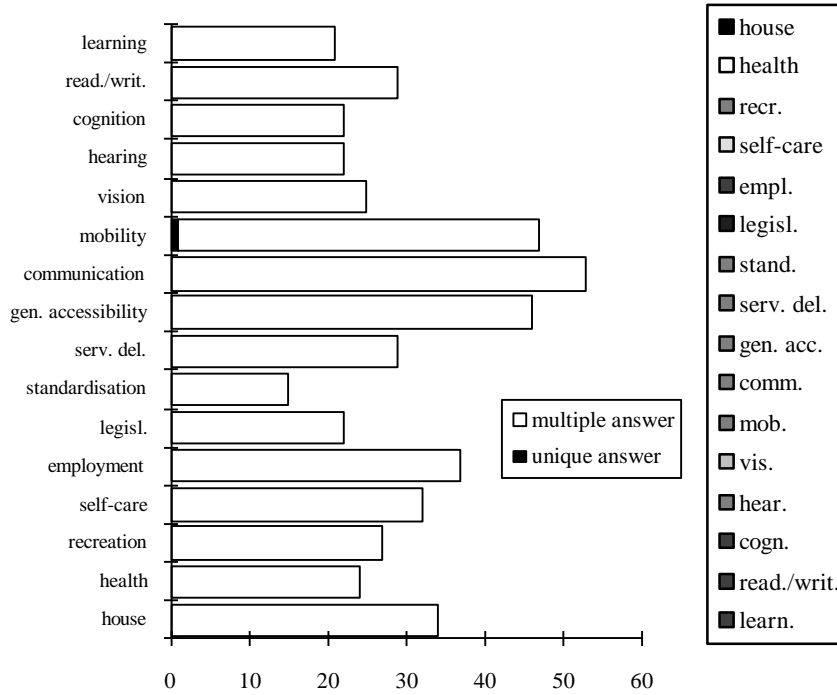
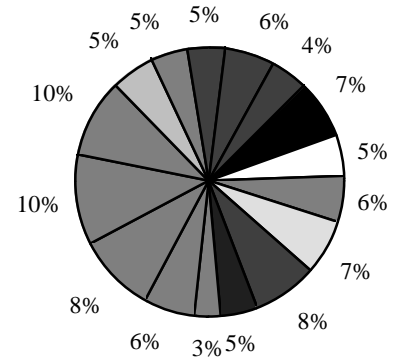


Table 2 - All data (sections 1-2-3)

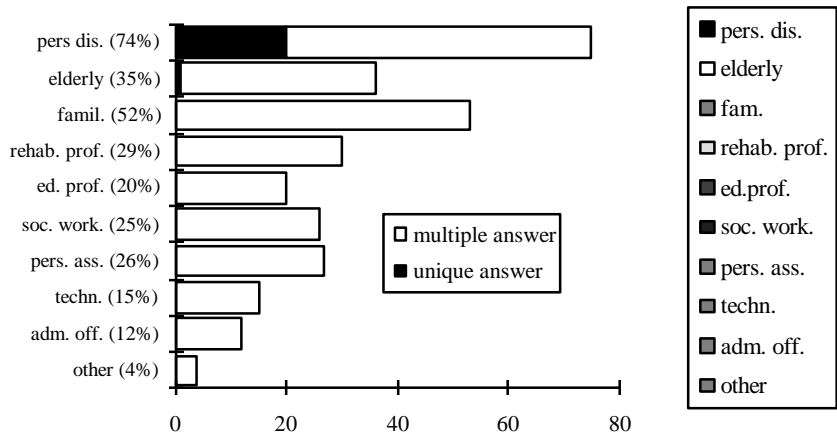
Information activities - areas related to AT



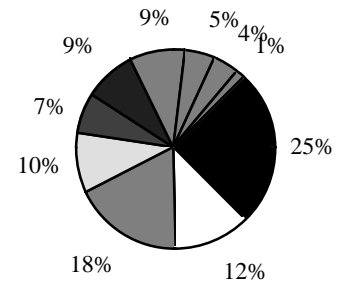
Information activities - areas related to AT



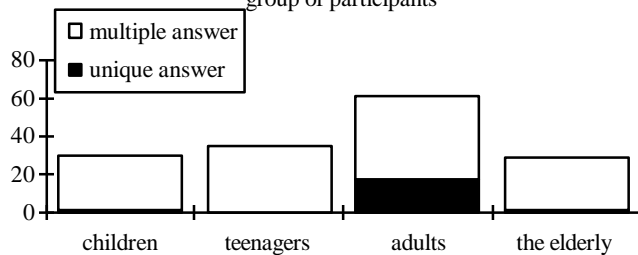
Activities addressed to the individual - target



Activities addressed to the individual - target



Activities addressed to the individual - group of participants



Activities addressed to the individual - group of participants

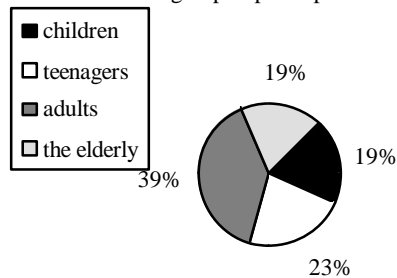


Table 2 - All data (sections 1-2-3)

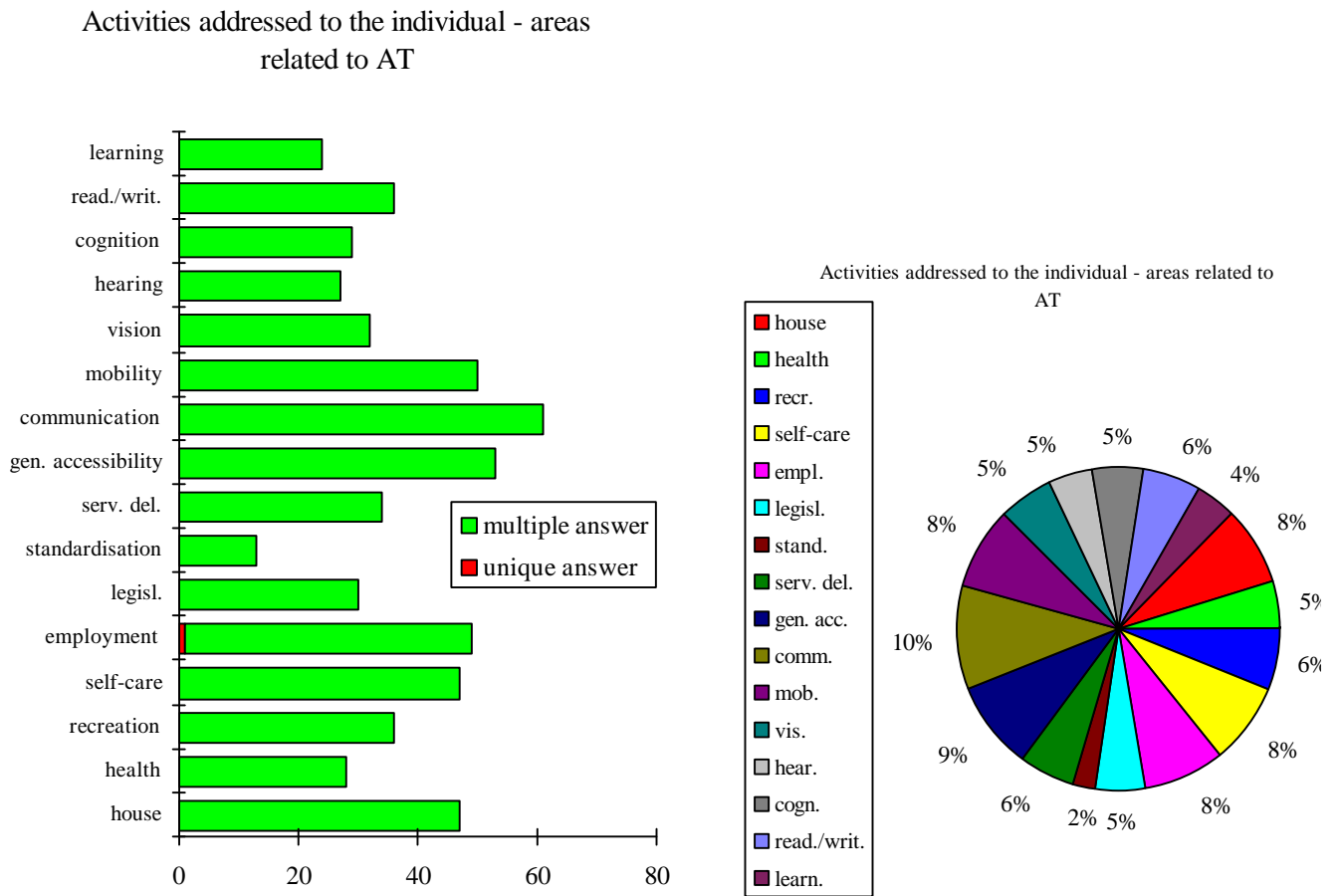
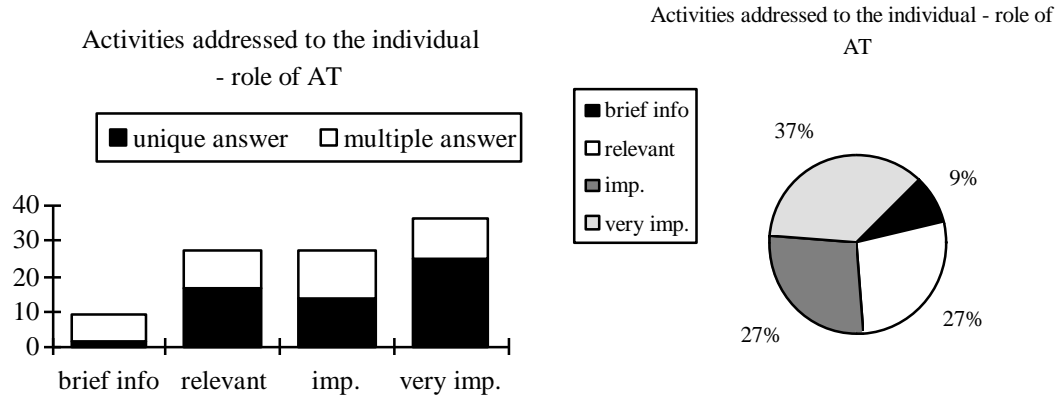


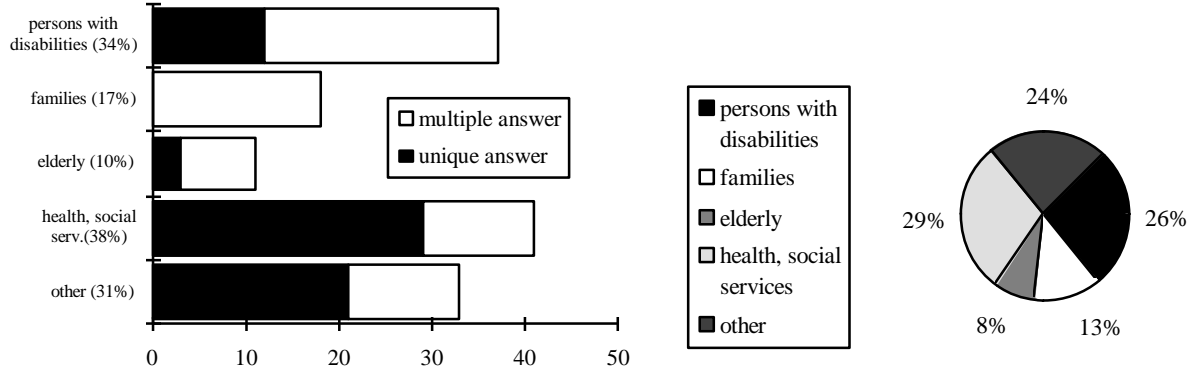
Table 2 - All data (sections 1-2-3)

TABLE 3 - EUROPE (sections 1-2)

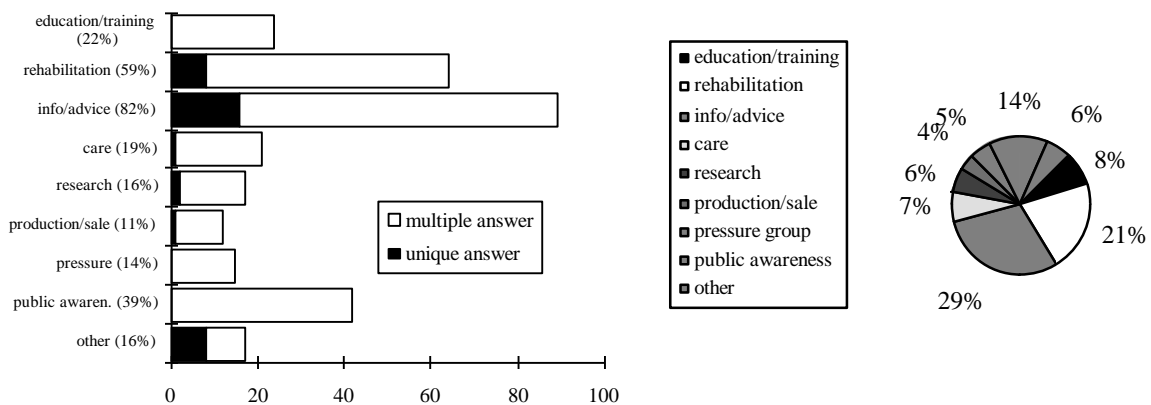
All questionnaires from Europe

SECTION 1 (108 FILLED-IN)

1.1) Your organisation is mainly an organisation of:



1.2) Your organisation is mainly involved in:



1.3) Are you involved in training activities?

