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Parallel A Lowther
People with learning disabilities

>>: Okay, good afternoon ladies and gentlemen. It is just gone 4 o'clock. It may be that we have others joining us in the audience. It can be a bit of a challenge finding your way around this building if you are not familiar with it I know. Here we are but we will make a start. I will introduce myself. My name is John. I am the moderator at this afternoon's break out session. My role is to introduce each of our speakers. There will be 15-minute presentations. We have four speakers, that will take about an hour until 5 o'clock. What I propose to do with your blessing is we will have say 15, 20-minutes of Q and A, questions after all four of our speakers have given their presentations so if you have any questions during any of those four presentations please do jot them down or keep them up here so that we have got some good discussion points at the end. I hope that is okay. I have been asked if I can end the session a couple of minutes early because we are all back in the main hall for 5.30 for some more VIP speakers so probably about 20 past, 25 past, depending on how the Q and As are going we will wrap it up and head for the main hall again. Okay so the theme of this afternoon's break out session is obviously on education, training and employment and our series of presentations are on intellectual or learning disabilities. Our first speaker this afternoon who will be talking to us about becoming a soldier, the process of inclusion, of individuals with intellectual disabilities and militia is Shirley burner, senior lecturer from the Hebrew university of Jerusalem and over to you.

>>: Hi everyone. You can hear me well with this thing, right?

>>: Yes.

>>: Great. I realise after we all spoke this morning a lot about inclusion that I am going to be bringing in a topic that might seem a bit controversial to some of the people who are in the room so we have spoken about education, employment, how the heck does the Military come in? So I don't want do want to put this into context of Israel and stress a bit why the Military is so important and also set the case that if inclusion is something to be central in all fields of life this is also important in a specific country where some different settings make an important field of life in that specific set in so I am not in tenting to go into anything politics or anything like that in this conversation. So in Israel the Israeli Military is a very very

central organisation in the country. At the age of 18 every female and male join the Military for a period of between two and 3 years which makes it a highly central place and then what happens until today is that people, you get ready around the age of 16 you start getting letters to your home to come and take some tests for the military and people with intellectual disabilities are either sent this letter, then they have to go to their physician and the physician has to write an explain this person can't go into the Military or they are not even being sent this letter which makes for another place in which people with intellectual disabilities are segregated from all of other society. So this situation changed a little bit in 2007 with this project that has been called equal in uniform and there are the three baddies that are project Partners and this project came to allow people with intellectual disabilities to join the Military in Israel. They go through a few phases, training course which is a six months specialised training course to get them into the Military. A volunteering of another six months where they start practising their skills and integrated as volunteers. After that session they are formally recruited and this is very important because there are a couple of different programmes in Israel where you keep on being volunteers but one of the things that is important about the equal in uniform project is they are provided with a Military by January they go through the process any other person in Israel at the age of 18 would go through. Of course I too want to say in parenthesis the jobs are adjusted the tasks provided are specific to meet their needs but they go and have the Military service like anyone else for a period between one and 2 years and they are then dismissed from the Military. The rationale behind this of course is if this is a centralised experience. There is no reason someone with lung disability should be segregated from having this type of experience and another thing which I am not going to go deeply in but if anyone is interest I have more details on this, it is a place for a meeting point melting pot everyone comes and you have the opportunity to be meeting people that have diverse people, people with disabilities people without, everyone comes to the Military. So here are some of the aims what I am going to be presenting today is a small shot of a much larger study that I have made and if anyone is interest in the a parts of the study feel free to come up to me and I will share other things but sufficient some of the aims that come through is the opportunity to take an active role, a valid role, socially valid role meaningful Military service enhancement of self esteem and confidence. These are the two points I will be talking about in my discussion today I will just say other parts of my study did also look at what happens to their family members once they are a family member with ID goes into the Military as well as what happens in the greater society changed attitudes towards people with intellectual disabilities what happens when we take a larger scope into this. For now I am going to be focusing on the first two topics. So this part of the study was a qualitative interview. There were 49 interviews with the soldiers that had intellectual disabilities; 31 soldiers because we followed them at a different period of time when they were just training, when they were volunteers and afterwards when they were serving in the militaries not all of them in all phases but we did attempt to

