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MANUAL

Design for All in Education for
an Inclusive World of Work



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Publisher: ŠOSO "Milan Petrović" with dormitory

For the publisher: Violeta Strahinjević

Editor: Svetlana Kekić

Design: Mirjana Isakov

Novi Sad, 2025.

See:

<https://savezosi.org/prepreke-i-osi/>

<https://disabilityinfo.me/resurni-kutak/aktuelnosti/item/1954-vrste-razumnih-adaptacija>

<https://novisad2022.rs/wp-content/uploads/2021/06/Vodic-za-unapredjenje-pristupacnosti.pdf>

https://ehons.org/rs/uploaded/PDF/Vodic_za_zaposljavanje.pdf

<https://www.uips.rs/images/docs/profesionalna%20rehabilitacija%20odraslih%20osoba.pdf>

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https://www.researchgate.net/publication/338385521_Vodic_sa_primerima_dobre_prakse_u_zaposljavanju_osoba_sa_invaliditetom

https://www.scribd.com/document/809545462/Vodi%C4%8D-za-poslodavce-za-zaposljavanje-OSI-2017?utm_source=chatgpt.com

<https://youtu.be/N0jgSDaHgnU>

ERASMUS+ 2024-1-RS01-KA210-ADU-000256462

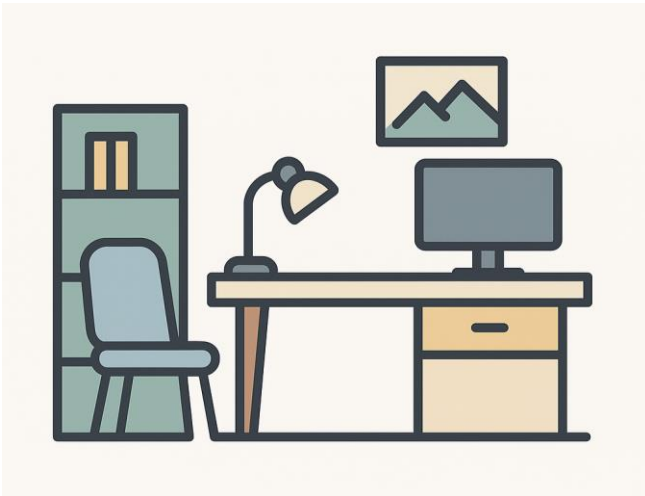
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1 . Introduction

This manual aims to help potential volunteers, employers and other interested parties to educate and prepare to work with people with disabilities. The material is based on guidelines for adapting the workplace for different types of disabilities (autism, intellectual disabilities, motor disorders, speech-language disorders, as well as sensory disorders – visual and hearing impairments) and contains practical advice for adapting space, tools and communication.

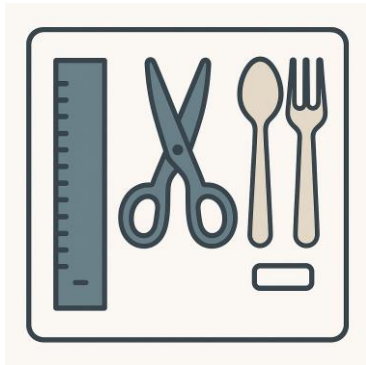
2 . General guidelines for adapting the workplace

Customization of space:



- Provide a calm, organized and easily accessible environment with a minimum of environmental disturbances.
- Provide sufficient personal space, including marked, visual and tactile signals (symbols, pictograms, Braille, contrasting colors).

Customization of tools and devices:



- Choose tools and devices that correspond to the individual capabilities of the person.
- Mark the parts of the tool (e.g. the power button) and ensure that the tools are always in the same place.

Customizing Communication:



- Use short and clear instructions, with visual support (videos, infographics, videos...).
- Allow sufficient time to process the information, repeat what has been said and, if necessary, adjust the vocabulary.
- When communicating, ensure direct face-to-face contact, use clear and specific expressions, and use additional technologies, such as transcription applications, in the case of persons with hearing impairments.

3 . Adjustments according to the types of interference

And. People with Autism Spectrum Disorder (ASD)



Space:



- Well structure the space in which the person will be able to establish order and the order of actions to be performed (organization of utensils and materials, etc.).
- Provide a space with less furniture and no other distractions (e.g. too many colors).
- Ensure that tools and tools are always in the same place, and that there is always a place where the finished product is disposed of.
- It is necessary to provide enough personal space for each individual when performing tasks.

