2021

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RADAR

""“THE BLIND AND PARTIALLY SIGHTED JOBSEEKER”

# OPERATIVE GUIDELINES FOR VET & CAREER GUIDANCE OPERATORS

*A practical Handbook for blind and visually impaired work placement*

**Intellectual Output N.3**

EU PROGRAMME ERASMUS+ VET KA2 Strategic Partnerships
**Project RADAR**
*Vocational Guidance and Employability for Blind and Partially Sighted People*
Code 2019-1-IT01-KA202-007396 - CUP G15G19000150006

Co-funded by the Erasmus+ Programme of the European Union

***Produced within the***

***European Programme Erasmus Plus, Key Activity 2,***

***Strategic Partnership for Development of Innovation in VET***



Drafted with the contribution of:

- I.Ri.Fo.R. Regionale Toscano ONLUS - IRIFOR, Florence (IT)
- Centro Machiavelli S.r.l. - CM, Florence (IT)
- Polish Association of Blind (Polski Zwiazek Niewidomych)- PZN, Warszawa (PL)
- Stichting Bartiméus Sonneheerdt – BARTIMEUS, Doorn (NL)
- UNIVERSITAT LINZ - JKU, Linz (AT)



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## *Introduction*

*The RADAR project started in December 2019, and, like any project, it is based on the starting situation and the most suitable solution hypotheses. The COVID19 affair has profoundly altered the starting data, but despite this we believe that the information we have collected, the guidelines that have emerged, and above all the plan for "sharing" before, "disseminating the results" are still relevant, and, we would dare to say, all the more so, precisely because the meetings we had with the various interlocutors gave us the opportunity to clarify for our own benefit facts, critical points, trends and opportunities, which, in our opinion, will hopefully be of help and support to face the new challenges with greater awareness and with better chances of success.*

*Prof. Antonio Quatraro*

*UIC Unione Italiana Ciechi – Firenze; I.Ri.Fo.R. Regionale Toscano ONLUS - IRIFOR*



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## Premise

The specific contents provided by the Guidelines are mainly aimed to private and public Labor and Training Services operators (e.g. Employment Exchange Services operators, VET and Career Guidance professionals, counselors, mentors, etc.), but they can be very useful also for families, teachers, support teachers and educators as they play a key role, especially for the youngest or newly blind and partially sighted persons, in supporting their personal and professional growth path. Parents and educative professionals, indeed, should be aware of the most adequate strategies to approach the peculiar training/working/re-employment needs of visually impaired people as well as of the additional training and working opportunities today available for them due to the most advanced *typhlo-informative* devices. Much information included in this practical handbook – indeed - can help families, educators and people with visual impairment themselves to become more aware of what professions a blind person can carry out, to identify possible profitable training paths to be attended and/or to discover new opportunities of job-placement and personal fulfilment.



This document does not pretend to systematically train possible experts in the sector, but simply wants to be a reference guide to know how to juggle in an area that is and remains delicate to be managed. It can therefore be used as support for Labour Service Operators, as well as for families and educators, to understand the basic elements about visually impaired workers: how to approach them, what tools they need and what activities could be carried out. What is reported here is only by way of example with the aim of **promoting an adequate methodology** that can be followed and applied.

More in general, with these Guidelines, the RADAR project partners wish to contribute to raise the awareness around the employability of visually impaired people, to foster the relevance of social inclusion within the Labor Market and to develop and spread the culture of accessibility in a workplace.

The Guidelines are structured in 4 parts:

**PART I – GENERAL INTRODUCTION**

It is aimed to provide general information about blindness and low vision and to offer specific pragmatic suggestions to the Operator on how to welcome a visually impaired job-seeker and how to effectively manage his needs, requests and professional necessities. Within this part is also clarified the concept of “accessibility” and what it entails for the Employment Services in terms of daily work and physical barriers: Accessibility principles make it possible to design and develop services and applications for everyone, including those who are constrained to interact with assistive technology.

**PART II – EMERGING PROFESSIONS FOR VIP**

It constitutes the core of the Guidelines since it is aimed to raise Operators’ awareness on professional roles and tasks that could be covered by VIP thanks to the most advanced assistive devices which were partially or totally not accessible, till today. The operational focus of this part is represented by the Explanation Sheets regarding these new professions. The sheets are

structured in such a way as to provide the Operator who deals with his/her daily guidance assignments an immediate and functional description of the profession (or specific task) that could be proposed/showed to the blind or visually impaired user, according to his own attitude and interests. Each Explanation Sheet provides a brief description of the profession, its framing within the pertaining economic sector and operational area and the complexity level of the related main working tasks. To better guide the user in assessing his employability potential, each profession is also complemented by the list of the requested competences to perform it - including those for applying proper assistive ICT. This specific list allows the Operator also to suggest to the user possible training paths to acquire or improve all those skills still resulting weak and perfectible to enhance his employability potential.



**PART III - ASSISTIVE ICTs AND GLOSSARY**

It includes a general overview and insights on the most used assistive technologies and a Glossary. The third Part can be consulted by the Operator to deepen and improve the knowledge about the main most advanced assistive hardware and software technologies in use for blind and visually impaired at work as well as to clarify the meanings of the most diffused words pertaining to the visual impairment semantic area.

**PART IV - ONLINE RESOURCES**

It is configured as a practical and direct support that could be used by the Operator to provide useful and concrete suggestions to his/her blind and visually impaired users (e.g showing a peculiar Web App or other online free resources enable users to share and view contents related to job opportunities suitable for blind or visually impaired people, in an accessible way.) and/or to improve the accessibility of their daily work-practices (e.g. to ensure that recruitment documents are as accessible as possible).

This final Part is also complemented by the links to a rich video gallery (the Witness videos) effectively showing real examples of professions and tasks possible for the visually-impaired people as well as the video by the European Blind Union (EBU) on the equal right to work for visually-impaired persons, based on article 27 of the UN Convention on the Rights of Persons with Disabilities (CRPD).

Input for this handbook came from the whole the RADAR project including both: the first survey phase - constituted by a desktop study on the employability of the blind and VIP and by a field-research involving Labor Services Operators, operators working in blind associations and organizations with tailored guidance or supporting assignments [1] - and the preparation phase to the Guidelines' drafting. Within this preliminary phase, local guidance professionals, VET professionals coming from different private and public services and blind associations as well as and policy makers from public institutions in charge of social inclusion policies gave their support in discussing the main contents to be included in this handbook, providing suggestions and

[1] All the results achieved by the research are included in the **I.O1 TEAF – *Training, Employability, Accessibility Framework***, a general comparison framework of VIP work placement and social inclusion procedures in partner countries (Austria, Italy, Nederlands, Poland).

highlighting their specific needs (of knowledge, competences, etc.) regarding employability of blind and visually impaired people in each country.





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## *PART I – GENERAL INTRODUCTION*

The Part I is opened by a brief excursus on the RADAR project, describing its main purposes and realized activities to let the reader know the development process that leaded to the contents he/she finds in the Guidelines.

This Part intents to give to Labor Services Operators general information about blindness and low vision, providing suggestions on how to welcome a visually impaired job-seeker and how to effectively manage his needs, requests and professional necessities.



This Part also includes some short references coming from the TEAF (*Training Employability Accessibility Framework*), especially related to the attitude/experiences shown by the Operators In the different partner countries, focusing the strengths and the lacks they found in managing their daily commitments with VI job-seekers. The key needs expressed by the Operators (as they were highlighted in the previous research phase) constitute a useful base to structure the operational contents to be developed within the Guidelines.

### I.1) RADAR PROJECT: GOALS, ACTIVITIES AND PURPOSES FOR SOCIAL AND WORKING INCLUSION OF BLIND AND VI WORKERS

In Europe, the unemployment rate of blind or visually impaired people (VIP) remains high, despite the significant progress that has been made both from the legislative point of view and from that of new professional opportunities offered by advanced assistive ICTs for work. The reason for these limited improvements depends on several factors:

- EU countries have different definitions of “disability” and “blindness & visual impairment”, different types of social security systems, employment regulations and economic situations. These differences make free circulation in EU Labor Market difficult for disabled workers.
- Lack or fragmentary information, not homogeneously widespread among EU countries, about new professional or training opportunities for VIP due to the last assistive ICTs. These opportunities are known and adopted at different levels in workplaces.

RADAR project aims to tackle the difficult issues related to unemployment rates of blind and VIP in EU, contributing to fill the lack of information about new opportunities provided by the Labor market for them and improving the knowledge on current training chances linked to accessibility systems in use and new employment areas. To achieve these goals, the project intends to intervene directly on 2 of the main actors engaged with the approaching and work-placing process for VIP in the Labor Market: employers and operators in charge of employment and of job-application services (e.g. Labor Services Operators such as career guidance professionals, mentors, etc.), both in private or public offices for work & VET inclusion policies.

The specific actions provided by the RADAR project, in fact, are aimed to:

1. Make Employers more aware about VIP employability issues, showing working tasks and professional roles which could be covered by them and giving information about standards/technological requirements necessary for their optimal working conditions.

2. Enhance the quality of VET Guidance Services & Work-Placement for blind and partially sighted jobseekers, improving the sectoral competencies of their related operators. They will gain more deep knowledge about new learning opportunities and emerging professions coverable also by VIP thanks to the continuous development/diffusion of ICTs for accessibility and support. Thanks to the large use of these ICTs, indeed, the traditional range of VIP employment can be widened to working roles or tasks considered not accessible until today.



3. Improve the competencies of trainers, educators, teachers, support teachers and tutors for better managing specific training and working needs of VIP.

4. Create a package of peculiar competencies for employers, guidance professionals, Labor Services operators, trainers and educators that could be an innovative reference to train/prepare them to effectively deal with blind and VIP needs.

In order to reach these goals, RADAR project produced three main products (Intellectual Outputs), among those there are the Guidelines you're reading. The three project's outputs - indeed - consist in:

1. TRAINING-EMPLOYABILITY-ACCESSIBILITY FRAMEWORK (TEAF): general comparison framework of VIP work placement and social inclusion procedures, describing –for each involved country- weaknesses, strengths and development lines of accessibility and VET Services through a detailed study of Employers and Labor Services Operators peculiar needs and the more requested professional profiles (or competences) coverable also by blind and VI jobseekers with the last assistive ICTs;

2. SPECIAL GUIDELINES FOR EMPLOYERS: targeted lines about new roles and working tasks potentially coverable by VIP using last assistive ICTs. These Guidelines are aimed to provide employers and entrepreneurial actors key info for the effective work placement of blind and partially sighted people so as to foster the relevance of social inclusion within the business process and to develop and spread the culture of accessibility in a workplace. They also include an overview on specific technological assistive requirements to make the workplace accessible - that can be considered not only synonymous with business cost - and on possible duties and benefits in hiring.

**3. OPERATIVE GUIDELINES FOR VET AND CAREER GUIDANCE OPERATORS** – highly operational lines for employment and job-application services operators to be aware of the most adequate strategies to approach/manage the peculiar needs of VI jobseekers, knowing the currently available training opportunities (e.g. training courses, internships, etc.) and innovative elements for their effective work placement. According to their contents, these Guidelines are useful also for families, teachers, support teachers and educators as they play a key role, especially for the youngest or newly blind and partially sighted persons.

The RADAR's outputs are all strictly linked to each other since they have been developed in a logical sequence: the first one was the TEAF. Thanks to the preliminary research phase aimed to build the common reference Framework it was possible to collect general data on different approaches and best practices in use for the work-placement of blind and VIP as well as to compare the various job-application dynamics for this category coming from each partner country. Also, the Framework gave partners the opportunity to compare the professional profiles currently covered (or potentially coverable) by VIP in their countries, laying the foundations for possible interesting and fruitful transfer of know-how in this area.



At the same time, within the researching activities done for the TEAF, the peculiar needs of Employers and Labor Services Operators dealing with blind/VI workers have been deepened, highlighting interesting food for thought useful to develop both the Guidelines. The two Guidelines - indeed - have been designed starting, recalling and expanding the info provided by the TEAF but deepening the key aspects according to their own specific target. If that for Employers are mainly aimed to spread the culture of accessibility in the workplace and to break down the possible prejudice in hiring blind or VI workers, that for Labor Services Operators are aimed to raise the awareness of their recipients about the issues on vocational guidance and employability for visually impaired people, providing operators a practical support to carry out their working assignments and daily commitments. According to their fundamental aims and operational goals, the two Guidelines represent the core outputs of the whole RADAR and they have been structured in very practical and useful handbooks easily consultable and readable by their final users.

## I.2) THE BLIND AND VISUALLY IMPAIRED JOB-SEEKER

“Visual impairment” is a valuable term that describes various types of visual conditions people experience. On the other side, blind does not necessarily mean that a person has no sight at all.

The definitions of blindness and partial sight, as well as the registration criteria vary from one European country to another. European Blind Union (EBU) adopts in principle the definitions used by the World Health Organisation (WHO) for blindness and partial sight. At the same time EBU advocates the importance of using the so called 'functional sight' parameters in addition to the WHO definitions when determining the support a blind or partially sighted person needs.

The International Classification of Diseases 11 (2018) classifies vision impairment into two groups, distance and near presenting vision impairment.

Distance vision impairment:

- Mild –visual acuity worse than 6/12 to 6/18
- Moderate –visual acuity worse than 6/18 to 6/60
- Severe –visual acuity worse than 6/60 to 3/60
- Blindness –visual acuity worse than 3/60

Near vision impairment:

- near visual acuity worse than N6 or M.08 at 40cm.

A person's experience of vision impairment varies depending upon many different factors. This includes for example, the availability of prevention and treatment interventions, access to vision rehabilitation (including assistive products such as glasses or white canes), and whether the person experiences problems with inaccessible buildings, transport and information.



Other criteria generally used by ophtalmologists:

- person can register as blind if they can only read the top letter of the optician's eye chart from three metres or less.
- A person can register as partially sighted if they can only read the top letter of the chart from six metres or less.