have some in all phases and we wanted to see what experience they had in the Military, what happened to them when they are her. Is there a difference in their perspective from being volunteers to being soldiers and these are some of the things that came up and my focus here is going to be on what happens to the identity of these individuals when they go into the Military. Does this have any impact on their self identity on how they perceive themselves and we spoke a bit this morning on identities. So we went from the Dada and what we found was that people with ID that went into this programme they underwent three phases according also to the phases of this project. Initial socialisation what is this all about. What is meant to become a soldier, you know I have heard about this all the time, my parents, brothers sisters, everyone is part of the Military but what does this mean to me. Then a bit of uncertainty stage and they go on to realisation stage so I am going to be following some these points and also trying to be mindful of time. At the beginning phases initial socialisation and I have some quotes that came up from the people that spoke to us. Many of the people said you know I don't really know what this is all about. What does it mean to become a soldier, so they had the training course and at the end of the training course they also had a week of boot camp that gave them sort of a simulation what does this mean. Let's have a practice one week practice and this is when they started to get initial socialisation into the Military. What does this mean to me. What does it mean to become a soldier learning different words that are used in the Military, observing different Military values that come into that. Many people spoke about this being a step forward in their life. This is something I always wanted to do. Something my parents always spoke about. My brothers and sisters are theres this is a chance for me to also take part in this meaningful experience and they also spoke about the boot camp week itself where this was their first opportunity to wear uniform and to uniform as a big part of something that has to do with identity. What does it mean to me now that I can dress in my Military uniform? I will take the uniform, I will take the badge, I am not going to be late. They all spoke about what they are going to be doing and formed these expectations of what it will be like. Then came the volunteering stage and suddenly kicks in a lot of uncertainty and so I am no longer a civilian because I am in the Military but I haven't been drafted yet so I am not a soldier either and I am sort of in between and what is going be happening. Will they draft me or not. Will I be a soldier like everyone else will they decide not to take me so a lot of people in the programme were undergoing these questions of what is going to be happening, what does it mean to me when I come into the Military as a volunteer and I come in my civilian clothes and then when I get to the base I am given Military outfit I change. I work at the base. Then I change pack to my civilian clothes and go home. Other soldiers go home in their formal uniform. They are soldiers inside and out. A lot of these facts that come into mind what does this mean to me how does this represent my identity in relation to others. And then drafting day. They go through, being drafted just like anyone else. They are given the formal uniform. They are given a Military identity card. This is like a big highlight big experience and these people say I am not a toy

soldier any more now I am a real soldier and a lot of meaning that comes into this, a a lot of explanation of things that they talk about in terms of I can complete my tasks well. This is the things that I do. Everyone is proud of me of being of me being able to complete my tasks and with this come a lot of talk about self esteem, self identity, being able to complete the tasks that they have to be to be doing.

I realise I am running through this, this is because I have a 3-minute clip at the end which basically I could have just put the clip and not speak about anything but I think they also wanted me to talk so I am rushing and wanting you to see the clip that summarises everything better than me. So if I just put all of this and again I want to say that this is part of a bigger project that we also interviewed their commanders and we also interviewed their parents so if anyone is interested in seeing the entire picture of how the pieces fit in I will be glad to share this with you but I want to set the case that inclusion in the Military in Israel in the society where it is central was very important for those individuals and help them to develop their self identity and what helped this was also the gradual sociallisation of first learning their job, learning the task and then being integrated afterwards. And I do want to also say that even though I know it is controversial in Israel this has the added benefit because they are being integrated in such a central setting you can go to my husband who has just completed his 40th birthday and if you ask him where he served then this is not just my husband, it is almost anybody in Israel, he will still bringing up memories of what happened when he was aged 18 in the military this is part of life. I also want to say in parenthesis you can be asked in job interviews what you did in the mire very central it is important they are given the opportunity to take part in this. Military symbols were highly important so I can come back home and my Mum has on the fridge a photo of me in my Military uniform the neighbour comes and says only is in the Military you have a picture of him this is really high and Jonny can go and travel the bath with his Military identification and this is something to be found on the outside which forms part of your identity and they are being provided with positive input from all other people about the way they are completing their tasks. I want to just to give you a promote of interviews I did with commanders. They said he really does things other soldiers I have without I are not doing as successfully. There is one person who served in the air force in their warehouses and she was very, very careful and she actually found about a million dollars worth of airport Military equipment that they thought they had lost because she was so careful in checking each one of the shelves so there is a lot of real benefit. Findings go on with the social role you have something that is a role that is social Liz accepted, valued, has a social place and brought up a lot of self esteem and identity issues for these individuals,   and I also and to say this has two things because it is also job site experience because the initiative after you complete your 2 years of Military service to be able to go out and have more experience in other employment places while this is also being done in such a central institution. So I am good with time right.

>>: A small clip that was shot with some of the people who were part of this project.

(film shown).

>>: Terrific. Thank you very much. (Applause).

Okay now as I say, do take a note of any questions that you will want to ask Shirley at the end of our session. Our next speaker is Marie Hyde. Marie is a research fellow at the unit of labour and vocational rehabilitation at the university of cologne. The topic of Marie's presentation is designing barrier free Websites for people with intellectual disabilities. What do the experts say?

>>: Perfect. You can hear me. Good afternoon, ladies and gentlemen. I am delighted to be here today. My name is Maria Hyde and I work at the unit of labour and vocational rehabilitation at the university of cologne in Germany which is headed by a Professor. I work on a project together with other people. Today I will talk about our project in which we are doing research about the design of barrier free Websites for people with intellectual disabilities and we ask the question what do the experts say? My speech is divided into five parts. First there will be an introduction about the background of the project and our research issue and the next step there is an overview about our research approach. Then I will talk about our methods, what we have and what we in tend to do in our project and are that I will present a few results of the research, the expert interviews with different stakeholders. And finally we will have a look at the first conclusions concerning the further development of accessibility criteria for people with intellectual disabilities.