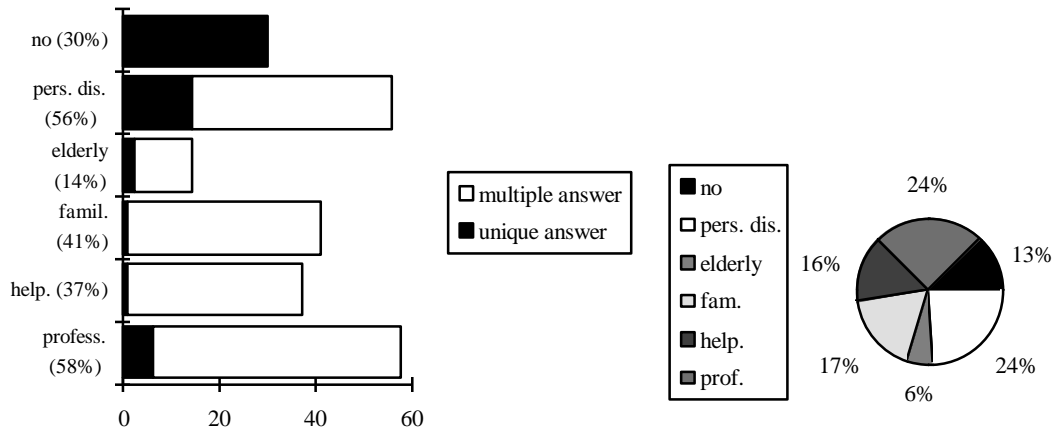
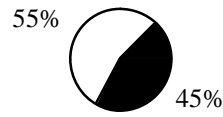
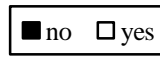
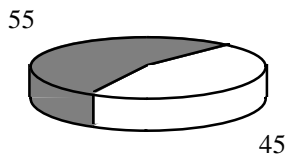
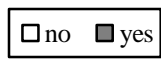
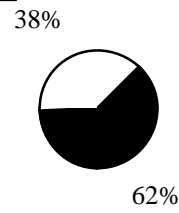
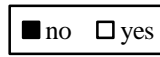
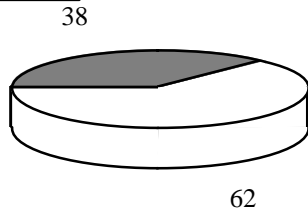
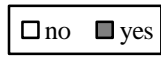


Table 3 - Europe (sections 1-2)

1.4) Are you carrying out training activities for independent living or for better coping with disability?

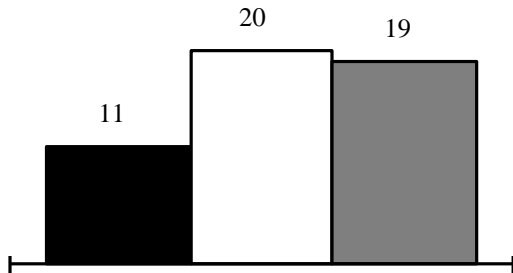
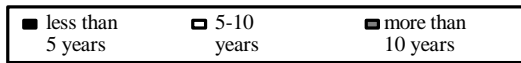


1.5) In these activities, do you consider the use of AT as a support for independent living?



SECTION 2 (52 FILLED-IN)

2.1) For how many years have you been carrying out these educational activities?



2.2) Main activities in the field of education

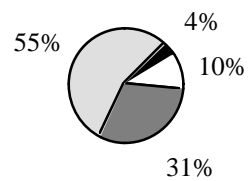
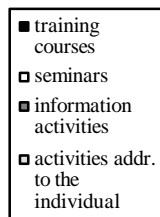
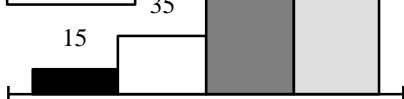


Table 3 - Europe (sections 1-2)

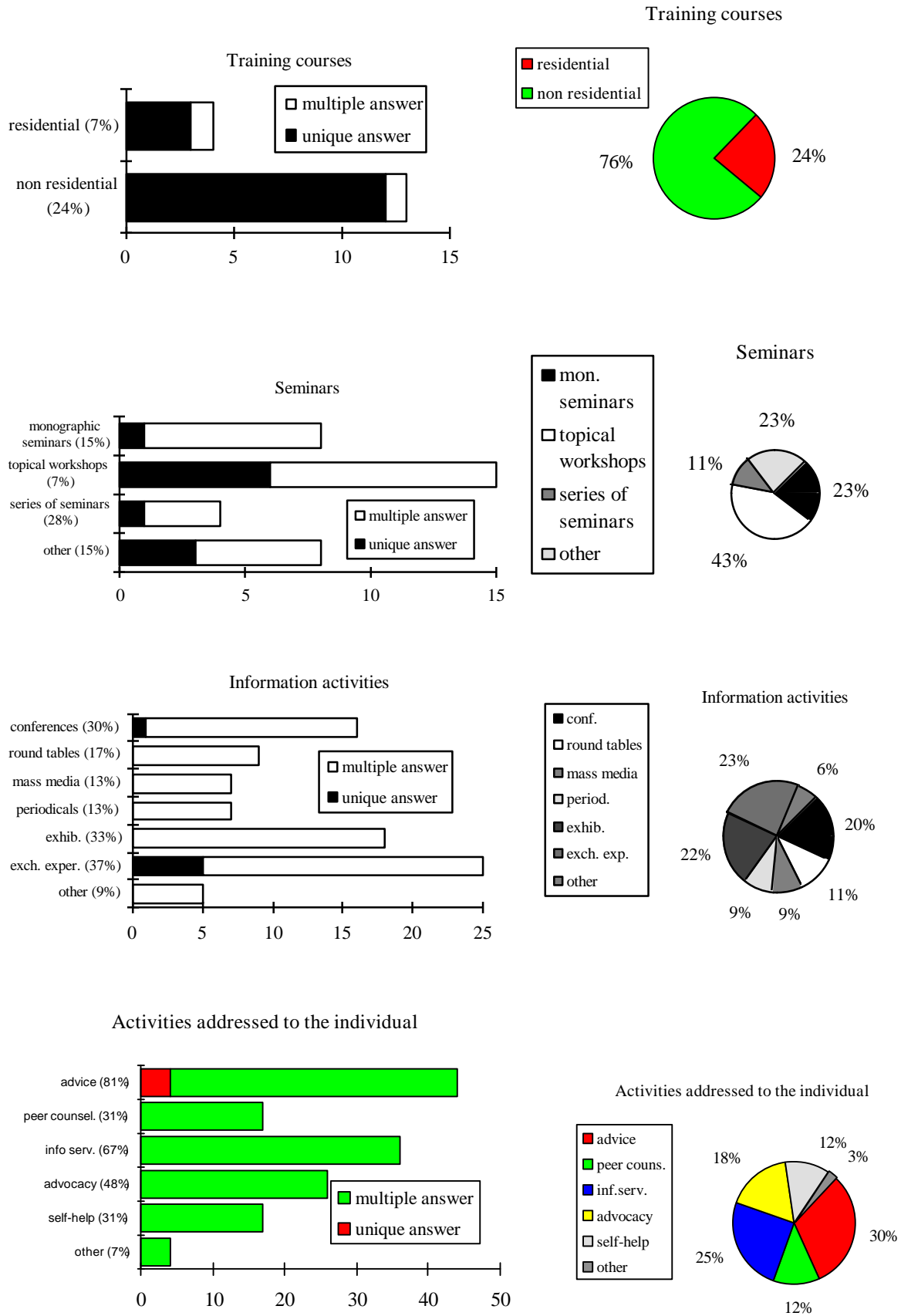


Table 3 - Europe (sections 1-2)

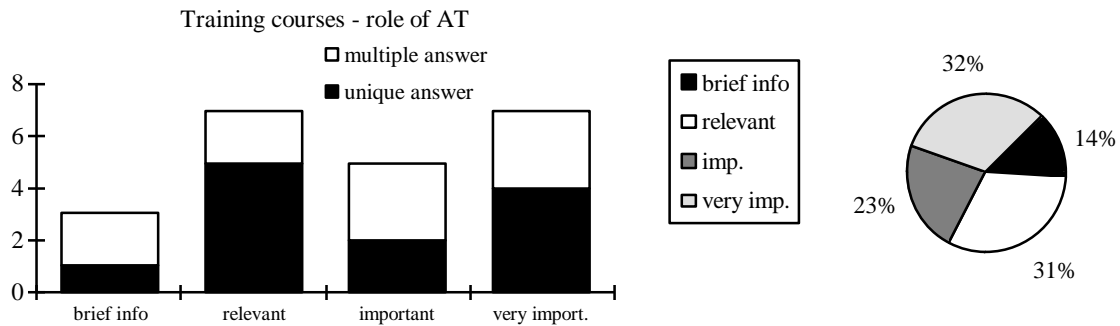
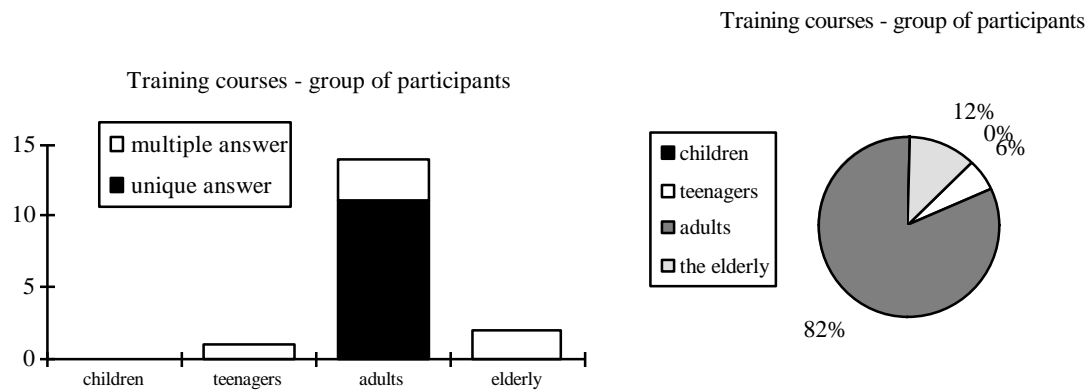
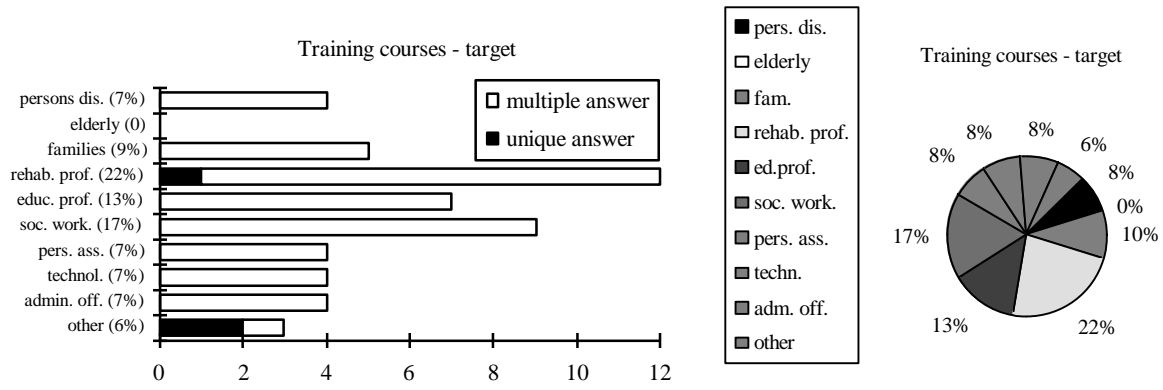
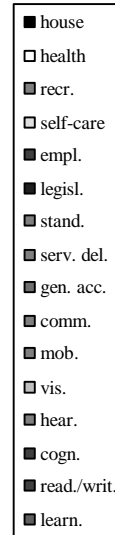
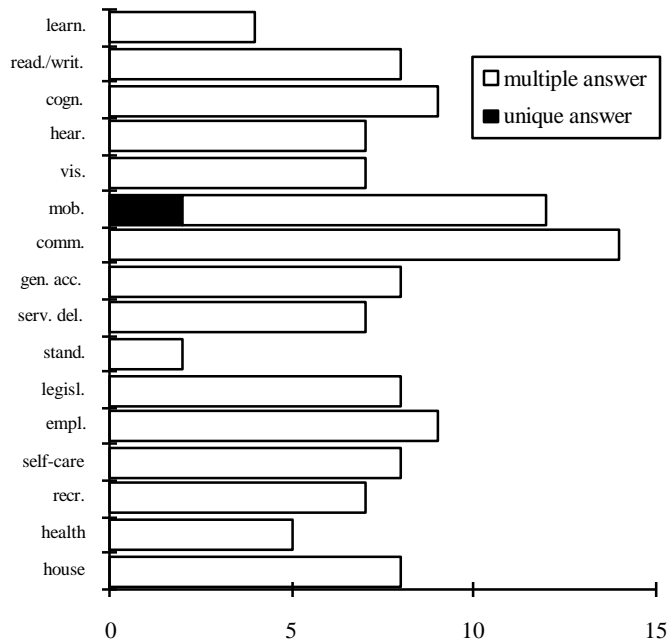
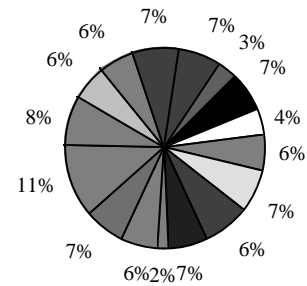


