

## Work of Ananlisys

Use and evolution of easy to read language in Estonia, Italy, Lithuania, Spain, Poland, Portugal - partner countries of the Project Accessible Information Material



# The easy to read language in the partner Countries



Co-funded by the  
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of the European Union

For more information visit the web-site:  
<https://accessibleinformationmaterial.blogspot.com>

# Introduction

This document is a result of the Project Accessible Information Material – AIM, a Strategic Partnership for innovation realized within the Erasmus+ Programme (The Project is Co-funded by the Erasmus+ Programme of the European Union).

AIM wants to spread the easy to read and to understand language and to produce and disseminate concrete resources to facilitate the access to Information and Communications Technologies (ICT) to people with learning disability and low literacy skills.

The project activities started with a work of analysis conducted by each partner organization in order to document the use and evolution of the Easy to read language in their Countries, with the eventual overview of its use in the partner organization itself.

The partnership is composed by the following organizations:

ASSOCIAZIONE UNIAMOCI ONLUS – Coordinator (Italy)

Asociacija "Aktyvusjaunimas" (Lithuania)

CENTRO SOCIAL E PAROQUIAL SANTOS MARTIRES (Portugal)

TallinnaTugikeskus JUKS (Estonia)

IES El Greco (Spain)

Towarzystwo Wspierania Inicjatyw Społecznych Alpi (Poland)

UNIVERSITA' DEGLI STUDI DI CATANIA (Italy).

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# Easy to read language in Estonia

- analisys by TallinnaTugikeskus JUKS

## Introduction

The research can be briefly summarized as that: the use of easy- to- read (simple) language in Estonia is so far more project-based and driven by enthusiastic people like all project-based things.

What is popularized in Estonia is the use of plain language. Plain language is a language that is made understandable to the average person. Unnecessary complexity has been removed from clear language, but style has been retained. It is a reader-centric language.

## Easy-to-read language in education

Doing information research in some elementary schools for students with intellectual disabilities it appeared that school staff are aware of the nature of easy- to-read language but it's not actively used. There are different alternative communication methods, which also include the use of different pictograms and pcs images.

The same applies to teachers in vocational education: there are those who are leaders in the use of easy-to-read language, but also there are teachers who are aware but rather use other methods.

## Educational materials

About in the last 10 years there have been different programs funded by European Social Fund. Thanks to those, there have been developed educational materials for students with special educational needs who are studying in elementary or vocational school.

Although the material are not official easy-to-read materials, these are compiled according to the same principles.

At the moment there is also one programme in work named „Digipõõre“ („Digital turn/ revolution“) funded by European Social Fund Action "Development and Deployment of Modern and Innovative Educational Resources" to create digital educational materials for simplified and coping curriculum levels at elementary schools and for vocational schools in various subjects.

## In institutions

Only markable information about usage of easy-to- read language was found on the Estonian Association of People with Intellectual Disabilities (EVPIT) website who have had an international project, leaded by Inclusion Europe. EVPIT published a couple of brochures to introduce plain language and this year they are starting the project to

survey the accessibility of Estonian public institutions for people with intellectual disability. During the research work, it has been asked about the usage of easy- to-read language among members of the organization, the answer was that the usage easy-to-read language is rather little and mostly related to make the regulations understandable for their clients.

## **Refugees in Estonia**

Since 1997, when Estonia adopted the Refugee Law and Estonia acceded to the 1951 UN Convention on the Status of Refugees, a total of about 1,100 asylum applications have been filled. During the period 1997-2018, Estonia granted international protection to 481 people (refugee status to 217 people and subsidiary protection to 228 people). The numbers are small, just like Estonia's own population, and this is primarily due to its remoteness from the Mediterranean and being neighbour to the richer Nordic countries.

During the research work, the director of Estonian Refugee Council was contacted to ask opinion about easy to read language working with refugees: the use of simple language is very important and they have tried to follow these principles in the materials they have developed for their target group. eg: avoiding clerical and departmental vocabulary, giving practical examples, preferring short and tangible sentences and paragraphs, using active speech, structuring information in logical in a legible way.