Partially sighted and low vision are used as equal indication of limited sight. They may have some useful sight. This implies that some adaptations to the workplace can simply be to contrast on documents, change font sizes, computer monitors, and keyboards. Visual loss can be measured in various ways. Some instances include: the rate of focus, distance vision, night blindness, tunnel vision, sensitivity to light, diffused central vision (the opposite of tunnel vision), the ability to recognize distance or speed, and the ability to see contrast.

Blind and visually impaired people (VIP) work successfully in many sectors. The can-do attitude and problem-solving skills of Blind and VIP help them to deal with their disability and make them determined employees who face every challenge with their creative thinking. Blind and VIP are ready for an opportunity to be offered and are reliable employees who have less likely left their job for another job as compared to other employees. Therefore, they provide stability to the work environment. They can use specialized tools and techniques to complete their work. Many occupations can be modified to fit an employee with low vision or blindness. They are successful across a wide variety of occupations in nearly all sectors of employment. Apart from occupations like piloting an airplane or driving a motorcycle, Blind and VIP can do different jobs like teachers, journalists, scientists, stockbrokers, web designers and office workers. Blind and VIP employees need the right tools to do their jobs that help them to accomplish their tasks with low or without vision. Thanks to advances in technology, people with vision loss can do various things such as browse the internet, write/edit documents, send, and receive emails. Additionally, technology helps Blind and VIP to overcome accessibility barriers to accomplish their tasks.

## I.3) ACCESSIBLE EMPLOYMENT SERVICES IN A WHOLE: FEATURES AND GOALS

When considering accessibility for a visually impaired, both digital and ICT accessibility as well as physical barriers should be taken into account. This is particularly important in the work context.

**Digital and ICT accessibility**



Lack of digital accessibility related to digital portals like employment websites, application forms, e-documents and media, make very difficult or impossible accessing the information or the services. Additionally, new technologies create inequalities for the visually disabled in case there are no accompanying accessibility measures. Additionally, there are a lot of blind and partially sighted individuals not able to properly deal with different e-commerce websites, social networks and e-learning media because of lacking accessibility and knowledge on how to use the tools and frameworks.

Thanks to the advancement in the ICT development and the numerous Assistive Technologies capable of enabling people with disabilities to use computers and mobile devices, nowadays visually-impaired people can carry out many more jobs than in the past. Assistive Technology, in fact, allows persons with disabilities to interact with numerous applications installed on a desktop or mobile platforms, or available on the net. Visually-impaired people can use a screen reader with voice / Braille output, or a screen magnifier in order to interact with a desktop or mobile application, provided that it has been developed in an accessible manner.
Accessibility principles make it possible to design and develop services and applications for everyone, including those who are constrained to interact with assistive technology. For this scope, numerous national and international accessibility guidelines are available in the literature (and on the web) to ensure that content and applications are really accessible to all. These principles therefore apply to websites, applications, digital publishing, documents and any digital element that can be used by citizens, students or workers. When a digital object meets the accessibility guidelines, people with disabilities, including visually-impaired people, are able to access or read its content. For this reason, employers should also be made aware of this opportunity.

Having workstations accessible to people with visual impairments, and using accessible (web) applications and systems mean offering them the possibility to perform a vast variety of tasks in full independence with minimum external help. However, there are various professions that do not rely on the use of technology that can still be carried out by blind people. It is therefore important to discuss with the blind person possible tasks or activities that may be of interest as potential job.

Thanks to the combination of assistive technologies and accessibility applied in multiple fields, new possible professions for blind people can be thought. Furthermore, many tasks that were previously not possible and accessible nowadays can also be performed by a person who cannot see.

It is crucial that the employer is aware of the numerous opportunities offered by assistive technologies and the principles of accessibility in order to enable the blind employee for new tasks. It can also assign numerous responsibility activities that require autonomy and determination, provided that the employee can use all the necessary technological and accessible tools.

The blind person who is seeking a job should be informed about the possible professions and duties that they could perform provided they have good aptitudes for the use of new technologies. Although some tasks require a minimum level of use of technologies, in order to be fully integrated into the company, the person should be able to master both assistive technology and the main applications available on the market.



In short, both the employer and the employee should know that:

1. **The workplace must firstly be made accessible by equipping the computer with assistive technology**. The choice of the most suitable assistive technology should *a)* be related to the job to be performed by the employee, and *b)* chosen by the employee. Each assistive technology (screen reader or magnifier) offers different functions and requires to learn and use many commands. In order to guarantee efficiency, it is important that the employee can use a technology, which they are already familiar with.
2. **The software, applications and web services with are available to all employees must be accessible through assistive technologies**.
3. **All employees and colleagues of the worker should be made aware of the principles of accessibility and procedures suitable for making content and services accessible**. This would help the visually impaired employee to be included in a large number of possible activities and duties, as colleagues can help apply and above all keep the products accessible. This allows having a full inclusion of the visually-impaired worker.
4. **In many countries there are provisions or tax reductions for employers**.

The Operator who helps the visually-impaired person to seek work should know not only which are the professions that can be carried out by the blind person, but also what are the aspects and requirements to put the worker with a disability to be able to work independently. Knowing, therefore, which are the main tools of the potential employer, and which are the most accessible products, can help the operator to identify the tasks and companies that may guarantee a good level of accessibility. The operator can also motivate the blind job seeker by listing the advantages and opportunities offered by certain professions, tasks and companies.

### Document and service accessibility

Labor Operators must offer the job seeking service in an accessible way. Any material, documents, brochures and application forms must be accessible and provided in a digital version readable by assistive technologies. Numerous principles and criteria are available for making the contents

accessible via assistive technology. Potential suggestions on how make them accessible can be found in part IV.

**Accessibility in work place and buildings**



Physical Barriers make inaccessible buildings, environments or transportation facilities that keep them from education and services, and so from job. Like any person, blind or visually impaired people want to go to public venues and work place. To access the building and services, the main difficulties experienced can be summarized as follows:

- Orientation: knowing in which direction to go,
- Location: finding their bearings and being able to identify them,
- Access to written information,
- Risks of falling or bumping into obstacles.

Users should have access to all the information about facility to support appropriately orientation and mobility at any time. The web site should include that information in an accessible way. Possible information are related, for example, to:

- Service areas: public transport stops, location of the parking area, drop-off point, etc.,
- Description of the surroundings: if the main entrance is not accessible directly from the street, location of the reception point, description of the route to get there, and so on.

It is likely that a person with a visual impairment coming to your facility for the first time will need human assistance to find their way there. However, there are certain arrangements to be made. First and foremost, indoor hallways should offer the best possible security. Thus, aspects like

- The lighting must be sufficiently intense and homogeneous, that it must not create shadows.
- Floor lighting should be avoided due to glare.
- Indoor paths must be free of any obstacle. Be sure to remove overhead obstacles or, if this is not possible, to force them to be bypassed by a piece of furniture.
- The glass walls located along the path must have contrasting elements to avoid the risk of bumping into them.
- To facilitate the orientation of visually impaired people in complex spaces, the installation of guidance paths or directional paving is recommended, possibly associated with audio beacons.

Also, all stairs must be secured with:

- Easy-grip and continuous handrails on both sides,
- Detectable warning surfaces at the top of each flight,

- Contrasting and non-slippery stair nosing,
- Contrasting risers on the first and last step of each flight and
- Adequate lighting.

If one or more elevators are available, for make them to be usable by visually impaired people, they should have:



- Visually and tactile contrasted call buttons,
- Visually contrasted numbers, raised and in Braille,
- A vocalization system for floor numbers and cabin movements.

These are just some examples to provide an idea about the buildings accessibility. More suggestions to consider when providing information on accessibility for the buildings can be found at https://www.inclusivecitymaker.com/accessibility-customers-vision-disabilities-public-venues/

## I.4) WELCOME AND MANAGEMENT PROCEDURES FOR BLIND AND VISUALLY IMPAIRED USERS

A blind person is as much a person like anybody else. Blind people have different interests, abilities and skills, just like all of us. Like others, they like to travel, network, dance, go to the theatre, go to restaurants, look good, make a good impression on others, listen to the radio or "watch" films on TV. Yes, watch. When in contact with a blind person, use the word "see" as often as when talking to a sighted person. It will be quite natural.

When talking to a blind individual, you don't have to avoid the topic of their blindness, but you shouldn't talk just about it. A blind or partially sighted person, like anybody else, would like to work. For exactly the same reasons any other person would like to.

They would like to be able to implement their plans, grow professionally, improve their skills, and earn money for themselves and their family.

When a blind person comes to an employment office or other institution/company that offers employment services, they would like to be treated like all other clients.

*The only difference between a visually impaired person and a sighted person is the lack of sight.*

**First contact with a blind user looking for a job: an introduction**

A blind person entering a room does not know if someone is in it, and if they already know that someone is in it, they do not know who this person is if there are more people in the room if they are all busy with some work, or maybe if there is someone ready to talk to them. They cannot judge it visually.

Therefore, you need to approach a blind person and tell them about it.

If a blind person is accompanied by a guide, the guide should not be treated as an "interpreter". If the client is blind, which should be established at the very beginning, you have to address them directly.

**The ABCs of establishing contact with a blind person unknown to us looking for a job**



Let's imagine a situation where a blind person, alone or with a guide or with a guide dog, enters the room where you are working as a career counsellor or employment broker.

How should you greet a blind person?

You should approach them and, for example, gently touching the person's hand, say - "Welcome ma'am" or "Welcome, sir".

Then it is advisable to introduce yourself, by name and surname and specify the function you perform in this office/institution.

E.g.: "My name is Daniel Kos, I am a career counsellor. How can I help you?" If a person expects help/advice/a consultation from us, and we are ready for it at this point, we inform that person about it. If we do not have time at this point, we propose a different, specific date or refer the client to another specialist who is currently available.

If the meeting with the visually impaired client takes place in a room with more people, the blind person must be informed about it, saying, for example, "3 more colleagues are working with me at the moment". If it is possible, it is advisable to offer the blind/partially sighted person a move to another room where the blind/partially sighted client can be provided with good conditions for a confidential conversation.

**Helping a blind/visually impaired person to move**

Tell the blind person where you are going: e.g. to the waiting room, to the meeting point, or maybe to the exit and give them your elbow, touching gently with it the hand of the blind person and informing them about it.

A blind/partially sighted person holding the guide by the arm above the elbow feels their movements well, is one step behind them and senses in advance, among other things, changes in the heights of the walking surface, e.g. whether they will go up or down stairs, etc.

More information on providing a blind person with mobility support is available from organizations working for visually impaired people in your area.

Here below is proposed some key precautions that the Operator can use with his/her blind or visually impaired user:

1. ***Proposing a seat***

You are already with the visually impaired client in the waiting room before the meeting, or in the room where the meeting will take place. A blind person cannot see the chair. You can help them in a very easy way: it is enough if you place the hand of a blind person on the back of the chair, signalling it verbally at the same time, saying e.g. please, here is a chair. Generally, delicacy and tact are important in contact with a blind person. A blind person cannot have the feeling that they are being positioned, moved, pushed or seated.



### 2. *Conversation with a visually impaired person*

In general, a visually impaired user should be treated like any other user, of course bearing in mind that they cannot see, so we cannot say to them, for example, "Please see the current job offers on the board in the corridor."

Listening to a blind person must be confirmed verbally, for example by saying "yes" or "I understand", because the blind person will not see our confirmation by means of hand gestures or by nodding our head.

We cannot ask a blind person to fill in the documents by hand, on the spot.

However, we can help them fill in the documents that our visually impaired client will sign by themselves.

It is worth noticing, that many blind persons may wish to take notes of the meeting by themselves, e.g. in braille, on the phone or using another device. While the partially sighted persons may want to use as well a piece of paper and a pen for this purpose. Some blind and visually impaired people may wish to sound register the information important for them and they should be allowed to do it.

### 3. *Signature of a blind person*

Show the blind person where to sign by guiding their hand to a specific point in the document. Some blind people carry signature frames with them. If you would like to have the frame to serve blind customers, it can be purchased in the shop with articles for the blind. A blind person may also have a stamp with a signature, the so-called facsimile, they also have the right to make an illegible and not necessarily identical signature each time.

### 4. *Establishing communication channels*

It is a good idea to determine if the blind/visually impaired user can operate the computer. If so, electronic communication will be the best form of communication. If your job offers are available on your website, and it is accessible to visually impaired people, it is worth informing the user about them. If, however, publicly available data is not accessible to the visually impaired, which unfortunately can still happen, then it is advisable to make this data available to visually impaired people.

How to ensure access to information about the offered jobs to blind people? For example, by placing job offers in text, not in graphic form. Until this is done, the data should be made available to the blind customer on an individual basis, e.g. by sending it in text form to their e-mail address.

If a blind user does not use a computer and the Internet, they should be encouraged to do so and, if possible, to improve their qualifications, this should be ensured in the first place. If you do not have such an opportunity, it is good to look for appropriate training in this field on the training market for such a person.



If a blind user for some reason is unable or is not interested in learning how to use a computer, it remains to be determined with them how the further cooperation will proceed.

Most blind people seeking work operate their own mobile phones, moreover, many people, especially younger people (but not only), have no problem with proficient smartphone use.

Therefore, in each individual case, you determine what form of contact will be possible in further cooperation.

### *5. Working with a blind / visually impaired users*

In your daily work with users, you can use methods that require eyesight. Such methods will not be available to the blind and many visually impaired people. You can try to adapt such methods to the possibilities of visually impaired people, but you can also try to find some other methods that are available for blind people.

If you are willing to adapt the existing materials to work with a blind or visually impaired user, we encourage you to contact organizations for the visually impaired or with educational centres for the blind in your area. The specialists employed by these organizations will be happy to advise you in this regard.

Especially in the case of partially sighted people, everyone can see differently, can have different visual abilities. A person moving with a white cane may often be able to read regular print and fill in documents on their own - for example, they may have a narrow field but good visual acuity. Thanks to this, they are able to read and write independently, but they are unable to move without a white cane.

### *6. Diverse interests and professional potential of people with visual impairments*

It is worth remembering that visually impaired people, like all other people, have various professional interests, different strengths and weaknesses, different qualifications, and diverse potential.