Table 3 - Europe (sections 1-2)

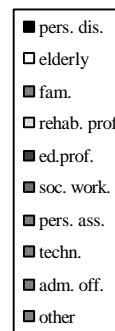
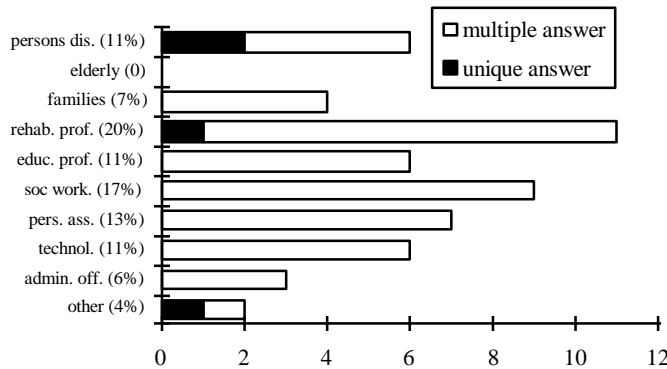
Training courses - areas related to AT



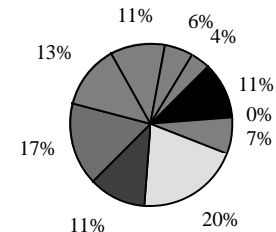
Training courses - areas related to AT



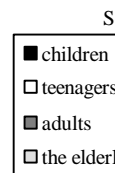
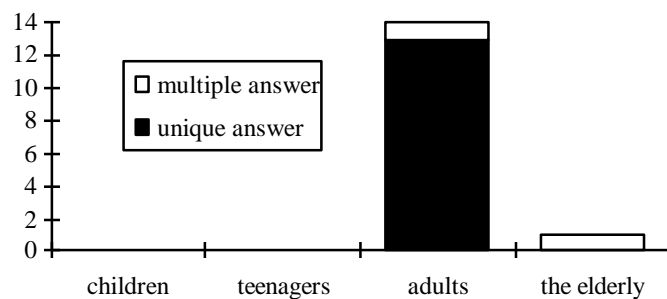
Seminars - target



Seminars - target



Seminars - group of participants



Seminars - group of participants

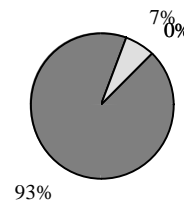


Table 3 - Europe (sections 1-2)

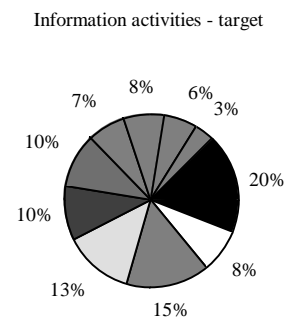
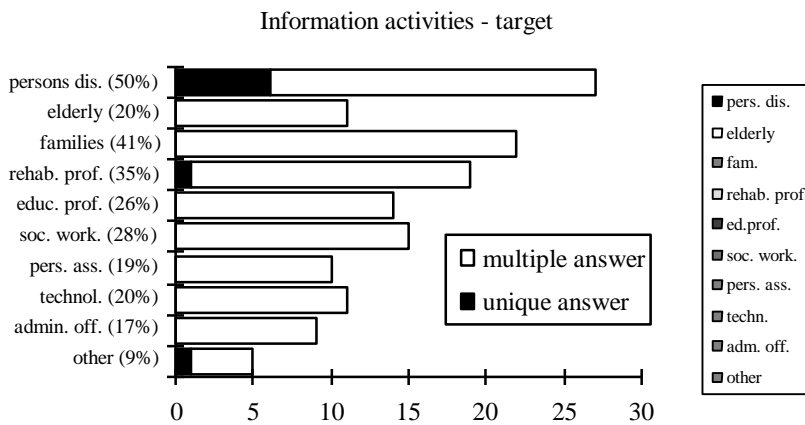
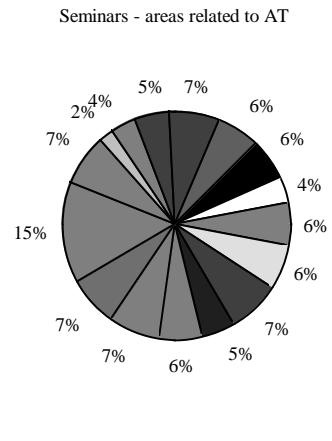
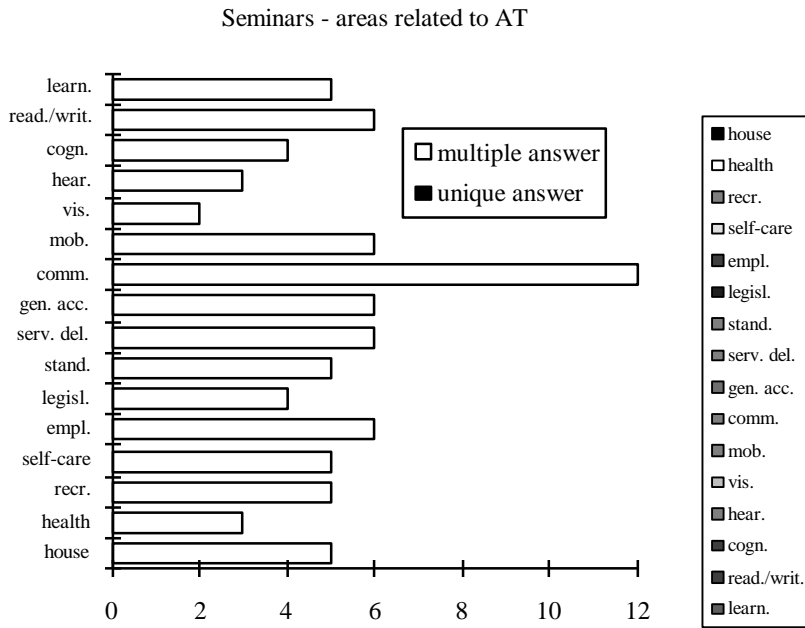
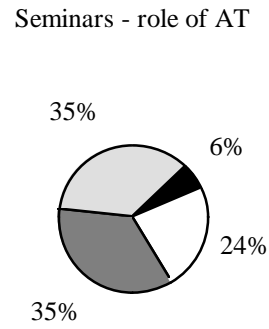
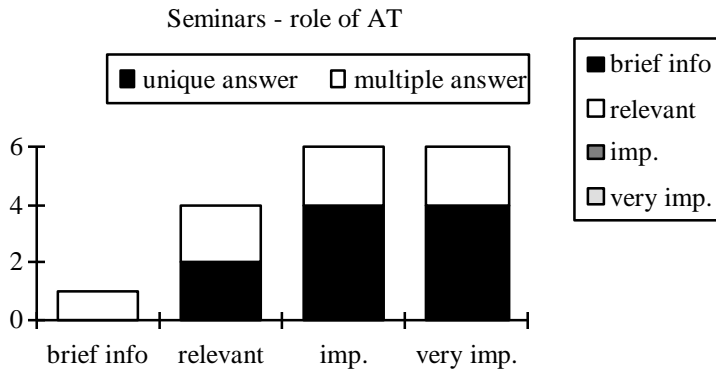


Table 3 - Europe (sections 1-2)

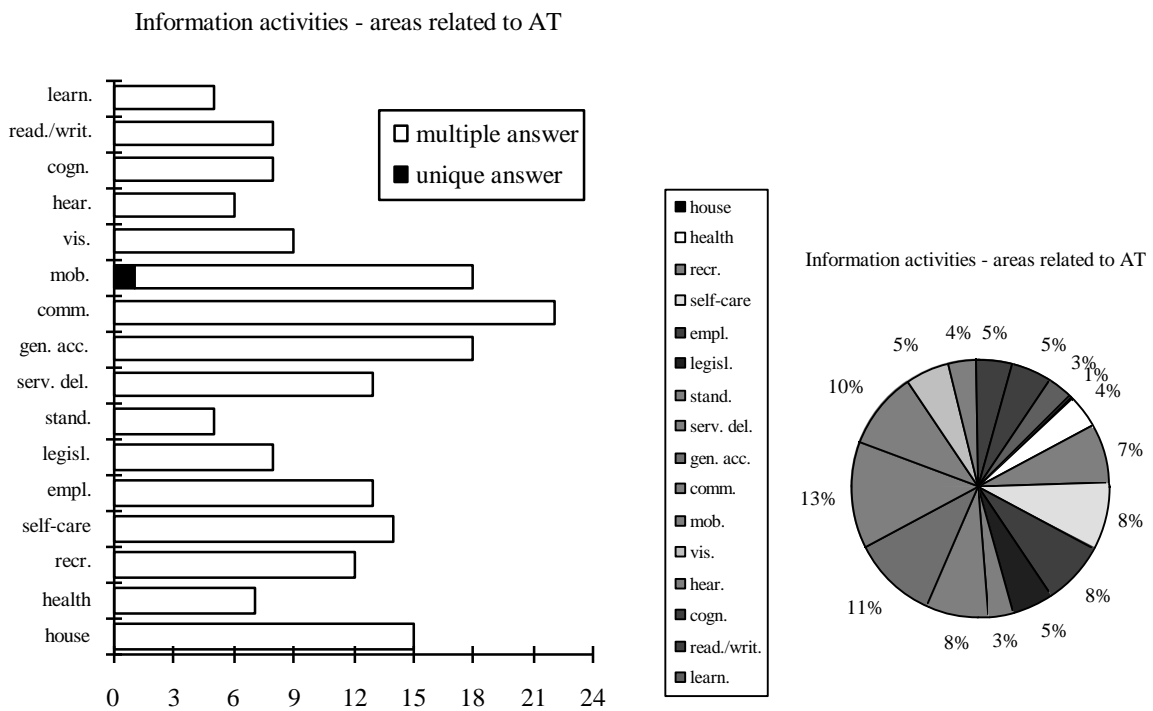
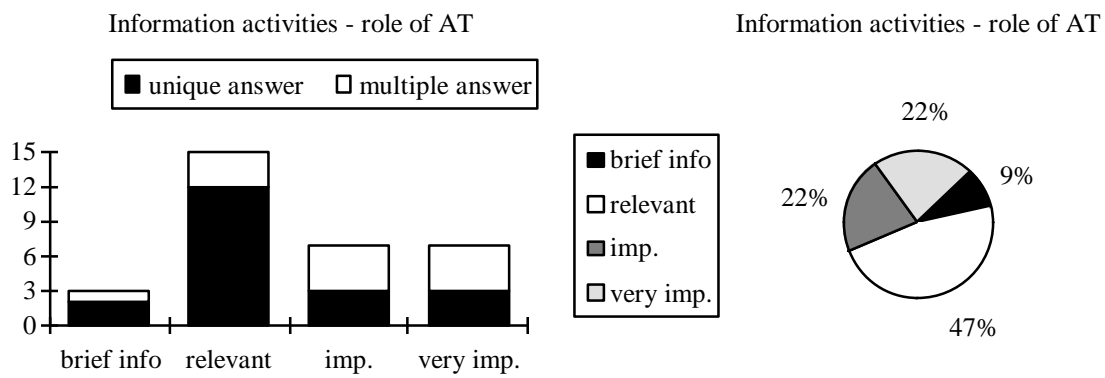
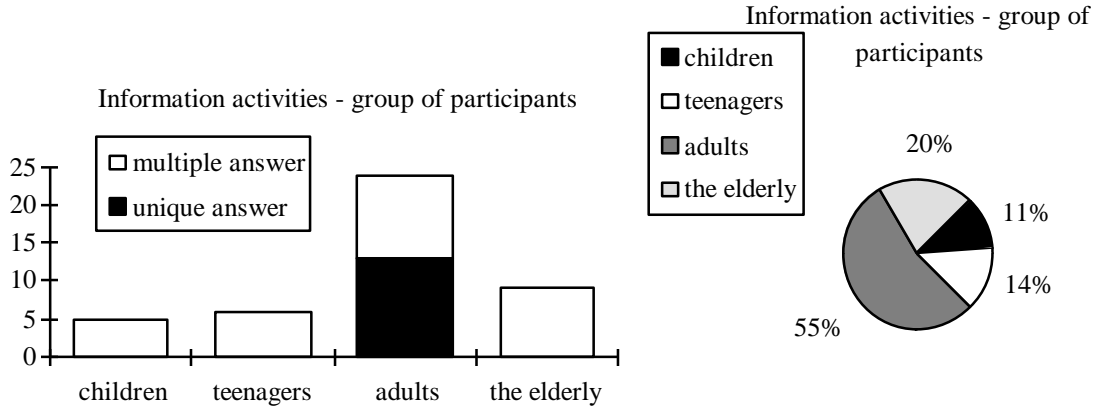
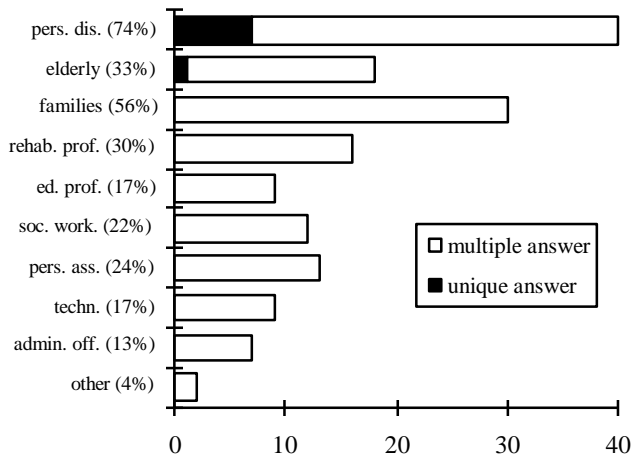
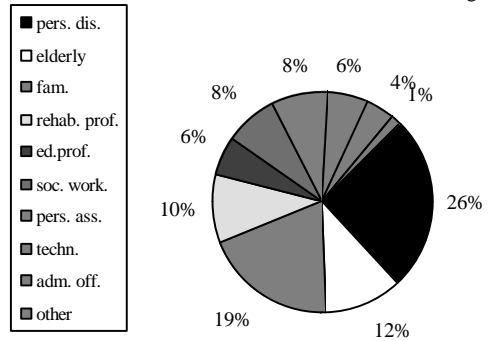


