



**Equal opportunities and securing of career paths for young persons with disabilities in Europe.  
Back to the ground**

**IO1**

**Creation of a method for evaluating and supporting "career security and supported employment" for persons with disabilities, companies and service providers.**



# TABLE OF CONTENTS

**Introduction**...4-5

**Chapter 1.** General overview on disability and employment...6-19

**Chapter 2.** Context of the project...20-25

**Chapter 3.** Impact assessment methodological guidelines...26-33

**Chapter 4.** Proposal of questionnaires for each target group  
An adaptable tool ....34-40

**Bibliography**...41

**Annex**...42-45

**Partners**...46



"The information contained in this publication does not necessarily reflect the official position of the European Commission"



# INTRODUCTION



**W**ith over a billion of persons affected by disability worldwide<sup>1</sup>, measures have been taken on international, regional, national and local levels to ensure the rights of persons with disabilities in all sectors, in particular, the employment sector.

It is undeniable that nowadays, employment has become the main factor enabling a healthy social integration whether through the form of financial stability or through the access of the different social spheres (culture, travels, employee status progression...). However, employment access (and maintenance) is proven to be more difficult for persons with disabilities who are exposed to discrimination, prejudices etc. (see chapter 1).

Therefore, through the shield of Article 27 of the UNCRPD<sup>2</sup>, is a worldwide recognition of the inherent right of persons with disabilities to access and maintain employment on an equal basis with others. The European Union has also been working towards a more inclusive Europe through its European Disability<sup>3</sup> Strategy and EU funded projects in favour of a more inclusive labour market.

Despite the many measures adopted in favour of employment and career securement for persons with disabilities, the situation is alarming in the EU where the unemployment rate for persons with disabilities is twice as high as the overall unemployment rate.<sup>4</sup>

## ● Supported Employment Approach: a solution to the securing of career paths for persons with disabilities

Amongst the many existing solutions to combat stereotypes and ensure the employment and career security of persons with disabilities, is the supported employment approach which is slowly becoming a popular means of labour market integration.



This concept started to be officially promoted in the EU with the creation of the European Union for Supported Employment (EUSE) in 1993. Based on article 27 of the UNCRPD, the EUSE defines supported employment as “a method of working with people with disabilities and other disadvantaged groups to access and maintain employment through providing appropriate and ongoing support. Therefore, it is an individual-orientated method to promote labour market participation of this target group.”<sup>5</sup>

## ● Evaluation of the supported employment approach: a necessity for securing career paths

Even if the supported employment approach has proven to be successful for a wide number of workers with disabilities across the EU, it is crucial to conduct regular evaluations of the said approach, in order to confirm the good practices to disseminate but also to detect the factors affecting the career securement of the worker with disabilities. The aim is to improve this approach year after year in order for it to become a solid tool and guarantee employment and its maintenance for persons with disabilities.



## ● EU DESC projects: towards equal opportunities and career securement for young persons with disabilities

Two Erasmus+ funded projects, DESC 1 (2015-2017) and DESC 2 (2017-2020)<sup>6</sup> have been conducted to gather good practices and elaborate an evaluation method, hence, ensuring equal opportunities and career securement for young persons with disabilities.

This particular guide will focus its evaluation method on the following targets: the worker with disabilities, the employer and the service provider. These target groups, are on the very front lines in the battle for employment access and employment maintenance for persons with disabilities. Hence, collecting data on their perceptions on supported employment is crucial for the evaluation process.

The first chapter of this guide gives a general overview of the European context for persons with disabilities in the employment sector. A focus is made, in the second chapter, on the context of the two DESC projects and prepare the ground for the evaluation method proposed in the third chapter. Finally, a fourth chapter presents an evaluation tool proposal to be adapted as per particular contexts.

<sup>1</sup> World Health Organisation 2019 figures

<sup>2</sup> UNCRPD, Work and Employment Article 27, [Online] <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities/article-27-work-and-employment.html>

<sup>3</sup> The European Disability Strategy 2010-2020: <https://ec.europa.eu/social/main.jsp?catId=1484>

<sup>4</sup> EuCIE, Inclusive Enterprises in Europe, [Online] <https://www.eucie.org/inclusive-enterprises-europa/>

<sup>5</sup> EUSE, European Supported Employment Toolkit [Online] <https://www.euse.org/content/supported-employment-toolkit/EUSE-Toolkit-2010.pdf>

<sup>6</sup> See Chapter 2 for further details on both projects

# CHAPTER 1 General overview on disability and employment



Employment is central to the ability of persons with disabilities to maintain a decent standard of living for themselves and for their families, and is an important factor influencing their opportunities to fully participate in society. Work is a defining feature of human existence and in many societies the ability to work is viewed as one of the most important ways in which people can make their individual contributions to their communities. However, despite existing national, regional and international laws, and despite the activities of international bodies and Disabled Peoples' Organizations (DPOs), persons with disabilities throughout the world too often continue to be denied the right to work and statistics indicate that the rates of unemployment, underemployment and economic inactivity among persons with disabilities tend to be much higher than those of other workers.

Many persons with disabilities do not have access to the same educational and training opportunities as their non-disabled peers. Youth with disabilities, for example, are frequently additionally disadvantaged in their search for work and mainstream employment because they have not had access to education or vocational training, or because teaching staff are not appropriately trained, or because appropriate facilities are not available. Lacking educational qualifications

and training in marketable skills put them at a competitive disadvantage in their search for decent jobs.

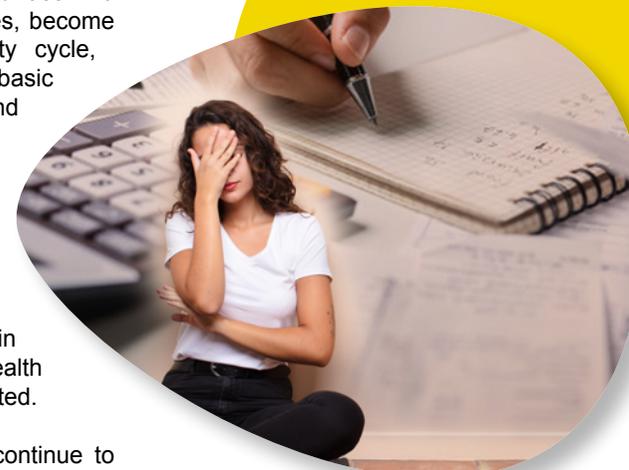
There may be stereotypes that persons with disabilities are not intelligent and are slow to learn. These same stereotypes and prejudices that can contribute to exclusion from education and vocational training may also create additional barriers in terms of employment, as prejudices and stigma among many employers, co-workers and the general public worsen an already difficult position. In addition, persons with disabilities face barriers in the form of inaccessibility of information and of the physical environment, including transportation, housing and workplaces. Employers also often assume that the costs of implementing reasonable accommodation for employees with disabilities (for example, accessibility features or flexible working schedules) are prohibitively expensive. Barriers to accessing financing can also hinder the ability of persons with disabilities to engage in self-employment.



Discouraged by discriminatory barriers and mistaken assumptions about their capacity to work, and in some cases fearing a loss of benefits, many persons with disabilities withdraw from an active search for employment and jobs, and rely either on disability benefits in countries where these exist, or on low-value work in the informal economy, with support from their families and community.