Not all of them want to be musicians or massage therapists or data entry operators.

Therefore, an individual approach to each visually impaired user is of great importance: without prejudices and stereotypes.

Approach with interest, attention and respect, just like with any other user. 😊

***Note:***



If this is your first contact with a blind / visually impaired person or one of the very few contacts, you can tell this person at the end of the meeting (or even at the beginning, if you prefer).

Due to the lack of experience in servicing users with visual impairment, to which you are entitled, you can ask such a person for their comments, tips on how to handle them - as persons with visual impairment - which are very valuable and will positively affect your further cooperation and contacts with other visually impaired users.

## I.5) EMPOWERMENT STRATEGIES AND CAREER GUIDANCE FOR BLIND AND VISUALLY IMPAIRED JOB-SEEKERS

If you want to step into or return to the work process, you'll need a certain amount of 'empowerment' to be able to take control of the process yourself. The chance of success is greater and it's more motivating if you decide for yourself, instead of other people decide for you.

Empowerment is dynamic and can change through personal development, (life) experience of training, for example.

Empowerment is about the feeling of being in control of your own situation, confidence in your own capacities to achieve something and the feeling that what you want to achieve also suits you, that you choose it yourself.

The environment, the way you are approached or a major event can have a positive or negative effect. The 'Empowering Environment' is an approach that stimulates the development of self-direction.

Empowerment is the driving force behind self-management. It allows you to determine your own life; that's inner leadership!

**The six components of Empowerment**

1. *Competence: "self-confidence, knowing what you can do"*
   Confidence in your own skills to achieve a certain goal
2. *Self-determination: "know what you want"*
   The ability to make independent choices while also getting the feeling that you have control over your own situation.

3. *Meaning: "important to you"*
   Experiencing your life as something meaningful, that is in line with your own views and values and the feeling that choices in your route/path have meaning.
4. *Impact: "you participate"*
   The feeling that you have an influence on your role in society; your choices affect your life.
5. *Positive identity: "you are ok"*
   A positive self-image, where your own situation is accepted in a realistic way and there is space for other things.
6. *Group orientation: | you are not alone"*
   The realization that there's always interdependence, which requires cooperation with others.



You can develop or strengthen the components of your personal empowerment. The 'VrijBaan empowerment training"[2] has been developed for this purpose. The training manual contains about 150 training courses and exercises that focus on one or more components.

**Career Education**

Education towards career is fundamental for raising the employability of BLV individuals. There is an extensive variety of careers for students with visual impairments. There are different education curricula that have been for sighted children but there is a need of supplementary instructions from a teacher who is working for students with low vision. It is essential to start career education at a young age in order to develop a clear view and to get acquainted to labour market inclusion and carreer development. Only this way, visually-impaired students can later on develop a realistic understanding of his/her limitations and potentials concerning different career opportunities. Again, and most important, career education should emphasize and work towards teaching BLV to clearly communicate their needs, know about their strengths, self-awareness, interests/abilities, weakness, goals, values, prevocational skills, career awareness, job preparation, career exploration, interview skills, filling application forms, resume writing, job seeking skills, awareness about different funding agency, support service for them in educational institution.

**Study and career choice / career advice**

For people with vision impairments, making the right choice of study or profession may be even more important. After all, the vision impairment has consequences for work.

Choosing a profession / profession that suits your abilities, interests, but above all that is close to your personality and what suits your visual abilities, will help you persist longer / cause less fatigue.

[2] https://www.movisie.nl/interventie/vrijbaan-empowerment-methode

An assessment can be used to map out what suits someone best. Through psycho-diagnostic research, conversations, assignments and observations, insight can be obtained into the possibilities of an individual.

It is important that people can make their own tests without the help of others and that the test material / test environment is accessible. an objective reading time can be linked to the extra time that someone needs to take the tests so that the correct capacities of someone can be identified.



The results of a low vision research, capacities, interests and personality research together should give an idea of which work suits someone best and which path someone has to take to get there. In order to visualize this as explicitly as possible, it is good to formulate the questions as clearly as possible in advance, such as:

- What can I do, what am I good at, in combination with my visual impairment?
- What do I like and does this relate to my visual impairment?
- What suits me as a person in combination with my visual impairment?
- How do I deal with my visual impairment and what steps can / must I take to be in control?

But more concrete questions also contribute, such as:

- What personal characteristics increase your success in work and study?
- What personal obstacles do you experience when looking for work?
- How can you best work on your personal development and who can best guide and support you and how?

## *PART II – EMERGING PROFESSIONS FOR VIP*

This Part is mainly aimed to raise Operators' awareness on professional roles and tasks that could be covered by VIP thanks to the most advanced assistive devices which were partially or totally not accessible, till today. The information can be however effective also for the visually-impaired and their families as well. This overview allows to highlight the new emerging professions, making the Operators informed of the latest possible opportunities for the work-placement of the VI users. The information here included can also represent a useful reference for the Operators to provide the users effective and tailored guidance services, being adopted as starting point to which orient the blind and partially sighted people seeking for a job or for additional training opportunities linked to these new employment areas (e.g. training courses, internships, etc.).



The section will provide the **list of the most significant new professions**, to be chosen among those detected during the survey phase. The selection should take in account especially the professions transversally detected in all the involved countries as well as those showing a high level of feasibility so as to be proposed to blind and VI users, according to the features of their related local economic background (e.g. in Italy, for the Tuscan area could be selected some new professions of the Tourism sector).

### II.1) PROFESSIONS OVERVIEW

In this section, we propose a set of possible professions and tasks which can be carried out by visually-impaired people. The listed professions represent a suggestion, but it is important to keep in mind that a blind person can agree with their employer for any type of task which can be carried out thanks to the accessibility supported by the ICT and assistive technology. Thus, the professions reported in the next section do not intend to be exhaustive, but they are aimed at giving suggestions to both operators, employers and job seekers about what a blind person can do. The proposed professions proposed are also useful for parents, families and all operators who gravitate around the young blind person who needs to be trained and therefore to orient himself.

The proposed professions are based on a) some general concepts which have been dealt with in our research, especially thanks to the information collected by the partners; *b)* on the current situation concerning emerging jobs; *c)* on most recent trends concerning job opportunities in the countries involved in the project, with particular regard to strong and weak points related with visual impairment; *d)* on adopted guidelines / standard in the domain of training and stabile job opportunities.

We selected twenty profiles keeping in mind the possibility to put them into practice with minimal external help. Our selection is based on data concerning non-traditional jobs, such as phone operators, masseurs, and school teachers. In addition, for some professions, we refer to the regional register of training and professions, which has been adopted by the Regional Governments and which complies with national and European guidelines [3]. In particular, the

[3] https://www.regione.toscana.it/-/repertorio-regionale-delle-figure-professionali



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proposed professions are based on the experiences and weaknesses collected by the partners in their countries. Finally, as the proposed professions are intended to give possible examples about what a blind and a visually impaired person can carry out, new potential professions can be suggested and identified based on those cases.

Note that a fundamental role is played by technology that can open up new opportunities thanks to assistive technologies, software / applications developed/used, as well as the accessibility requirements. If the profession is based on these tools and principles, and the work environment allows it, the employer and the employee can also agree on a particular job / task / profession useful for the work environment. It is important to point out that even those who carry out a traditional profession must now know how to use new technologies. Even the masseur needs to rely on computers and electronic devices to carry out the activities required by the profession. In fact, thanks to the new technologies the profession of masseur (profession „as old as the world") can be carried out by the blind and VIP who can manage his own massage room (company). However, there are several other professions which could be carried out by the blind and VIP and that many of them disappear.



Furthermore, families, employers and employees should be aware that in several countries there are disability employment act, or financial benefits from the government or better the social security system. These benefits may be for the family members or careers taking care for VIP most of the time, or for companies hiring people with visual impairments. This can vary from country to country; therefore, it is important to contact the local associations or offices in charge for information.

## II.2) LIST OF PROPOSED TASKS AND PROFESSIONS FOR VIP

The professions listed in this section represent just a possible example of what a visually impaired worker can do. Any task or profession which is accessible and feasible for a blind person can be proposed to the visually-impaired job seeker or the employee. In fact, except for professions in which sight plays a fundamental role, in theory the blind or visually impaired person can carry out any activity, as long as there are environmental, technological and collaborative conditions. It is therefore essential to discuss with the individual about their attitudes, interests and abilities in carrying out certain activities. The meeting between supply and demand should also take these aspects into account. The employer and the (potential) employee can also identify a profession that is not already well defined and structured for VIP, provided that the employee's skills and needs are taken into account. It is important underlining that theoretically no limits should be considered when identifying a potential profession that can be carried out by a visually impaired person. When ICT and Assistive Technology, as well as the working environment conditions, make the profession accessible and feasible, the blind person can do it.

The proposed professions are detailed in the next section. Herein we report just a list:

1. Tourist front office / back office

2. Professional forensic transcriber
3. Technician of composition and musical arrangement and planning of activities and musical products (Composer-Arranger)
4. Responsible for carrying out telephone interviews and selling products/services within call centres
5. Information officer, accompaniment and tutoring in training and guidance and job placement courses
6. Customer Contact Centre Information Clerk
7. Telemarketing specialist / Contact Centre Salespersons
8. Chief Accessibility Officer
9. Designer (Accessibility)
10. Web Accessibility Tester
11. Web Accessibility Auditor
12. Web Accessibility Consultant
13. Host or Hostess : (Angela)
14. HR advisor
15. ICT manager
16. Planner
17. Service desk employee
18. Social worker
19. Warehouse manager
20. Work Psychologist

The professional profiles here mentioned have not to be considered as exhaustive but as a dynamic base constantly updated according to the renovated demands of the Labor Market and to technological evolution.



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## II.3) PROFESSIONS EXPLANATION

**In this paragraph, each proposed profession is explained with more details.** The identified most representative new professions will be **grouped per economic sector and operational area.** For each profession will be designed a proper **Explanation-Sheet** including:



- General description of activities and tasks
- Economic Sector
- Operational Area
- Tasks' complexity Level
  *The complexity levels are mainly divided in three stages:*
  *LEVEL 1 - tasks and activities mainly focused on executive works, also technically complex, requiring general knowledge on the sector, processes and products and a low level of decisional autonomy for their implementation;*
  *LEVEL 2 - tasks and activities requiring sophisticated implementation methodologies and techniques based on specific technical (or scientific) knowledge and tailored expertise. These tasks require also more high level of autonomy and responsibility, even related to the planning and coordination of the activity's processes;*
  *LEVEL 3 - tasks and activities requiring tailored specific knowledge and the mastery of complex techniques of implementation characterized by high personal responsibilities and autonomy mainly focused on the analysis, diagnosis, design and evaluation of the activity processes as well as on the coordination of the staff/team-work.*
- Requested competences, including those for the applying of the last advanced assistive ICT to work (so as to highlight also the possible training pathways to be chosen by the interested blind and VIP).

So, in the following the professions proposed as examples are described. Based on those descriptions, both employers and employees can have an idea of the possible tasks and skills required by the person.

# GUIDELINES FOR LABOR SERVICES OPERATORS

# PROFESSIONAL PROPOSALS

## FOR BLIND AND VISUALLY IMPAIRED USERS



- Professions' Explanation Sheets

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*1. Tourist front office / back office*

| EMERGING PROFESSION | *Tourist front office / back office* |
|---|---|
| **GENERAL DESCRIPTION OF ACTIVITIES AND TASKS** | Reception service, booking acquisition, complaint management and administrative secretarial activities |
| **ECONOMIC SECTOR** | Hotel and catering tourism |
| **OPERATIONAL AREA** | Production of goods and services |
| **TASKS' COMPLEXITY LEVEL** | LEVEL 1 |
| **MAIN REQUESTED COMPETENCES** | At least two foreign languages, good relationship contacts, familiarity with the main hotel management programs. |
| **COMPETENCES FOR ICT AND ASSISTIVE DEVICES** | Screen reader / magnifier according to type and degree of visual impairment; Office suite, internet surfing, e-mail mailers |
| | |



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## 2. *Professional forensic transcriber*

| *EMERGING PROFESSION* | *Professional forensic transcriber* |
|---|---|
| **GENERAL DESCRIPTION OF ACTIVITIES AND TASKS** | Performs activities of interpretation and transcription of voice signals coming from telephone and environmental interceptions ordered by the Judicial Authorities (Courts and Prosecutors) and law firms. Rework the information and data that emerged from the analysis of the interceptions to provide a detailed reconstruction of the reality |
| **ECONOMIC SECTOR** | Communication public relations advertising |
| **OPERATIONAL AREA** | Production of goods and services |
| **TASKS' COMPLEXITY LEVEL** | LEVEL 2 |
| **MAIN REQUESTED COMPETENCES** | Audio signal analysis; operate in the field of computer science with particular attention to software dedicated to listening/analyzing the sound signal; use sound signal analysis techniques and treatments normally used to improve signal quality; use equipment and methodologies used for interception of signals; use all listening and transcription tools; file management, word processing programs and data processing, voice signal listening/analysis software, like Prad, Sound Forge with Noise Reduction and Multi-speech, etc.); related hardware for performing the transcription; draw up a transcription report taking into account the legal procedures and interpersonal relationships that can influence the work; differentiate the various steps of the procedure,: the roles of the individual parties and the procedural steps to be taken during the performance of the task; expose the contents of the paper using specific terminology, in accordance with what the interlocutor requires, especially in relations with the customer and interested parties; maintaining social relations within the operational context in the forensic field; means of searching for evidence and evidence for the completeness of the expertise; basics of law and rules of criminal procedure for the defence of one's position and beliefs in a clear and convincing way during a courtroom examination; interpersonal communication techniques to take a prominent role in relations with the parties involved; analyze, contextualizing, a conversation, recognizing intonations that change the meaning of individual words, roles within dialogue, truth or lies; perform transcription operations in written form taking into account the complexity of the language within a recorded voice signal in compliance with the specific procedures in the forensic and investigative field; reconstruct a reality, event, or event by globally listening to a recording, papering everything that completes a scene like background noise or any other factor; transfer on paper the suprasegmental characteristics of oral and spontaneous speech using simple techniques and symbols; eElements of forensic linguistics to connect and manage information from the linguistic sphere and information from the forensic sphere; elements of general linguistics for the study of language and language structure; elements of psychology related to the perception of speech for the analysis of communication and the recognition of the roles assumed by the interlocutors ; up to the identification of a hierarchy in communication; semantics elements to identify the meaning of words, phrases, and texts; linguistic elements of |



