

PUZZLE

Developing easy to read formats for people with intellectual disabilities
Erasmus+ KA2 - Cooperation for Innovation and the Exchange of Good Practices



Making our Human Rights Easy to Understand

*Developing knowledge on human rights for people with ID:
Recommendations for improving the potential for
engagement, understanding, learning and self advocacy.*



A

literature review and a survey conducted by the Puzzle project revealed that persons with ID in Greece, Lithuania and Poland face a number of barriers to accessing information on human rights and have limited knowledge of their rights. It was found that a person's knowledge of their human rights cannot be achieved if the person with ID:

- *Does not understand the concept of human rights*
- *Lack awareness of Rights and that information on Human Rights is available*
- *Cannot access the information*
- *Cannot understand the information*
- *Is fully dependent on support from others to access and comprehend the information available.*

The research identified a set of exemplar working approaches that provide possible solutions to tackle these principle barriers and so improve the knowledge that people with ID might gain about their rights. These working approaches are highlighted in the bullets below.



Persons with ID frequently do not understand the concept of 'Human Rights'.

The concept of 'Human Rights' is abstract and complex for an individual with ID to grasp and is best understood when it is set in the context of their own lives, their personal goals, their aspirations and their dreams. 'Human Rights' tell us that it is reasonable to have aspirations for your life as a disabled person - and your community and local services should help you to achieve these rights.

- ***Start work on human rights with learners with ID by sharing each others' personal hopes and dreams for the future***
- ***Introduce the concept of Human Rights as an agreed understanding in our societies that we are all entitled to key aspirations and to the expectation of support to achieve these fundamental goals***



The majority of persons with ID are not aware of their human rights and that information is available on the subject for them.

The research identified willingness across supporters and educators to engage in activities that can help people with ID to raise awareness of their basic rights. However there was less evidence of this approach within families, where a protective approach sometimes worked against the pursuit of independence by persons with ID.

- ***Provide resources for supporters to assist persons with ID to build simple understanding of their personal rights and how they can apply in their daily lives***
- ***Educators and supporters need to actively raise the awareness about the Human Rights of persons with ID with their parents and carers***



Persons with ID face a variety of problems in accessing information on basic human rights.

People with ID frequently lack *sufficient literacy skills* to enable them to *actively search and find* relevant information for the understanding and pursuit of their Human Rights. They get their information mostly from through their day service and school – and to a lesser extend from their parents and carers. There is wide understanding that Information can be found through Internet, but barriers of accessibility are prevalent online as in printed documents.

- ***Access to information can be facilitated be raising knowledge and understanding of educators, supporters, parents and carers about Easy-to-Read and Easy-to-Understand information design for persons with ID***
- ***A focus on training individuals to search for Easy-to-Understand information on the Internet will also improve access to relevant sources of information for persons with ID***



Persons with ID have difficulties in understanding Information about human rights.

Information should, regardless of media, be easy to read and easy to understand. Easy-to-read concepts and methods contribute greatly to this effort.

- ***Present information in a clear way:***
 - ***Make information short***
 - ***Break down information into step by step***
 - ***Use a clear structure***


Even very simple text is often too difficult to understand for persons with ID who have more complex communication needs. The combination of images with text can significantly improve the accessibility of text for this audience.

- ***Make content easy to understand by supporting text with illustrations and pictures that can anchor the intended message or extend the meaning with illustrations that tell a more detailed story.***
- ***Words combined with pictures should be:***
 - ***Easy to interpret and understand***
 - ***Specific and NOT abstract***
 - ***Clearly connected to support each other***

Where individuals do not have reading ability, alternative media formats such as sound and video clips can convey information in ways that are Easy-to-Understand for a yet wider spectrum of audiences. Presented with simple messages conveyed in multiple media formats, they can opt for their preferred individual mode of communication. They can then benefit from the way messages are reinforced by their presentation in additional different media formats.

- ***Present information about Human Rights in multiple media formats***
- ***Use of multimedia (pictures, videos, and sound and interactivity) in this way will enable the widest possible spectrum of persons with ID to comprehend information***
- ***Use the growing range of easy to use IT tools (Apps and desktop software) that are available at low cost to combine different media formats (pictures & text, video & audio clips) into a simple multimedia communication format***





Multimedia production process also provides a wider range of ways in which individuals can take part in the creation of accessible information. Persons with ID can participate in various roles as co-creators; as presenters, actors, presenters, photographers, production 'crew' etc.

- ***Actively engage persons with ID and supporters of persons with ID in the process of design and production of accessible multimedia information***
- ***Work on personal experiences that relate to individuals Human Rights that are familiar to the audience. Take into account the audiences' prior knowledge and their personal 'frames of references' as you script and create content***

The 'Multimedia Advocacy' process takes this approach a step further to position work on Human Rights around the individual aspirations and the personal life-planning of persons with ID. This approach can further facilitate understanding of information on Human Rights through their strengthened personal and emotional engagement with the subject. The *Multimedia Advocacy approach develops capability* for individuals to share their goals with others and communicate about the support that they need to pursue them.



Persons with ID are fully *dependent on support from others to access and comprehend the information available.*

The Multimedia Advocacy approach provides a model and a structure for support that challenges dependency and promotes *self advocacy* in its place. The supporter can use the co-creation of pictures, text, sound, video, art and performance to assist people with ID to communicate effectively their wishes, wants, ideas and preferences. Each of these activities can proactively engage persons with ID in conversations on their Human Rights in the context of what they want to happen in their own lives.

- ***Apply Multimedia Advocacy tools and guiding principles to enhance the person's capacity for self advocacy and self determination***

This provides a very concrete, rather than abstract way for persons with ID to both engage and exercise their human rights



The Puzzle project is
a co-operation between:



**Foundation for Research and Technology-Hellas
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<http://www.iacm.forth.gr>



**Association For People With Learning Disabilities "Śmiałek",
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