Tools and devices:



- The choice of tool should be in accordance with the individual capabilities of the person.
- In order to use the selected tools more functionally and independently, it is possible to mark some parts of the tool, especially those that put the tool into function (power button), indicate the order of buttons or handles that need to be activated, in order to perform a complex action.

Communication:



- It is necessary to give clear and short instructions for the execution of work tasks.
- Use written and illustrated short instructions for use of the tool (pictures, symbols, etc.). Break down the entire business into a few steps.
- Give the person enough time to process the information and, if they have not understood it, repeat the information, adjusting the vocabulary or explaining it in a different way.
- Use appropriate rewards or praise when working.
- Work should be within their sphere of interest in order to maintain motivation.

B. People with intellectual disabilities



Space:



- Provide a well-organized and consistent workspace.
- Do not change the space often, and if changes are necessary, they should be announced in advance.
- The sequence of actions, as well as certain activities should be marked with symbols, pictograms, simple images.
- Provide a workspace free of distractions such as noise, the presence of a large number of people, etc.
- Adjust the pace of work, with the possibility of breaks.

Tools:



- The organization of the tool should be orderly and constant (always in the same place, in the same order).
- It is necessary to organize the tools in relation to the order of use in the work process.
- To mark the tool with a picture, color in relation to the purpose.
- Customize the workflow (reduced number of steps in the workflow with more green reminders).
- Introduce auditory or visual cues for activities that have a precise duration (e.g., when the bottle is full, the red button is triggered).

Communication:



- Give clear and concise instructions.
- Avoid abstract concepts.
- Communication should be positive and encouraging.
- Visual support and demonstration can be used in communication.
- The introduction of new activities should be achieved gradually, with a large number of repetitions.
- Provide an alternative means of communication (tablet, thumbnails) if necessary.
- Provide an instructor who would use the above strategies, who would be available for help and support.

C . People with motor disorders



Access and space:



- Provide access to the building with adapted ramps, elevators and sufficiently wide corridors (for example, a minimum width of 180 cm, a threshold not higher than 6.5 mm).

Customization of work surfaces:

- It is necessary that the work surfaces are adjustable in height (for stroller users), without distracting objects underneath.



Tools:

- If necessary, provide a custom keyboard with large or contrasting color keys, keys with easy-to-activate commands, and other computer aids.

Communication:



- Communication should be clear, direct and concise, with minimal physical effort.

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D. People with speech-language disorders



Space:



- The workspace should be quieter, with as little distraction as possible, and rapid visual cues enabled.

Tools:



- Use devices with large buttons, high contrast and clear markings.

Communication:



- Use visual support (infographics, videos), clear and specific instructions, and voice-to-text translation tools.

Further:

- Use apps to automatically generate captions during meetings and video conferences.

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E . People with visual impairments (visually impaired and blind)



Space:



- A well-lit space with high color contrast (70% contrast between the figure and the background) is required.
- Use tactile paths and tactile markings on furniture (including Braille markings) for easier movement.

Tools:



- The tools need to be equipped with tactile tags, a braille keyboard, software that provides feedback, as well as programs that convert text to speech.

Communication:



- Give clear and specific instructions, describe the environment for a person who is unfamiliar with the space and address the person by name, to ensure that communication is direct.

F. People with hearing impairments



Space:



- Provide a space with minimal noise, with visual signals and notifications.

Tools:



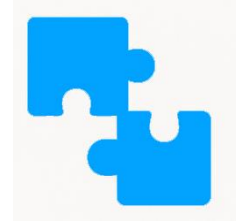
- Use visual screens, transcription applications, equipment that allows controlled access to sound (for example, directional microphones).

Communication:



- Communication should take place face-to-face, using gestures and, if necessary, sign language assistants.

4 . Supplementary materials for working with people with autism



And. The Basics of Working with Children with Autism

- Volunteering to support children with autism is a significant opportunity to improve the quality of life of children and their families.
- Some of the opportunities are: support in specialized classrooms, social skills development groups, therapeutic activities and respite services for families.
- It is important that volunteers are educated about the specifics of autism, including communication challenges, the need for routine, and the individual interests of children.

B . Specific recommendations

- Be patient, adjust the pace and use visual materials.
- Organize activities so that there is a clear structure and routine.
- Incorporate children's special interests into the classroom to motivate them.
- Make sure that volunteers receive adequate training and support from mentors.