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| | the dialect to identify the geographical origin of the locutor and translate its jargon; notions of perceptual phonetics to distinguish the information load between what is produced and what is perceived; notions of segmental and supersegmental phonology for the study of linguistic sounds from the point of view of their function and organization in words. |
| **COMPETENCES FOR ICT AND ASSISTIVE DEVICES** | Screen reader or magnifier according to the visual impairment typology. Office software, very good use of sound management programs. |

*3. Technician of composition and musical arrangement and planning of activities and musical products*

| EMERGING PROFESSION | *Technician of composition and musical arrangement and planning of activities and musical products (Composer-Arranger)* |
|---|---|
| **GENERAL DESCRIPTION OF ACTIVITIES AND TASKS** | This technician uses his own specific preparation and talent in order to create musical scores of his own invention, which can be performed in concerts or used in live or recorded shows (prose, dance, movies, commercials, internet, etc.). As an arranger he modifies both structurally and instrumental musical scores, adapting them to different formations and rearmonizing them He can work as a freelancer or be hired on fixed-term contracts and project at lyric-symphonic foundations, bodies and associations. |
| **ECONOMIC SECTOR** | Production of goods and services |
| **OPERATIONAL AREA** | Entertainment |
| **TASKS' COMPLEXITY LEVEL** | LEVEL 3 |
| **MAIN REQUESTED COMPETENCES** | Music high school degree. Arrangement and revision of musical compositions; arrange musical compositions of different genres, adapting them to different formations and production contexts. |
| **COMPETENCES FOR ICT AND ASSISTIVE DEVICES** | Screen reader or magnifier according to the visual impairment typology. Office suite; audio programmes; social networks /platforms. |



*4. Responsible for carrying out telephone interviews and selling products/services within call centres*

| EMERGING PROFESSION | *Responsible for carrying out telephone interviews and selling products/services within call centres* |
|---|---|
| **GENERAL DESCRIPTION OF ACTIVITIES AND TASKS** | This operator interfaces with the customer in the context of the activities of a Call Center, that is, in that place where telephone calls are made or received in large numbers with the purpose of carrying out sales, marketing, customer service, telemarketing, technical support (help desk) and other activities however related to communication with citizens/ users / customers |
| **ECONOMIC SECTOR** | Production of services |
| **OPERATIONAL AREA** | Trade or services |
| **TASKS' COMPLEXITY LEVEL** | LEVEL 1 / 2 |
| **MAIN REQUESTED COMPETENCES** | High school certificate required; in some cases university or specialist training may be required when it comes to help desk activities and specialist technical assistance. In many cases knowledge of one or more foreign languages is required. Basic knowledge of P.C. and the fundamental functions of registering and consulting databases and management software is essential. |
| **COMPETENCES FOR ICT AND ASSISTIVE DEVICES** | Screen reader or magnifier according to the visual impairment typology. Office suite, high level ability to understand spoken communication, ability to activate & maintain positive human relationships. |

*5. Information officer, accompaniment and tutoring in training and guidance and job placement courses*

| EMERGING PROFESSION | *Information officer, accompaniment and tutoring in training and guidance and job placement courses* |
|---|---|
| **GENERAL DESCRIPTION OF ACTIVITIES AND TASKS** | This officer collects and provides information about the opportunities for study, employment, internships, etc. Welcomes and assists the user in the research and acquisition of information aimed at supporting their study/work/training needs and provides them with the tools for individual access to information sources. Within educational institutions he / she assists teachers and trainers in the process of optimizing and integrating the training path and promotes actions to prevent and/or recover uncomfortable situations. He/she also carries out accompanying and mentoring actions in work orientation and support for employment/reintegration |
| **ECONOMIC SECTOR** | production of services |
| **OPERATIONAL AREA** | Education / training / job orientation |
| **TASKS' COMPLEXITY LEVEL** | LEVEL 2 |
| **MAIN REQUESTED COMPETENCES** | • Knowledge<br>• Labor System legislation and regulations (contracts, company organization, support devices for adult training, active employment policy tool)<br>• Main characteristics of learning processes in formal, non-formal and informal contexts<br>• Validation and monitoring techniques<br>• Group work theories and techniques<br>• Effective communication techniques<br>•<br>• Skills<br>• Being able to:<br>• Take care of the welcoming and reception of the users, noting their needs<br>• Design and monitor training and professional users' development paths<br>• Design and monitor work experience (e.g. internship) |
| **COMPETENCES FOR ICT AND ASSISTIVE DEVICES** | Screen reader or magnifier according to the visual impairment typology. Office suite, social network use and management. |



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*6. Customer Contact Centre Information Clerk*

| EMERGING PROFESSION | *Customer Contact Centre Information Clerk* |
|---|---|
| **SPECIFICATIONS** | *European Skills / Competences, Qualifications and Occupations (ESCO) code number: 4222.1*<br>*Corresponding code in the Polish Classification of Occupations: 422201* |
| **GENERAL DESCRIPTION OF ACTIVITIES AND TASKS** | Customer contact centre information clerks provide information to customers via the telephone and other media such as email. They answer inquiries about a company's or organisation's / institution's services, products and policies. |
| **ECONOMIC SECTOR** | All economic sectors (*Agriculture, Forestry, Fishery - Arts, entertainment and recreation - Hospitality and Tourism - Human health and social services activities - ICT service activities - Manufacturing of food, beverages and tobacco - Manufacturing of Textile, Apparel, Leather, Footwear and related products - Mining and heavy industry - Transportation and storage - Veterinary activities - Wholesale and retail trade, renting and leasing - Business administration - Chemical industry – Construction – Education - Energy and water supply, sewerage and waste management - Finance, insurance and real estate - Manufacturing of consumer goods except food, beverages, tobacco, textile, apparel, leather - Manufacturing of electrical equipment, computer, electronic and optical products - Manufacturing of fabricated metal products, except machinery and equipment - Manufacturing of machinery and equipment, except electrical equipment - Manufacturing of transport equipment – Media - Personal service -, administrative support service- and security and investigation activities - Public administration and defence and membership organisations - Scientific and technical activities - Wood processing, paper and printing*) |
| **OPERATIONAL AREA** | Customer service |
| **TASKS' COMPLEXITY LEVEL** | LEVEL 1 |
| **MAIN REQUESTED COMPETENCES** | Basic skills and competences<br>• answer incoming calls<br>• collect customer data<br>• communicate by telephone<br>• communicate with customers<br>• establish customer rapport<br>• guarantee customer satisfaction<br>• keep records of customer interaction<br>• perform customer management<br>• provide customer follow-up<br>Basic knowledge<br>• characteristics of products<br>• characteristics of services / policies<br>• customer insight<br>• customer service |



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| | Additional skills and competences<br>• analyse call performance trends<br>• assist customers<br>• carry out active selling<br>• contact customers<br>• discern written communication (electronic format)<br>• draft corporate emails<br>• follow up orders for customers<br>• handle helpdesk problems<br>• improve customer interaction<br>• measure customer feedback<br>• notify customers on special offers<br>• prepare correspondence for customers<br>• provide customers with order information<br>• provide customers with price information<br>Additional knowledge<br>• call-centre technologies<br>• customer relationship management |
| **COMPETENCES FOR ICT AND ASSISTIVE DEVICES** | Very good computer literacy – MS Office (word, excel). Familiarity with assistive technologies for blind and low vision, including: screen-reading software (NVDA, Jaws for Windows, VoiceOver etc.); magnifying software, or Braille devices e.g. Braille displays |

*7. Telemarketing specialist / Contact Centre Salespersons*

| EMERGING PROFESSION | *Telemarketing specialist / Contact Centre Salespersons* |
|---|---|
| **SPECIFICATIONS** | *European Skills / Competences, Qualifications and Occupations (ESCO) code number: 5244.1*<br>*Corresponding code in the Polish Classification of Occupations: 524404* |
| **GENERAL DESCRIPTION OF ACTIVITIES AND TASKS** | Contact centre salespersons contact existing and prospective customers, using the telephone or other electronic communications media, to promote goods and services, obtain sales and arrange sales visits. They may work from a customer contact centre or from non-centralized premises.<br>Tasks include:<br>• Promoting goods and services by telephone or electronic mail, following scripts and working from lists of contacts;<br>• Creating interest in goods and services, and seeking a sale or an agreement to see sales representatives;<br>• Arranging processing and dispatch of goods and services, information kits and brochures to customers;<br>• Arranging appointments for sales representatives;<br>• Recording notes for follow-up action and updating marketing databases to reflect changes to the status of each customer;<br>• Reporting competitor activities and issues raised by contacts for attention by managers;<br>• Maintaining statistics of calls made and successes achieved;<br>• Submitting periodic reports on telemarketing activities and results.<br><br>Examples of the occupations classified here:<br>- Call centre salesperson<br>- Customer contact centre salesperson<br>- Internet salesperson<br>- Telemarketer<br>- Telemarketing salesperson<br>Some related occupations classified elsewhere:<br>- Contact centre information clerk – 4222 |
| **ECONOMIC SECTOR** | Many economic sectors, e.g.: Finance, insurance and real estate; ICT service activities; Human health and social services activities; Education; Hospitality and Tourism |
| **OPERATIONAL AREA** | Communication and Sales |
| **TASKS' COMPLEXITY LEVEL** | LEVEL 1 |
| **MAIN REQUESTED COMPETENCES** | **Basic competences and skills**<br>• adapt to changing situations<br>• communicate by telephone<br>• create solutions to problems<br>• guarantee customer satisfaction<br>• handle tasks independently<br>• have computer literacy<br>• keep task records<br>• listen actively |



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| | • perform multiple tasks at the same time<br>• present reports<br>• process data<br>• show confidence<br>• speak different languages<br>• tolerate stress<br>• use customer relationship management software<br><br>**Basic knowledge**<br><br>• characteristics of products<br>• characteristics of services<br>• credit card payments<br><br>**Additional competences and skills**<br><br>• answer incoming calls<br>• apply operations for an ITIL-based environment<br>• educate on data confidentiality<br>• handle helpdesk problems<br>• perform data analysis<br>• perform escalation procedure<br>• prioritise requests<br>• provide ICT support<br>• provide customer follow-up services<br>• think proactively<br><br>**Additional knowledge**<br><br>• communication principles<br>• e-commerce systems<br>• e-procurement<br>• teamwork principles |
| **COMPETENCES FOR ICT AND ASSISTIVE DEVICES** | Very good computer literacy – MS Office (word, excel). Familiarity with assistive technologies for blind and low vision, including: screen-reading software (NVDA, Jaws, VoiceOver etc.); magnifying software, or Braille devices e.g. Braille displays. |

## *8. Chief Accessibility Officer*

| EMERGING PROFESSION | *Chief Accessibility Officer* |
|---|---|
| **GENERAL DESCRIPTION OF ACTIVITIES AND TASKS** | The position can entail a cultural shift for organizations, fostering the participation of customers with a disability in business strategies. The Chief Accessibility Officer is responsible for successfully leading, developing and executing business strategy of disability inclusion, reporting directly to the president of enterprise. The CAO will be responsible for ensuring accessibility for persons with disabilities, across the enterprise and increasing accessibility for suppliers and customers. This individual will lead a team of dedicated accessibility professionals responsible for managing accessibility and disability focused programs for employees, customers and suppliers. Further, CAO will be responsible for advancing disability inclusion across the enterprise by increasing learning and development, recruiting, retention and engagement in the area of accessibility to include all people with disabilities. An enterprise with a CAO may decide to extend accessibility measures beyond regulation and establish accessibility as a key business value. The Chief Accessibility Officer needs some supporting person support (colleague or intern with visual abilities) to do different responsibilities.<br><br>**Tasks:**<br><br>**Accessibility management within organization**<br><br>● Setting a policy of accessibility and strategic priorities<br>● Expanding the current program to include more business lines and additional markets, pursuing new community relationships, and hiring more individuals<br>● Lead the team to develop and sustain training and support for departments with employees who have disabilities and advance the educational opportunities for all employees in disability inclusion<br>● Influence supplier diversity and veterans with disabilities accessibility to include enhanced communications, technology tools, portals and other methodologies to increase the usability for people with disabilities<br>● Management of legal duties aligned with reducing risk<br>● Connecting organization units to remove compartmental thinking<br>● Project management responsibility for initiatives to improve accessibility in current physical facilities and operational practices<br><br>**Work with Human Resource Department**<br><br>● Championing inclusion in human resources and procurement department and other departments<br>● CAO and team will serve as a direct line to Recruiting to help source full-time and part-time talent with disabilities<br>● Collaborate with Human Resources to determine most suitable outcome for situations involving potential accommodations<br>● Financial support for employment programs that are designed to increase hiring of individuals with disabilities into modified business |



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| | roles<br>● Promoting best practices enterprise-wide to ensure accessibility to resources for all employment related programs<br><br>**Manage Accessibility for Stakeholders**<br><br>● Be an advocate for disabled guests and customers and partner to ensure compliance with Accessibility law<br>● Partner with business lines associated with the development of accessibility programs and consult on making products and services accessible for all customers, regardless of abilities<br>● Third party risk management responsibilities for accessibility vendors<br>● Prepares, works with key stakeholders, provides recommendations and presents materials regarding disability inclusion, people initiatives, diversity, development, engagement and other strategic objectives to executive leadership<br>● Collaborating with suppliers and clients to improve practices<br>● Engaging with governments and other interest groups with active stakeholder management |
| **ECONOMIC SECTOR** | ICT |
| **OPERATIONAL AREA** | Office |
| **TASKS' COMPLEXITY LEVEL** | LEVEL 3 |
| **MAIN REQUESTED COMPETENCES** | 10 years of experience required working with persons with disabilities and organizations<br><br>**Management Skills**<br><br>• Experience with project management and team building skills<br>• Excellent and effective interpersonal and communication skills and ability to communicate within varying levels of a large, complex organization<br>• Ability to think strategically company-wide, analyze and proactively respond to changing business needs and objectives<br>• High level of personal integrity, ethics, initiative and strong interpersonal skills<br>• Ability and willingness to provide a balance of strategy and execution with hands-on management that is detailed and works alongside of team to get things done<br>• Proven record of building a strong team to deliver results to the business<br><br>**Digital Skills**<br><br>● Extensive knowledge with MS office and how to create/test accessible MS office and PDF documents<br>● Extensive knowledge with web browsers/ code inspection with web |