These materials are not public, but addressed to their clients. In public communication (website, social media) they have not directly followed the principles of easy-to-read language, but tried to avoid the use of unnatural language constructions, the Chancellery and the use of acronyms and foreign words that are little known to the general public. Estonian Refugee Council also consider easy-to-read language to be important in supporting language learning with their clients: their support staff and coordinators also try to practice Estonian with their clients, and very suitable for that is a simple, basic language.

## **Easy-to- read lanuage in Support Centre Juks**

The easy-to-read language use situation is generally the same as in Estonia in general. It has workers who have heard about it, but also there are workers for whom this is an unknown field.

During the research work, it emerged that at least two among the employees had a training many years ago and one of them taught this knowledge in small groups within Juks in years 2013-2014.

In 2015 two documents were translated in easy-to-read language: Support Centre Juks's regulations and Support Centre Juks's rights and obligations of clients.

After that time there has not been noticeable activity on this field until today.



# Easy to read language in Italy

- analisys by Associazione Uniamoci Onlus and  
UNIVERSITA' DEGLI STUDI DI CATANIA

## The perception of the need of a language simplification in Italy

One of the first suggestions for the use of an easier language in Italy was in the 60s by Dino Buzzati. He is an Italian writer and journalist considered the inventor of a concise language mixing his passions for figurative art and press reports.

*Click here to see Dino Buzzati's Poem Strip*

In 1966 he gave some suggestions to the director of the journal "Corriere dell'Informazione" proposing some changes accordingly to the changes in the way of reading that he was noticing in those times:

- People read less and look more: so there should be more photos and bigger ones
- The articles have to be short: no more than 500 characters
- Make it easy: a clear idea of the thing instead of a lot of critics

In this way the journal could be able to unify middle class and upper bourgeois thanks to its language: easy to understand for all.

Italo Calvino, in 1965 wrote an article on the news paper "Il giorno" underlining how everyday thousands of people translate Italian in a "non-existent anti-language": lawyers and officers, ministers' cabinets and boards of Directors, newspaper and tv news offices write, talk and think in the anti-language.

## Readability indexes in Italy

One of the most frequently used tools in the early studies on the readability in Italy was the Flesch formula, adapted by Roberto Vacca in 1978 and later reworked (Vacca-Franchina, 1986).

In the late '80s the University of Rome "La Sapienza" developed an index calibrated on the Italian language, the Gulpease index.

Unlike Flesch's formula, Gulpease allows you to examine the readability values of a text with respect to three levels of schooling (primary school, lower secondary school, upper secondary school). The readability value of a text therefore indicates different orders of difficulty, depending on the level of literacy of the reader.

A text, analyzed with the Gulpease formula, is very easy if it has a readability value of (or higher to):

- 80 for population A (primary school);
- 60 for population B (lower secondary school);
- 40 for population C (upper secondary school).

With reference to the Gulpease index, there is an online service (free for the first 500 words) to calculate the readability of a text. The service also compares words with the *Vocabolario di base della lingua italiana* edited by Tullio De Mauro (<http://www.corrige.it>). The readability test referred to the Gulpease index can also be done on some free online sites, such as the *Faciltesto software*, useful for adapting the text to users' skills ([http://www.sacricuoribarletta.it/progetti/as2008-2009/miur-sw-tutoraggio/manuale\\_utente\\_faciltesto.pdf](http://www.sacricuoribarletta.it/progetti/as2008-2009/miur-sw-tutoraggio/manuale_utente_faciltesto.pdf))

In recent years the use of linguistic-computational technologies for the automatic measurement of the readability of a text is frequent. This new generation of tools, unlike the Flesch or Gulpease formulas, does not rely solely on formal characteristics of the text, such as the length of sentences and words.