Over the last few years as a worldwide Web has become an essential part of daily life affecting education employment and leisure. On the one hang it offers a high potential for people with intellectual disabilities. The Internet could be especially helpful by providing opportunities to get information, network and engage with others in a self sufficient manner. But on the other hand at the same time many people with intellectual disabilities are still reaping no benefit from these technologies and they can only use them with difficulties. Referring to a study in 2010 only half of the Internet users with intellectual disabilities were able to use the Internet without help from others., then in 29 various barriers to use the Internet. First there will be the natural barriers with access to different technical devices due to finance and resources not given. Second there can be technical barriers. If sites have low usability because of the confusing navigation for instance and search. If the language is too complex because of the sentencing construction and the occurrence of many unusual words, for instance. So what can we do to overcome these barriers? A major aspect that has to be solve to obtain the same (inaudible) for people with disabilities as for non-disabled is accessible Websites for the group of people with intellectual disabilities. Let's see what the equal opportunities for disabled people act paragraph 4 says about accessibility. Accessibility is given if Websites can be used by people with disabilities in the usual manner without special difficulties and basically without outside help. So now it is a question how can we improve the accessibility of information on the inspector net for young people with intellectual disabilities using the Internet without outside help.

There are different approaches and the topic of accessibility on the one hand there is a product orientated approach which is composed of standards and guidelines, the most important standing is the V CA G 2.0. In Germany the federal agencies are obliged to the B ITV 2.0 which is based on the V CA G 2.0. However these words were subject to critical assessment. It has been shown that guideline development of this was evaluated poorer, if the group of people was not involve in process any give you product orientated view. On the other hand there is a process orientated approach which contains user orientation. User accessibility and criteria together with the target group have been made and should be more matched to standards and guidelines. According to von Ven of persons with disabilities the process oriented approach is so far -- -- considered too little. In the light of the above I want to give an overview about our project. Our research issue is what specific criteria need to be considered when developing barrier free Web sites for people with intellectual disabilities. First of all I want to explain our research approach. We have decided to choose a participatory approach so we work together with the target group. Participatory approach is characterised by the following elements according to (inaudible) 2010. It is a research about or for people but with them and others in 29 participatory approach a link between science and life experiences and in addition there is a news of self reports rather than assessment by others for example by teachers and consulars. Our project at the university of cologne we work with the participatory approach so I want to explain how we work and which methods we use. First we have done expert interviews to figure out criterias of accessibility and usability from different perspective the interviews are conducted either face-to-face or by telephone. In the next step we have implemented a reference group of young people with intellectual disabilities. The reference group is used for the active involvement of the young people and it is a suitable opportunity to give a non-hierarchical space according to participation. In this group are actually ten people and they talk about the barriers and solution for a barrier free and in addition that takes place presentation for the conclusive workshop by the end of the year. In this workshop the results of the expert interviews and the discussions and the reference group will have been compiled. The results of the future workshop will be summarised into an action guide line which will help disseminate common standards and information needs in order to improve the development of barrier free Websites the first experts the expert in Tuesday has been accomplished, the concerning the second part future workshop and the action guide line we are still working on it. S now let's have a look at the implementation of the expert interviews. It is essential for the selection of select cases meaningful and instructive in regards to the issue. Because of the nature of the subject it is important to consider the perspective so we ask different groups of experts. Like young people with intellectual disabilities as parts in their own cause. Computer scientists and digital designer Websites facing the challenge of barrier free Web site. In this summer we have volunteered among other 22 people with Website and Website operators. We have developed different interview guidelines to evaluate the accessibility and usability for

Websites. The interview guidelines have been developed based on the biTV 2.0 criteria as well as on previous research findings including our own results from a pilot study.

And now I will show you some first results of the interviews with the Website operators. We asked them about how they work to produce a barrier free Website and easy to use and which promise and solutions they have had had with it. The following problems they have mentioned. They said the usage of unusual words is difficult and they aren't really sure about the question. In which case you have to use technical terms to understand and in which case you should not use them. More over it has been a question of because the Website operators don't know how much information they can translate or accumulate according to the target group. They criticise there are no common grounds which they can use. Do to this the quality of the work varies in the Website. At the solution it is important for the side operators to work together with the target group. One of them said that a kind of dictionary could be due. Another site operator explains they use a kind of encyclopedia for explaining difficult and unusual words furthermore it is helpful to use identical pictures for the same content so the people can use them. In addition we carried out 20 minutes interviews with young people with intellectual disabilities. We asked them about Internet use, behaviour and they are their media in the wallowing. I will talk about different aspects of accessibility on the practice on a best practice Website and easy to use language the following barriers were mentioned by the young people. The starting point only 41 per cent found the button easy to read out help. Levels of navigation impedes the usability of Websites. I also said there is too much text and only a few pictures and also difficult words and missing explanations we present a barrier. Common perspective from young people will be developed in the upcoming reference group by the end of this year.

In summary I will give a short overview about the previous results. For the moment we have first indications suggesting criteria for developing barrier free Websites for people with intellectual disabilities. The most important points are less text on a Website and more headings and subheadings so the Website has clear design. Explanations of different words. It is helpful for the most people when difficult words are explained, for example in a glossary. Less levels of navigations and pictures which are related to the content. Now at last the conclusion summarising my presentation. Like I presented before there are still no common kind lines for the accessibility of the Internet for people with intellectual disability. Focus on the journey and the audience does not lead to accessibility. So project on line at home, criteria for accessibility by a process to orientate the research approach. Using process is hardly considered further Website equipment. So it is necessary to know the needs of people; figure out a good way of gaining feedback off the users and necessary to ensure participation.   So the list of reference and so thank you for your attention and if you want to know something more about our project or the upcoming you can have a look at our home page at our Websites. So thank you so much.