In many cases, persons with disabilities who are unable to support themselves, become financially trapped in a poverty cycle, unable to meet even their most basic needs for food, water, clothing, and shelter, or indeed raise a family as they would wish. In some countries employment provides a means of accessing the health insurance needed to obtain health care services. Where persons with disabilities are unable to obtain employment in such countries, their access to health care services may also be restricted.

While persons with disabilities continue to face significant challenges in relation to employment, it is important to note that there have been improvements in many countries. It is essential to build on these and to maintain this positive momentum.





### Legal framework

Every individual has the fundamental right to work. This right is essential for realising other human rights and constitutes an inseparable and inherent part of human dignity. It contributes at the same time to the survival of the individual and to that of his or her family and, insofar as work is freely chosen or accepted, to his or her development and recognition within the community.

The UN Convention on the Rights of Persons with Disabilities (UNCRPD, December 2006) has been the first Convention to introduce the social model of disability and changed the direction of how individuals with disabilities are included into the workplace. The UNCRPD does not create new rights. Rather, it takes existing rights and interprets them in the context of persons with disabilities.



In terms of work and employment, Article 27 of the UNCRPD<sup>7</sup> requires that State parties recognise the right of persons with disabilities to work on an equal basis with others, including their right to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible. Article 27 sets out measures through which State parties can safeguard and promote the realisation of the right to work, including for those who acquire a disability in the course of employment.

### Why laws are needed to respect the rights of persons with disabilities?

An increasing number of States prohibit discrimination on the ground of disability, particularly in the field of employment, either through comprehensive laws applying to different groups in the population as a whole or through disability-specific laws. This reflects the increasing acknowledgement that disability is frequently used as a reason for excluding persons with disabilities and to deny them equal employment opportunities, where this is not justified in the given circumstances.

The objective of such laws is to combat the exclusion of and the denial of equal opportunities to people because of particular characteristics such as disability, and to

increase the participation rates of persons with disabilities in employment and other sectors of society.

By making disability a protected ground, the law extends protection against discriminatory behaviour and punishes those who violate the non-discrimination norm.

### Discrimination

Discriminatory behaviour arises when an employer treats an applicant for a job or employee adversely or less favourably on the grounds that he/she has a disability, where the disability has no, or hardly any, effect on job performance. Various forms of discrimination exist, including direct, indirect and multiple discrimination. However, significantly Article 5 of the UNCRPD<sup>8</sup> prohibits discrimination in every form and makes no distinction between forms of discrimination. Additionally, under Article 2 of the UNCRPD<sup>9</sup> the denial of reasonable accommodation is explicitly recognized as a form of discrimination.

**Direct discrimination** occurs when a person is treated less favourably than another similarly situated person because of a particular characteristic protected by non-discrimination law, such as race, sex or disability.





**Indirect discrimination** occurs when an apparently neutral situation, regulation or practice in fact results in unequal treatment of persons with certain characteristics. It occurs when the same condition, treatment or criterion applies to everyone, but has a disproportionately harsh impact on some persons on the basis of certain characteristics. The intention to discriminate is not a prerequisite for indirect discrimination to have occurred.

Under Article 6 of the UNCRPD<sup>10</sup>, the term **multiple-discrimination** refers to the experiences of exclusion which are deeply affected by the multiple dimensions of an individual's identity. For example, persons with disabilities generally experience higher rates of unemployment and underemployment than non-disabled persons. However, women with disabilities experience higher rates of unemployment than men with disabilities because of the discrimination they also face as women in the workplace.

**The denial of reasonable accommodation** is also a form of discrimination. An impairment can sometimes affect an individual's ability to carry out a job in the usual or accustomed manner. The obligation to make reasonable accommodation, or provide the right to be accommodated, is often found in modern disability non-discrimination law. The law should define closely what is meant

by reasonable accommodation, so that misinterpretation is avoided and employers clearly understand what they must do. The UNCRPD makes clear that the failure to provide reasonable accommodation itself amounts to discrimination. Reasonable accommodation should already be provided in the recruitment phase. When a person with a disability is a successful job applicant, the employer must provide reasonable accommodation, in the form of appropriate modifications or adjustments, if required to facilitate performance of the essential activities of the job. In most cases the person with a disability will be able to give advice to the employer on what is needed. It is also important to protect the privacy of the person requesting reasonable accommodation. If necessary, employers should also seek advice from government agencies or organisations which represent or provide services to persons with disabilities.

### Reasonable accommodation

Reasonable accommodation means necessary and appropriate modifications and adjustments which do not impose a disproportionate or undue burden, as needed in a particular case, to ensure for persons with disabilities the enjoyment or exercise on an equal basis with others of all human and fundamental freedoms. It is necessary to address the individual aspect of reason-

able accommodation (which is different from accessibility, affirmative action and universal design). Reasonable accommodation is the outcome of discussion or negotiation between the concerned employee and the employer.

### Examples of reasonable accommodation

#### Changing recruitment and selection procedures

For example, providing a sign language interpreter for a deaf person, or ensuring that the medical assessor is familiar with a person's particular disability and how it relates to the job requirements.

#### Modifying work premises for the individual needs of the person with disabilities

For example, making ramps, modifying toilets, providing flashing lights to alert people with a hearing impairment. This is to be distinguished from accessibility, which is something general, applicable to all persons.

#### Changes to job design, work schedules or other work practices

For example, changing certain duties among staff, providing regular meal breaks for a person with diabetes, or providing a quiet workspace.





### ● **Modifying workplace equipment and providing supportive technology**

For example, lowering a workbench or providing an enlarged computer screen or screen-readers.

### ● **Providing training or other assistance**

For example, induction programmes for staff with a disability and co-workers, a mentor or support person for a person with an intellectual disability, inclusion of staff with a disability in all mainstream training.

### ● **Role of Trade Unions, Employer Federations and Civil Society**

Widespread consultation with trade unions, employer federations and civil society prior to the revision or drafting of laws designed to promote the rights of persons with disabilities will enable policymakers to profit from the expertise that exists in the community.

For example, many of the obligations resulting from a law or policy to promote the employment of



persons with disabilities fall on employers. It is therefore of particular importance to ascertain the opinion of employers prior to adopting or amending the law or policy. Furthermore, trade unions may be able to provide valuable insights into the problems and effective policies that already exist if they are already actively involved in the promotion of the employment of persons with disabilities. Lastly, support from the majority of the disability community is essential for the success of any eventual policy. Requests for public comment on any law regarding persons with disabilities will enrich the debate and strengthen the application of the policy after it comes into force.

### ● **Facilitating Employment for Persons with Disabilities**

Beyond legislation, implementation of the right of persons with disabilities to work can be pursued through a number of approaches, including through policy formation, specific programmes, inclusive and accessible financial services, ensuring accessibility, and awareness-raising.

### ● **Supported Employment, the methodology**

Supported Employment Services are a model for employment and recruitment to enable persons with disabilities to secure and maintain a job in the open labour market. This model provides a range of support to employers and persons with disabilities, through job coaches. There are a wide variety of ways in which supported employment may be provided including individual placements, small work teams, mobile work crews and small business arrangements. These services have provided great social and psychological benefits for workers. Cross-national comparisons are very difficult, and each country has to choose the approach that works best.