The first advanced tool for assessing the readability of Italian texts, based on a sophisticated analysis of the linguistic structures underlying the text, is **READ-IT**, a project of the Institute of Computational Linguistics "Antonio Zampolli" (ILC-CNR of Pisa). READ-IT is also able to identify places of complexity of the text, thus providing valuable support for textual simplification. Thereby it allows people with a low level of literacy, foreigners and people with linguistic-cognitive disabilities to access information.

Another tool for calculating the variable readability index is **ILVAT** (Readability Index for Textual Values), a project of the University of Turin, which uses different sets of parameters, in order to analyze different text genres ([http://www.corpora.unito.it/cgi-bin/lingue/ilvat/ilvat\\_index.pl?var=ILVAT](http://www.corpora.unito.it/cgi-bin/lingue/ilvat/ilvat_index.pl?var=ILVAT)).

### **The use of the plain Italian in the institutional communication**

Even if the plain language movement started to spread in Europe and the States already in the 70s, in Italy the first concrete actions to promote the use of the plain Italian in the institutional communication are quite recent: in 1993 under the will of the Ministry Cassese the "Code of Style" was edited in order to simplify the written communication in public administration; 4 years later the Manual of Style was edited –two books, by the department of the Public affairs, with recommendations to make easier the administrative texts.

This initiatives led to a new sensitivity for the quality of the communication with the citizens. is still, however, a long way to go most of all in the area of the training of the public personnel. The activity of the Department in this field goes on with the project "Chiaro!"<sup>21</sup> aiming at simplifying the administrative language started in 2002: it foresee, among other things, a prize – like a quality label – to the administrations that produce the more accessible documents. (From *// plain language quando le istituzioni si fanno capire* by Daniele Fortis, 2003).

### **Readability formulas and project for people with special needs**

Over the past twenty years, various tools and projects have been created for the drafting of easy-to-read texts for individuals with special needs (disabled people, with learning problems, migrants, people with low literacy levels).

The project *Dueparole* (1989-2006), promoted by University of Rome "La Sapienza", had the following objectives: the training of a group of university students to use techniques for drafting highly readable texts for young and adults with mild and medium-light intellectual disability; the production of an easy-to-read periodical (magazine) that could become, after a trial period, an opportunity and a reading tool for people with intellectual disability who are no longer included in training environments (school or professional) (<http://www.dueparole.it/giornale.asp>).

Within the project, the criteria for drafting easy-to-read texts were thus defined:

1. first study the news/instruction to be delivered, through different materials and/or documents available;
2. distinguish primary from secondary information;
3. explain the steps necessary to understand the text as much as possible, trying not to take anything for granted;
4. contain each news / instruction in 200-250 words;
5. use common words as much as possible and / or explain any necessary difficult words;
6. repeat, if and when necessary, keywords;
7. avoid possible forms of nominalization;
8. prefer the abuse of verbs of finite mode to verbs of indefinite mode;
9. use, where possible, the indicative also in place of the subjunctive;
10. prefer the active form to the passive one;
11. prefer some tenses of the indicative: present, near past and simple future;
12. replace double conjunctions and double negations".

Since 2003 it has been started *Informazione facile* (<http://www.informazionefacile.it/informazione-facile/>), an easy-to-read online newspaper. It aims to make information accessible to people who, due to their pathology (aphasia, dementia, accident results) or social causes, cannot access information using common information tools.

The European project *Pathways 2 – Adult Education for People with Intellectual Disabilities* (2012-2013) (<https://www.inclusion-europe.eu/pathways-2/>), was promoted by Inclusion Europe, an european association of people with intellectual disabilities and their families (<http://www.inclusion-europe.eu/?lang=it>). The project has been launched to spread lifelong learning and "easy to read" language for adults with intellectual and/or relational disabilities. In Italy, it was carried out by Anffas Onlus. The Pathways project focused on the translation and adaptation in Italian of the European guidelines created by Inclusion Europe to make training and information accessible to all. At first, Inclusion Europe trained three people (one of whom with intellectual disability). These people officially became national trainers for Italy and they, in turn, trained 10 other people (and also among these there were people with intellectual and/or relational disabilities). The project produced guidelines and a training course for trainers (available at: <http://www.anffas.net/it/linguaggio-facile-da-leggere/linee-guida/>).