Table 3 - Europe (sections 1-2)

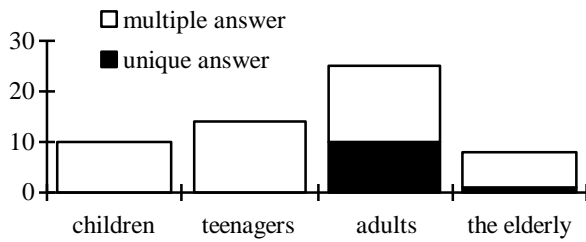
Activities addressed to the individual - target



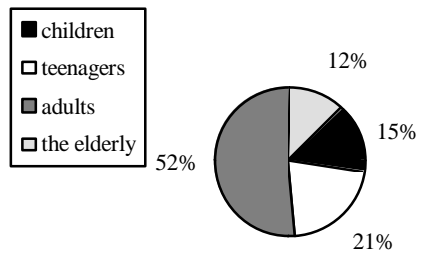
Activities addressed to the individual - target



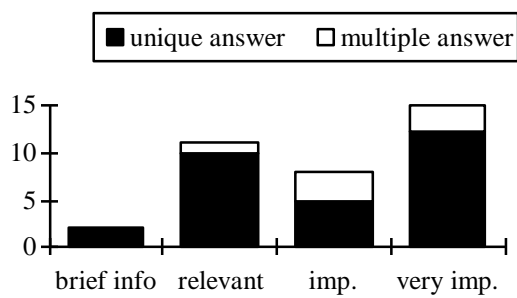
Activities addressed to the individual - group of participants



Activities addressed to the individual - group of participants



Activities addressed to the individual - role of AT



Activities addressed to the individual - role of AT

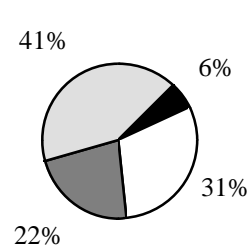


Table 3 - Europe (sections 1-2)

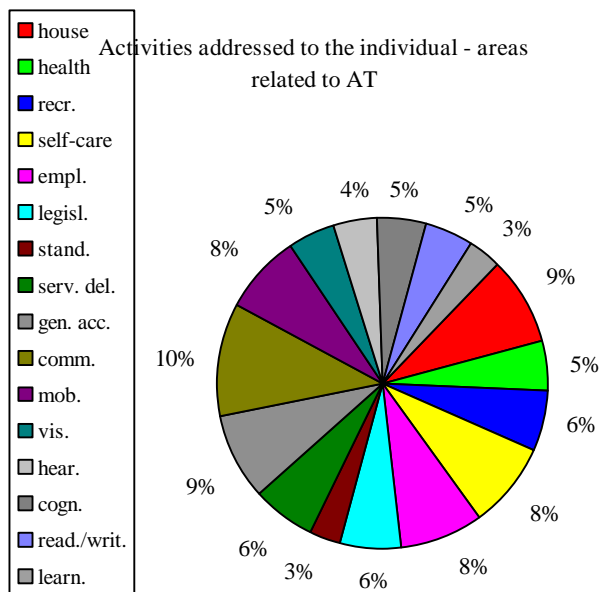
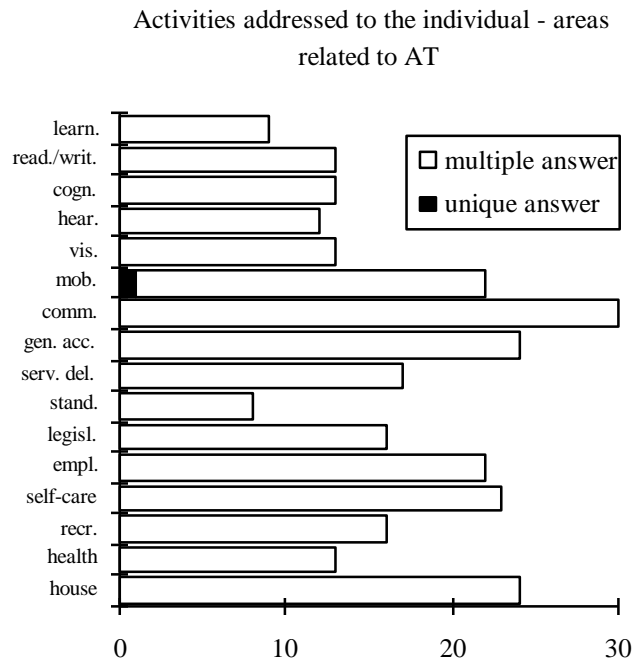


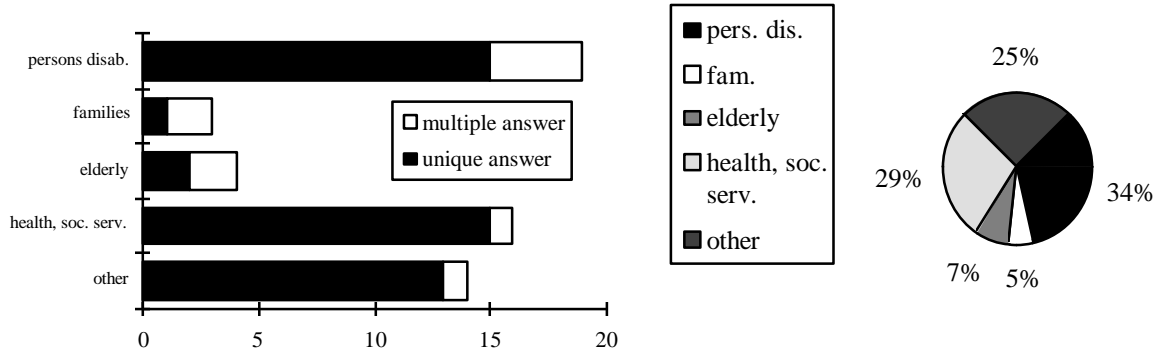
Table 3 - Europe (sections 1-2)

TABLE 3bis - EUROPE (sections 1-2-3)

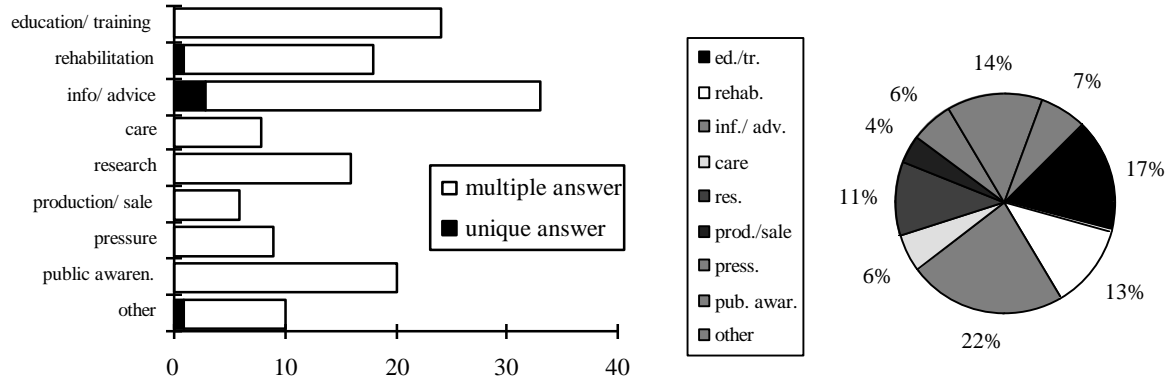
All questionnaires (all 3 parts filled in) from Europe

SECTION 1 (40 FILLED-IN)

1.1) Your organisation is mainly an organisation of:



1.2) Your organisation is mainly involved in:



1.3) Are you involved in training activities?

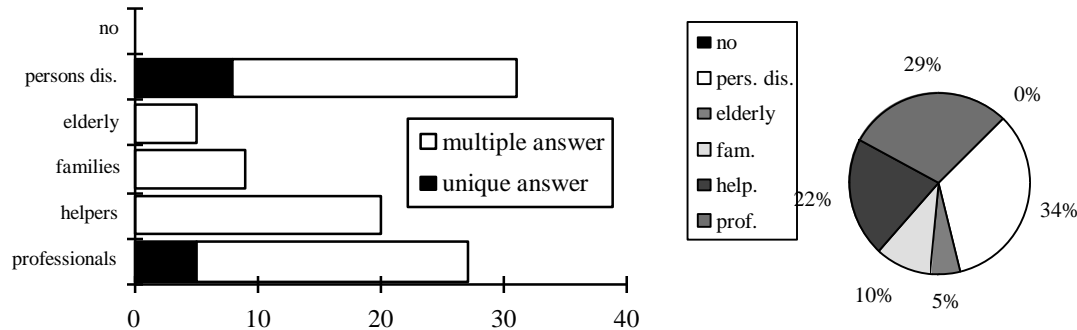
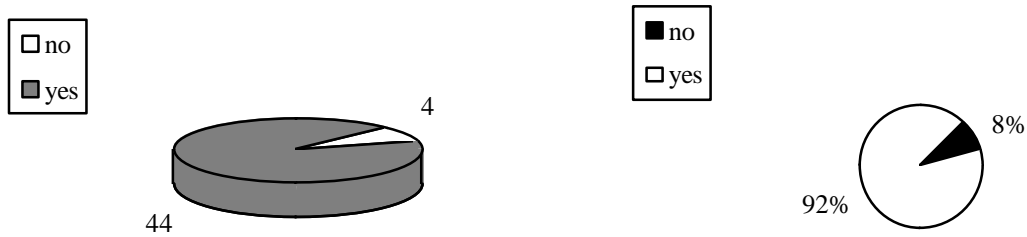
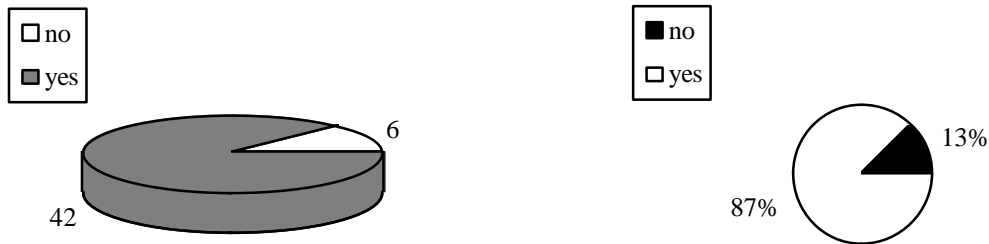


Table 3bis - Europe (sections 1-2-3)

1.4) Are you carrying out training activities for independent living or for coping better with disability?

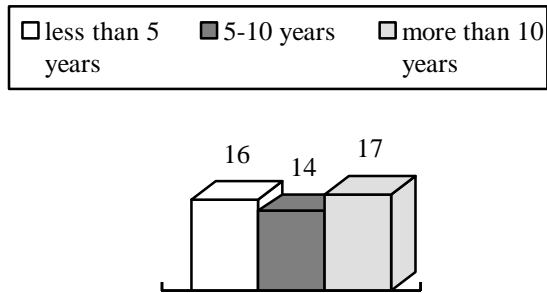


1.5) In these activities, do you consider the use of AT as a support for independent living?



SECTION TWO (40 FILLED-IN)

2.1) For how many years have you been carrying out these educational activities?