### **The range of possible supports include:**

- Individual Needs Assessment
- Vocational Profiling and Career Planning
- Individual Employment Plan
- Job Sourcing and Job Matching
- On-the-Job Support and Coaching, which supports persons with disabilities in their work-places, and gives advice to employers and co-workers on the inclusion of persons with disabilities
- Advice and support to employers
- Follow-up support and mentoring for both employers and employees.





### Employment solutions

One strong belief is that we need more action, more operations and a stronger focus on credible, practical and scalable employment solutions for youth with disabilities. Some lessons and solutions are emerging – but not enough is being done with sufficient rigor and at scale to shift the needle for young persons with disabilities seeking productive work.

Many of the world's leading institutions have each emphasized the need for countries to pay more attention to areas of education, skills development, employment, and information and communications technology for youth with disabilities. It is time now to build on those calls and promote inclusive, full and productive employment allowing persons with disabilities to fully access the job market.

We are working hard to identify solutions. Strength is needed to help to find solutions for youth employment for all youth of all abilities.



### An inclusive employer

If someone is looking to change jobs, pushing for a promotion, trying to build a career in a new sector or get back into the workplace, then an inclusive employer that offers a disability-friendly working environment is an attractive proposition.

The disability should not be a barrier when it comes to personal career and knowing about inclusive employment and what should look for is an important part of the job hunt. So, what should a person expect from an inclusive employer when looking for that new role?

### Right to equality in the workplace

According to disability charity, persons with disability are twice as likely to be unemployed as non-disabled people. But, despite the potential barriers, support and guidance is readily available to get – and keep – the person in work.

The first place to start is to know your rights when it comes to work and employment. Most laws against discrimination can be used to enforce your



right to equality in the workforce.

They cover areas from the initial job application and interview to salary, promotion and dismissal, as well as retirement and can also be applied if you become disabled while already in employment. Employers must make “reasonable adjustments” in the workplace to ensure equality to their employees and to guarantee that everyone could successfully fulfil their role.

### The benefits of creating an inclusive workplace

Research has demonstrated that getting more persons with disabilities into work, could boost the economy of a country within few years. Furthermore, the value of a diverse and inclusive workforce is so much more than financial – to both the employees and their employer. As representatives of organisations seeking to create inclusive workplaces, Inclusive Employers believe that embracing diversity enables employers to recruit the right candidates and retain their staff.

An inclusive recruitment and retention policy can not only increase the number of quality applicants, but also creates a skilled and knowledgeable workforce that reflects the diversity of the customers or community an organisation serves.

Loyalty among a workforce is also key to an organisation's success, and by recognising the diverse lifestyles, needs and priorities amongst their staff, employers can get the very best out of their employees.

*“Organisations who create an inclusive, disability-friendly work environment are able to recruit and retain the widest talent pool possible making them more representative of society”.*





### How to identify an inclusive employer?

While all employers have to follow national employment rules, some employers seem to go further by proactively encouraging people with disabilities to apply. As part of the job hunt, research on organisations that consider themselves as inclusive could be a good strategy. Moreover, websites and job offer which explicitly refer to inclusive environment and/or equal opportunities are also useful indicator. However, even if the organisation does not define itself as 'inclusive employer', it must follow employment laws and ensure inclusiveness for their employees.

### Workplace assistance

What additional assistance should an employer provide to support the person in new job? 'Reasonable adjustments' play a key role in removing workplace barriers for staff with both visible and non-visible disabilities, but what does that actually mean?

The rules states that as an employee, she/he has the right to reasonable adjustments to the workplace or routine to enable she/he to successfully fulfil the new role. These adjustments must be included in the recruitment process to allow candidates to be consi-

dered on an equal basis and to continue to work as team members. They should also be available if the person is already in the position when they became disabled. Many organisations have HR processes already in place to provide the adequate assistance, but may need to speak with the employer to agree what the needs are so to fulfil the requirements of her/his job.

### Examples of reasonable adjustments that can be asked:

- Adapted equipment, such as chairs, keyboards or voice-activated software
- Changes to the work environment, such as lowering desks or modifying entrances
- Flexible working – including working from home, later start times to allow for travel, compressed working hours or going part-time

- Additional training, interpreter support, relevant training for colleagues

'Reasonable' applies to actions that are possible on an individual basis. However, everyone has the legal right to have the tools needed to do her/his job.

### How to help a new employer to help you?

Supporting employers to recruit more persons with disabilities is essential to enhance diversity and inclusion in the workplace. However, there is still a lack of awareness within some organisations about disability. People do not realise that there are so many hidden disabilities or that anyone could become disabled tomorrow. Working together with the employer also means to be able to raise awareness toward these issues. Many needed adjustments are not expensive and are likely to be balanced by an increased productivity.

### Strategies for creating an inclusive workplace for persons with disabilities

Persons with disabilities are gradually joining the labour market. They bring with them diverse ways of doing things, new thoughts and new life experiences. As a result, they offer a different perspective on the workplace, which today must meet the needs of a diverse clientele. However, they are seldom in positions of responsibility.

Now more than ever, any organisation that wants to realise the full potential of its employees should take steps to create a safe and inclusive workplace where persons with disabilities are employed and can realise their full potential. There are few facts that employers, executives and managers can use:

- Emphasise the business case for diversity and inclusion.

There are many reasons why workplaces need to change, but one of the most important is that society is changing. As a result, companies need diverse leaders who reflect the changing marketplace. Leaders must be trained to be inclusive.





- **Recognise prejudice.**

No matter how well-prepared persons with disabilities are, they will not have the opportunity, unless managers allow them to get it. Companies can take measures to make this happen. For instance, within the supervisors who select the candidates could take place a selector similar to the those. For sure the candidate who participates will feel more engaged and better positioned for job opportunities.

- **Practice inclusive leadership.**

Leaders need to create a safe team environment where all employees can speak up, be heard and feel welcome. It should be established an Inclusive Team selected for their passion and commitment to inclusion. They should embrace the input of employees whose backgrounds or expertise differ from their own, and foster collaboration among diverse staff, ask questions of all members of the team, facilitate constructive arguments, give actionable feedback, and act upon the advice of various employees. In addition, leaders can make persons with disabilities feel valued and included by prizing authenticity over conformity and operating from an understanding that a range of presentation and communication styles can succeed in the workplace. To show respect to persons

with disabilities, they should be invited to follow the Inclusive Team, be involved in the strategic plans and be listened by the Group on their needs and will.

- **Provide sponsorship programs.**

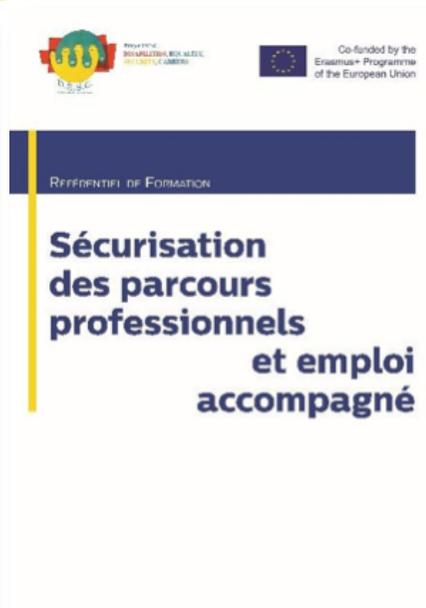
Programs that accelerate the progress of persons with disabilities who help them in their job, not just in their first weeks or months on the job, but over the long haul, should be encouraged.