The highly innovative aspect of this project is given by the essential work of the so-called "test readers", people with intellectual and relational disabilities who, after receiving training on easy-to-read language, have become the supervisors of all documents produced.

The Italian partner of the project, Anffas Onlus (National association of the families of people with intellectual and/or behavioural disability) has several branches in different Italian cities so it spread the use of the easy to read language widely among its branches. Interesting is the publication of a guide to the elections held in 2018 in easy to read language <https://aipd.it/wp-content/uploads/2018/02/GUIDAelezioni2018xsito.pdf>; a tourist guide about the region Abruzzo

<https://www.yumpu.com/it/document/read/62838489/abruzzo-per-tutti-con-il-valore-di-ognuno>; some easy to read magazines <http://www.anffas-genova.org/index.php?news=news>.

The editorial series *Accaparlante* (2019 - oggi) (<http://www.accaparlante.it/2019/e-partita-la-nuova-collana-editoriale-i-libri-di-accaparlante/>) was born from the collaboration between the Centro Documentazione Handicap of Bologna and Edizioni la meridiana. It offers in-depth books on specific topics, using a easy to read and experiential style.

The leitmotif of the series is the theme of accessibility: physical, but also to communication, knowledge, culture, doing and knowing how to do, the relationship with diversity.

One of the first texts of the series, "It is not difficult to write easy", explains the effectiveness of Easy To Read writing and is accompanied by practical examples of various types of texts that have been transformed with the Easy To Read method.

The website *My opinion My vote (M.O.T.E.)* ([http://myopinionmyvote.eu/?lang=en\\_us](http://myopinionmyvote.eu/?lang=en_us)) is a product of a European Project on the rights of people with intellectual disabilities to express their opinion and vote. On the website, information and materials on this topic are available in an easy-to-read format: materials for awareness raising campaigns; guidelines for making political platforms more accessible and easy to read; a "dictionary" of words regarding politics; an educational program to help people to understand what politics is, how to create a personal opinion, what European Union and Public authorities are and how to vote.

Referring to **Italian universities**, should be mentioned the European project *EASIT* (Easy Access for Social Inclusion Training) (<http://pages.uab.cat/easit/en>), coordinated by the Universitat Autònoma in Barcelona, which involves the University of Trieste (2018-2021). The project aims to create materials to train experts on making information easy to understand, using Easy-to-Read language and Plain Language. The experts will then create easy-to-understand audio-visual information.

The University of Florence has developed guidelines to support the university path of students with specific learning disabilities (<https://www.cespd.unifi.it/upload/sub/studenti-con-dsa-linee-guida-personale-ta-1.pdf>).

Some universities provide didactic material in accessible formats on demand:

- University of Palermo, <https://www.unipa.it/ateneo/assicurazione-della-qualita-aq/content/documenti/POLITICA-DI-ATENEO-PER-I-SERVIZI-AGLI-STUDENTI.pdf>;
- University of Milan Bicocca, <https://www.unimib.it/servizi/disabilita-e-dsa/altri-servizi>).

### **Easy-to- read lanuage in Associazione Uniamoci Onlus**

The staff of Uniamoci Onlus had a training on easy to read and to understand language by the Belgian organization Inclusion Europe in 2018 thanks to the project KISS founded by the Erasmus+ programme of the European Union. The acquired know-how has been applied to the usual work of the organization through the use of an easier language in the management of the activities and communication with users with intellectual disability, creating weekly web-radio broadcasts in easy to understand language (<https://www.youtube.com/channel/UCkLr2TuE4Q5bB3eYZUjYhrw>) and producing some texts in easy to read and to understand language: poster, leaflets, a website with news (<https://lenotiziefacili.blogspot.com/>), the novel "The great Gatsby", a description of the organization. Everything is published in the easy to read section of its website (<https://www.uniamocionlus.com/linguaggio-facile-da-leggere/>).



