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Access to Information and Knowledge for Persons with Disabilities Brief Information about UNESCO's work and Knowledge for Persons with Disabilities Brief Information about UNESCO's work



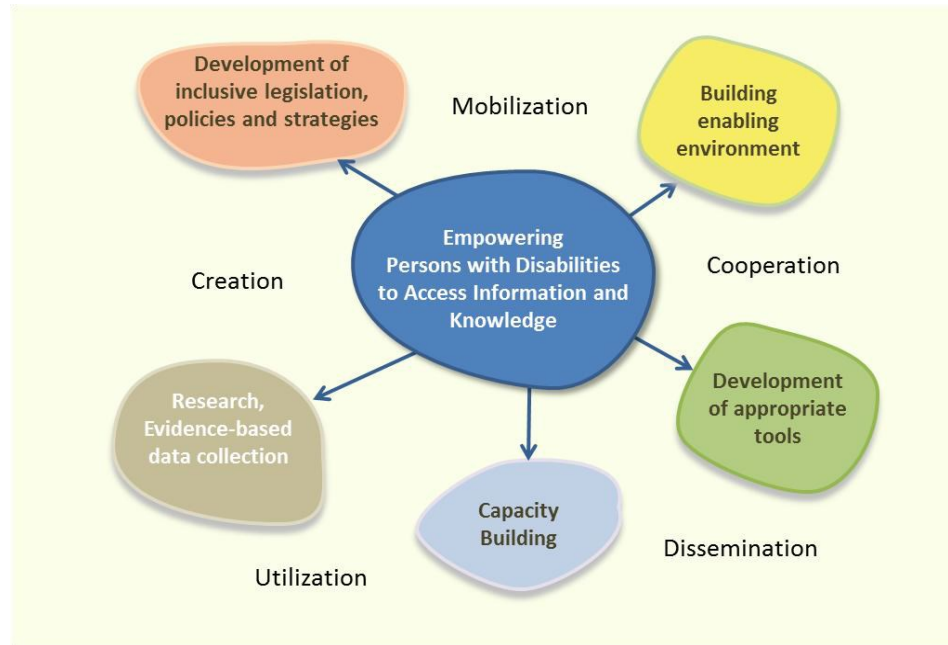
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UNESCO promotes the concept of knowledge societies that are inclusive, pluralistic, equitable, open and participatory



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Brief Information about UNESCO's work

UNESCO is one of the UN agencies that promoted and supported the united nations convention on the rights of persons with disabilities, adopted in 2006.



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Accessible ICTs and Personalized Learning for Students with Disabilities



http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/accessible_ict_personalized_learning_2012%20.pdf

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Accessible Digital Office Documents for Persons with Disabilities

Accessible Digital Office Document (ADOD) Project

Home

Accessibility of Office Documents and Office Applications

The Inclusive Design Research Centre, in partnership with UNESCO and the Government of Ontario, has developed consolidated and publicly-reviewed guidance to documents and the office applications with which they are created. See below for more background information on the Accessible Digital Office Document Project.

Overview and Assessment Framework

The Overview provides a high-level introduction to the project and the relationship between the different documents that are part of the ADOD Project. The Assessment Framework provides a mechanism for assessing the accessibility of office documents, office document formats and office applications based on WCAG 2.0 and ATAG 1.0:

- **Overview:** [DOCX](#) | [DOC](#) | [ODT](#) | [HTML](#)
- **Assessment Framework:** [DOCX](#) | [DOC](#) | [ODT](#) | [HTML](#)

Authoring Techniques for Accessible Office Documents

These documents are "desk reference"-type guides that are intended to help users create accessible office documents using their existing office applications.