- **Hold leaders accountable.**

Make sure that inclusion is a core value of the organisation — not just something you do to “check a box”, to measure progress against the diversity and inclusion goals.

To get workplace diversity and a concrete inclusion and participation, it is needed to build up a culture where everyone feels valued and heard. As in DESC1 we gave the basis to reach such a goal, DESC2 goes directly in the daily life, evaluating and measuring the impact on health, culture and environment at least, and the families and the service providers. All in all, it is stimulating persons with disabilities at work that make the differences, they are heard and valued and contribute to the performance as well.





In light of the economic crisis Europe was undergoing in 2014, it was observed that access to employment for young persons with disabilities was even more difficult. This is how the first Erasmus+ DESC<sup>11</sup> project was born. The DESC 1 project was, above all, aiming to identify models of good practices in the field of securing professional career paths. Therefore, three deliverables were produced and disseminated in the hope of giving young persons with disabilities better access to services securing career paths such as the training of staffs.

Following the Erasmus+ DESC 1 (2014-2017) project, came the Erasmus+ DESC 2<sup>12</sup> project to concretely implement the orientations, methods and recommendations of the first project. The various recommendations revolve around career security, supported employment and other inclusive methodologies and act as the operational implementation formulated in DESC 1. DESC 2 offers a methodology and a tool proposal to measure and evaluate the service and its impact on career security.

DESC 2 promotes the securing of career paths for young persons with disabilities through the mobilisation of supported employment and other inclusive strategies in order to obtain a sustainable inclusion in the ordinary workplace. In the context of this project, the sustainable inclusion approach is based on the creation and use of a close network alongside with and for the persons with disabilities.

The network includes the skills of employers,

companies and of service providers which contribute to the inclusion of persons with disabilities in all its dimensions. In addition, the person with disabilities is central in this approach where the latter's empowerment is crucial. The person with disabilities, as an executive motor of the action as a whole, has the right to complete and transparent information.

This global approach to inclusion respects a frame of reference: the right to self-determination based on the International Convention on the Rights of Persons with Disabilities (CIDPH).

**In short, DESC 2's approach is the following:**

- **A given method:** the need to transform applied research work into scale and field testing.
- **A tool proposal:** the desire to measure the efficiency and performance of what we offer, in order to draw from it and offer convincing qualitative and quantitative elements, in terms of measurement and statistics.
- **An EDEW<sup>13</sup> method:** the desire to anchor the EDEW in the national (Italy, Belgium, Spain, France) and European agenda.

This set convinced us to move forward with our hypotheses and propose the next program.

<sup>12</sup> DESC 2: «Equal opportunities and securing of career paths for young persons with disabilities in Europe. Back to the ground» 2017-2022

<sup>13</sup> EDEW : European Disability Employment Week



### ♥ EVALUATION METHOD FOR SECURING CAREER PATHS

In view of the DESC 2 project's objectives, a first deliverable has been developed: **the creation of a method for evaluating and supporting «career security and supported employment» for persons with disabilities, companies and service providers.**

The evaluation method proposed has been developed in a collaborative approach with on the hand, members of the DESC 2 consortium (LADAPT, EASPD, Scuola Viva and Fundación Emplea) and on the other hand, a number of stakeholders belonging to each partner's network. The evaluation method proposed has been based on the analysis and fusion of the national data collected in four European countries (Belgium, France, Italy and Spain). Consequently, the creation process took into account the particularities of each European country involved, although a particular attention was given to make the evaluation method as global as possible in order for it to fit the reality of any country.

In addition to persons with disabilities, central to the actions undertaken for this deliverable, other actors such as employers and companies, have also participated in the assessment carried out.

The aim behind the creation of this method is to offer to every concerned party a method and a tool to better evaluate the impact of supported employment in the securing of career paths for persons with disabilities.

### ♥ TARGET GROUPS: PERSONS WITH DISABILITIES, SERVICE PROVIDERS AND COMPANIES

**Persons with disabilities** are central in this evaluation method creation and process. They are, therefore, key targets who have been involved in every aspect of this process, including dissemination actions and assessment proceedings.



**The employer/company** is to be considered as a full partner both in terms of access to employment and in its maintenance. They have the pivotal role of providing employment and thus, need to be constantly updated on support and inclusive methodologies at the workplace as DESC 2 recommends in its guidelines.



Finally, access to a professional career and supported employment cannot be addressed without **the service providers** or similar entities. They act as a bridge between the person with disabilities and the employer, hence, they are at the root of creating connection. They also have the fundamental role of maintaining the connection with those two in an effective way. Indeed, they are the ones who enlighten the employer with the knowledge and methodologies they need to better the inclusion of the worker with disabilities.



The target audience for the creation of an evaluation method was clear-cut from the very beginning of DESC 2. With the support of these professionals, an evaluation method has been created from data collection and analysis. This method has been created to measure the performance of the proposed inclusive strategy.

### ♥ PROJECT PROCESS AND ADAPTATION TO THE GROUND

After an in-depth analysis of the background of the DESC 2 project, its objectives and the

first deliverable, it is now interesting to have a detailed overview of the process which has been followed to produce this first deliverable (guide).

It should be noted that the process started from groundwork, involving feedbacks which shaped the constant improvements and adaptations made before the final proposal.

### ♥ FIRST FIELD-TEST

Initially, the idea was to test the impact of the DESC methodology on persons with disabilities, companies/employers and service providers.



After lengthy and constructive debates on the methodology application's technique, a first model of the plan was reached: carrying out a round of questionnaires to the project's specified target groups for its first deliverable. Hence, the questionnaires were targeted to persons with disabilities, service providers or similar career integration entities and employers/companies.

A 2-round phase was decided upon. The first phase, point 0, refers to the training or start working phase through supported em-



ployment or similar inclusive strategies. The second phase, refers to the evaluation tool sent, that is, questionnaires. The questionnaires have been designed in three forms, each adapted to one target group. As a first step, they were sent to employers and persons with disabilities in each partner country, hence to a total of 4 countries (Italy, Belgium, France and Spain).

Even if the questionnaires were delivered with an explanatory guide on how it should be used, this first trial received very few responses. The feedbacks gotten highlighted the length and complexity of the questionnaires.

### From this we draw several conclusions:

- 1. Even if the initial questionnaires were designed to obtain considerable enriching information, they have proven to be too long and complicated, in particular for persons with disabilities. Therefore, there is a need for remodel.
- 2. There is a need for country-adaptation of the questionnaires since the reality differs for each country and the implementation of supported employment or similar inclusive methodologies vary from country to country.