5 . Conclusion

This manual should serve as a practical guide for employers and volunteers working with people with disabilities, providing accommodations that result in effective work and integration into the work environment. Adaptations relate to space, tools and communication, with a special emphasis on the needs of each group – from people with autism, through those with hearing and visual impairments, to people with motor, intellectual and speech-language disorders.

Through this handbook, employers and volunteers will acquire knowledge and skills that will enable them to provide appropriate support and to improve the quality of life of people with disabilities, and to promote inclusion and support in the community.

Recommendations for the inclusion of people with disabilities in volunteer teams

1. **Customization of the working environment:**

- Provide accessible space (wide entrances and corridors, appropriate ramps and elevators) that allows free movement for people with motor disabilities.
- Create work zones with clear markings, contrasting colors and tactile signals (e.g. Braille) for people with visual impairments.

2. **Customizing Communication:**

- Use clear, short and specific instructions, with visual support (infographics, videos, pictograms).
- When communicating with people with hearing impairments, allow the use of gestures, tablets or devices to transcribe speech into text or sign language.
- Ensure that all important information, meetings and tasks are also conveyed in writing.

3. **Flexibility in work and schedule:**

- Establish a consistent routine and clearly defined tasks to reduce anxiety and increase safety at work.
- Allow for flexible scheduling, breaks, and possibly additional time to complete tasks, especially for people with intellectual or sensory impairments.

4. Technical and Assistive Support:

- Ensure the use of assistive technology (custom keyboards, devices with larger keys, specialized software) to facilitate computer work and communication.
- Provide access to instructors or personal assistants who can provide additional technical and emotional support.

5. Education and training of the team:

- Regularly organize trainings and workshops for all team members in order to raise awareness of the specific needs of people with disabilities and ways to adapt work processes.
- Encourage open communication and sharing of experiences, thereby fostering an inclusive culture within the team.

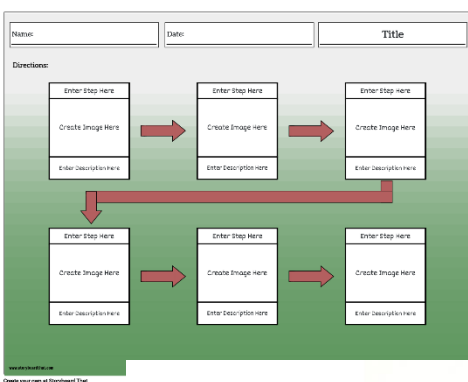
6. Individualized approach:

- Identify the unique needs of each team member with disabilities and develop individual adaptation plans.
- Involve persons with disabilities in the planning and decision-making process, to ensure that solutions are practical and useful.

Examples of visual and graphic communication and adaptation



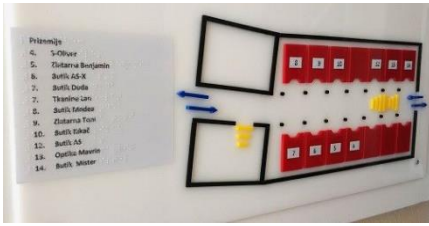
Infographics: Create concise graphics that show key steps to customize spaces, tools, and communications.



Flowcharts/flowcharts: Show the process of implementing recommendations, from planning to evaluation, with a detailed explanation of each step.



Before and after examples: Photos or sketches of workspaces before and after customizations, illustrating changes in access.



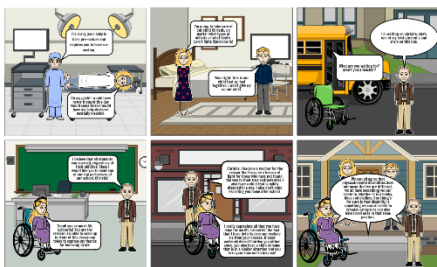
Space schemes: Plans or sketches of custom workspaces (e.g. layout of equipment and tools, placement of signage, installation of assistive equipment).



Icons and symbols: Use clear icons and symbols that represent different types of distractions and recommendations (e.g., sound sensitivity symbol, computer icon adapted for people with motor impairments).



Video tutorials: Short videos on examples of successfully implemented recommendations in practice.



Story boards: A series of images or illustrations depicting real-life scenes about the interaction between a volunteer and a person with a disability.