To add
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<http://adod.idrc.ocad.ca/wordperfectX5-review>

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Opening New Avenues for Empowerment: ICTs to Access Information and Knowledge for Persons with Disabilities



The report (English) is available on UNESCO's website. <http://unesdoc.unesco.org/images/0021/002197/219767e.pdf>

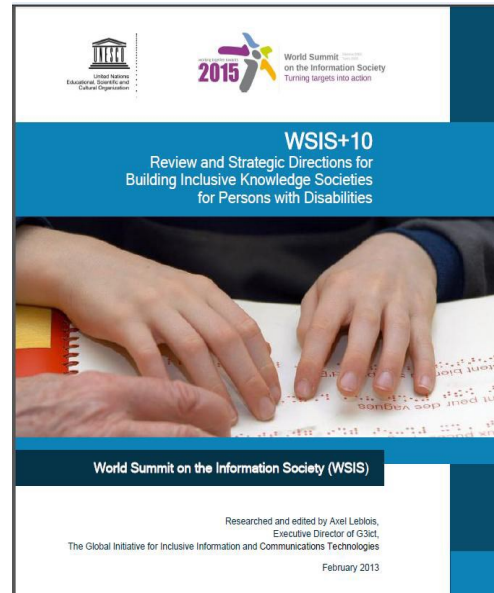
LAC region report is available on UNESCO's website:

English version: <http://unesdoc.unesco.org/images/0021/002163/216382e.pdf>

Spanish version: <http://unesdoc.unesco.org/images/0021/002163/216382s.pdf>

UNESCO World Summit on Information Society (WSIS) + 10 Review Meeting – February 2013

This research report has been commissioned in the context of the approaching deadline of 2015 for the MDG (Millennium Development Goals) as defined by the United Nations General Assembly to assess the progress of actions initiated after the first and second WSIS (World Summit on Information Society) to promote the digital inclusion of persons with disabilities and to provide policy recommendations.



This report is the result of an extensive expert consultation organized conducted from 20 May to 17 June 2013 by ITU (International Telecom Union), Broadband Commission for Digital Development, the Global Initiative for Inclusive ICTs (G3ict), the International Disability Alliance (IDA), Telecentre.org Foundation and UNESCO.



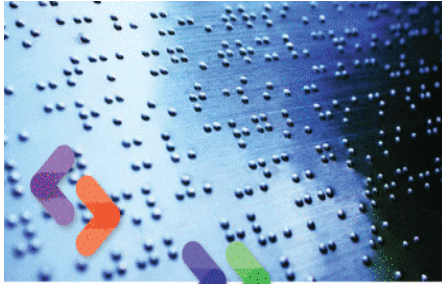
http://unesco.org/cmscore/files/ict_opportunity_disability_inclusive_framework.pdf

International Conference

The Role of Information and Communication Technologies for Persons with Disabilities

Building on the United Nations Convention of the Rights of Persons with Disabilities (UNCRPD) and its unique mandate to education, communication and information within the United Nations system, UNESCO, in close cooperation with international, regional and national partners organized an international conference entitled “From Exclusion to Empowerment: The Role of Information and Communication Technologies for Persons with Disabilities” in New Delhi, India (December 2014).





Model Policy for
Inclusive ICTs in Education
for Persons with Disabilities



Development of Model Policy for Inclusive ICT and Assistive Technologies in Support of Inclusive Education

The model policy initiative is a collaborative venture between UNESCO, G3ict, European Agency for Development in Special Needs Education, and Microsoft in which a number of model policies will be developed in relation to the implementation of the UNCRPD. The issues of web accessibility and also inclusive education have been identified.

<http://www.unesco.org/new/en/communication-and-information/resources/publications-and-communication-materials/publications/full-list/model-policy-for-inclusive-icts-in-education-for-persons-with-disabilities/>



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For further information on UNESCO's Work please go to :

<http://www.unesco.org/new/en/communication-and-information/access-to-knowledge/access-for-people-with-disabilities/>

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Access to knowledge

Access for people with disabilities

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Free and Open Source Software (FOSS)

Information literacy

Internet Governance

Libraries

Linguistic diversity and multilingualism on Internet

Open access to scientific information

Open educational resources

Preservation of documentary heritage

UNESCO ICT Competency Framework for Teachers

Access for people with disabilities

The World Health Organization (WHO) states that 15 per cent of world population are with disabilities. However, information and communication technologies (ICT) have the potential for making significant improvements in the lives of these persons, allowing them to enhance their social and economic integration in communities by enlarging the scope of activities available to them.

International Day of Persons with Disabilities is celebrated annually since 1992 on 3 December to promote an understanding of disability issues and to mobilise support for the dignity and well-being of persons with disabilities. It also seeks to increase awareness of gains to be derived from the inclusion of persons with disabilities in every aspect of life.