### REFORMULATION AND FINAL METHODOLOGY

With this field-test and feedback in mind, the consortium of the DESC 2 project decided to generate a more explicit, simple and adaptable questionnaire for each target group. The questionnaires were shortened to no

more than 20-25 questions, with more Likert scales and multiple choices questions and less open-ended questions. Since supported employment isn't implemented in the same way in all partners' countries, there has been a reaffirmation on the fact that assessment should focus on the impact of any type of support in the employment of persons with disabilities. Hence, all questionnaires would therefore be divided into the following topics: general information, attitudes/mindset, knowledge and awareness, impact on the support.



The field-test as well as the feedbacks received were of undeniable value added and helped in the creation of the methodology and the final evaluation tool. The consortium became more aware on the whole process of field-test (not only the questionnaires in itself). The questionnaires are a tool to measure the impact but the most important is the methodology. therefore, within the DESC 2 project, the consortium produced a proper methodological guide, that is, this first

deliverable, based on the field-test, feedbacks, and the professional expertise of the partners. This methodology is adaptable to each country's reality and to the needs of the different stakeholders. The next chapter (Chapter 3) will give a detailed overview on the methodological

approach. As for the evaluation tool, a set of reshaped questionnaires for different targets is proposed in the last chapter of this guide. The questionnaires have been reshaped and perfected in accordance with the feedbacks received during the field-test.





This guide will take you through 5 steps to measure the impact assessment of inclusive employment:



### Step 1: Explain the context.

Understand the overall approach to measuring the impact



### Step 2: Know your target groups.

Define and understand the categories and roles of the different respondents



### Step 3: Deploy the questionnaires.

Develop a plan that will help you to identify how to address the different target groups



### Step 4: Collect and manage your data

through effectively deploying data collection tools, ensuring the data you collect is secure, and selecting the right software



### Step 5: Use the data you collect to

effectively analyse and learn from your data so as to improve your intervention in the employment of persons with disabilities



## Step 1: Context

### What is impact assessment?

An **impact assessment** is the analysis of the impact that a project, program or policy has on a target group. The “**impact**” is the difference between what would happen with the action and what would happen without it<sup>14</sup>.

### Why should we do it?

Doing an impact assessment can be quite useful, not only for the employers or the organisation, but also to improve the working conditions of employees and also to enhance the organisation’s diversity. Here are some reasons why an impact assessment can be useful:

#### Fundraising:

the results of the impact assessment can be used to **attract new funders**.



→ In your case, it can also help to **develop or establish policies** regarding the employment of persons with disabilities within the organisation.

#### Learning & improving:



the results of the impact assessment can be used to **improve activities**, thus enhancing the results for participants.

→ For instance, it can help to improve the management of staff when it comes to working with persons with disabilities.

#### Marketing and Awareness-raising:

the results of the impact assessment can prove to be powerful data to **promote the organisation and inclusive employment practices**.

→ For instance, employing persons with disabilities and showing the social and economic benefits it has can help to promote the diversity of the organisation and make it **more visible and attractive**.



→ For instance, the collected statistics could be shared with employers, authorities or shareholders to **highlight the performance and relevance of the system**.

#### Collaboration:

the results of the impact assessment can finally also be **shared with other organisations**. Then it can help to establish a **cooperation** between organisations and enable an **exchange** of best practices (on the topic of the employment of persons with disabilities – for instance on support methods).



### Who will do it?

Several actors can use the given method to conduct an impact assessment. For examples: service providers or companies (that are involved or not in supported employment), public bodies, etc.



### How will it be conducted?

The means proposed by the DESC2 project is a **questionnaire** aimed at **3 target groups**:

- **Employers** of the organisation,
- **Persons with disabilities**
- **Service providers**

There are different ways of measuring the impact: for instance, an evaluation that is to be **conducted twice** (once before the employment of persons with disabilities and a second time one year after the beginning of the intervention).

### Step 2: Know your target groups



The target is the public to which the message or product is directed. In this case, we find 5 different targets in two groups, on the one hand there are the **key actors** and on the other hand the **environment**.

The **key actors** are:



#### Persons with disabilities.

The UNCRPD defines persons with disabilities as **“those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in**

**society on an equal basis with others”**<sup>15</sup>.

To participate in this evaluation, the person with a disability will need **advice**, you need to **make it accessible and understandable** so that it can be done without any issues. In addition, you need to make sure a **support worker** is present.

These persons could be already employed, but could also be job-seekers. You should **network with public employment services and service providers** that support persons with disabilities in finding a job to not miss out on their **potential**.

● An **employer** is a person who gives employment. It is an intimate concept and essentially related to that of the employee, who is the other subject of the employment relationship.

● **Services providers.** Service providers are the people who are paid to run **services that are provided to people when they need help and support**. They play a key role in helping job seekers with disabilities find employment, and in helping employers find talent to match their business needs. What's more, they can provide ongoing support to ensure the success of persons with disabilities once on the job<sup>16</sup>.

### Step 3: Deploying the questionnaires



#### How to use the questionnaires?

You will find, in the next section, the questionnaires that you can use and adapt. Depending on your working environment, they can be deployed in a variety of ways. Keep in mind that the way you deploy your questionnaire will have an impact on the rate and quality of answers.

- **Online questionnaire:** they work best for target groups that do not have time to meet in person, such as employers.
- **Paper questionnaire:** they work best for target groups that benefit from a personal contact, such as families.
- **Semi-structured interview:** they work best for target groups that need support in answering the questionnaire, such as persons with disabilities.

This part develops some tips for the most sensitive situation: the semi-structured interview. Interviewers can apply these to any of the target groups and help to develop the scenario<sup>17</sup>.

With these tips you will get better results, as they will help you to:

- Work in a **person-centered way**
- Treat service users with **dignity and respect**
- Build **trusting relationships** with service users
- Communicate **effectively and openly**

This part is divided into two: on the one hand there are the practical aspects of the interview and on the other hand the behaviour of the interviewer. Each part should be adapted according to the group being addressed.

#### Practical aspects

1. Identify **any local legal and regulatory requirements**, resources and appropriate case studies to be shared.
2. Agree **how the questionnaire is going to be completed** by the facilitators.
3. Establish **how any specific participants' requirements are going to be met** e.g. sensory impairments.
4. Check **practical arrangements:** layout of room, presentation requirements, materials and refreshments. Ensure that participants' individual requirements that arise on the day are met as far as practicable.
5. Structuring the **Interview Session**
  - Introducing the session – Greeting
  - Facilitating the session
  - Gathering Information
  - Supplying information
  - Closing the session



### Behaviour and communication aspects

#### 1. To have an empathetic attitude

- Basic acceptance
- Good listener
- Responding with understanding
- Enables a flow of talking
- Treating people as equals
- Understandable language
- Working in collaboration
- Checking understanding
- Appropriate communication

#### 2. Assertive Communication

**Clear** – state the reason why

**Direct** – that this is part of the overall assessment

**Precise** – when this might be

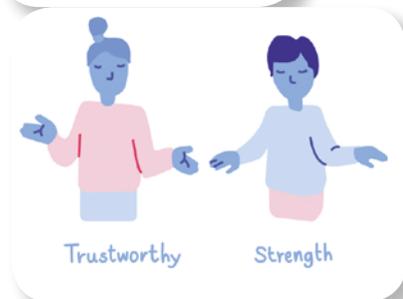
**Specific** - what will happen

**Positive** - this is an essential part of the assessment so you can make sure you have enough information about them to do a quality assessment.