Thank you very much. (Applause).

>>: Thank you. Our next speakers from the Foo Hong society in Hong Kong. The theme of their presentation this afternoon is adapting a gap model in subbing residential homes, for ageing individuals with intellectual disabilities. While we are just getting the slides switched over the microphone switched on I should have mentioned at the start of the session probably if any attendees would like copies of the slides if you could come to the front at the end of the session and just leave an e-mail address I will arrange with the presenters and organisers to get them mailed out to you. Without further ado.

>>: Good afternoon ladies and gentlemen I am Judy standing by my side is way Co. We come from Foo Hong society of Hong Kong. Foo Hong society is one of the (inaudible) Government organisations receive end use from Hong Kong Government. To provide different types of services for people with intellectual disability. We belong to one of the residential homes training centre. I am the manager of the home.

>>: I am vi Co the nursing officer. We have a team of multidisciplinary professional to assist in the home.

>>: Ageing of service users in deterioration of their intellectual and physical division. This is a quick rerest to our management team and caring staff. Today we would like to share our experience of service quality as a tool to identify service grab so that we can react effectively and efficiently to the us problems of the service users in our home. Tony and Mary are admitted to our home in 1980. They were young energetic and healthy at that time. Now Mary is 15 years old and Tony is 60. I can record that Mary was tough. Loved dancing and outings in the past but now starts developing cognitive diseases, unable to attend any activities.

>>: From my experience this is quite useful that when disabled people reach 45 they would be suffered from thyroid defunction, hearing loss. Hard this is osteoporosis dementia and et cetera. They experience overall the intellectual capacity and some even have mental illness in jumps. Correspondingly the use of diet and (inaudible)tivity have been changed and therefore all these changes great a great stress in providing care to them. I remember my referral at home accidentally and got both.

>>: It reflects that our stress only comes from different carryings on of the regions of the service users but also comes from the carers who err per to you why their young had good health even understanding the care of multi disciplinary of these staff. We strive improving our service quality in order to meet the changing needs to them. First of all we decide the artistic plan with the objectives to get high customer satisfaction to help our service users to have positive ageing and to review the stress of caring staff by adapting new technologies and equipment. The map is used to translate the artistic plan into operational level.

>>: Identification of areas and targets to be implemented to bring about specific changes to the outcomes and narrow the gaps between existing service level to ideal service level in the developing plan we found get ready service quality greatly assisted and anticipation of areas and situations that are in need to improvement forget ready for quality customer get and service level gaps and also watch service areas of

my home decrying improvement customer gets referred to the discrepancies between the specialisation of the consumer. Customer gaps result from a number of service for wider gaps. They include knowledge gap, service design and standard gap. Service performance gap and communication gap. Each gap helps to identify loop holes of our service users. Aches and pains for improvement are accordingly designed. Service for wider gap one is the knowledge gap. It refers to the home staff and carers lacking of sufficient knowledge about the health problem and behavioural changes. Likely to be felt when users grow old. It also refers to insufficient challenge focus on carer's expectation. Rico, what we have done.

>>: We have founded research and service which is the most important lesson. Use the space for service design and helped staff to accumulate knowledge. Service employees survey and carers are to be conducted in uniform to get the best after the service experience and to measure the effectiveness of our services. Besides, seminars, train the trainer programme and organised it periodically. All these in areas the knowledge and to take care of the age of the service user and users of new systems and the equipment. Service for wider gap too.

>>: Sorry we also invite carers to attend case conference to discussion and review the caring plan of the individual service user. Carer focus group is from the bacon express their opinion and expectation regarding our services. Collect the information will based as the resource for the importance of service design. We also encourage users will assist in daily caring and activities. This (inaudible) carer to the understanding of the home service and can help to rebuild mutual trustful relationship.

>>: Service for wider gap is the service design and centre gap. It refers to the lack of right activity and service extenders in he's drawn to ageing service users. Rico, what is the plan we have been implementing?

>>: Firstly service users regular medical body check. Every 5 years to die yearly and to recognise the testing of osteoporosis and yearly it is really afford to have early assessment identification and intervention.

>>: Secondly we have designed existing activities, various exercise groups are paid and pay activities are designed to suit lifestyle choices. In order to review that work M load and enhance caring process modern technologies and equipment are installed.

>>: Thirdly whole, body machine sent away to exercise user area's hole body just for ten minutes can you increase model power to improve the balance and stronger bond. Using (inaudible) abdomen to ease constipation. Lastly diet and different texture of for aged service user. Aged differing amount could provide a more spacious and comfortable living around them. Life and debt education and broke you might prepare for that to prepare the service user and carer to understanding aging and therefore parents or go with persons.

>>: Service for wider gap three is service performing gap. It will be close to what existing service has been.