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| | browsers<br>● Extensive knowledge in Web Development (HTML, CSS, JavaScript)<br>● Extensive Knowledge of concepts of digital accessibility<br>● Understanding of usability concepts<br>● Experience in testing application accessibility/usability and assisting developers in remediating defects<br><br>**Training pathway**<br><br>Online accessible tutorials (w3schools: https://www.w3schools.com/html/), Microsoft guidelines to create accessible documents (https://support.microsoft.com/en-ie/office/make-your-word-documents-accessible-to-people-with-disabilities-d9bf3683-87ac-47ea-b91a-78dcacb3c66d)<br><br>Certified IAAP Certified Professional in Accessibility Core Competencies (CPACC) or Web Accessibility Specialist (WAS)<br><br>**Web Accessibility Standards and Guidelines**<br><br>● In-depth Knowledge of WCAG (Web Content Accessibility Guidelines), UAAG (User Agent Accessibility Guidelines), ATAG (Authoring Tool Accessibility Guidelines), ARIA (Accessible Rich Internet Applications), Section 508, ADA (Americans with Disabilities Act)<br>● Understanding of National and International law (For ex: International Law UN Convention, Charter of Fundamental Rights of UN Convention, European Legislations etc.)<br><br>**Training Pathway: Online Accessible Tutorials**<br><br>WCAG: https://www.w3.org/WAI/standards-guidelines/wcag/,<br>UAAG: https://www.w3.org/WAI/standards-guidelines/uaag/<br>ATAG: https://www.w3.org/WAI/standards-guidelines/atag/ )<br>ARIA (https://www.w3.org/WAI/standards-guidelines/aria/ )<br><br>User Experience Research and Design Specialization (https://www.coursera.org/specializations/michiganux )<br><br>Other Training Pathway: Teaching students with visual impairment: (https://howto.viptechjob.eu/course/index.php?categoryid=2)<br><br>Other courses in English for blind individuals: (https://howto.viptechjob.eu/course/index.php?categoryid=2) |
| **COMPETENCES FOR ICT AND ASSISTIVE DEVICES** | ● Extensive knowledge of assistive technologies, such as screen reader software, software for cognitive disabilities and motor disabilities<br>● Extensive knowledge of Screen Magnifiers (only for VIP)<br>● Experience with JAWS, NVDA and VoiceOver screen readers (PC, Mac and iOS experience)<br>● Experience with mobile screen reader software |

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| | • Experience with automated testing tools like WAVE, AXE tool etc. where appropriate<br>• Experience with Accessibility APIs<br><br>Training Pathway: Certified IAAP Certified Professional in Accessibility Core Competencies (CPACC) or Web Accessibility Specialist (WAS), Online accessible tutorials/ eBook: https://www.nvaccess.org/shop/ |

### *9. Designer (Accessibility)*

| EMERGING PROFESSION | *Designer (Accessibility)* |
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| **GENERAL DESCRIPTION OF ACTIVITIES AND TASKS** | The post holder should collaborate with persons with disabilities to understand how to eliminate accessibility barriers within company products. The designer can establish benchmarks with the help of persons with disabilities and conduct usability studies for the same. Additionally, identify key performance indicators to enhance products over time. The designer needs some supporting person support (colleague or intern with visual abilities) to do all types of designing work as per WCAG standards (e.g., color contrast etc.). Job tasks will include:<br>● Make sure that all the features produced through the Design organization include all the content needed to create an accessible environment by serving as a guide for UX Designers, UX Research, Design Systems, Engineering and Product<br>● Identify best practices, conduct competitive evaluations, create accessible solutions to problems<br>● Work collaboratively with external and internal teams to find strategies and develop accessible solutions<br>● Develop and apply enterprise guidelines, core values, and standards related to maintenance, designing and organization digital applications<br>● Support in creation of educational elements, concentrated on content, UX / UI and product design specifications<br>● Add value to process refinement and focus on providing accessibility perspectives in design thinking |
| **ECONOMIC SECTOR** | ICT |
| **OPERATIONAL AREA** | Office |
| **TASKS' COMPLEXITY LEVEL** | LEVEL 2 |
| **MAIN REQUESTED COMPETENCES** | **5 year experience in UX or UX Research experience**<br>● Experience with inclusive and participatory design<br>● Experience with industry-standard research software, tools, and platforms with the ability to learn new techniques as needed<br>**Digital Skill**<br>● Experience of MS office and how to create/modify accessible MS office and PDF documents<br>● Experience in Web Development (HTML, CSS, JavaScript)<br>● Knowledge of basic concepts of digital accessibility and usability<br>● Experience in testing application accessibility/usability and assisting developers in remediating defects<br>Training pathway: |



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| | Online accessible tutorials (w3schools: https://www.w3schools.com/html/)<br><br>Microsoft guidelines to create accessible documents (https://support.microsoft.com/en-ie/office/make-your-word-documents-accessible-to-people-with-disabilities-d9bf3683-87ac-47ea-b91a-78dcacb3c66d)<br><br>User Experience Research and Design Specialization (https://www.coursera.org/specializations/michiganux )<br><br>**Web Accessibility Standards and Guidelines**<br><br>● Knowledge of WCAG (Web Content Accessibility Guidelines), UAAG (User Agent Accessibility Guidelines), ATAG (Authoring Tool Accessibility Guidelines), ARIA (Accessible Rich Internet Applications)<br>● Understanding of National and International law (For ex: International Law UN Convention, Charter of Fundamental Rights of UN Convention, European Legislations etc.)<br><br>**Training Pathway: Online Accessible Tutorials**<br><br>WCAG: https://www.w3.org/WAI/standards-guidelines/wcag/<br>UAAG: https://www.w3.org/WAI/standards-guidelines/uaag/<br>ATAG: https://www.w3.org/WAI/standards-guidelines/atag/<br>ARIA https://www.w3.org/WAI/standards-guidelines/aria/<br><br>**Good written and verbal communication skills**<br><br>Training Pathway: Teaching students with visual Impairment: https://howto.viptechjob.eu/course/index.php?categoryid=2<br><br>Other courses in English for blind individuals: https://howto.viptechjob.eu/course/index.php?categoryid=2 ) |
| **COMPETENCES FOR ICT AND ASSISTIVE DEVICES** | ● In-depth knowledge of assistive technology, such as screen reader software, software for cognitive disabilities and motor disabilities.<br>● Screen Magnifiers (only for VIP)<br>● Experience with JAWS, NVDA and VoiceOver screen readers (PC, Mac and iOS experience)<br>● Experience with mobile screen reader software<br><br>**Training Pathway:**<br>Accessible tutorials/ eBook: https://www.nvaccess.org/shop/ |



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*10. Web Accessibility Tester*

| EMERGING PROFESSION | *Web Accessibility Tester* |
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| **GENERAL DESCRIPTION OF ACTIVITIES AND TASKS** | The post holder should be the subject matter expert in compliance with WCAG and validation of accessibility. The technical team will work with the web accessibility tester. The post holder has to define and implement testing strategies using assistive technologies. Additionally, the post holder has to provide feedback to the team. The post holder will verify that all the observations submitted to the team are addressed and corrected in compliance with agreed standards of accessibility. Web accessibility tester able to provide a good conformance report on accessibility (For example with WACA). This report helps to add good comments and it further helps digital content owners to improve accessibility. The web accessibility tester needs some supporting person support (colleague or intern with visual abilities) to do all accessibility tests as per WCAG standards (for example accessibility testing of color contrast, video caption etc. ).<br><br>Furthermore, the web accessibility tester will be associated with raising awareness of accessibility challenges and usability issues and will produce educational presentations on the subject and enable organisations to implement best practices in accessibility across their entire product line.<br><br>**Accessibility Testing**<br><br>● Perform full validation testing on a Web application, based on requirements for accessibility for WCAG to identify potential barriers and violations<br>● Document described problems and proposed possible solutions and best practices for remedying accessibility failures<br>● Raise issues proactively that might impact delivery commitments<br><br>● Work with development teams to help create accessible solutions<br>● Good accessibility reporting skills<br><br>**Use Assistive Technologies**<br><br>● Use accessibility test tools and Assistive Technologies, such as screen reader software (NVDA, JAWS)<br>● Help run accessibility test cases using assistive technology and guided tools against completed features across multiple platforms<br><br>**Awareness**<br><br>● Develop and deliver informative and useful educational presentations on accessibility<br>● explain accessibility barriers and potential solutions in everyday language as well as technical language |



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| **ECONOMIC SECTOR** | ICT |
| **OPERATIONAL AREA** | Office |
| **TASKS' COMPLEXITY LEVEL** | LEVEL 1 |
| **MAIN REQUESTED COMPETENCES** | **Digital Skills**<br>● Basic Understanding of MS office and how to create accessible MS office and PDF documents<br>● Basic understanding of web browsers/ code inspection with web browsers<br>● Understanding of Web Development (HTML, CSS, JavaScript)<br>● Knowledge of basic concepts of digital accessibility and usability<br>● Experience in testing application accessibility/usability and assisting developers in remediating defects<br>● Certified IAAP Certified Professional in Accessibility Core Competencies (CPACC) or Web Accessibility Specialist (WAS<br><br>**Training pathway:**<br>Online accessible tutorials, w3schools: https://www.w3schools.com/html/)<br>Microsoft guidelines to create accessible documents (https://support.microsoft.com/en-ie/office/make-your-word-documents-accessible-to-people-with-disabilities-d9bf3683-87ac-47ea-b91a-78dcacb3c66d)<br><br>**Web Accessibility Standards and Guidelines**<br>● Basic knowledge of WCAG (Web Content Accessibility Guidelines), UAAG (User Agent Accessibility Guidelines), ATAG (Authoring Tool Accessibility Guidelines), ARIA (Accessible Rich Internet Applications)<br>● Understanding of National and International law (For ex: International Law UN Convention, Charter of Fundamental Rights of UN Convention, European Legislations etc.)<br><br>**Training Pathway**<br>Online Accessible Tutorials<br>WCAG: https://www.w3.org/WAI/standards-guidelines/wcag/<br>UAAG: https://www.w3.org/WAI/standards-guidelines/uaag/<br>ATAG: https://www.w3.org/WAI/standards-guidelines/atag/<br>ARIA (https://www.w3.org/WAI/standards-guidelines/aria/<br><br>**Good written and verbal communication skills**<br>Training Pathway: Teaching students with visual impairment: https://howto.viptechjob.eu/course/index.php?categoryid=2<br>Other courses in English for blind indviduals: (https://howto.viptechjob.eu/course/index.php?categoryid=2 ) |
| **COMPETENCES FOR ICT AND ASSISTIVE DEVICES** | ● In-depth knowledge of assistive technology, such as screen reader software, software for cognitive disabilities and motor disabilities.<br>● Screen Magnifiers (only for VIP) |

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| | ● Some experience with JAWS, NVDA and VoiceOver screen readers (PC, Mac and iOS experience)<br>● Some experience with mobile screen reader software<br>● Capable of using automated testing tools like WAVE, AXE tool etc. where appropriate. Although, most testing time is manual, so using screen readers, magnifiers, speech recognition, and browsers and other tools to conduct the manual tests. Additionally, support anything which can't be covered with the automated testing or reports or needs further investigation.<br><br>Training Pathway: Certified IAAP Certified Professional in Accessibility Core Competencies (CPACC) or Web Accessibility Specialist (WAS), Online accessible tutorials/ eBook: https://www.nvaccess.org/shop/ |

### *11. Web Accessibility Auditor*

| EMERGING PROFESSION | *Web Accessibility Auditor* |
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| **GENERAL DESCRIPTION OF ACTIVITIES AND TASKS** | The post holder will conduct web and software accessibility and usability audits, providing in-depth guidance on web/mobile websites and applications, designs, wireframes and software, by carrying out a blend of code reviews and testing with assistive technologies. The web accessibility auditor needs some supporting person support (colleague or intern with visual abilities) to do all auditing as per WCAG standards (for example accessibility auditing of color contrast, video caption etc.). Job tasks will include:<br><br>**Accessibility Auditing**<br><br>● Going to work on audits, accessibility, training, design, user testing, and development of materials<br>● Proactively identifying ways of to improve accessibility of products and services for organizations<br>● Actively engage in determining scope, developing proposals/bids, and scheduling of audits<br>● Execute Web accessibility audits of pre and post-production Web sites and IT programs web usability using automated testing software and manual test protocol<br>● Build audit reports on customer accessibility and usability that highlight accessibility challenges and provide unique technical solutions to bring pages into compliance<br><br>**Accessibility Testing**<br><br>● Testing of IT systems using standards and assistive technology tools<br><br>**Support Clients**<br><br>● Present accessibility and usability training sessions to organizations<br>● Schedule/participate in conference calls, follow-up discussions, email to support the clients in remediating their products |
| **ECONOMIC SECTOR** | ICT |
| **OPERATIONAL AREA** | Office |
| **TASKS' COMPLEXITY LEVEL** | LEVEL 2 |
| **MAIN REQUESTED COMPETENCES** | **4 years of Experience required**<br><br>● Experience on working with organizations related to people with disabilities<br>● Experience in a variety of common electronic communication accessibility barriers for people with hearing, physical, speech, cognitive, and visual disabilities |