# Easy to read language in Lithuania

- analisys by Asociacija "Aktyvusjaunimas"

Easy-to-read language is a method of presenting written information to make it easier to understand for people with difficulty reading. It can help people with disabilities, migrants, seniors and other members of the society that have difficulty in understanding the national language to keep up with the news, find information online, etc. However, the research has shown that in Lithuania this method, while known to some NGOs, is still rarely applied.

In 2016 the EU has adopted a Web Accessibility Directive, which obliged member states to make websites that belong to the public sector, accessible to the people with disabilities. Until 2021 the same has to be done with mobile applications that belong to public bodies.

Since then, one of the best national examples that have followed the new directive is the series of a special publication prepared by the Central Electoral Commission<sup>1</sup>. Since 2016 the Commission prepares a document written in easy-to-read language will all the basic information about upcoming elections and referendums. The publication is printed and handed to the target groups as well as put online. It has all the basic information on how to vote, what the election/referendum is for and contains a short description of each candidate/option. On the downside, this is the only example of a well-applied easy-to-read language method on such scale.

Most of the knowledge on easy-to-read language is held by the NGOs working in the disability field. Since 2011, the Lithuanian National Forum of the Disabled (LNFD), the Lithuanian Welfare Society for People with Mental Disability "Hope" and Youth Day Centre have participated in several international projects that aim to spread the usage of easy-to-read language and other methods that make information more accessible to people with low literacy skills. These projects have mostly been supported either by Erasmus+ or Nordic Council of Minister's financial mechanisms and allowed for the exchange of good practices on accessible informational materials, especially from the Nordic region.

International projects have produced tangible results. First, as a part of the Easy@dis.ability project (2011), the LNFD has launched a version of their website<sup>2</sup> that's written and designed in such a way that it would be accessible and understandable to people with low literacy skills. It was the first (and to this date the only) website to be fully written in an easy-to-read language.

Second, Erasmus+ project Puzzle (2015-2017) has produced the first freely accessible guidebook on easy-to-read language and its training<sup>3</sup> in Lithuanian language. The participating organisation from Lithuania, Youth Day Center, has also added a version of their website that's written in easy-to-read language<sup>4</sup>. In fact, quality and relevant websites that are accessible to people with disability are a rare case in Lithuania. The online content that has been labeled as accessible information is often in poor quality, outdated and may be even more confusing to the people with low literacy skills than the usual content.

One of the reasons for this might be that Lithuania doesn't have a nationally approved standards on how accessible information should be constructed. The aforementioned EU directive has pushed lithuanian policymakers to look into the accessible information and its quality, yet representatives from LNFD have expressed their concern over the often faulty and inaccurate understanding of what the accessible information is<sup>5</sup> (Lithuanian National Radio and Television, 2018).

This issue has been tackled by another national EU funded project New Standards to Combat Discrimination (2017-2020). Project is implemented by The national Office of the Equal Opportunities, Human Rights Monitoring Institute and Lithuanian Gay League. One of the projects main goals is to guarantee the ease of access to information for vulnerable groups. These groups include not only people with disabilities, but also migrants, unemployed, elderly and LGBTI community. Because there is no standard of access to information in a language approachable to everyone in Lithuania, discussions were organized with customers and executive officials. The project partners together with NGOs like previously mentioned LNFD, Hope an others have published a guidebook – "Internet for all: a guidebook on accessible digital information" – with methodological recommendations on how to design and write quality accessible information<sup>6</sup>. The guidebook is heavily based on easy-to-read language method.

To summarise, Lithuania has several quality examples of well applied easy-to-read language, yet is still largely underused on a national level. Luckily, in the last couple of years accessible information and its quality has been given a critical assessment in Lithuania. This has mostly been done by the different NGOs representing various vulnerable groups. Since 2011 to this day, by taking part in various international and national projects, these NGOs have been trained in easy-to-read language method and have gained some expertise in accessible information as well as its quality standards. This experience has allowed to critically evaluate the current situation and spot the shortcomings of the present websites that claim to be accessible to the people with disability. As by now, the lack of standards of access of information has been identified and discussed with a number of stakeholders.