Most with a stop will -- to match the expectation according to the policy. Therefore the guidelines are always important and useful to deliver the service up to a standard.

>>: The programme to enable the staff to request the core value appealing material. The intangible service to tangibles.

>>: Service for wider gap four is the communication gap refers to discrepancies in service integration as a result of the horizon though and communication in related to problems.

>>: For vertical communication we have developed here this reading system. It effects -- often it requires have to record and report upward and observe the changes of behaviour of the individual service user. For horizontal communication. Case management system has developed it. John has communicated by case manager has helped regularly with all related discipline to discuss the rehabilitation plan and progress of the individual service user.

>>: Now net integrator action plans drive from get model into the specific map, the action plans are itemised is so clearly the cause and effect relationship across the perspectives of the artistic plan from get model, areas and targets improving and corresponding action plans can be developed which are the means to get to the goals of our statistic plan. Does the gap model can effectively promote better strategies execution.

>>: Our medical experience in accepting this model tells that it provides a useful framework to fund our deficiency in our service. To meet the changing needs of ageing disabled person. It greatly facilitates the development of specific lesson plans to improve our service quality.

>>: After implementing the action plans the result is very encouraging.

>>: Next fell down incident happen, and they are now moving to co-operate to hand over the ageing problem of their loved ones. Carers becomes Partner when during with the ageing issue. Home staff become more confident and more experience to the behaviour changes of service user due to their deterioration physical and intellectual condition. The tradition of the equipment and stay working a moment have reduced the work accident of staff.

>>: Last but not the least we have service for intellectual disability specially for residential service. In tangible service is the most important component in service quality. In tangible service implies that belief and attitude of individual staff such as acceptance, respect, people can help, equality and emphasis. Service is a process of experience. Not only when carers and service users have experienced better intangible service quality. Higher customer satisfaction can be achieved. While testing us to the tend of our presentation.

>>: Thank you for listening. Thank you. (Applause).

>>: Thank you very much Judy and Vico. Our final speaker this afternoon is the Director of knowledge, knowledge development and management development and supervisor of the community and social

change department and you will have to excuse my miss pronunciation here. Shapiro in Israel and the topic of the presentation this afternoon is on promoting quality of life and independence of people with intellectual disability and self advocacy.

>>: Good afternoon. I am very happy to be here to and have the opportunity to introduce one of the projects that we are doing in Israel. A project of developing leadership and leadership that affects policy of people with intellectual disabilities. First of all I want to say that this project wasn't created by accident because -- we are not doing something right. Okay because it is very connected to the vision of my organisation Shapiro. I would like to Shapiro's vision is focused on social change we believe we are an organisation for social change our mission is to help people with disabilities. We work not only with people with ID D but also with other kind of disabilities but we believe that our task is to realise to help the people to realise the full potential and be able to contribute to society. In implementing our vision we promote inclusion. Social participation, rights and to show good and appropriate quality of life of people with disabilities and the families -- quality of life. Our strategy is built on three main components. The first one is innovative service models. Is the response to unmet needs in the community. We develop new services or new models of work and we -- my task is to collect the knowledge and to translate it to models of work so we can disseminate them all over Israel and sometimes abroad. When we have a good model of work we are trying to disseminate and we are not trying, we always research and evaluate it and when we find our informed evidence base models of work we are disseminating them in Israel and in other places too. Another thing that we are doing is we are influencing policy and legislation in order to make these services or these programmes part of what the Government is obligated to support and to supply to people and we have some good examples but I don't have time to explain.

So okay. I want to tell you the story of shy which is one of the members in the national leadership group that we developed in our project and through his story I want to describe how the project is working because he went to all the stages of developing the project. His party is very active part of development team we have. We have four members of the group that are part of the developing team which has professionals and people with intellectual disabilities that are part of the developing team and shy is one of them. He is a young man with ID D in his early 30s. He lives in an apartment in the community with five other people. Usually share two people a room and he works in one of the departments of the city of Jerusalem. 5 years ago we started the project. Shy had joining one of our first local self advocacy groups. From the beginning it was clear that he had natural leadership qualities. He was very active in the group and he felt that together they can make a difference it was something he talked about in the group a lot. He said if you organise and do things together we will be strong. We can make a difference and influence things. He had ideas and suggestions and of things that need change but he did not have the tools or the skills to promote his ideas in the group by his own. For example he arose the subject of being two adults in