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| | ● Demonstrated strong written and verbal communication skills<br>● Be able to work independently and as part of a team. Have good presentation skills<br><br>**Digital Skills**<br><br>● Experience with MS office and how to create/test accessible MS office and PDF documents<br>● Experience with web browsers/ code inspection with web browsers<br>● Experience in Web Development (HTML, CSS, JavaScript)<br>● In-depth Knowledge of concepts of digital accessibility<br>● Understanding of usability concepts<br>● Experience in testing application accessibility/usability and assisting developers in remediating defects<br><br>**Training pathway**<br><br>Online accessible tutorials (w3schools: https://www.w3schools.com/html/) Microsoft guidelines to create accessible documents (https://support.microsoft.com/en-ie/office/make-your-word-documents-accessible-to-people-with-disabilities-d9bf3683-87ac-47ea-b91a-78dcacb3c66d), Certified IAAP Certified Professional in Accessibility Core Competencies (CPACC) or Web Accessibility Specialist (WAS)<br><br>**Web Accessibility Standards and Guidelines**<br><br>● In-depth Knowledge of WCAG (Web Content Accessibility Guidelines), UAAG (User Agent Accessibility Guidelines), ATAG (Authoring Tool Accessibility Guidelines), ARIA (Accessible Rich Internet Applications), Section 508, ADA (Americans with Disabilities Act)<br>● Understanding of National and International law (For ex: International Law UN Convention, Charter of Fundamental Rights of UN Convention, European Legislations etc.)<br>Training Pathway: Online Accessible Tutorials<br><br>WCAG: https://www.w3.org/WAI/standards-guidelines/wcag/<br>UAAG: https://www.w3.org/WAI/standards-guidelines/uaag/<br>ATAG: https://www.w3.org/WAI/standards-guidelines/atag/<br>ARIA (https://www.w3.org/WAI/standards-guidelines/aria/<br><br>Other Training Pathway: Teaching students with visual impairment: (https://howto.viptechjob.eu/course/index.php?categoryid=2 ), Other courses in English for blind Individuals: (https://howto.viptechjob.eu/course/index.php?categoryid=2 ) |
| **COMPETENCES FOR ICT AND ASSISTIVE DEVICES** | ● Extensive knowledge of assistive technology, such as screen reader software, software for cognitive disabilities and motor disabilities.<br>● Extensive knowledge of Screen Magnifiers (only for VIP)<br>● Experience with JAWS, NVDA and VoiceOver screen readers (PC, Mac |

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| | and iOS experience)<br>● Experience with mobile screen reader software<br>● Experience with automated testing tools like WAVE, AXE tool etc. where appropriate<br>● Experience with Accessibility APIs<br><br>Training Pathway: Certified IAAP Certified Professional in Accessibility Core Competencies (CPACC) or Web Accessibility Specialist (WAS), Online accessible tutorials/ eBook: https://www.nvaccess.org/shop/ |

### *12. Web Accessibility Consultant*

| EMERGING PROFESSION | *Web Accessibility Consultant* |
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| **GENERAL DESCRIPTION OF ACTIVITIES AND TASKS** | A consultant's day-to-day work is varied, ranging from delivering in-depth consulting on web/mobile websites and applications for carrying out design, wireframe and specialist assistive technology assessment. The candidate can provide training workshops, delivering seminars and can carry out user testing. The candidate will collaborate within the entire company to facilitate delivery of a universally accessible workplace – including facilities, IT infrastructure and tools. This is an incredible chance to work with cross-functional collaborators to provide accessible environments and tools to our workforce. The candidate should have a good understanding of accessibility, teamwork and influencing skills, and personify our core values. The web accessibility consultant needs some supporting person support (colleague or intern with visual abilities) to do all consulting as per WCAG standards (for example accessibility auditing of color contrast, video caption etc. ).<br><br>Job tasks will include:<br><br>• **Test Set Definition**– Candidate will work with the customer to define the limits of the testing environment. The accessibility Consultant will find a representative test set of user interface components identified in the customer's system.<br>• **Technical Consultation**– Candidate will consult with customers on the proper methods for digital accessibility implementations in systems. This will span a variety of hardware, mobile, web, and document systems.<br>• **Business Process Consultation**– Candidate will work with clients to consult on the process implementation procedure for accessibility in the customer's environment.<br>• **Testing** – Candidate will test client's systems against specific manual tests and assistive technology tools. The Accessibility Consultant will enter test results complying with regulations, such as Web Content Accessibility Guidelines.<br>• **Reporting** – Candidate will deliver testing results to the client and will participate in conference calls and follow-up discussions in order to create a roadmap to improve the accessibility and usability of the client's IT system. |
| **ECONOMIC SECTOR** | ICT |
| **OPERATIONAL AREA** | Office |
| **TASKS' COMPLEXITY LEVEL** | LEVEL 2 |
| **MAIN REQUESTED COMPETENCES** | **4 years of Experience required**<br><br>● Experience in a variety of common electronic communication accessibility barriers for people with hearing, physical, speech, cognitive, and visual disabilities |



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| | • Experience on working with organizations related to people with disabilities<br>• Demonstrated strong written and verbal communication skills<br>• Be able to work independently and as part of a team. Have good presentation skills<br><br>**Digital Skills**<br><br>• Extensive knowledge with MS office and how to create/test accessible MS office and PDF documents<br>• Extensive knowledge with web browsers/ code inspection with web browsers<br>• Extensive knowledge in Web Development (HTML, CSS, JavaScript)<br>• Extensive Knowledge of concepts of digital accessibility<br>• Understanding of usability concepts<br>• Experience in testing application accessibility/usability and assisting developers in remediating defects<br><br>**Training pathway**<br><br>Online accessible tutorials (w3schools: https://www.w3schools.com/html/), Microsoft guidelines to create accessible documents (https://support.microsoft.com/en-ie/office/make-your-word-documents-accessible-to-people-with-disabilities-d9bf3683-87ac-47ea-b91a-78dcacb3c66d)<br><br>Certified IAAP Certified Professional in Accessibility Core Competencies (CPACC) or Web Accessibility Specialist (WAS)<br><br>**Web Accessibility Standards and Guidelines**<br><br>• In-depth Knowledge of WCAG (Web Content Accessibility Guidelines), UAAG (User Agent Accessibility Guidelines), ATAG (Authoring Tool Accessibility Guidelines), ARIA (Accessible Rich Internet Applications), Section 508, ADA (Americans with Disabilities Act)<br>• Understanding of National and International law (For ex: International Law UN Convention, Charter of Fundamental Rights of UN Convention, European Legislations etc.)<br><br>**Training Pathway**<br><br>Online Accessible Tutorials<br>WCAG: https://www.w3.org/WAI/standards-guidelines/wcag/<br>UAAG: https://www.w3.org/WAI/standards-guidelines/uaag/<br>ATAG: https://www.w3.org/WAI/standards-guidelines/atag/<br>ARIA (https://www.w3.org/WAI/standards-guidelines/aria/<br><br>Other Training Pathway: Teaching students with visual impairment: |

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| | (https://howto.viptechjob.eu/course/index.php?categoryid=2 )<br><br>Other courses in English for blind individuals:<br>(https://howto.viptechjob.eu/course/index.php?categoryid=2 ) |
| **COMPETENCES FOR ICT AND ASSISTIVE DEVICES** | • Extensive knowledge of assistive technology, such as screen reader software, software for cognitive disabilities and motor disabilities.<br>• Extensive knowledge of Screen Magnifiers (only for VIP)<br>• Experience with JAWS, NVDA and VoiceOver screen readers (PC, Mac and iOS experience)<br>• Experience with mobile screen reader software<br>• Experience with automated testing tools like WAVE, AXE tool etc. where appropriate<br>• Experience with Accessibility APIs<br><br>**Training Pathway**<br><br>Certified IAAP Certified Professional in Accessibility Core Competencies (CPACC) or Web Accessibility Specialist (WAS), Online accessible tutorials/ eBook: https://www.nvaccess.org/shop/ |

*13. Host or Hostess : (Angela)*

| EMERGING PROFESSION | *Host or Hostess: (Angela)* |
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| **GENERAL DESCRIPTION OF ACTIVITIES AND TASKS** | • Receiving clients, internal and external guests and colleagues.<br>• Checks agreements for or with clients.<br>• Is responsible for the administration of personal data at the receipt.<br>• Makes sure clients and guests feel comfortable.<br>• Supervises clients and guest to waiting areas and give them a beverage.<br>• Attends clients and guests to their appointment.<br>• Provides meals and catering services.<br>• Ensures that the purchased products are placed in the lunch areas.<br>• Provides products / services outside lunch time on request.<br>• Accompanies clients, visitors and colleagues tot he lunch area and supports them at lunch.<br>• Works according to the guidelines of food safety (HACCP).<br>• Supports catering and festivities.<br>• Arranges for a taxi for clients.<br>• Checks appointments with the practitioner and brings the client in touch with the right practitioner.<br>• Supports colleagues and users of meeting rooms.<br>• Ensures that reception areas, meeting rooms, pantries and interior make a catered impression.<br>• Monitors reservations of meeting rooms.<br>• Solves incoming questions, ideas and complaints if possible by his / her self, otherwise passes them on to the service desk. |
| **ECONOMIC SECTOR** | All the economic sectors |
| **OPERATIONAL AREA** | Big companies, health organization, business with public |
| **TASKS' COMPLEXITY LEVEL** | LEVEL 1 |
| **MAIN REQUESTED COMPETENCES** | • Customer service.<br>• People skills.<br>• Professionalism.<br>• High energy.<br>• Multitasking ability. |
| **COMPETENCES FOR ICT AND ASSISTIVE DEVICES** | Basic use computer literacy – MS Office (outlook, word, excel); familiarity with assistive technologies for blind and low vision, including: screen-reading software (NVDA, Jaws, VoiceOver etc.), magnifying software, or Braille devices e.g. Braille displays; Magnifying devices (digital and manual). |



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*14. HR Advisor*

| EMERGING PROFESSION | *HR Advisor* |
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| **GENERAL DESCRIPTION OF ACTIVITIES AND TASKS** | • Identifies and analyzes HR-wide developments, legislation and regulations in this regard conducts further research, translates this into consequences for the organization and advises management on demand and unsolicited<br>• develops strategic and tactical policy proposals and ensures the translation of established policy into protocols, procedures and regulations, as a project leader or member, participates in (organization-wide) work and project groups charged with developing, implementing or adjusting (HR) policy;<br>• investigates specific issues at the request of management, analyzes data and prepares reports, notes and advices<br>• advises (solicited and unsolicited) and assists (senior) management in realizing the organizational goals<br>initiates, develops and writes ( policy ) documents in collaboration with other experts in the organization and discusses these with (higher) management in the CMT<br>• acts as a point of contact and sounding board for (higher) management and supports them in the implementation of policy<br>monitors the correct application of HR law and regulations and compliance with the protocols, procedures and regulations tailored to the organization<br>• takes the initiative to develop methods and procedures to realize changes / improvements in the HR field within the organization<br>works, together with the HR team, on excellent service provision in HR<br>• acts as a source of information and sounding board for HR advisors in the implementation of HR policy, if required, provides presentations and introductions in the field of HR,<br>maintains contacts with internal and external persons and authorities, insofar as it is important to maximize the development and exploitation of HR matters within the organization,<br>ensures 'connection' within the HRM department and between the HR department and internal and external forums |
| **ECONOMIC SECTOR** | All economic sectors |
| **OPERATIONAL AREA** | Every organization needs HR tasks |
| **TASKS' COMPLEXITY LEVEL** | LEVEL 1<br>LEVEL 2 |
| **MAIN REQUESTED COMPETENCES** | • Communication,<br>• Analysis capabilities,<br>• Relationship-building skills<br>• Ethical approach for HR (managing private and business) |
| **COMPETENCES FOR ICT** | Very good computer literacy – MS Office (outlook, word, excel); Familiarity |



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| **AND ASSISTIVE DEVICES** | with assistive technologies for blind and low vision, including: screen-reading software (NVDA, Jaws, VoiceOver etc.), magnifying software, or Braille devices e.g. Braille displays, Magnifying devices (digital and manual). |

### *15. ICT Manager*

| EMERGING PROFESSION | *ICT Manager* |
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| **GENERAL DESCRIPTION OF ACTIVITIES AND TASKS** | IT managers are responsible for coordinating, planning, and leading computer-related activities in an organization. They help determine the IT needs of an organization and are responsible for implementing computer systems to fulfill the organization's information systems requirements. |
| **ECONOMIC SECTOR** | All sectors, every organization needs ICT management |
| **OPERATIONAL AREA** | ICT support, helpdesk, management |
| **TASKS' COMPLEXITY LEVEL** | • provides instruction and documentation<br>• supports the process design<br>• takes care of the handling of complex incidents, locates and resolves complex faults at different helpdesk levels (customer, organization, development)<br>• registers signals and requests from the management and user organization in such a way that they can be included in the development process.<br>• plans necessary maintenance tasks and ensures their implementation manages various systems in terms of substantive functional aspects and ICT migration;<br>• coordinates roll outs and implementations<br>• takes care of and monitors the continuity and security of ICT systems;<br>• analyzes business processes and indicates which information from those processes can be used for control and accountability<br>prepares adjustments in system specifications;<br>• translates functional and system specifications into ICT solutions;<br>• configures and improves functional solutions;<br>• analyzes and guarantees wishes and requirements from the management and user organization;<br>• supervises acceptance tests, pilots and implementation processes communicates with super-users, users and technicians about the commissioning of new releases and changes;<br>• specifies activities that require specific expertise and ensures quality control when outsourcing activities to third parties; |
| **MAIN REQUESTED COMPETENCES** | • ICT knowledge in software and hardware<br>• Problem-solving skills<br>• Communication skills<br>• Time management quality<br>• Financial and budgeting skills |
| **COMPETENCES FOR ICT** | Familiarity with assistive technologies for blind and low vision, including: |

| | |
|---|---|
| **AND ASSISTIVE DEVICES** | screen-reading software (NVDA, Jaws, VoiceOver etc.), magnifying software, or Braille devices e.g. Braille displays. |