UNESCO is one of the UN agencies that promotes and supports the Convention on the Rights of Persons with Disabilities, adopted in 2006. The UN Convention represents the universal framework, which reaffirms that all persons with all types of disabilities can enjoy all human rights and fundamental freedoms.

Inclusion matters: access and empowerment for people of all abilities

3 December 2015 - 10:00 - 16:00
UNESCO Headquarters, Room 1, Paris, France

In line with the Organization's strategic objective to build inclusive knowledge societies, UNESCO looks to promote International Day of Persons with Disabilities (3 December) celebrates the extraordinary potential of persons with disabilities. The celebration programme under the theme "Inclusion matters: access and empowerment for people of all abilities" will include keynote speeches, a high-level discussion panel, film screenings and cultural events.

High Level Dialogue - Making Empowerment a Reality – Accessibility for All

Plenary session from 9.00 a.m. to 10.30 a.m.
27 May 2015

UNESCO, as facilitator of the WSIS Action Line C3 – Access, will bring together high level panelists who are actively engaged in the international cooperation, policy making, civil society and human rights activities, and industrial development in order to share their experiences in the area of digital inclusion and contribute to shaping the Action Line's future.

VIDEO

Look at Me, Not My Disability!

Source: UNESCO Multimedia Archives

RELATED INFORMATION

- ▶ Events
- ▶ Documents
- ▶ News

PUBLICATIONS

- ▶ WSIS+10 - Review and Strategic Directions for Building Inclusive Knowledge Societies for Persons with Disabilities
- ▶ UNESCO global report: opening new avenues for empowerment: ICTs to access information and knowledge for persons with disabilities

WEB SITE S

- ▶ Addressing exclusion
- ▶ Accessible Digital Office Document (ADOD) Project
- ▶ UN enable

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Publications

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Model Policy for Inclusive ICTs in Education for Persons with Disabilities



Model Policy for Inclusive ICTs in Education for Persons with Disabilities



This model policy is part of the United Nations Educational, Scientific and Cultural Organization (UNESCO) and Global Initiative for Inclusive Information and Communication Technologies (G3ict) joint efforts to facilitate the implementation of the UNCRPD.

The main objective of the joint initiative was to develop a model policy document to be used as a template to assist UNESCO Member States in promoting the effective use of inclusive ICTs in education for learners with disabilities, although it must be emphasised that the policy objectives and actions outlined in this document are equally applicable to any learners who are vulnerable to exclusion from any sector of education (i.e. those who may be identified as having learning difficulties and/or experiencing different forms of social disadvantage).

The intention of the model policy document is to assist Member States in the process of developing policy in order to achieve the wider goal of inclusive education across all educational sectors and settings.

Chapter 1: Background to the Inclusive ICTs in Education Policy document



Learners with disabilities at all levels of education – pre-school through to adult education – are vulnerable to exclusion from educational opportunities. The World Report on Disability (2011, World Health Organisation / World Bank) estimates that there are between 93 and 150 million school-aged children with disabilities globally. Many of these learners are excluded from educational opportunities and do not complete primary education. Many more learners do not have equal access to educational opportunities as a result of their learning difficulty, or exclusion factors arising from social disadvantage. >> [More](#)

Chapter 2: National Mandate



The international legislative framework underpinning calls for education for all date back to the 1948 Universal Declaration of Human Rights. The 1960 Convention against Discrimination in Education, the Convention on the Elimination of all Forms of Discrimination against Women (1979) and the 1989 Convention on the Rights of the Child, among other normative instruments, informed the World Declaration on Education for All, adopted in Jomtien, Thailand (1990). This sets out an overall vision for 'universalizing access to education for all children, youth and adults, and promoting equity.' >> [More](#)

UNESCO RESOURCES



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Videos, photos and audiovisual services for professionals and the public



Conventions & recommendations
Legal instruments adopted by UNESCO's Member States



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Chapter 3: Policy Objectives



The long-term vision behind the Inclusive ICTs in Education policy is that inclusive ICTs are used effectively in education to enable all learners – in particular those with disabilities – to learn according to their individual learning preferences and to promote the long-term inclusion into wider society of learners with disabilities, particularly through enhancing their social inclusion and employment opportunities. >> [More](#)