2.2) Main activities in the field of education

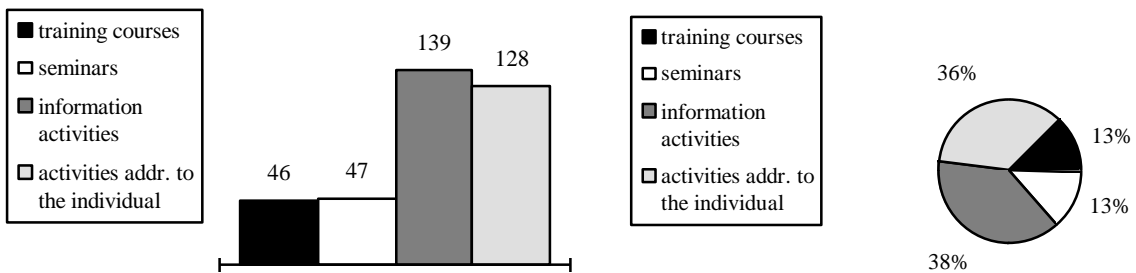


Table 3bis - Europe (sections 1-2-3)

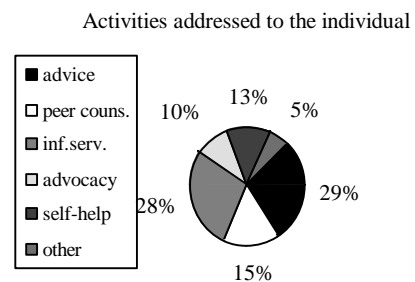
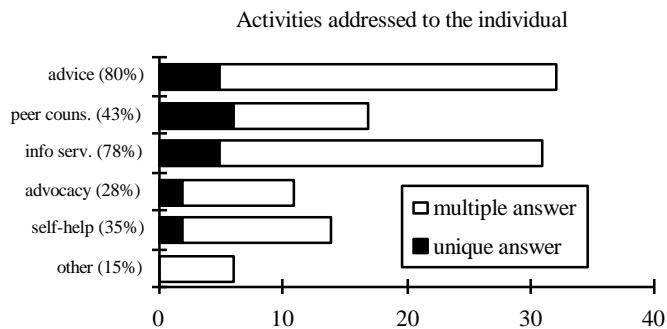
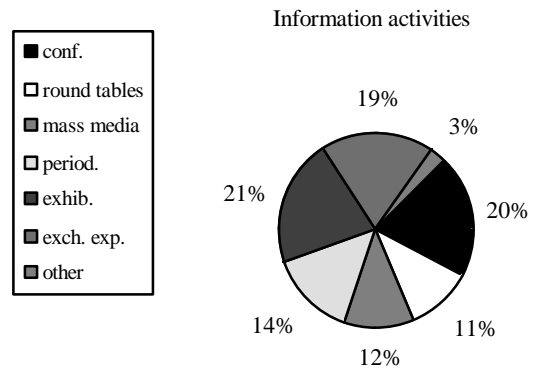
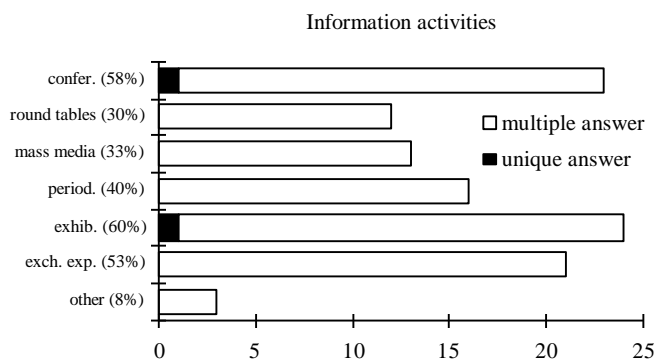
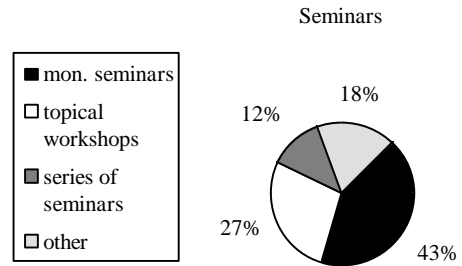
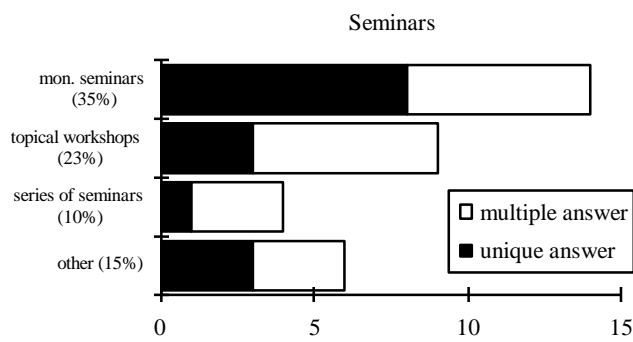
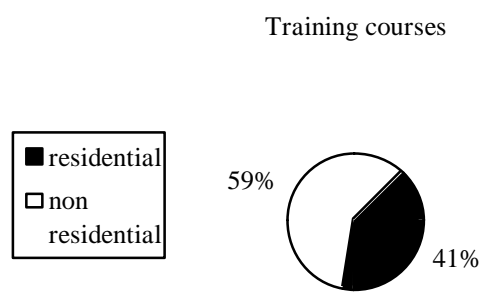
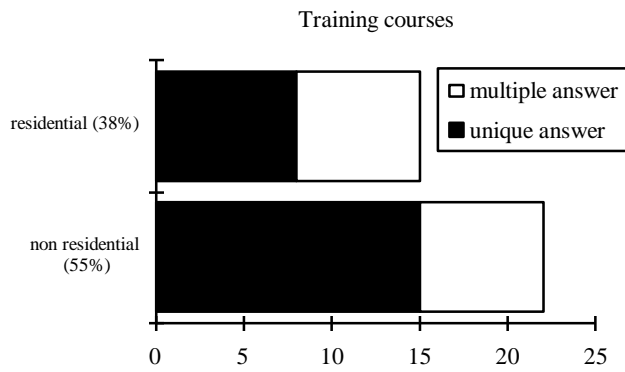


Table 3bis - Europe (sections 1-2-3)

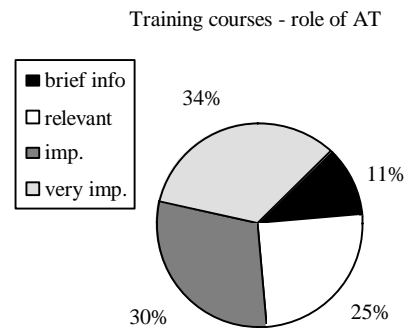
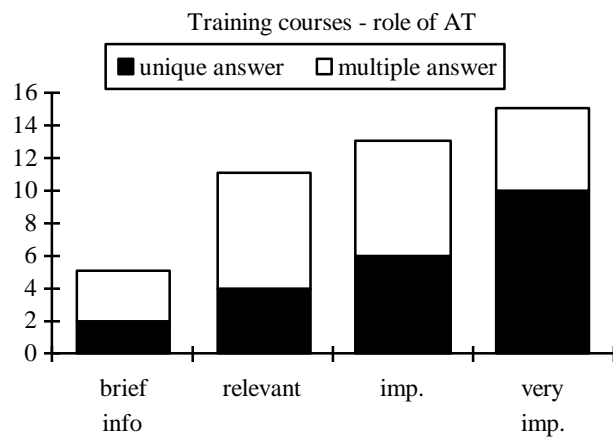
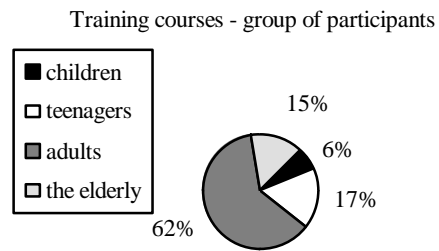
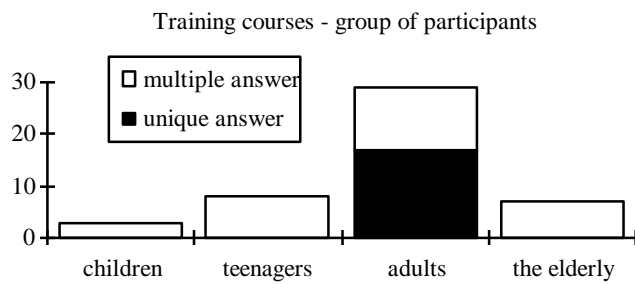
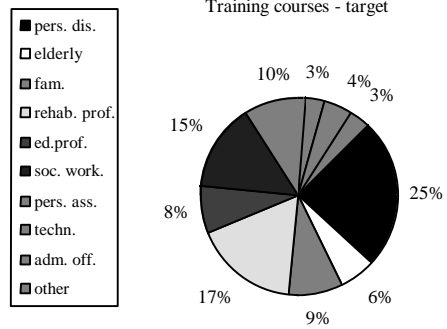
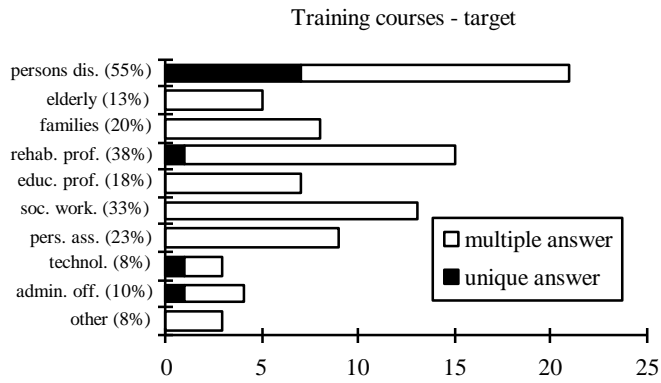
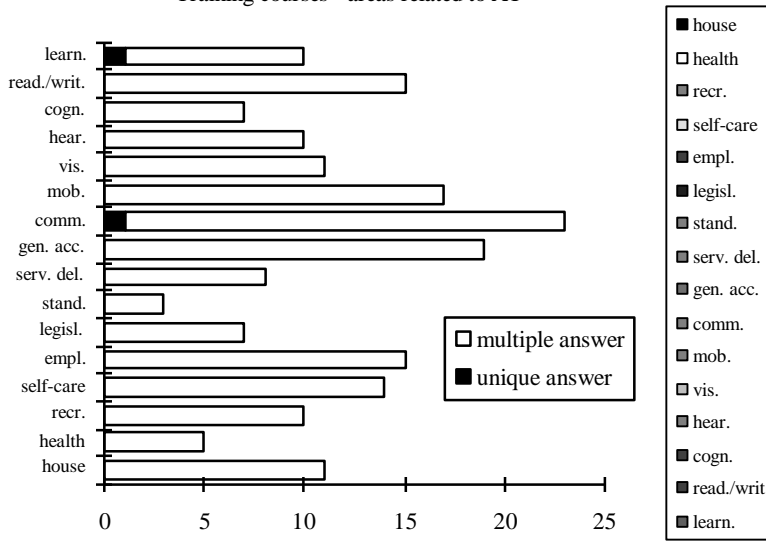
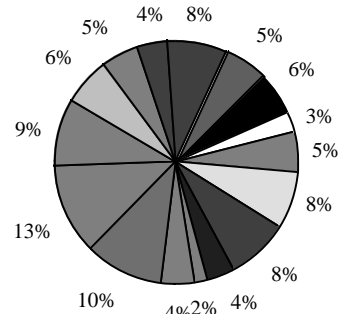


Table 3bis - Europe (sections 1-2-3)

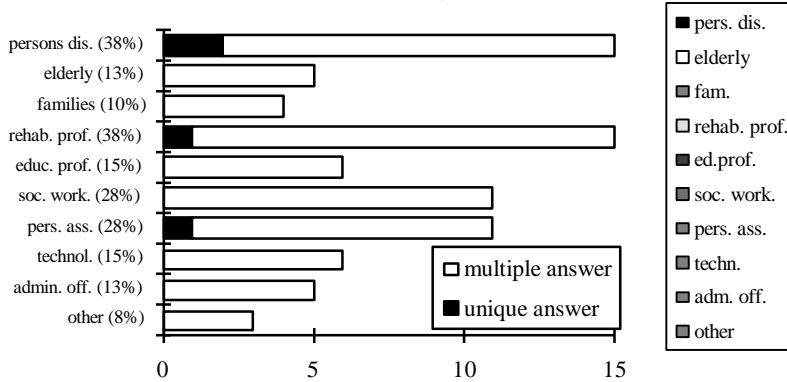
Training courses - areas related to AT



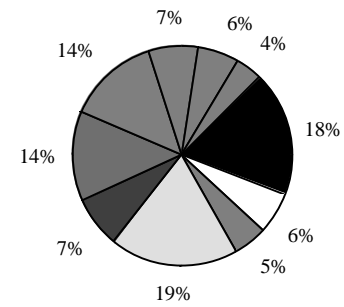
Training courses - areas related to AT



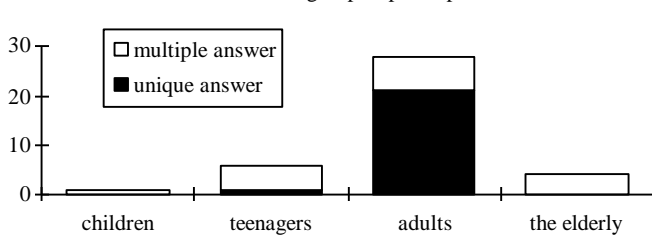
Seminars - target



Seminars - target



Seminars - group of participants



Seminars - group of participants

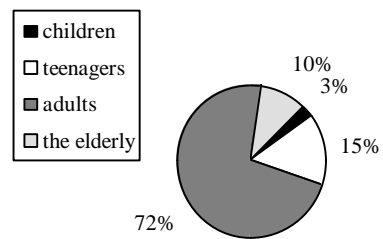


Table 3bis - Europe (sections 1-2-3)