*16. Planner*

| EMERGING PROFESSION | *Planner* |
|---|---|
| **GENERAL DESCRIPTION OF ACTIVITIES AND TASKS** | • Draws up a capacity plan based on contracts, logistics analysis and demand for expertise functions and processes this within the agreed digital systems.<br>• Links various data, factors and components in the care process and translates them into a production schedule.<br>• Provides insight into the required availability of employees, taking seasonal patterns and holidays into account.<br>• Draws up the operational schedule in a methodical manner.<br>• Solves calamities such as illness in the operational schedule.<br>• Reserves materials, spaces and other preconditions for extramural professionals, such as research centers and customer organizations.<br>• Identifies bottlenecks in the operational schedule (waiting lists) and provides solutions that match the optimal coördination of supply and demand.<br>• Coördinates with the team leader the execution and progress of the work and any structural bottlenecks in the operational schedules.<br>• Answers questions and provides information to extramural professionals, client organizations and third parties.<br>• Produces periodic overviews and reports on capacity, logistics, operational schedules and occupancy rates for the team leader, MT and third parties.<br>• Provides data and insight into trends, outcomes or deviations and makes suggestions with regard to capacity management. |
| **ECONOMIC SECTOR** | Many economic sectors, e.g.: ICT service activities; Human health and social services activities; Education; Hospitality and Tourism |
| **OPERATIONAL AREA** | Communication and Sales |
| **TASKS' COMPLEXITY LEVEL** | LEVEL 1 |
| **MAIN REQUESTED COMPETENCES** | Basic competences and skills<br>• Pivotal figure<br>• Communicative<br>• Takes initiative<br>• Stress resistant<br>• Problem solving ability<br>• Structured<br>• Fair<br>• Creative<br>• Able to negotiate<br>• Balanced<br>• Coordinate<br>• Think proactively |



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| | |
|---|---|
| **COMPETENCES FOR ICT AND ASSISTIVE DEVICES** | Very good computer literacy – MS Office (word, excel); Familiarity with assistive technologies for blind and low vision, including: screen-reading software (NVDA, Jaws, VoiceOver etc.), magnifying software, or Braille devices e.g. Braille displays. |



*17. Service Desk Employee*

| EMERGING PROFESSION | *Service desk employee* |
|---|---|
| **GENERAL DESCRIPTION OF ACTIVITIES AND TASKS** | • Contributes to the delivery of excellent services to the organization;<br>• registers and classifies reports and incidents;<br>• able to forwards questions to a 2nd line employee (back office);<br>• has a action/reaction role within the Service Company; takes care of operational management;<br>• has empathy with the customer;<br>keeps the customer informed of the progress, makes agreements with customers about the delivery and / or handling of products and services;<br>• Follow the company processes; coordinates back office activities related to logistics, meeting service and workplace management; monitors the processing times of registered incidents, manages this and records the information in the internal system<br>• makes a contribution from day-to-day implementation to proposals for improving work procedures, aimed at improving services, increasing quality and improving efficiency. |
| **ECONOMIC SECTOR** | All sectors |
| **OPERATIONAL AREA** | Customer services and data analysis/information |
| **TASKS' COMPLEXITY LEVEL** | LEVEL 1<br>LEVEL 2 |
| **MAIN REQUESTED COMPETENCES** | • Motivation to help people<br>• Accuracy<br>• Good communication<br>• Devise solutions |
| **COMPETENCES FOR ICT AND ASSISTIVE DEVICES** | Very good computer literacy – MS Office (outlook, word, excel); Familiarity with assistive technologies for blind and low vision, including: screen-reading software (NVDA, Jaws, VoiceOver etc.), magnifying software, or Braille devices e.g. Braille displays, Magnifying devices (digital and manual). |

*18. Social Worker*

| EMERGING PROFESSION | *Social Worker* |
|---|---|
| **ENERAL DESCRIPTION OF ACTIVITIES AND TASKS** | • Conduct research, so that a correct insight is obtained into the nature and scope of the problem / request for help and the psychosocial functioning and a multidisciplinary assessment takes place and an (adapted) supervision plan is drawn up and adjusted.<br>• Giving advice through preparation and presentation of advice and support in the implementation and deployment to the client and / or client system aware have the guidance capabilities and understanding of the results to be achieved and on this basis appropriate guidance to be able to choose; the client and / or client system can choose to apply for services and tools within the applicable laws and regulations; the client and / or client system can choose / a preference regarding the needs in the field of life, living, working and learning;<br>• Assisting in a process or activity, so that (potential) disputes within the client system be solved or avoided;<br>• assistance to the client and / or client system is mediated or coordinated with external organizations.<br>• Providing such information, advice, mediation and advocacy for financial aid questions and requests for help in the area of adjustments, activities, leisure and regulatory requirements so: the client within the sector Living in time and based on correct information a ( receives a re) indication that is in line with the care need with the associated financing;<br>• the client and / or client system facilities and tools applied to suit his / her disability or assistance. |
| **ECONOMIC SECTOR** | Human health and social services activity, services & third sector, Sport, Health & care |
| **OPERATIONAL AREA** | Human health and social services activity |
| **TASKS' COMPLEXITY LEVEL** | LEVEL 1<br>LEVEL 2 |
| **MAIN REQUESTED COMPETENCES** | • Positive attitude in values and ethics<br>• Intervention with accuracy<br>• Critical thinking<br>• Use supervision and consultation<br>• Integer |
| **COMPETENCES FOR ICT AND ASSISTIVE DEVICES** | Familiarity with assistive technologies for blind and low vision, including: screen-reading software (NVDA, Jaws, VoiceOver etc.), magnifying software, or Braille devices e.g. Braille displays. |



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*19. Warehouse Manager*

| EMERGING PROFESSION | *Warehouse Manager* |
|---|---|
| **GENERAL DESCRIPTION OF ACTIVITIES AND TASKS** | • Monitoring, managing and / or recording information, data, financial and material resources, so that:<br>incoming articles are properly sorted, stored and registered in the computer system or action is taken in case of incorrect incoming orders and incorrect invoices;<br>• an item is ready for shipment and / or can be delivered quickly to the internal customer;<br>• articles have a correct quality-price ratio<br>• articles have been ordered and the basic stock is in order;<br>• checkout malfunctions in the store have been resolved and / or reported to the correct person / supplier.<br>• Purchase Acquisition of consumer goods and foodstuffs, such that:<br>the stock is in order and employees, customers and the store may have enough goods and food;<br>• the range of the store is in line with customer demand.<br>• Accounts Payable Invoice Handling payments to creditors, so that payments are checked.<br>• Data Collecting, checking, correcting, entering and storing facts about material resources so that it is clear what the stock is and where the item can be found. |
| **ECONOMIC SECTOR** | SALES & COMMERCE |
| **OPERATIONAL AREA** | Stores, (general) shop |
| **TASKS' COMPLEXITY LEVEL** | LEVEL 2<br>LEVEL 3 |
| **MAIN REQUESTED COMPETENCES** | • Communication Skills<br>• Interpersonal Skills<br>• Organizational Skills<br>• Leadership Skills<br>• Problem Solver<br>• Financial Knowledge |
| **COMPETENCES FOR ICT AND ASSISTIVE DEVICES** | Familiarity with assistive technologies for blind and low vision, including: screen-reading software (NVDA, Jaws, VoiceOver etc.), magnifying software, or Braille devices e.g. Braille displays, Magnifying devices (digital and manual). |



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*20. Work Psychologist*

| EMERGING PROFESSION | *Work Psychologist* |
|---|---|
| **GENERAL DESCRIPTION OF ACTIVITIES AND TASKS** | • Conducting structured exploration by means of psychodiagnostic research, interviews and assessments.<br>• Give the client and / or the customer a correct insight into the capacities, interests, personal characteristics, limitations and possibilities of the client in connection to learning and working.<br>• Give the client and / or customer insight into the training and employment opportunities based on the research results.<br>• Display the connection between data and present advices.<br>• Help the client to make a choice for education, a position and / or a profession that matches his or her skills, learning abilities, interests, personal characteristics, constraints and opportunities.<br>• Makes sure chooses can be made for research and reporting methods to suit the needs of the customer.<br>• Provides for the acquisition of personality questionnaires and other tests appropriate to the research question of the client and / or customer and suited for the target audience.<br>• Ensures the adaptation of test material to the target audience while maintaining reliability and validity.<br>• Gives support during a process or activity by means of (short-term) interventions.<br>• Contributes to making colleagues and customer aware of his / her possibilities and constraints.<br>• Supports the customer in making the right decisions to exploit opportunities and handle constraints and uses the right strategy to do so.<br>• Provides training |
| **ECONOMIC SECTOR** | Many economic sectors, e.g.: Human Health and social services; Human resources/Recruiting; Education; Business/organisation advice. |
| **OPERATIONAL AREA** | Advice and coaching |
| **TASKS' COMPLEXITY LEVEL** | LEVEL 3 |
| **MAIN REQUESTED COMPETENCES** | **Basic competences and skills**<br>• Analytical<br>• Coaching<br>• managing conflicts<br>• insight into the environment<br>• Listen actively<br>• Motivating<br>• Judgment<br>• Persuasion<br>• Expressiveness, written and verbally<br>• Diplomacy<br>• Connecting with different kind of people<br>• Integrity |
| **COMPETENCES FOR ICT** | Good computer literacy – MS Office (word, excel); Familiarity with assistive |



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| | |
|---|---|
| **AND ASSISTIVE DEVICES** | technologies for blind and low vision, including: screen-reading software (NVDA, Jaws, VoiceOver etc.), magnifying software, or Braille devices e.g. Braille displays. |

## *PART III – ASSISTIVE ICTs AND GLOSSARY*

This Part contains the most significant references useful for Labor Services Operators (but also training professionals, families and VIP users themselves) concerning the main most advanced assistive hardware and software technologies and the more developed multimedia devices usable for work by blind or VIP. This information can be used by the Operators in raising the awareness of the potential visually impaired users about the new technological opportunities of which they could benefit for enlarging their range of working tasks or professional roles.



Also, the Part III is complemented by a little **Glossary** with all the useful references and information for the Operators, VIPs or families to effectively deal with specific issues such as assistive ICTS in their own guidance commitments with blind and visually impaired users.

### III.1) THE ASSISTIVE TECHNOLOGY

Assistive technology can be any device, software or piece of equipment that enables you to maintain or increase functional capabilities when living with visual impairments. There are many different types of devices and equipment available. If possible, it's a good idea to try out a device first and make sure it is the right option.

The Assistive Technologies and devices review is not to be intended as fully exhaustive of the whole scenario related these issues, but as a convenient examination - especially of the current available technological opportunities for business and work.

ICT and assistive technology in particular, allow the blind person to use devices such as computers and smartphones / tablets. This allows the blind worker to be able to:

- Acquire skills in the use of computers, its applications and internet surfing;
- Acquire specific information related to a certain task or activity;
- Interact with web applications and services useful for carrying out the work.

In other words, Assistive Technology enables the blind person, firstly, to use computers and smartphones like any other person. Consequently, they can carry out activities and professions in which the computer plays an central role for the related job activities, or, alternatively, it is an essential tool to acquire contents, information and data useful for carrying out their work (e.g. management of patient records, appointments annotation, information retrieval, note taking, event arrangement, etc.). Generally speaking, being able to use technological tools, such as computers or mobile devices, the blind person is able to do many activities, such as using social networks, instant messaging applications, home banking, etc. This allows a person to have a good level of autonomy in the daily life.

There are a wide range of options available to make computer easier to use. These include magnification, changing the colours on the screen, narrators and screen readers, or simply changing the position of computer and screen. Some of these features are built-in to computer

while others are available to download. There is also a range of additional software and devices available to purchase. The best options for a person will depend on the level of vision and type of sight loss.

Smartphones can be a very valuable device for visually-impaired people. There are two main types of smartphones, iPhone and Android. Both have built in screen readers and magnification software and support a range of apps that a person with sight loss may find useful.



More information can be found at:

https://www.fightingblindness.ie/how-we-can-help/advocacy/information-and-resource-hub/assistive-technology-and-devices/.

Some examples of Assistive Technology are outlined below.

● ***SCREEN READER***

A screen reader is an assistive technology software which uses synthetic voice or braille display to enable blind users to interact and navigate applications on both desktop and mobile platforms. It detects the content displayed on the screen and announces it aloud via voice synthesizer or shows it in braille format through a braille display. In order to work well and appropriately, the web and applications user interfaces have been designed in an accessible and usable manner.

A screen reader operates with both a desktop (computer) and mobile platforms. On a computer, a screen reader works mainly via keyboard-based commands. JAWS, NVDA and VOICEOVER are three of the most commonly used for desktop platforms. On a mobile device, specific gestures-based commands are available to interact with the apps on a touchscreen. VoiceOver and Talkback are screen readers for IOS and Android, respectively.

***JAWS for Windows***

**JAWS (*Job Access With Speech*)** is a screen reader for Microsoft Windows offered by Freedom Scientific, Inc. JAWS is developed for computer users whose vision loss prevents them from seeing screen content or navigating with a mouse. JAWS provides speech and Braille output for the most popular computer applications on the PC. JAWS has a variety of features, including Braille support, multi-lingual speech synthesis, and multi-screen support. JAWS is one of the most commonly used screen readers available. It is a commercial product, but it is possible download and test a free demo version.