Chapter 4: Policy Actions linked to Policy Objectives



The Policy Objectives identified in section 3 directly relate to Policy Actions that must be taken at the three levels of the inclusive education system: learner, organisational and system levels. The Policy Actions are not technology specific, rather they are activities that will not become out dated as a result of developments in technology. >> [More](#)

Chapter 5: Developing a National implementation Strategy



The Inclusive ICTs in Education policy must be linked to a clear national Implementation Strategy that provides a detailed roadmap for achieving the Policy Objectives and completing all mandatory Policy Actions at national, regional and local levels. The development of an Implementation Strategy is a mandatory step and the responsibility of the Lead Ministry. >> [More](#)

Chapter 6: Budget and Financing



The implementation of the Inclusive ICTs in Education policy must be underpinned by a coherent and effective financing mechanism. >> [More](#)

Annexes

- Annex 1. Development of the Model Policy Document
- Annex 2. Resources to Support Implementation
- Annex 3. Templates for Benchmarking and Monitoring the Completion of Policy Actions
- Annex 4. Policy Agenda for Inclusive ICTs in Education

Download full version

- English

Details

- Bibliographic reference
- Collation: 79 p.
- Publication year: 2014
- ISBN: 978-92-3-100005-8



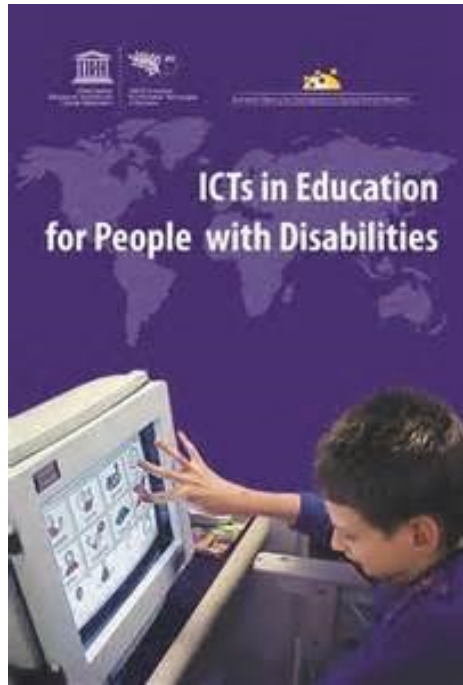
UNESCO, as facilitator of the WSIS Action Line C3 – Access, brought together in May 2015 a group of high level panellists who are actively engaged in the international cooperation, policy making, civil society and human rights activities, and industrial development in order to share their experiences in the area of digital inclusion and contribute to shaping the Action Line’s future.

- Since the adoption of the WSIS Action Plan in 2003 and Tunis Declaration in 2005, the issues of access to information and knowledge for marginalized groups were systematically addressed by various stakeholders.
- The adoption of the UN Convention on the Rights of Persons with Disabilities (UN CRPD) in 2006 by the UN General Assembly provided a comprehensive normative framework for disability-inclusive development.



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New Guidelines on the inclusion of learners with disabilities in Open and Distance Learning (ODL) are soon to be launched by UNESCO. These Guidelines aim to promote the systematic inclusion and use of accessibility aspects via open solutions (Open Educational Resources - OER, Free and Open Source Software - FOSS and Open Access to Scientific Information - OA) in Open and Distance Learning (ODL). They also highlight the key roles and obligations of educational stakeholders – Governments, Institutions as well as Quality Assurance.

http://www.unesco.org/new/en/communication-and-information/resources/news-and-in-focus-articles/all-news/news/expert_meeting_convened_by_unesco_to_validate_guidelines_on_the_inclusion_of_learners_with_disabilities_in_open_and_distance_learning/#.Vijbxk2IPKI

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Resources and Investment of public policies for persons with disabilities

- In Brazil UNESCO implements technical cooperation projects with the Government;
- The Brazilian government has a legal and social development framework that secures rights, pensions and subsidised credit lines for housing and equipment's;
- Together with government bodies and agencies, Brazil promote lines of research and public announcements to fund and promote inclusive projects.



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In conclusion, UNESCO works with Governments, Universities, Research centres, Private Sector and Civil Society to promote international standards, publish reports studies and best case studies, promote events and conferences to stimulate debate and influence appropriate public policies and legal Frameworks in order to make **Empowerment a Reality and ensure Accessibility for All.**





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Thank You!

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