#### 3. Body language

Non-verbal communication has to be adapted depending on the target group.

For example, if you deal **with persons with disabilities or their families** you can be **more informal and relaxed**, always trying to understand and support them at all moments. However, if you deal with the employer, your attitude may be more formal.



#### 4. Use gestures sparingly

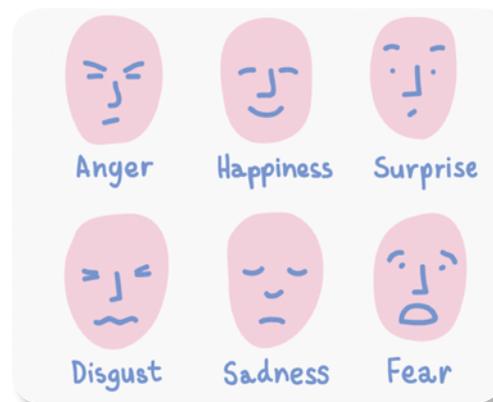
Using **hand gestures** can be an effective way of emphasising what you are saying, but this **should not be overdone**.

#### 5. Avoid physical signs of uncertainty

These include scratching the back of your head or your nose, as well as crossing your arms, which is a sign of defensiveness.

#### 6. Be intentional with your facial expressions

Practise a friendly facial expression, as it will lend warmth to everything you say. Don't forget that facial expressions are not only important when speaking, but also when listening, as they show that you are interested. Positive gestures and facial expressions form part of a successful interview technique.



#### 7. Maintain eye contact

Making eye contact is a sign of being interested and open, while a wandering gaze signifies that you are insecure or not paying attention.

#### 8. Speak at a steady pace

Speaking clearly with appropriate pauses is the best way to get your message across. If you are prone to mumble, then you should practice it beforehand.

### Step 4: Collecting and managing data

#### Deploying data collection tools:

→ **There might be a need to train staff**

#### in responsibly collecting high quality data

For instance, training staff involved in assisting persons with intellectual disabilities in filling in the questionnaire. Indeed, persons with intellectual disabilities might need support when it comes to filling in the questionnaire.

**BE CAREFUL:** this support cannot be provided by the employer or a direct co-worker since the respondent might not feel comfortable answering some of the questions in their presence. A solution, for instance, could be sending out a person from the impact assessment team who will be neutral, involved and bound by confidentiality.

#### → Piloting tools for relevance/ effectiveness

For instance, making sure that **the context and the questions are clearly understood by the respondents**.

You **must be ready to answer their questions** regarding not only the context but also the way the data will be used.

#### ● Data quality and security: making sure the information collected will be in a safe place

You need to reassure the respondents and tell them that the data will be collected and



### Step 5: Using the data

**Learning from the data: selecting tool for analysis, displaying the data and interpreting it, etc.**

Here again, we recommend you use **Excel** as a tool to not only **collect the data** but also **analyse it** and **display it**. Excel offers easy and quick ways of displaying data in a concise and clear manner – with charts and graphs for instance.

Displaying the data in a clear way will be very useful as it will enable you to see what are the key results and key points shown by the analysis.

#### How to use the data collected?

It can be shown to different stakeholders depending on the results we have and what we want to show, prove or emphasise. Here are **some examples** of the situations when data can be used and by which target groups:

analysed in an **anonymous way**: there is some personal data that might not be relevant in the analysis of the questionnaire – any information regarding the gender, the age, the specific health issue of the respondent, etc. – basically any information out of which you will not draw any useful conclusion as part of the assessment.



#### Choosing software: what software will be used to gather data?

On this topic, we would recommend you to use the **Excel** software as it is an easily accessible tool, which might not need any special training. If needed, it is quite easy to find **information and tutorials online**. (for instance on YouTube but also on the support office of Excel [here](#)).<sup>18</sup>



### EMPLOYERS

#### When/if is data is needed by funders

Employers might use the data for **management/policy matters**.

→ if evidence is needed to see the impact that the employment of persons with disabilities has on, for instance, the economic growth, a possible change in type of activities, the type of staff management, etc.

Employers might use the data for policy matters and **encourage cooperation** by showing the value the organisation gains from employing persons with disabilities.

#### When data can be used for communications and marketing

Employers can use the data to **promote the diversity** of the organisation.

### SERVICE PROVIDERS

#### When data can be used as an opportunity for learning

Service providers can use the data to:

- To assess the **potential support needs of persons with disabilities**

- To assess the **potential needs of the employers and co-workers** when it comes to collaborating with persons with disabilities

- To extract **ideas and lessons** to train the staff supporting the person with disabilities and to prepare the person with disabilities to integrate a regular setting as part of a job

#### When data can be used for communications and marketing

Service providers can use the data to assess the **abilities of the organisation to ensure the wellbeing of employees with disabilities**. In that case, the service providers can promote the organisation to other persons with disabilities looking for a job in a regular setting.

With this methodology in mind, you can now move forward with your chosen evaluation tool. A proposed tool is given in the next chapter of this guide.

# CHAPTER 4. Proposal of questionnaires for each target group. An adaptable tool.



## A. Target group 1: Employers

### Questionnaire :

#### General information

- 1. Name & function of the respondent: .....
- 2. Your company is from ...  
 the private sector  the public sector  other (please specify)
- 3. Is your company subject to the quota obligation system for persons with disabilities?  
 yes  no  I don't know

#### Attitudes

- 4. Are you satisfied with the support you received in the hiring process?  
 very satisfied  quite satisfied  averagely satisfied  not satisfied
- 5. Are you satisfied with the ongoing support you receive after recruitment?  
 very satisfied  quite satisfied  averagely satisfied  not satisfied
- 6. In your opinion, are the persons with disabilities an effective part of the team?  
 absolutely yes  quite absolutely  not really  not at all  
 Why? .....

- 7. Is the employment of persons with disabilities part of the image (/principles?) of the company?  
 absolutely yes  quite absolutely  not really  not at all
- 8. Do you feel committed to the employment (hiring and career securing) of persons with disabilities in your company?  
 absolutely yes  quite absolutely  not really  not at all

#### Knowledge and Awareness

- 9. Do you think your employees' awareness raised since persons with disabilities were hired in your company?  
 absolutely yes  quite absolutely  not really  not at all
- 10. Are you familiar with disability rights regarding employment?  
 very familiar  quite familiar  averagely familiar  not familiar
- 11. Are you familiar with legal and financial support for companies hiring persons with disabilities?  
 very familiar  quite familiar  averagely familiar  not familiar
- 12. Are you familiar with the support service providers may offer for companies hiring persons with disabilities?  
 very familiar  quite familiar  averagely familiar  not familiar

### Impact

- 13. Why would you hire persons with disabilities in your company?  
 financial reasons  to respect the quota obligation system  for their skills  to enhance the team's diversity  other (please specify):  
 .....
- 14. In your opinion, finding candidates with disabilities corresponding to the skills needed is...  
 easy  quite complicated  very difficult  impossible
- 15. How would you rate the participation of persons with disabilities in the company life (both in and out of their mission)?  
 very positive  quite positive  averagely positive  not positive
- 16. Would you be able to adapt working times for persons with disabilities?  
 absolutely yes  quite absolutely  not really  not at all
- 17. Would you be able to adapt schedules for persons with disabilities?  
 absolutely yes  quite absolutely  not really  not at all
- 18. Would you be able to adapt working equipment (tools, chairs, etc.) for persons

- with disabilities?  
 absolutely yes  quite absolutely  not really  not at all
- 19. Would you be able to adapt architectural equipment for persons with disabilities?  
 absolutely yes  quite absolutely  not really  not at all
- 20. Would you be able to adapt the location of work (telecommuting, etc.) for persons with disabilities?  
 absolutely yes  quite absolutely  not really  not at all
- 21. How would you improve the support you receive? .....