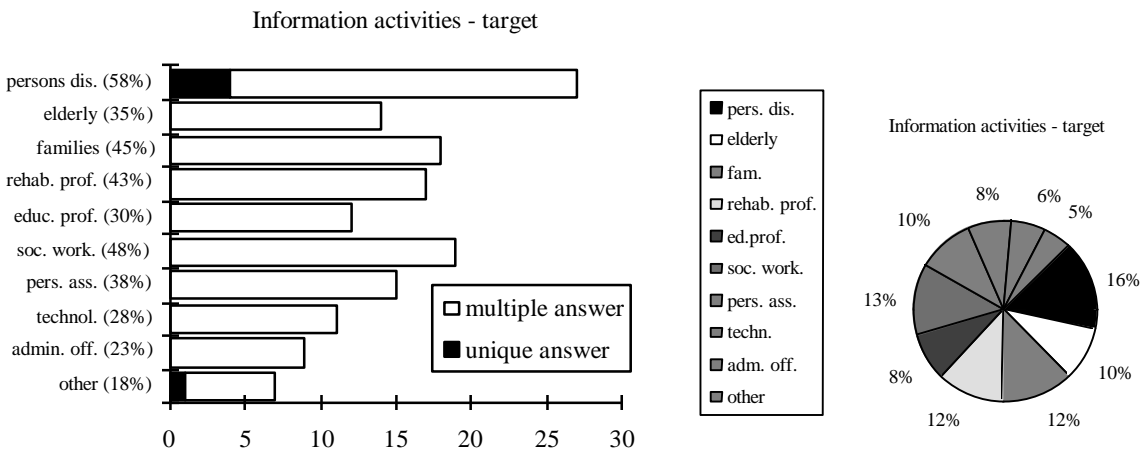
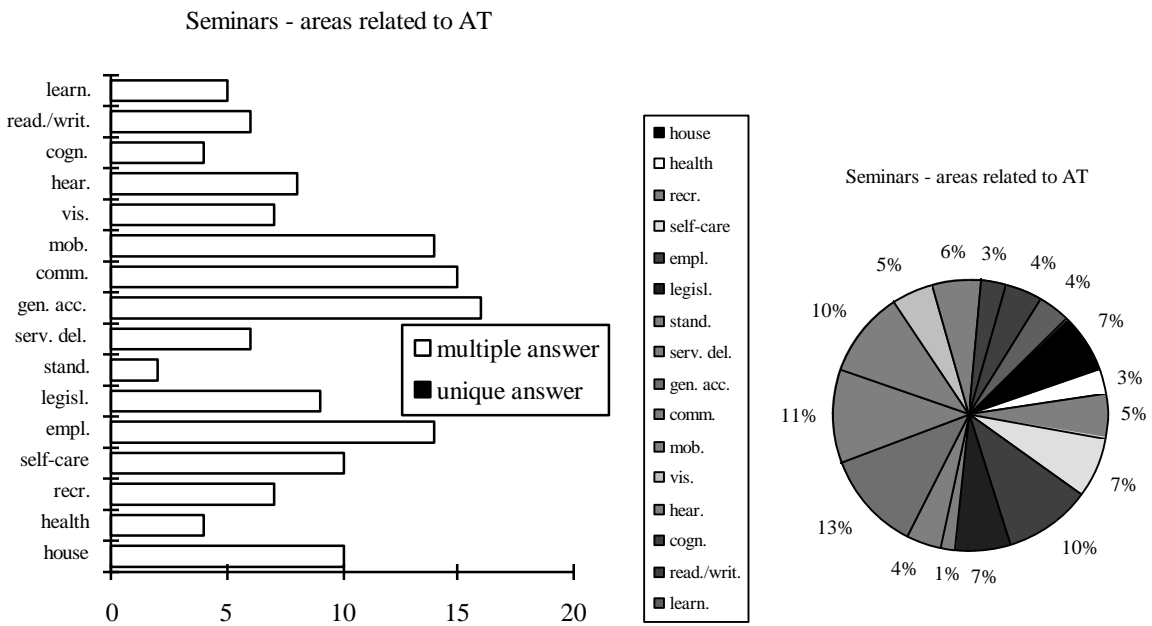
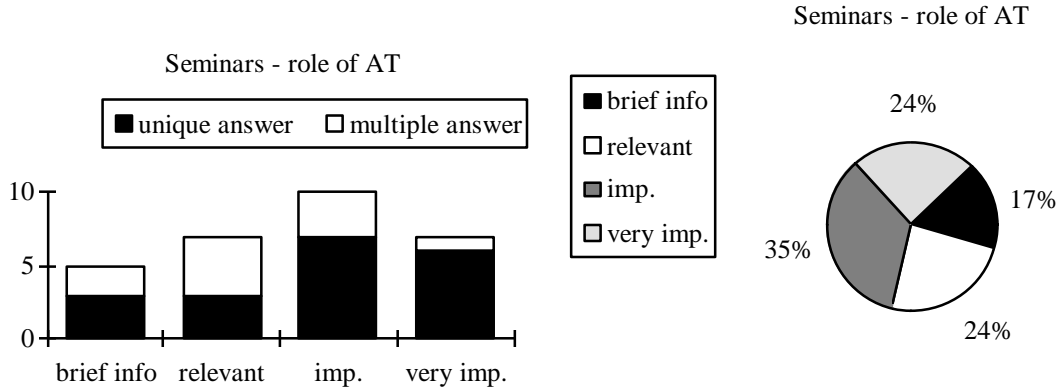
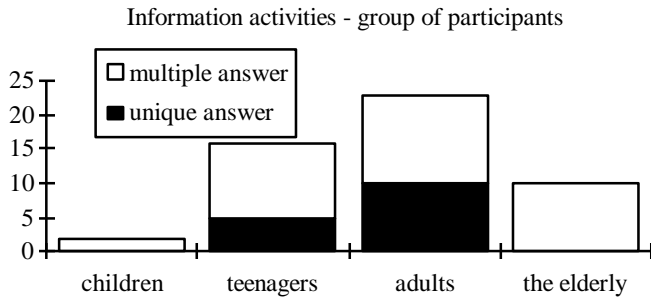
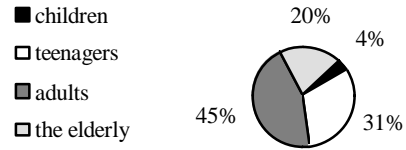


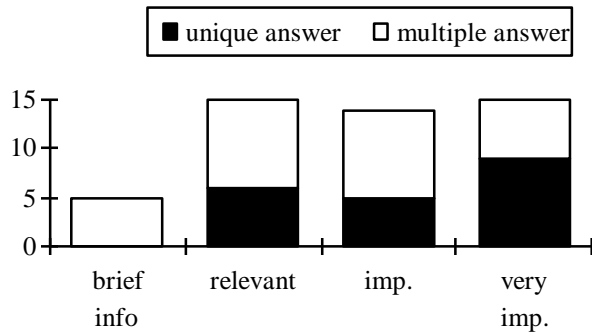
Table 3bis - Europe (sections 1-2-3)



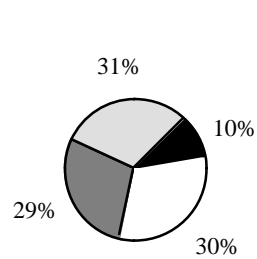
Information activities - group of participants



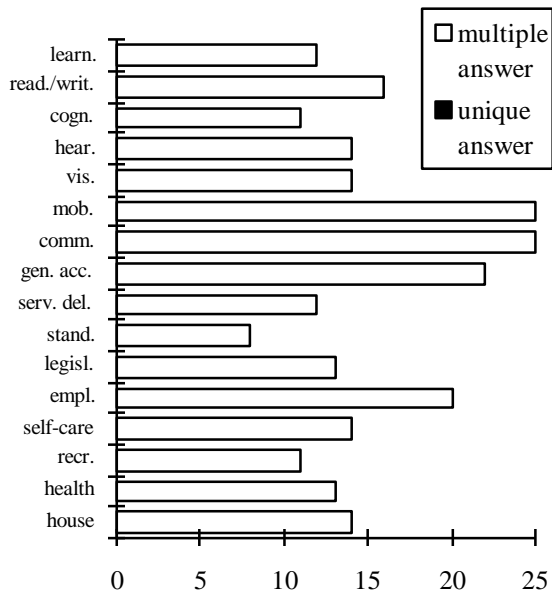
Information activities - role of AT



Information activities - role of AT



Information activities - areas related to AT



Information activities - areas related to AT

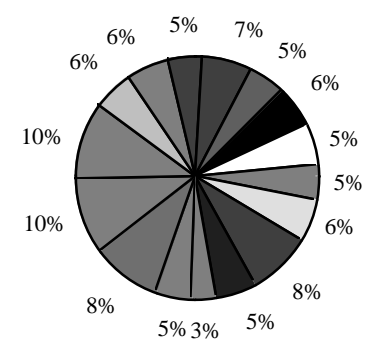
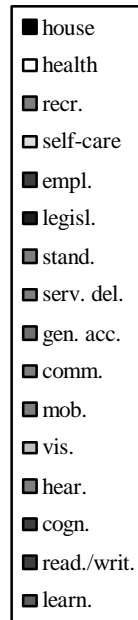
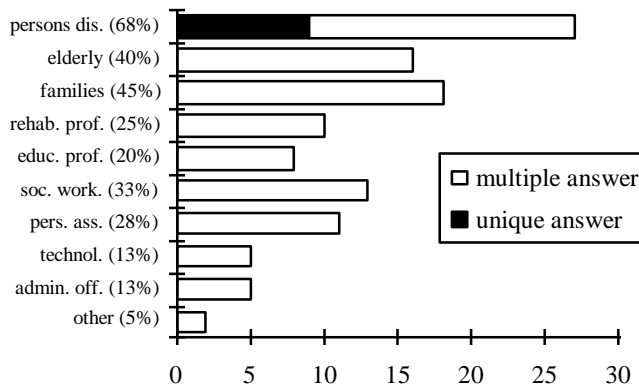
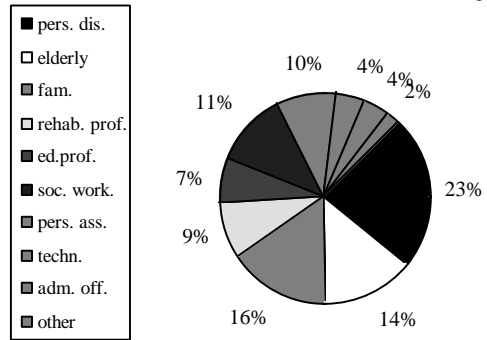


Table 3bis - Europe (sections 1-2-3)

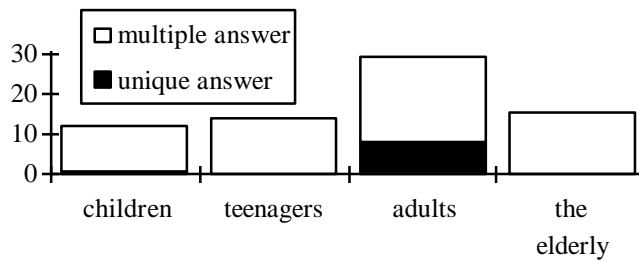
Activities addressed to the individual - target



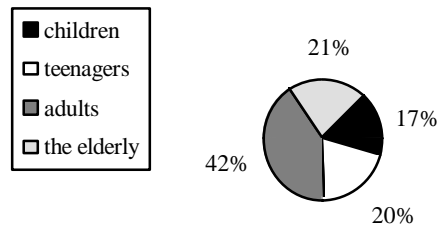
Activities addressed to the individual - target



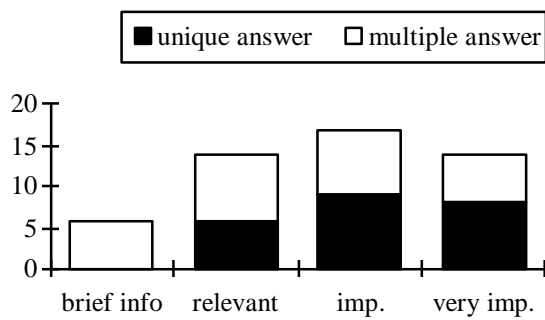
Activities addressed to the individual - group of participants



Activities addressed to the individual - group of participants



Activities addressed to the individual - role of AT



Activities addressed to the individual - role of AT

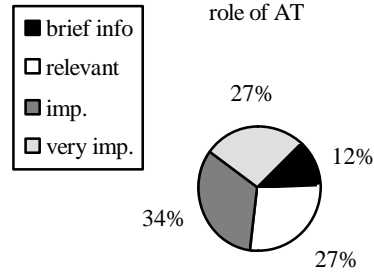


Table 3bis - Europe (sections 1-2-3)