one room and he said that he thinks that it doesn't fulfil his right for privacy and he said that they have to do something about it. Another young man that was in the group also said that he wants to join that and the whole group started to talk about the subject and decided -- they want to do something about it. I want to talk now what they try to do, but I want to show how things are raising in the local programme, groups. With the help and guidance of the facilitator who is a person without intellectual disability some of our facilitators are people with disabilities but not with intellectual disability. Shy started to lead the group in the meetings group and they there were three people in his group that were very, very active and all three of became leaders of the group. After a while he declared that he wants to build a new local group. He thought in the main power will come for many, many groups that will work altogether. And at that time we open the first course for leaders of local self advocacy group. We had like six groups then and we decided to open course for the leaders of the groups in order to help them to make the task as leaders easier and with tools and with knowledge. Shy joined the course. This course gave him tools to build and run a new group. With the support of facilitator. Soon he develop the vision about national movement of people with ID D. He was one of the members of the national leadership that we built. We started then to build from the groups of the leaders national leadership group. A year later he joined a new course that we have developed for the national leadership group. The course gave him and the other participants knowledge about rights. They learnt a lot of rights that people with ID the are entitled to get. Leading change, how do you lead change, what are the stages you have to go through in order to make a change. How do you get participation of other organisation in the other people that can support your procedures that you are doing.? How does Israeli Parliament operate in the civil society can be involved in and influence policy. I think that the idea to understand that they are civil society and they have the right to influence as one of the main big achievements of the course because people understood that they have the ability like in the right like every other citizen in Israel to demand change in their situation. For example, they understood that if they will participate in Parliament committees they can make the change because they can say what they want, what they need, they can, their voice will be heard. They learned about the C R P D which was quite new in Israel, in Israel ratified the C R P D in 2012. And what does it mean to them that there is C R P D, the convention of rights of people with disability that Israel ratified? What every state that ratified the convention is obligated to do? What are the state's bleaktions and they can demand from the state to do to fulfil these obligation to implement it and they also discussed the role of civil society in implementing the convention. There was a lot of few meetings that were dedicated by them to the question what can we do if we see that our rights are not fulfilled if our rights are not given to us. After ratifying the convention in 2012 in the state of Israel the load concerning guardianship had to be changed accordingly. It was one of the results of the ratifying of the convention. In Israel a guardian is appointed by the court. I don't know what happens in other countries but in Israel you have when a child

becomes adult at 18 the parents has to go to the court or somebody on the family and demand that he will be the guardian of the person and usually, not usually, always there is a recommendation of a social worker or people from the department of social from the ministry of social work and the social affairs that enforce this demand for guardian and in the case of people with ID D almost automatically most of the people will appointed a guardianship was appointed to them. Yet it was clear to us the professionals that work with the groups that most of the people in our groups and many others are able to live independent life if they get support in decision making and they get guidance that they need. As facilitators we saw our task to raise the subject in the leadership group and ask them if it is something that they want to deal with. We wanted them to understand the changes that the Government is suggesting, what are the changes in the law of what is going to be and we wanted them to express their wishes regarding this subject and how they feel, some of them, by the way who have hundreds and 30 people in our groups. Most of them have a guardian. Most of them don't need guardian for all the areas of life. Maybe for some but not all areas of life. Shy and three other members of the team embraced this idea and said it will be the subject of the national conference of all the local groups. The today we have 12 groups and the national conference is happening once a year and they suggested that it will be the subject that all the people together will discuss in the groups but also in the conference so they will get the ideas of what people want because they felt that if they are representing all the groups the idea of all the groups should be heard. Best under discussion in the conference the national group build a position paper about the what is the important for them, what is important for them in the new law. The group, the first thing that happened was very interesting. We told them that when you are preparing a position paper you have to present yourself. Who is giving this position paper and that started to discuss how do you want to be called. Do they want to be described as people with intellectual developmental disabilities? They want be described as people with special needs or people with difficulties. People with disabilities. It also took a few meetings before they decided that they want to describe themselves or to I define themselves as people with special needs and special difficulties but that was part of the debate of the discussion in the group that they said that if we say that intellectual disability maybe the Government and the ministries and everybody won't listen to us. They have a lot of stigmatism, so we have to define ourselves in a way that will be like put us I in a higher level. That, that was very interesting there and we respected what they choose. They choose the people with the special needs and the special difficulties. The position paper demanded three things. First that they will have the judge will be obligated to hear the person himself in course. Today this most of the judges don't hear the person himself in court so the person doesn't have any chance to say what he wants or what he believes he can do independently and if he feels that he needs a guidance or not or a guardian they wanted to have the ability to choose an alternative to guardianship which was not in Israel at the time. It was either you have a guardian or you don't have a guardian. There was not any kind of adult

alternatives. For a variety of options like to have a guardian only of some areas or to have other options and they talked about the option of including in the options a supported decision making system that somebody that helps a person to get, which is not a guardian. He helps the person to decide for himself upon his life. Okay. On all the others, it was very interesting because all this subject raised a variety of ideas in the group. There were people that said I want to have a guardian, not that everybody said that they don't want a guardian but many of them said that they believed that they can do at least some of the choices by themselves and some of them said, we have the ability to do all the choices in our life by ourself but we need help in that. Not somebody that will decide for us but will help us to understand how you decide in the right way, in correct way. Not what decision to get but how do you develop the ability to decide by yourself in a correct way. Shy was one of four representatives attend in the meetings of the kitty in the Parliament that was cussing this subject and presented the opposition on behalf of all the hundreds and 30 members in our groups. They also met with some Parliament members personally to gain their support when they are coming to vote and coming to tall they thought that if they will meet them personally and see what they are able to do they will be more kinst that they are people with abilities that has, that a guardian wasn't appointed to them and it is not necessarily the right way to do. Yet also they also met with the commissioner of equal rights of people with disabilities in Israel and they ask for his support and he did so in the discussions. With a lot of other organisations they were not in the battle by themselves. There were other organisations in Israel, advocacy organisation. Altogether there was a lot of I would say almost battle because the main organisation that objected to this changed where parents organisation that was interesting because they thought that the children are not able, many of the parents organisation and the ministry of welfare, the social workers that were afraid that it will that people might be hurting themself if they won't have a guardian and after a long battle they also wrote a letter to the Ministry of Justice and to the Minister of justice and the Minister of welfare. They succeeded with other organisations and the law has changed and support the decision making will be an option in the new law which is a huge achievement. It is the first time in Israel that people with the fight for the rights on a policy level. It is the terse time that people with abilities, Parliament committee and advocated for themselves. I think that we talked with, we met with some Parliament members and all of them were surprised when they met the people themselves. They were passing laws without meeting really the people and knowing on what, which is the population that they are deciding for them what is right or wrong for the life. Shy and his colleagues made a huge change in the lives of thousands of people with ID D in Israel. So I would like to just to summarise a few the model I will do it quickly now we are short in time. Shy's story is the story of the programme. I described through the way that shy has developed the older stages of the programme. Nothing about us without us was and still is the most important call of people with disabilities throughout the world. The programme was develop as a Partnership of four organisations I want to