## Proposal of questionnaires for each target group. An adaptable tool.

### B. Target group 2 : Persons with disabilities

#### Questionnaire :

##### General information

1. How old are you?  
.....
2. Are you...  
 A man  A woman  Other
3. What is your highest qualification?  
.....
4. What is your work position?  
.....

##### Attitudes

5. Are you satisfied with the support you received during the hiring process?  
 Very satisfied  Quite satisfied  
 Averagely satisfied  Not satisfied
6. Are you satisfied with the support you received after the hiring process?  
 Very satisfied  Quite satisfied  Averagely satisfied  Not satisfied
7. In your opinion, are you an effective part of the team?  
 Absolutely yes  Quite absolutely  Not really  Not at all

Why .....  
.....  
.....

8. Is the employment of persons with disabilities part of the image(/principles) of your company?  
 Absolutely yes  Quite absolutely  
 Not really  Not at all

9. Do you feel committed to the company?  
 Absolutely yes  Quite absolutely  
 Not really  Not at all

##### Knowledge and Awareness

10. Do you feel like your colleagues' awareness raised since you've been employed?  
 Absolutely yes  Quite absolutely  Not really  Not at all
11. Are you familiar with disability rights regarding employment?  
 Very familiar  Quite familiar  Averagely familiar  Not familiar
12. Are you familiar with legal and financial support for companies hiring persons with disabilities?  
 Very familiar  Quite familiar  Averagely familiar  Not familiar
13. Are you familiar with the support that service providers offer you once you're recruited?  
 Very familiar  Quite familiar  Averagely

familiar  Not familiar

##### Impact

14. Do you feel that your skills are well used in your company?  
 Absolutely yes  Quite absolutely  Not really  Not at all
15. How would you rate your participation in the company life?  
 Very satisfying  Quite satisfying  Averagely satisfying  Not satisfying
16. Does your company adapt your working times according to your needs?  
 Absolutely yes  Quite absolutely  Not really  Not at all
17. Does your company adapt your schedules according to your needs?  
 Absolutely yes  Quite absolutely  Not really  Not at all
18. Are the working equipments (tools, chairs, etc.) adapted to your needs?  
 Absolutely yes  Quite absolutely  Not really  Not at all
19. Is the place you're working at adapted to your needs (architecture, ...)?  
 Absolutely yes  Quite absolutely  Not really  Not at all
20. Is your company able to adapt the location where you work (telecommuting, etc.)?  
 Absolutely yes  Quite absolutely  Not really  Not at all

21. How would you improve the support you receive?  
.....  
.....  
.....  
.....

##### Out of work matters

- Considering that you are in employment,
22. Do you consider your access to health services...  
 Easy  Quite complicated  Very difficult  Impossible
  23. Do you consider your access to social services...  
 Easy  Quite complicated  Very difficult  Impossible
  24. Do you consider your access to and practice of arts and culture...  
 Easy  Quite complicated  Very difficult  Impossible
  25. Do you consider your access to and practice of sporting activities...  
 Easy  Quite complicated  Very difficult  Impossible



## Proposal of questionnaires for each target group. An adaptable tool.

26. Do you consider your access to citizenship...  
 Easy  Quite complicated  Very difficult  Impossible

27. Do you consider your access to housing...  
 Easy  Quite complicated  Very difficult  Impossible

28. Do you consider your social life...  
 Very satisfied  Quite satisfied  Averagely satisfied  Not satisfied

29. Do you consider your knowledge and access to parenthood's rights...  
 Very satisfied  Quite satisfied  Averagely satisfied  Not satisfied

### C. Target group 3: Service Providers

#### Questionnaire:

##### General information

- Name & function of the respondent: .....
- Your company is from ...  
 the private sector  the public sector  other (please specify)

##### Attitudes

- Are you satisfied with the relationship you

have with the employer?  
 very satisfied  quite satisfied  averagely satisfied  not satisfied

4. Are you satisfied with the relationship you have with the person with disabilities you support?  
 very satisfied  quite satisfied  averagely satisfied  not satisfied

5. In your opinion, is the person with disabilities you support an effective part of the team?  
 absolutely yes  quite absolutely  not really  not at all  
 Why? .....

6. Do you feel like the company is committed to the employment (hiring and career securing) of person with disabilities?  
 absolutely yes  quite absolutely  not really  not at all

##### Knowledge and Awareness

7. Do you think the employees' awareness raised with the hiring of persons with disabilities in the company?  
 absolutely yes  quite absolutely  not really  not at all

8. In your opinion, is the company familiar with disability rights regarding employment?  
 very familiar  quite familiar  averagely familiar  not familiar

9. In your opinion, is the person with disabilities familiar with disability rights regarding employment?  
 very familiar  quite familiar  averagely familiar  not familiar

10. In your opinion, is the company familiar with legal and financial support for companies hiring persons with disabilities?  
 very familiar  quite familiar  averagely familiar  not familiar

11. In your opinion, is the person with disabilities familiar with legal and financial support for companies hiring persons with disabilities?  
 very familiar  quite familiar  averagely familiar  not familiar

12. In your opinion, is the company familiar with the support that service providers may offer for companies hiring persons with disabilities?  
 very familiar  quite familiar  averagely familiar  not familiar

13. In your opinion, is the person with disabilities familiar with the support that service providers may offer for companies hiring persons with disabilities?  
 very familiar  quite familiar  averagely familiar  not familiar

##### Impact

14. Why would a company hire persons with disabilities?

financial reasons  to respect the quota obligation system  for their skills  to enhance the team's diversity  
 other (please specify): .....