1 An example of such a publication can be found under this link. It's a document published on 2019, April, a month before the Lithuanian presidential election and referendum on two constitutional amendments:

[https://www.vrk.lt/documents/10180/670977/Easy+to+read+2019+05+12.pdf/4e535987-d02a-4336-b53f-cb492ef40d19?](https://www.vrk.lt/documents/10180/670977/Easy+to+read+2019+05+12.pdf/4e535987-d02a-4336-b53f-cb492ef40d19?fbclid=IwAR3Py1RNtp_Emmu8LtRabB0QKAU9PkzmEtUA0GtnsR5XvXzo5t6ocC4gTXY)

2 <http://easy.lnf.lt/index.php>

3 <http://www.puzzle-project.eu/index.php/lt/material-tools-lt/how-to-write-text-easy-to-read-lt>

4 <https://pjdc.lt/neigaliems/>

5 <https://www.lrt.lt/naujienos/lietuvoje/2/221116/interneto-svetainiu-pritaikymas-neigaliesiemsteises-aktuose>

6

[https://ivpk.lrv.lt/uploads/ivpk/documents/files/Viekla/Vieklos\\_sritys/Interneto%20svetaini%C5%B3%20prieinamumas/Internetas\\_visiems\\_ne%C4%AFgali%C5%B3%C5%B3%C5%B3%20forumo%20parengtas%20vadovas.pdf](https://ivpk.lrv.lt/uploads/ivpk/documents/files/Viekla/Vieklos_sritys/Interneto%20svetaini%C5%B3%20prieinamumas/Internetas_visiems_ne%C4%AFgali%C5%B3%C5%B3%C5%B3%20forumo%20parengtas%20vadovas.pdf)



# Easy to read language in Spain

- analisys by IES El Greco

## Evolution of easy reading in Spain

**1968.** The first book in easy-to-read is published in Sweden

**1997.** The "Guidelines for Easy-to Read Materials" of the International Federation of Librarians and Libraries Associations (IFLA) are published

**2005.** The adaptation to easy-to-read of *El Quijote* is published. Also the European Constitution is published in easy reading.

**2006.** Seminar: Easy-to-read reading facilitation in Spanish. Autonomous University of Madrid (UAM). After this seminar, experts trainingis carried out.

**2007.** Adaptation of part of the Personal Autonomy Act

**2009 and 2012.** Pathways I and Pathways II are developed. Projects to promote and develop European guidelines for easy-to-read. In this project people with intellectual disabilities are involved in validation for first time.

**2012.** "Easy-to-read: writing and evaluation methods "by Oscar García Muñozis published.

**2012.** First full inclusion trainings in easy-to-read for professionals and people with intellectual disabilities.

**2013.** The collection of novels is born in easy-to-read: Read it Easy.

**2013.** The Cooperative Speaker was born, the first cooperative in Spain managed by people with intellectual disabilities. One of its main services is the adaptation and validation of documents in easy-to-read.

**2013.** The Convention on the Rights of Persons with Disabilities is published in easy-to-read.

Since 2013 the number of documents and actions related with easy-to-read and easy-to-understand have multiplied to the culmination of 2019 with the publication in Spain of the first Law in easy reading in the Official Gazette of Aragon Goverment.

In **2018** the Spanish Congress recognizes the right to vote to people with intellectual disabilities.

## Latest initiatives in Toledo

In Toledo, actions have been carried out such as:

**2017.** Local Police training to give easy information.

**2018.** Autonomic Encounter of Easy Reading Clubs.

**2019.** IU Castilla-La Mancha print the first easy-to-read election program.

**2019.** Publication of news in Easy Reading by local magazine Ayery Hoy.

## **Easy-to-read experiences at the El Greco Institute**

At the High grade cycle on Children's Education - Module: Social and affective development, were produced several information in easy to read, as specified below:

- Easy-to-read adaptation of school documents for the families of pupils.
- Elaboration of educational materials for boys and girls in easy-to-read and with visual supports.
- Easy-to-read and understand information, promotion of educational apps and educational websites as <https://www.pictoaplicaciones.com/>; <http://www.arasaac.org/>.