More information can be found at:
https://support.freedomscientific.com/Products/Blindness/JAWS

***NVDA***

**NVDA (NonVisual Desktop Access)** is a free, open source screen reader for Microsoft Windows. It is developed by NV Access in collaboration with a global community of contributors. Similarly to Jaws screen reader, it offers many features to the blind user. To learn more about NVDA or download a copy, visit the main NV Access website at: https://www.nvaccess.org/



***VoiceOver for MAC***

**VoiceOver** is a built-in screen reader integrated into the Mac OS X operating system. Using VoiceOver you control the computer primarily with a keyboard, braille display, or trackpad, instead of the mouse. More info can be found at:
https://www.apple.com/voiceover/info/guide/_1121.html

***VoiceOver for IOS devices***

VoiceOver works also on mobile devices (i.e. iPhone, iPad, iPod touch and Apple Watch). When VoiceOver is on, you must use VoiceOver gestures to operate the touchscreen device. More information can be found at:
https://support.apple.com/guide/iphone/turn-on-and-practice-voiceover-iph3e2e415f/ios

***Talckback for Android Devices***

**TalkBack** is a screen reader-based gestures allowing you to navigate and perform frequent actions on your Android device.It works with Single-finger and multi-finger gestures depending from the device model. More information on how to use TalkBack are available at
https://support.google.com/accessibility/android/answer/6151827?hl=en-GB

● ***SCREEN MAGNIFIER OR MAGNIFIER***

There are many devices and systems available to help people with visual impairment to read print and look at maps or photographs. These can include small telescopes, traditional magnifying glasses, a camera and display to magnify print and change colours. It is important to try out a device and make sure it is the right option for a visually impaired user before investing in one. There are screen magnifiers for desktop and mobile devices, traditional handheld magnifiers and electronic / video magnifiers.



***Screen Magnifier***

A screen magnifier is a software that interfaces with a computer's graphical output to present enlarged screen content. By enlarging part (or all) of a screen, people with visual impairments can better see words and images. This type of assistive technology is useful for people with some functional vision; people with visual impairments and little or no functional vision usually use a screen reader. *Supernova Magnifier*, *ZoomText*, and *MAGic* are popular screen magnifiers.

***Traditional handheld magnifiers***

There are a wide variety of magnifying glasses available. They provide different levels of magnification and are available in many sizes and shapes, including folding pocket magnifiers. Some also have a light to illuminate what you are looking at.

***Electronic / video magnifiers***

Electronic magnifiers or *Closed-Circuit Televisions* (CCTVs) are cameras that can help magnify text or images. There are generally two types, desktop and portable. A desktop magnifier allows you to place a document or piece of reading material under a mounted camera for it to be magnified and displayed on a monitor. Some have features that can change the text colour and contrast to make it easier to see. Some more advanced models can also read the text aloud to you as it appears on the monitor, this feature is called Optical Character Recognition (OCR). This device can be particularly useful in the workplace but can also assist with activities in the home. Portable digital magnifiers have a camera on one side that you hold over what you are trying to read, the magnified image is displayed on the other side of the monitor. They come in a number of different screen sizes as a separate device or are also available as an app on your smartphone. Some portable video magnifiers can also connect to your own computer or laptop so that you can angle it in different directions to see something like a board or projector screen in a classroom.

● ***BRAILLE DISPLAY***

A refreshable braille display is an Assistive Technology device that provides braille output from the computer, smartphone, or tablet. It is a hardware device that can be connected to a computer, smartphone or tablet via cable or via Bluetooth. It needs a screen reader to work with a computer or mobile device. Many models are able to work autonomously allowing the user to be able to take notes, edit documents or send e-mails. Later models of braille displays so offer notetaking and file storage capabilities.



The braille display is a device on which the screen reader directs the text captured from the screen so that it can be read with the hands by the blind user. It has a row of needles on the upper part that rise and fall according to the Braille encoding. The device is able to reproduce lines of 12, 20, 40 in Braille cells (some devices up to 80).

A braille display allows a blind person to read in braille format the contents of a display, one text line at a time in the form of a line of Braille characters. Each Braille character consists of six or eight movable pins in a rectangular array. This simulates the effect of the raised dots of Braille impressed on paper. Braille displays provide access to information on a computer screen by electronically raising and lowering different combinations of pins in braille cells. A braille display can show up to 20/40/80 characters from the screen and it changes continuously as the user moves the cursor around on the screen, using either the command keys, cursor routing keys, or Windows and screen reader commands. The blind person, therefore, reads the screen contents in a line and has the possibility to move sequentially or to jump directly to those points (beginning and end of the text, lists, etc.) that the screen reader is able to locate.

The braille display sits on the user's desk, often underneath the computer keyboard. The advantages of braille displays over synthetic speech (i.e. voice synthesizer) are that it provides direct access to information and it allows the user to check format, spacing, and spelling. A 40-character display is sufficient for most jobs. Examples of jobs that could require a 70- or 80-character display are computer programmer and customer service representative.

● ***Braille Printer***

Braille printers receive data from computer devices and emboss that information in braille onto paper through the use of solenoids that control embossing pins. Braille printers typically print on heavyweight paper and use up more pages for the same amount of information than pages printed on a regular printer. They are also slower and noisier. Interpoint printers are braille printers that emboss braille on both sides of a page.

More information are available at:

https://www.afb.org/blindness-and-low-vision/using-technology/assistive-technology-products/braille-printers.

## III.2) GLOSSARY

● ***Accessibility***

Accessibility addresses discriminatory aspects related to equivalent user experience for people with disabilities. Web accessibility means that people with disabilities can equally perceive, understand, navigate, and interact with websites and tools. It also means that they can contribute equally without barriers. Numerous guidelines are available online and in the literature. They give specific indications to the developers of websites and applications with the aim of making the contents and services usable by everyone, including people constrained to interact with assistive technology. The best-known guidelines for the web are developed by the W3C consortium. Examples of accessibility guidelines are the assignment of an alternative description to images, the use of textual links and buttons, and the application of an appropriate colour contrast. In short, in order to allow an assistive technology to correctly detect the contents of a user interface (i.e. application screen, web page or mobile app), it must be designed in an accessible way applying the indications provided by the Guidelines.



● ***Assistive Technology***

Technologies, both hardware and software, used to help increase, maintain or improve the capabilities of performing a task for persons with disabilities. Assistive technology includes braille display, screen readers, screen magnifiers, braille printers, etc.

● ***Braille***

Braille is a tactile reading and writing system used by some people who are blind or have a severe vision impairment. Different arrangements or tactile dots forms an alphabet. A number of devices to support the use of Braille are available, including Braille note-takers, Braille embossers (printers) and electronic Braille displays.

An information booklet about Braille is available at
http://www.ncbi.ie/wp-content/uploads/2016/01/All-About-Braille-PDF.pdf

● ***Inclusion***

By inclusion we want to ensure involvement of everyone to the greatest extent possible. An inclusive society is referred to as saying that people with disabilities and special needs are included in events, tasks and any other activities. We also refer to inclusive education and inclusive work to say that there is the participation by people with disabilities in the planned activities as well as everyone else. In some regions this is also referred to as universal design and design for all.

● ***Usability***

Usability is about designing products to be effective, efficient, and satisfying. Usability includes user experience design. This may include general aspects that impact everyone and do not disproportionally impact people with disabilities. Usability practice and research often does not sufficiently address the needs of people with disabilities. In the literature and on the web, many

usability principles and guidelines can be found. They give indications on how a user interface of an application, a web page or an app should be designed and developed so that they are easily usable by the user.





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## *PART IV – ONLINE RESOURCES*

This Part contains some online resources providing useful information for labour operators, job seekers and their families. Operators, visually-impaired people and families can deepen some aspects as well as have more information on what is necessary to allow a visually-impaired worker to carry out specific tasks and professions. The operators are thus more aware on what a non-sighted person can carry out in terms of tasks and activities, but especially about the opportunities offered by the Assistive Technology. Online resources as well as video clips provide that information for job seekers, operators, but also for parents, families, educators and any other person who is interested to get more details. Operators can exploit that contents and knowledge when proposing possible professions and tasks to the VIP who are seeking for a job, and to the employers in hiring a VIP with a suitable role.



Here below are presented a selection of some key references that could be useful for the Operator, who is dealing with blind and visually impaired users in his/her daily guidance and support assignments.

### IV.1) TIPS AND SUGGESTIONS

**VIP Tech Job - Web App**:
A web app to enable users to share and view contents related to job opportunities suitable for blind or visually impaired people, in an accessible way
https://webapp.viptechjob.eu/

**Free Courses in English for Blind and VIP job seeker**:
A guide offering job seekers with visual impairments some valuable information and other resources to help them jumpstart their careers, starting form writing an attractive and effective curriculum vitae (CV) that can help them to get an interview. Information is available in English, French, Spanish and Italian.
https://howto.viptechjob.eu/course/index.php?categoryid=2

**Tips about how to interact with a blind person**:
experts weigh in with tips for teachers working with blind and visually impaired people. The 10 Tips suggested for the teachers can be appropriate also for anyone who interacts with a blind person
https://www.weareteachers.com/teaching-blind-students-visually-impaired/

**UEB Online**:
Site offering free, online training programs in braille literacy and mathematics using the Unified English Braille (UEB) code. The UEB Online training programs are suitable for anyone who wants to learn braille. This includes educators, families, allied health professionals, and education administrators and policy makers who promote the use of braille as a medium for information access and communication.
https://uebonline.org/



## IV.2) ACCESSIBLE RESOURCES AND GUIDELINES

**EBU CLEAR PRINT GUIDELINES:**
Document offers basic principles with good practice examples that you can easily apply in all your printed and electronic communication activities.
http://www.euroblind.org/sites/default/files/media/ebu-media/Guidelines-for-producing-clear-print.pdf

**Making information accessible for all**:
This publication is focused on the accessibility of printed and electronic documents intended for a broad audience including websites, books, invoices, letters, leaflets etc. It is also available in nederlands, français, deutsch and español.
http://www.euroblind.org/publications-and-resources/making-information-accessible-all

**Accessible adverts and application forms**:
What you can do with some quick and easy adjustments to ensure that recruitment documents are as accessible as possible.
https://www.rnib.org.uk/employers-and-businesses/employing-blind-or-partially-sighted-person/application-and-interview-process/accessible-adverts-and-application-forms

**Web accessibility**:
Web Accessibility Initiative (WAI) by W3C have been working on the web accessibility for several years. A set of Web Content Accessibility Guidelines (WCAG) has been initially proposed for the Web, but it applies to several digital interfaces (web, standalone applications, mobile app). They can be read at

https://www.w3.org/WAI/standards-guidelines/wcag/

## IV.III) WITNESS VIDEOS

A collection of clips and short **videos showing examples of professions and tasks possible** for the visually-impaired people can be found at the URL
https://drive.google.com/drive/folders/1UStgTrLDt4hxIJ9nB8veEFEcbSp4n5F6?usp=sharing



**Video "Non così, ma così"** at
https://drive.google.com/drive/folders/1PW9A14-OSrGTCQIEElynCUgBuxpiw4zZ?usp=sharing

**Equal Right to Work**

Video by the European Blind Union (EBU) on the equal right to work for visually-impaired

persons, based on article 27 of the UN Convention on the Rights of Persons with Disabilities (CRPD)
https://www.youtube.com/watch?v=PO3ksgGuNYw

## *Conclusions*

*The COVID19 affair, if ever there was a need, has brought to our attention a number of points that are certainly present in the specific regulations concerning persons with disabilities, as well as in the most noteworthy practical achievements. The work carried out as part of the RADAR project has shown us the relevance of these points and, even more so if it were necessary, the urgency of activating and maintaining a working methodology based on a) sharing; b) the idea that "no one is saved alone".*



*In fact, in extreme synthesis, the points we would like to emphasise in our conclusion are the following:*

*a) work is a VALUE, not only for the individual, but also and above all for the local and national community; every euro aimed at creating job opportunities, especially for people with disabilities, means hundreds of euros spared for cure and dependent life.*

*b) We have learned that the only certainty, even for the near future, is change, which, despite ourselves, will often be unforeseen, rapid and increasingly profound, i.e. it will affect not a single task, not a cycle of work, but more often a framework, e.g. a cluster of factors;*

*c) conversely, the present global situation concerning interdependence and interconnextion can also give more job opportunities to people with disabilities, in our case with visual impairments;*

*d) the research work carried out in the RADAR project, the good practices, tell us that the idea of relying rather on what remains than on what is lacking is still valid. And what remains, in the past as today, in the case of people with visual disabilities is essentially: knowledge, know-how, communication skills, the ability to design and self-design. Paradoxically, the blind person, who in classical culture was also a "seer", must still be able to "look beyond", beyond the everyday, beyond the status quo; he or she must be able to plan for the future, and identify credible job opportunities in advance.*

*We can say that, tendentially, the key skills also for the future will be:*

*- character skills (perseverance, resistance to frustration, flexibility);*

*imagery and creativeness, enabling us to anticipate future scenarios;*

*social skills, i.e. the ability to establish and maintain positive relationships and to ask for the right help, which the visually impaired person is likely to need;*

*- the willingness to learn, to challenge oneself;*

*- certainly the ability to use assistive/adaptive technologies, good knowledge of languages, even in lesser-used languages (e.g. Chinese).*

*In spite of regulations and proclamations, it is foreseeable that there will be an increasing need for remote support services, to make machines, programmes and procedures really usable and not only declared as such; on this point, the professional organisations will certainly have to use their traditional experience to influence national policies concerning work support services, and, at international level, the regulations that regulate and verify usability; in this sense, it is desirable to create job guidance services on the one hand, and support services on the other, to meet the needs of usability, which are expected to continue to exist.*



*- manual skills will always be in high demand, but the number of key sectors will be reduced: RADAR has shown that the telephone operator faces a reduction in opportunities, also in relation to technologies that reduce the number of operator positions; on the other hand*

*the operator in the wellness sector will presumably still have his own place of respect;*

*- Last but not least, employment relationships will probably undergo profound changes, and they will not only be classic relationship between employer and employee, but rather individual or small group enterprises will make their way in.*

*Every age has its challenges: After the invention of the Braille method, which we can consider the beginning of the emancipation of the blind, profound changes have affected the job situation of ghe blind.*

*In Italy, for example, the art of massage was introduced by Aurelio Nicolodi, and the first masseurs were blind; in Germany the profession of stenotypist was created by and for blind people, around the 1950s. These and other examples should guide us for the future, knowing that, as we mentioned in our presentation, today the primary objective must be social inclusion, which is both a goal that moves forward, a working method and a strategy, aimed at enhancing the most valuable resource we have, namely the human person. Inclusion cannot be done alone, but, we must always keep in mind, inclusion only begins when we put it into practice.*

*Prof. Antonio Quatraro*

*UIC Unione Italiana Ciechi – Firenze; I.Ri.Fo.R. Regionale Toscano ONLUS - IRIFOR*