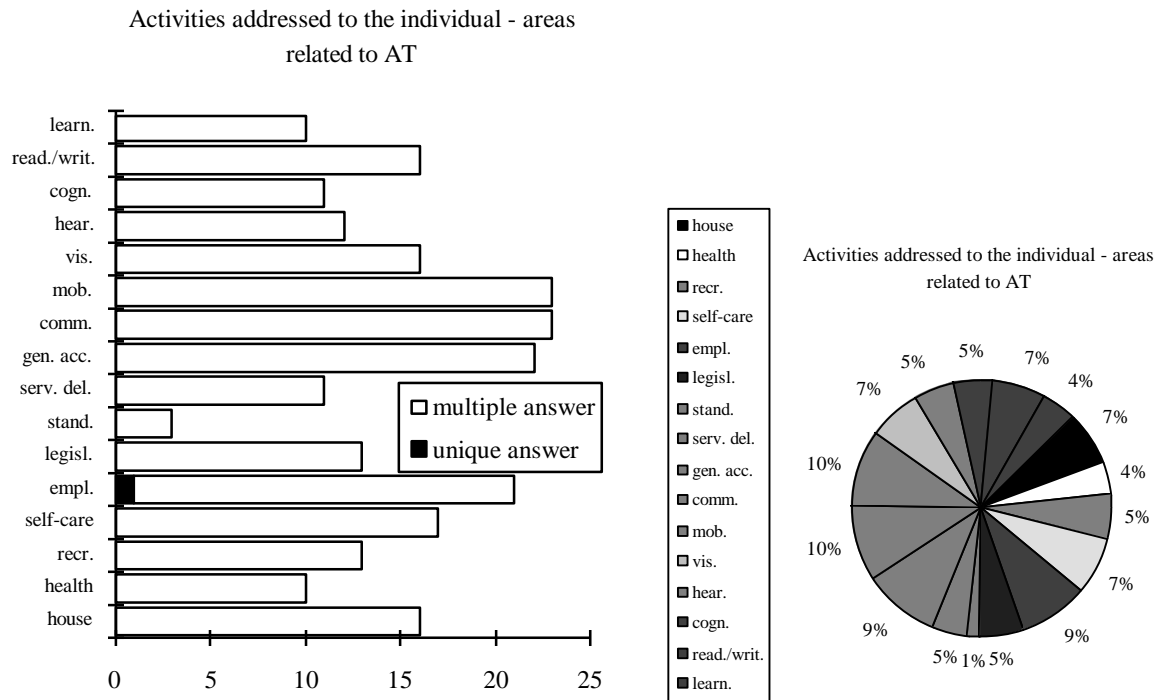


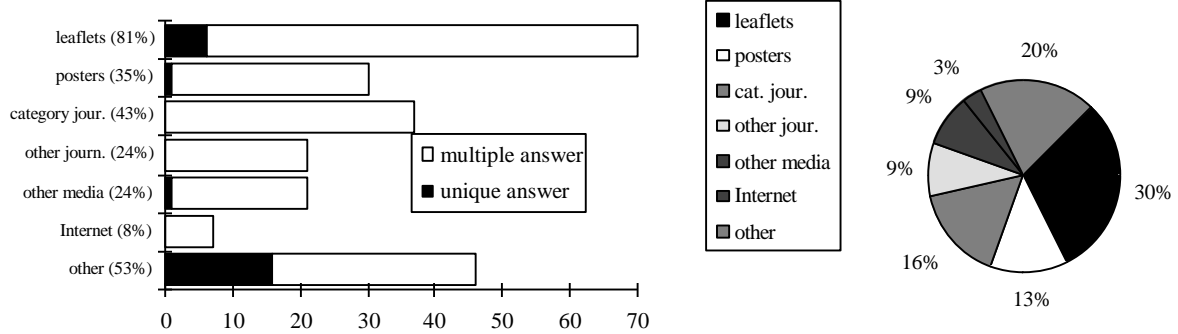
Table 3bis - Europe (sections 1-2-3)

TABLE 4 - All activities of AT education

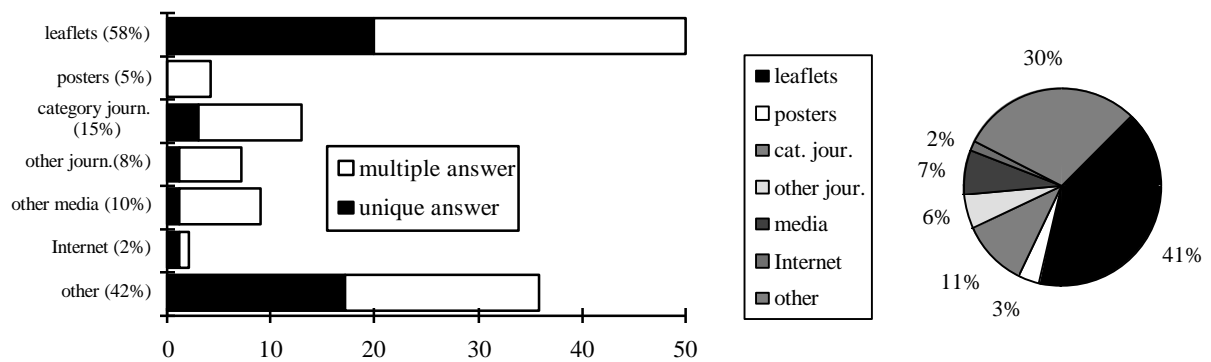
All third parts of the Questionnaire

SECTION 3 (87 FILLED-IN)

3.1) How do you publicise your initiative?



3.2) Which communication channel was most effective?



3.3) How do you distribute leaflets?

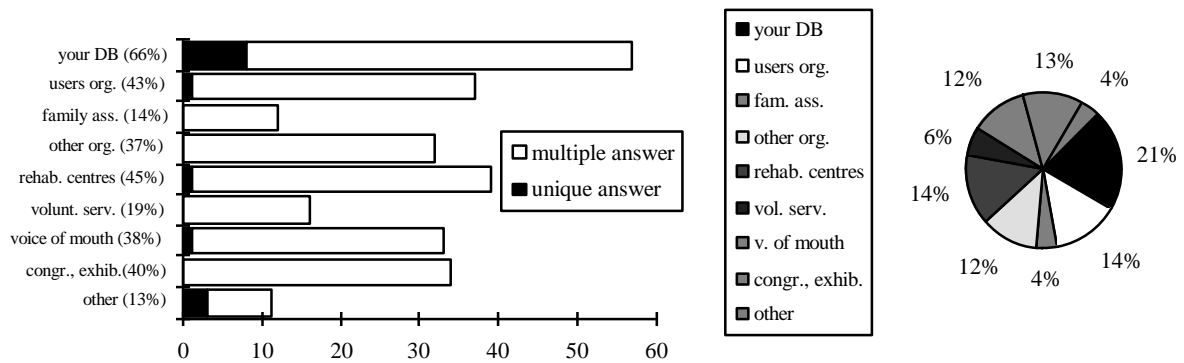
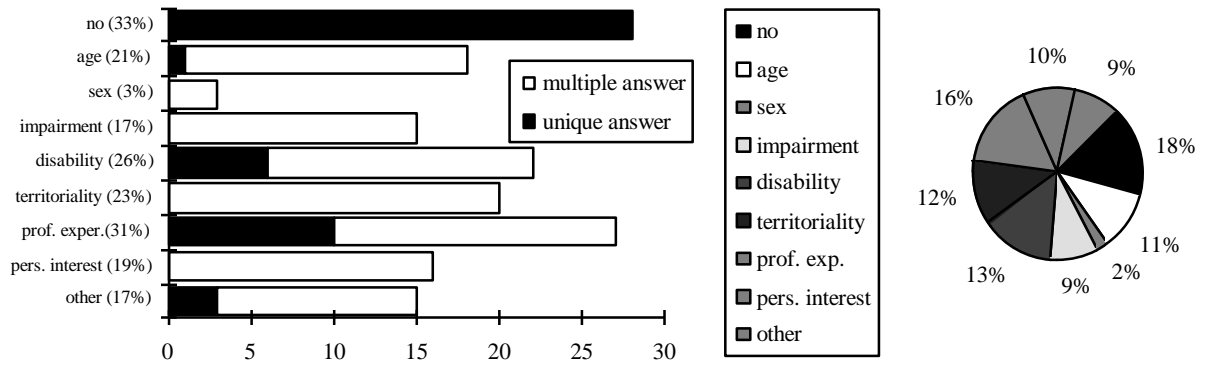
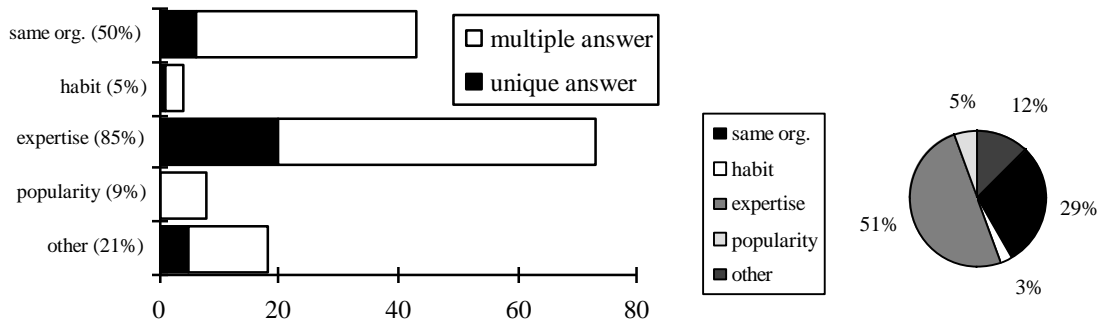


Table 4 - All third parts

3.4) Special criteria for selection



3.5) Criteria to choose teachers and tutors



3.6) Preference for teachers or tutors with disabilities?



3.7) Criteria to choose teachers or tutors with disabilities

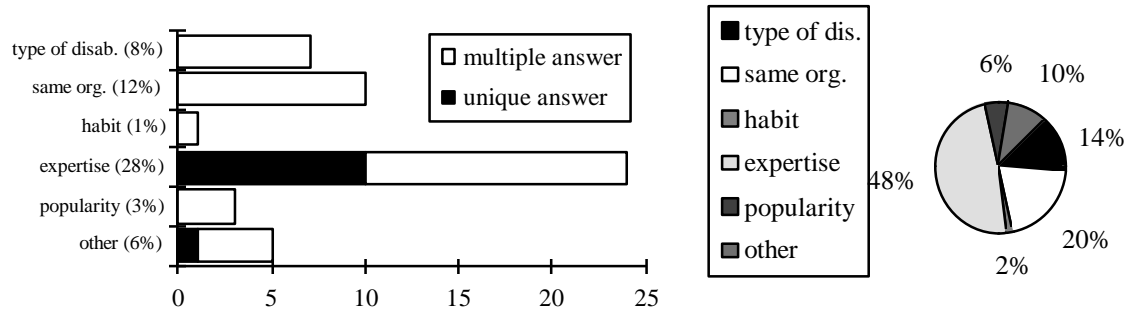
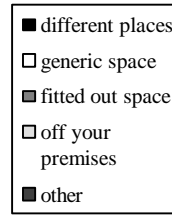
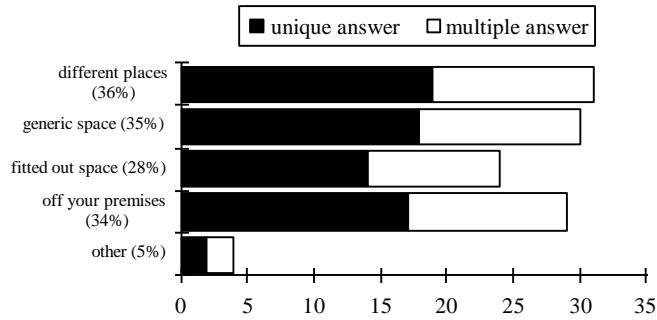


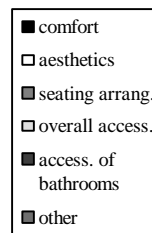
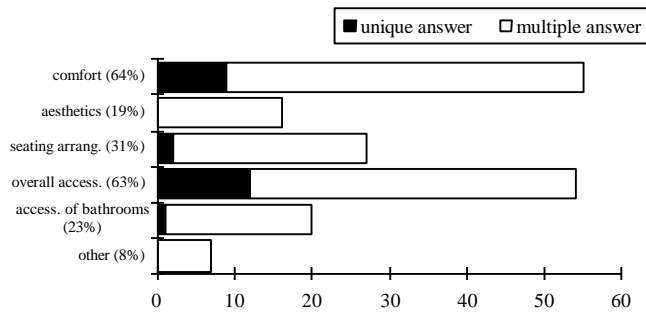
Table 4 - All third parts

Organisation

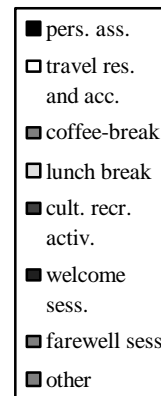
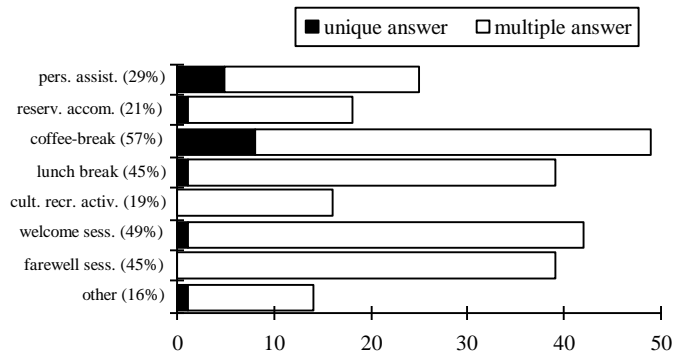
3.8) Where do your educational activities take place?



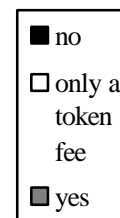
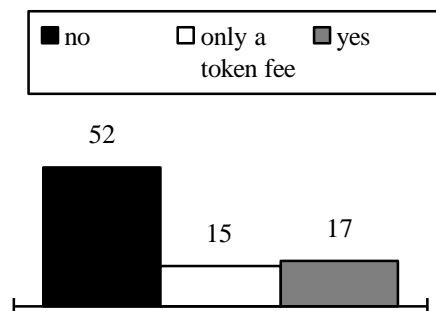
3.9) Aspects of the environment



3.10) Organisational aspects

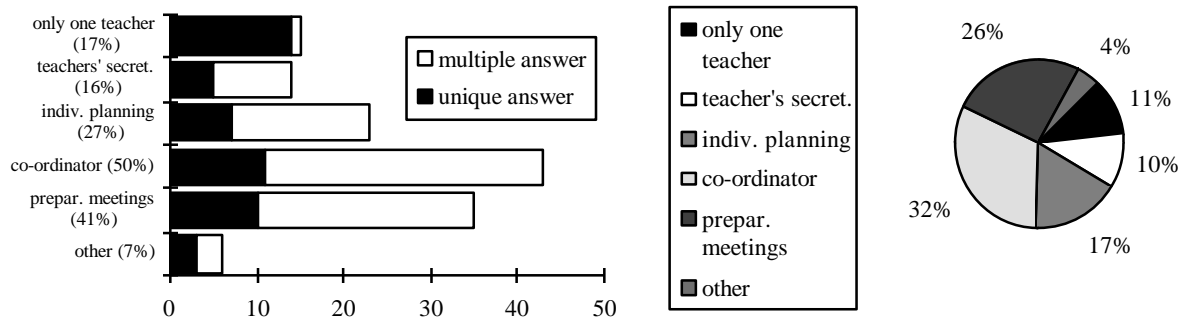


3.11) Do participants pay a fee?