mention it. It was not only Shapiro it was Shapiro in Israel family foundation and the foundation of Los Angeles federation. In Israel until the project started the voice that was never heard, the group of people whose wishes and preferences were never expressed directly by them. The group that never knew how to organise and fight for the rights were people with intellectual developmental disabilities. Acquired helplessness. Is an operation and the effect of social stereotypes when forced exclusion from decision making processes and absent from centres of influence. We believe that their participation and their voice are the most critical factor for creating an inclusive society. So I just want to summarise the model. We build a local group which is a grass roots. Sits there in the organisation one of the group is working and she told me before we started to the meeting here that in her organisation as a result of the group that was built there and they have a very good group and the workshops you see that we start with the workshops for the professional and care givers and sometimes also for significant family people that we are doing on what is self advocacy, what is leadership, why it is there, why it is to promote the people's the responsibility for the life that they have nominated one of the leaders to be part of the management team which is really a huge achievement and I bless your organisation for such a wonderful step I hear that you are taking because it really opens the opportunity for many others organisations to do this thing. Recruiting people after we do the workshop we recruit people to the group. The group meetings start with the facilitator help and the national, and after that we have national conference for all the groups once a year which is very important. I want -- the national leadership group is based on the model of social action model and the representative from the groups not from all the group yet but from the representative are meeting together to promote session change and change policies. The main goal of the national group is to change policy and to lead changes they are not working on the same subject that the groups in the local places are working. There are some components that we found that are very important to support the development of the leadership group. One of them is training and I call it an on the job training because people have to get knowledge, ideas and tools that are from the fundamental world and the group goals but it is important that they will learn it through experiencing it. If they don't experience it on real things they don't internal lies them. Skills development. They have to develop skills in order to lead, skills to lead a group, to lead a meeting, skills to lead a decision making procedure, skills to prepare a position paper's it is not easy to do even for professionals. How do you prepare it. What do you do? It takes for the groups after they are working with all the groups, like four or five meetings until some position paper is like a suggestion of position paper is accepted by the group and they also know that they have to do an awareness work. They have to raise awareness in their own families in their own organisations and in other places that they are there in the Parliament and in the ministries because if people want to meet them won't know what they are doing, what are their abilities whenever people meet them they respond we get we did know that they can present things we didn't know that they can defend

their rights. We didn't know that they can even parents the first meeting that I did I was the facilitator of the one of the groups in Anna Na in the centre of Israel and they decided that they want to share what they are doing with the parents and they invited the parents, they prepared the evening in order to talk with the parents about what is to be a self advocate and parents came to me are that and said I never knew that my son or my daughter can speak like that or defend himself like that, the parents were surprised from they found out that their children has abilities that they never dreamed that they have and the last stage that we are in now is that we are trying to help them be part of a national adult networks. Representative of the group are now taking part in coalition of professionals and NGOs and D POs together and they are presenting -- I can give you an example -- there is a coalition to present for independent living in Israel and the organiser of the organisation which is another organisation, advocacy organisation, professional advocacy organisation ask if people from the leadership group can join them in order to present what are the wishes of people with intellectual disability in this area. So they decided that they wanted to join the procedure but in the conference they will and it was the last conference in April they will speak about the subject with all the groups and the groups will decide what their preferences are and so on and after the group, the conference we had a few meetings that we summarised what the groups, the members all the members said in the groups and what they want and what they prefer and that was written and they, we help them to prepare a position paper that presents the variety of ideas and the variety of needs that everybody needed. So joining the national networks that it is not only of people with ID D; it is the step that they are now there and from my point of view it is the great success of the programme that everybody understands that their voice has to be heard. Everybody understands that they have to be part of other coalitions that are taking decisions upon their lives and they are taking the place in the right way in this world of policy affecting. Thank you. (Applause).

>>: Actually before you leave the lectern because we are sort of tied to microphones here. You can but I probably ask you to come and speak into the mike so that people in the back of the room will be able to hear, is that okay?