15. In your opinion, matching offers of employment with candidates having required skills, is...  
 easy  quite complicated  very difficult  impossible

16. How would you rate the participation of the persons with disabilities you support in the company life (both in and out of their mission)?  
 very positive  quite positive  averagely positive  not positive

17. Is the company able and willing to adapt working times for persons with disabilities?  
 absolutely yes  quite absolutely  not really  not at all

18. Is the company able and willing to adapt schedules for persons with disabilities?  
 absolutely yes  quite absolutely  not really  not at all

19. Is the company able and willing to adapt working equipment (tools, chairs, etc.) for persons with disabilities?  
 absolutely yes  quite absolutely  not really  not at all



## UNCRPD

## 7

1. States Parties recognize the right of persons with disabilities to work, on an equal basis with others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities. States Parties shall safeguard and promote the realization of the right to work, including for those who acquire a disability during the course of employment, by taking appropriate steps, including through legislation, to, inter alia:

- a) Prohibit discrimination on the basis of disability with regard to all matters concerning all forms of employment, including conditions of recruitment, hiring and employment, continuance of employment, career advancement and safe and healthy working conditions;
- b) Protect the rights of persons with disabilities, on an equal basis with others, to just and favourable conditions of work, including equal opportunities and equal remuneration for work of equal value, safe and healthy working conditions, including protection from harassment, and the redress of grievances;
- c) Ensure that persons with disabilities are able to exercise their labour and trade union rights on an equal basis with others;
- d) Enable persons with disabilities to have effective access to general technical and vocational guidance programmes, placement services and vocational and continuing training;
- e) Promote employment opportunities and career advancement for persons with disabilities in the labour market, as well as assistance in finding, obtaining, maintaining and returning to employment;
- f) Promote opportunities for self-employment, entrepreneurship, the development of co-operatives and starting one's own business;
- g) Employ persons with disabilities in the public sector;
- h) Promote the employment of persons with disabilities in the private sector through appropriate policies and measures, which may include affirmative action programmes, incentives and other measures;
  - i) Ensure that reasonable accommodation is provided to persons with disabilities in the workplace;
  - j) Promote the acquisition by persons with disabilities of work experience in the open labour market;
- k) Promote vocational and professional rehabilitation, job retention and return-to-work programmes for persons with disabilities.

2. States Parties shall ensure that persons with disabilities are not held in slavery or in servitude, and are protected, on an equal basis with others, from forced or compulsory labour.

## 8

1. States Parties recognize that all persons are equal before and under the law and are entitled without any discrimination to the equal protection and equal benefit of the law.
2. States Parties shall prohibit all discrimination on the basis of disability and guarantee to persons with disabilities equal and effective legal protection against discrimination on all grounds.
3. In order to promote equality and eliminate discrimination, States Parties shall take all appropriate steps to ensure that reasonable accommodation is provided.
4. Specific measures which are necessary to accelerate or achieve de facto equality of persons with disabilities shall not be considered discrimination under the terms of the present Convention.

## 9

For the purposes of the present Convention:

“Communication” includes languages, display of text, Braille, tactile communication, large print, accessible multimedia as well as written, audio, plain-language, human-reader and augmentative and alternative modes, means and formats of communication, including accessible information and communication technology;

“Language” includes spoken and signed languages and other forms of non-spoken languages;

“Discrimination on the basis of disability” means any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It includes all forms of discrimination, including denial of reasonable accommodation;



“Reasonable accommodation” means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms; “Universal design” means the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. “Universal design” shall not exclude assistive devices for particular groups of persons with disabilities where this is needed.

## 10

States Parties undertake to ensure and promote the full realization of all human rights and fundamental freedoms for all persons with disabilities without discrimination of any kind on the basis of disability. To this end, States Parties undertake:

- a) To adopt all appropriate legislative, administrative and other measures for the implementation of the rights recognized in the present Convention;
- b) To take all appropriate measures, including legislation, to modify or abolish existing laws, regulations, customs and practices that constitute discrimination against persons with disabilities;
- c) To take into account the protection and promotion of the human rights of persons with disabilities in all policies and programmes;
- d) To refrain from engaging in any act or practice that is inconsistent with the present Convention and to ensure that public authorities and institutions act in conformity with the present Convention;
- e) To take all appropriate measures to eliminate discrimination on the basis of disability by any person, organization or private enterprise;
- f) To undertake or promote research and development of universally designed goods, services, equipment and facilities, as defined in article 2 of the present Convention, which should require the minimum possible adaptation and the least cost to meet the specific needs of a

person with disabilities, to promote their availability and use, and to promote universal design in the development of standards and guidelines;

g) To undertake or promote research and development of, and to promote the availability and use of new technologies, including information and communications technologies, mobility aids, devices and assistive technologies, suitable for persons with disabilities, giving priority to technologies at an affordable cost;

h) To provide accessible information to persons with disabilities about mobility aids, devices and assistive technologies, including new technologies, as well as other forms of assistance, support services and facilities;

i) To promote the training of professionals and staff working with persons with disabilities in the rights recognized in the present Convention so as to better provide the assistance and services guaranteed by those rights.

2. With regard to economic, social and cultural rights, each State Party undertakes to take measures to the maximum of its available resources and, where needed, within the framework of international cooperation, with a view to achieving progressively the full realization of these rights, without prejudice to those obligations contained in the present Convention that are immediately applicable according to international law.

3. In the development and implementation of legislation and policies to implement the present Convention, and in other decision-making processes concerning issues relating to persons with disabilities, States Parties shall closely consult with and actively involve persons with disabilities, including children with disabilities, through their representative organizations.

4. Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of persons with disabilities and which may be contained in the law of a State Party or international law in force for that State. There shall be no restriction upon or derogation from any of the human rights and fundamental freedoms recognized or existing in any State Party to the present Convention pursuant to law, conventions, regulation or custom on the pretext that the present Convention does not recognize such rights or freedoms or that it recognizes them to a lesser extent.

5. The provisions of the present Convention shall extend to all parts of federal States without any limitations or exceptions.



# THE DESC 2 PARTNERS



**The European Association of Service providers for Persons with Disabilities** is a non-profit European umbrella organization, established in 1996, and currently representing over 17,000 social and health services for persons with disabilities. EASPD advocates effective and high-quality disability-related services in the field of education, employment and individualised support, in line with the UN CRPD principles, which could bring benefits not only to persons with disabilities, but to society as a whole.

**Web:** [www.easpd.eu](http://www.easpd.eu)

**Contact:** [timothy.ghilain@easpd.eu](mailto:timothy.ghilain@easpd.eu)



[www.ladapt.net](http://www.ladapt.net)

**LADAPT** is a French non-profit association created in 1929. With a hundred or so establishments and services, LADAPT has supported, trained, inserted, educated and cared for more than 19,000 people of all ages and with all types of disabilities in 2019. Strengthened by its ambitious associative project, «living together, equal and different», LADAPT works daily for a more inclusive society and greater autonomy for persons with disabilities.

**Web:** [www.ladapt.net](http://www.ladapt.net)

**Contact:** [europe@ladapt.net](mailto:europe@ladapt.net)



**Fundación Emplea** is a non-profit foundation created in 2008 that aims at enhancing the methodology of Supported Employment and innovation in employment programs for vulnerable groups.

**Web:** [www.fundacionemplea.org](http://www.fundacionemplea.org)

**Contact:** [fundacion@fundacionemplea.org](mailto:fundacion@fundacionemplea.org)



**Scuola Viva** is a Centre accredited with the Regional Health Service that provides rehabilitation and training activities in semi-residential, outpatient and home care systems. Since 1975 it creates opportunities for persons with disabilities, supporting their families as well, with tailor-made projects for the development of their autonomy, personal potentialities, development of social relationships and with concrete chances of realization, whatever their existential conditions are.

**Web:** [www.scuolaviva.org](http://www.scuolaviva.org)

**Contact:** [F.FEA-AISE@mclink.it](mailto:F.FEA-AISE@mclink.it)

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