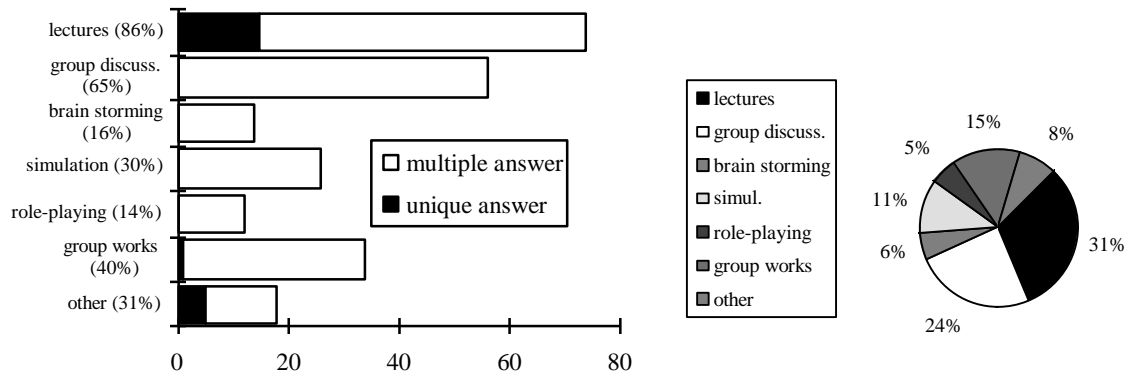
3.13) Coordination between the teachers

Table 4 - All third parts

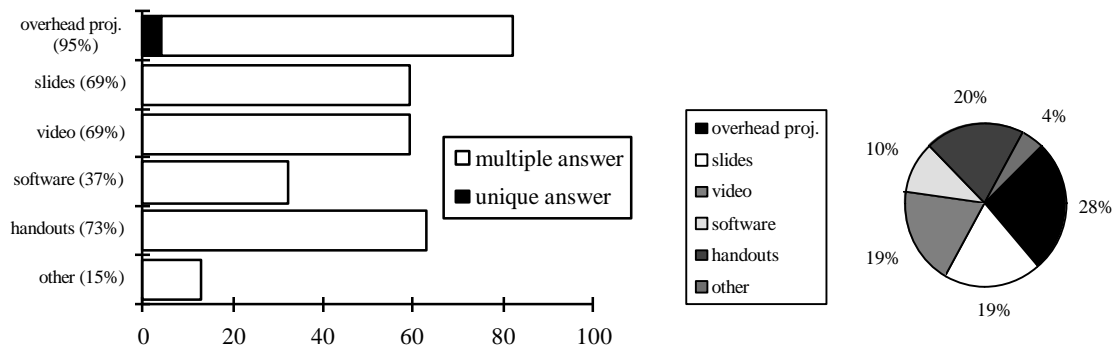


Implementation

3.14) Methods for content delivery



3.15) Educational aids



3.16) Type of hands-on sessions in the field of technology

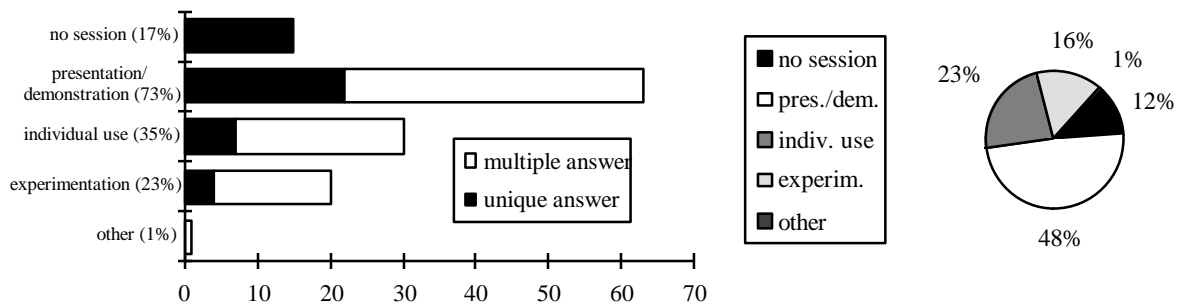
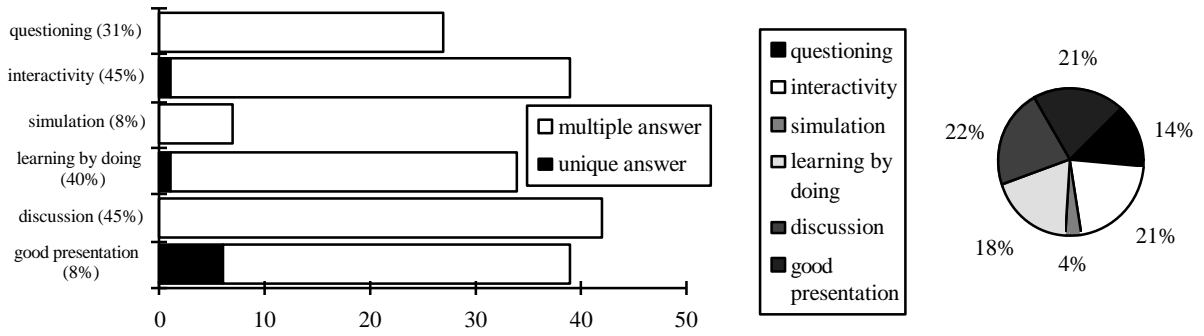
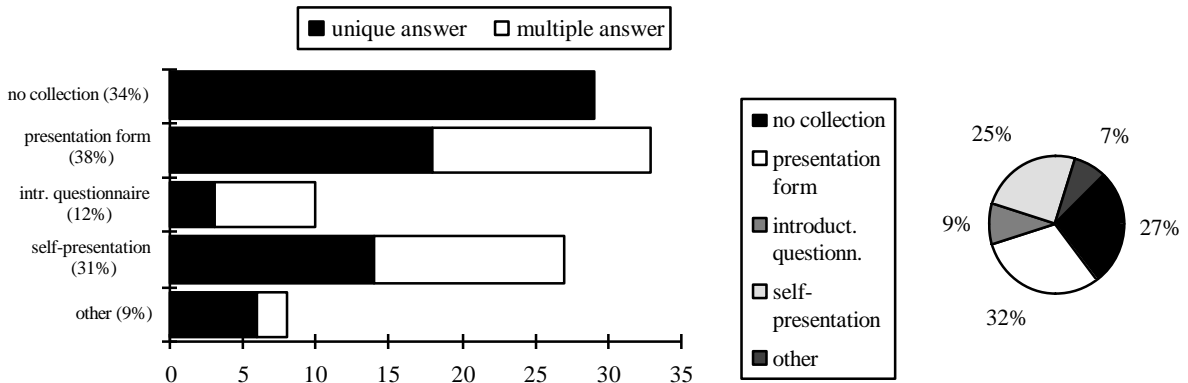


Table 4 - All third parts

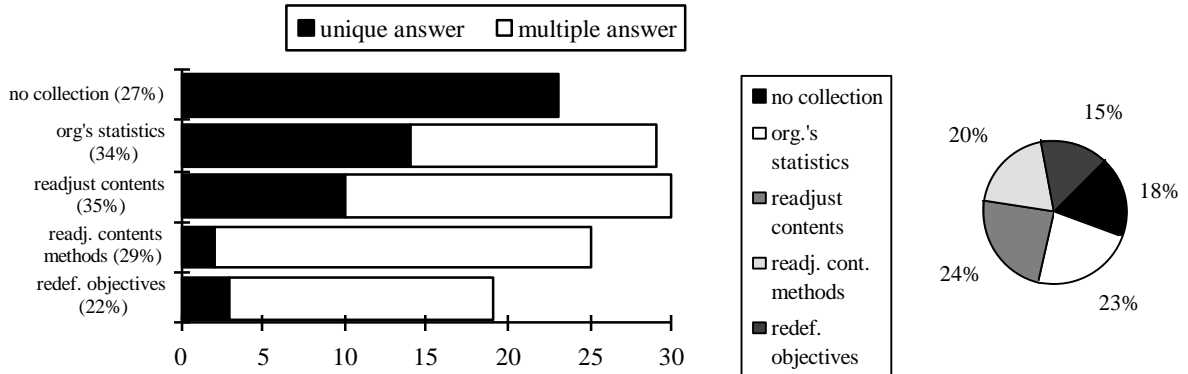
3.17) Key-words for the adopted learning styles



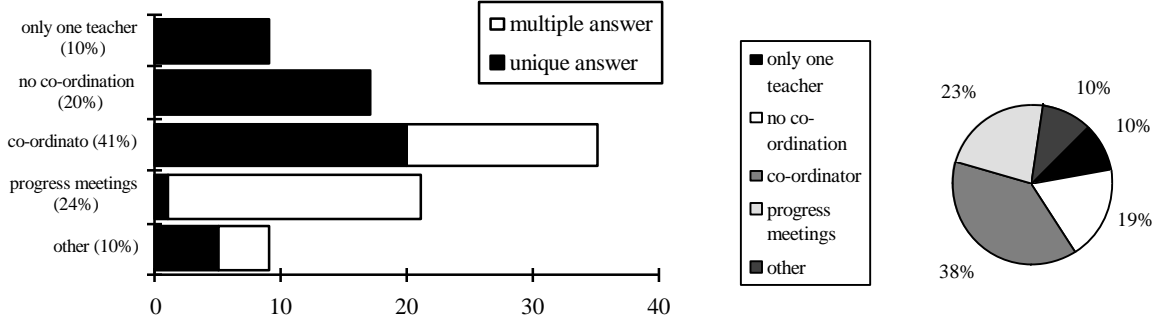
3.18) Methods for collecting information



3.19) Use of the collected information

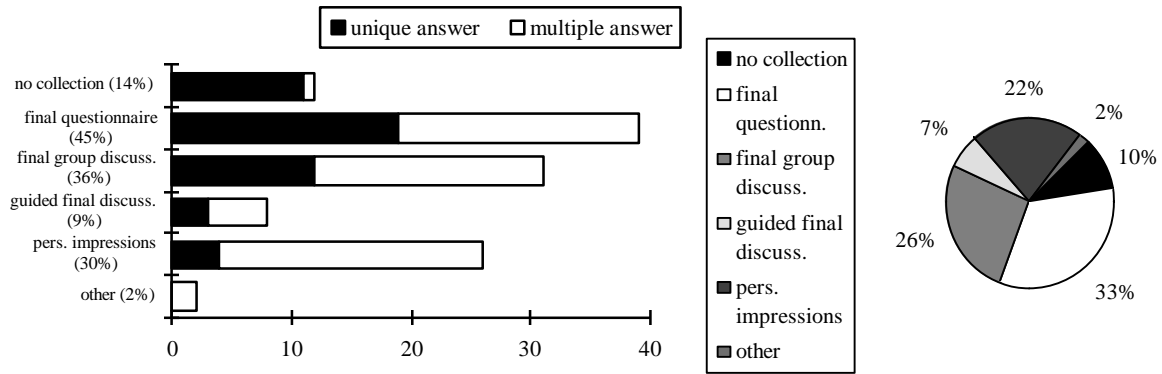


3.20) Co-ordination between the teachers

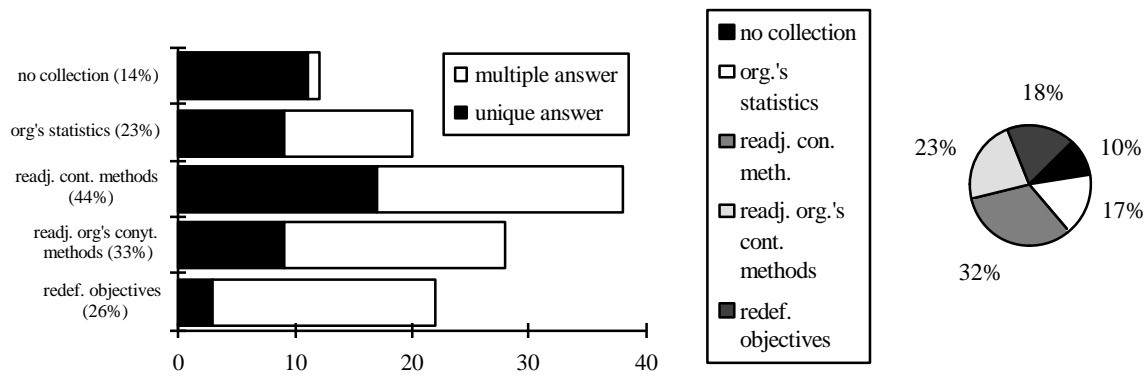


3.21) Methods for feedback collection

Table 4 - All third parts



3.22) Use of the feedback information



3.23) Kind of follow-up activities