>>: I just want a sentence. I actually did not know josh was going to present this paw pick but it gives mew good opportunity because Josh that you met this morning is a third colleague wrote a chapter that is related, she spoke about this a bit but related specifically to what these groups said about self stigma, people with intellectual disabilities and the book in which their chapter is published is coming up this month, the whole book is about stigma and intellectual disabilities and I do have fliers if anyone is interest in learning more about Josh and other interesting things that come up in this book.

>>: Thank you very much.

>>: Tell about the results and the higher the group of self evaluation of the group of the leaders from the programme which really was a very important for us to feel that.

>>: Before Josh leaves the front of the group, does anybody have any questions on her presentation on self advocacy they would like to ask. If you do have a question you can raise your hand, there is a microphone you can speak into. No? We are good. Hang on. Just bear with me a second.

>>: Every group is between ten to 15 members, each one.

>>: Person with supporters any groups? How many are there supporters in a group, each group?

>>: No, between one to three members of the group are the leaders that lead the meetings and every group has a facilitator that is helping them to prepare the meeting, helping them if they need help during the meeting but they decide on the agenda of the meeting and they run the meeting and the relationship in the meeting during between the members and decide on the subjects and what they want to do. It is their decision.

>>: Okay.

>>: Thank you.

>>: Terrific. If there are not any other questions for Josh I am going to ask whether we have got any questions on the presentation we had from Judy and Veco which was on their work around residential care in Hong Kong. Again, if you have any questions just raise your hand, the microphone will be with you. No. We are good. Okay. Before that Marie gave a presentation on Website design. Yes, we have got a question at the back of the room if we just wait for the microphone you might have to -- where is Marie. Hi, you will have to speak into a microphone as well so that others can hear you.

>>: My question was whether the nature of the content had any difference on the accessibility to the user as it were how interested or how enjoyable that content was?

>>: For the young people ....

>>: Sort of it might he more interesting for them to look at say a Website about a sports team than read the news.

>>: Yes.

>>: Does that level of interest have an impact on the accessibility?

>>: Yes. We do our research about Websites, about the topic. The transition from school to work. So the Websites were all about this topic.

>>: Okay. Any other questions for Marie.? Okay. In that case with a minute or two left. Shelley's was the first presentation this afternoon. That was on the role of the ID F in Israel and opportunities for people with intellectual disabilities. Any questions on that presentation? Yes we have got one here and one at the front. Again if you could just speak into the microphone that would be great.

>>: Yes, thank you very much. I am from Germany and I was wondering maybe I didn't get it right. Are there also further job perspectives for the people in the army maybe?

>>: When they finish their service?

>>: Yes.

>>: One of the big aims of the project was to be able to allow the people to become whomever is interested and is able to become career soldiers after that so in Israel there is the possibility to become a career soldier which is being a soldier for your career. Unfortunately there were some obstacles in getting this to that stage so there is the two people that you saw in the film which are actually the first two soldiers that came out of this programme and another so there are about three or four people that got an opportunity to stay but for most people it was basically training and then they have to undergo another transition to find other employment outside the Military.

>>: Thank you. Was there a question at the front.

>>: Which is normative in Israel, the Military in Israel is a transition. Only a few people would work in the Military.

>>: Did the training and the activities that the people took part in difficult significantly from non- disabled people and the related question is once they finished the training were they then qualified formally? Had they become soldiers?

>>: So the training that they underwent, the specific six months training course was very different then. It was a specialised training for this. Because some of the things that had to be taught were things that have to do with boundaries, what is a commander like? There were classes about sexuality, and it is also in terms of protecting themselves and how they present themselves to others so there was a lot of training that was not part of what other soldiers in Israel would get. Other soldiers usually would train for their specific task and then in terms of the task that they completed many of them hat completed the tasks that were not there previously so if a commander had in place for three soldiers the soldier with intellectual disability might be the fourth soldier in his recruit and he might be completing tasks for example the two people that you saw here, he explains who was in the film, he takes apart computers that have a secretive data on them and he could spend a lot of the day taking apart an making sure that some security issues on the computer would not get some place else and this is one of the tasks that he complete and other tasks in my study on the commanders which was not presented here they describe a lot of the thought that they put into assign a specific role that might have not been there before but now they feel is a very integral role in how did I deal before without this role and none of them are out there doing any militaritive type of tasks.

>>: So the expectations on the roles of soldiers. For example would they be expected to go into some combat situation?

>>: No, so this is what I meant, they would not go into a combat situation. None of the soldiers would go into a combat situation. They are all working in bases that we call them a close to home basis which means they go and complete their task from eight to four and come back if they live in their parents' home or

a residential facility they all go one day. But they are part of anything else that happens if they are Military trips they will go on trips with the troop. If there are ceremonies they will be part of the ceremonies. If there are birth days to be celebrated they are part of everything that happens inside. They don't go out to combat, to train for combat but I think this is normal in terms of the fact the Military in Israel a certain fraction of the people go out to combat and many other people do not.

>>: Terrific, thank you Shirley. That is it, the clock has beaten us. We are all required back in the main hall to listen to ministers around the world. I would just like to finish by thinking presenters for their presentations this afternoon. Thanks to you for your questions and that is it. Thank you.

(Applause).