At the Medium grade cycle on Attention to people with disabilities - Professional module: Communication support, the following activities are implemented with students:

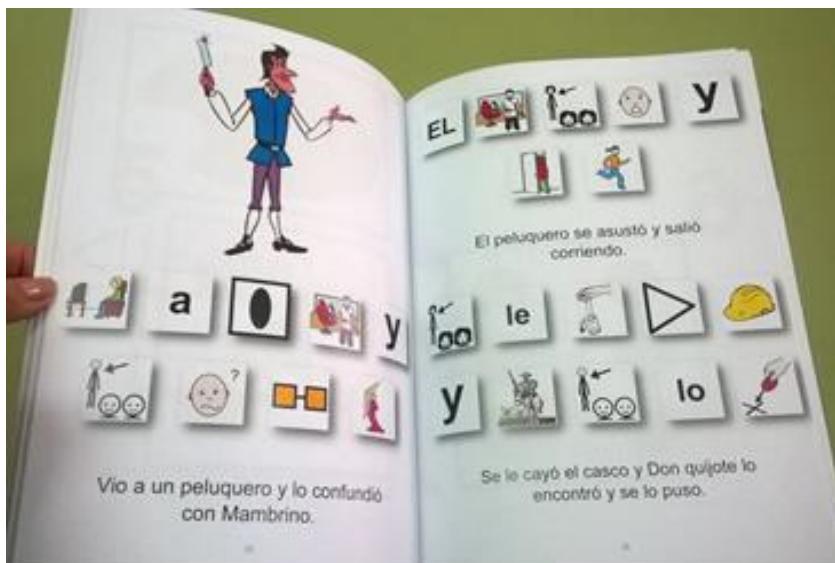
- **Easy-to-read adaptation of literary works** as "Don Quixote de la Mancha".

Reading literary works is a right of all people. Publishing companies publish their works in different languages. Publishing companies always use a difficult language. Many people don't understand this language. They can't read literary works.

What can we do in our institute to make it easy to read literary works?

We adapt literary works in class to the easy to read with our students. We use easy language and the "learning and service" methodology. We also use photographs, drawings and pictograms.

Here an example:



- Elaboration of products and services easy-to-read to enjoy leisure and free time es. the restaurant menu.

At the Medium grade cycle on Attention to people with disabilities - Professional module: Psychosocial care and support, some **visual supports** are performed.

Visual supports help people to know:

- Where they are.

- What time, what a day and what a month it is.
- How to do the activities of daily life.
- Inform themselves and communicate.

Here some examples:



At the High Grade Cycle on Children's Education - Professional module: The game and its methodology, some **visual supports** are performed.

Playing is a right of all boys and all girls. Playing is very important to have a good development. If they play, boys and girls grow up healthy. What can we do in our institute so that all boys and girls can play?

We elaborate visual supports with our students.

Objective: let all boys and girls to know how to play any game, how to go to the spaces where they play, how long the games last.

At the High Grade Cycle on Social Integration - modules: Promoting personal autonomy and Support for educational intervention, easy to read is applied to:

- Training of self-care skills and organization of daily life and other daily life skills.
- Create secure environments with adequate signation.
- Adaptation of materials to the characteristics of the person.
- Orientation skills training.
- Design of maintenance activities and improvement of cognitive ability.

An example:



At the High Grade Cycle on Children's Education - Professional module: The game and its methodology, some **visual supports** are performed.

Playing is a right of all boys and all girls. Playing is very important to have a good development. If they play, boys and girls grow up healthy. What can we do in our institute so that all boys and girls can play?

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- Create secure environments with adequate signation.
- Adaptation of materials to the characteristics of the person.

At the High Grade Cycles on Social Integration and Sociocultural animation e the easy to read language is applied to:

- Creation of informational materials accessible to people at risk of exclusion.
- Creation of tour guides in easy to read.



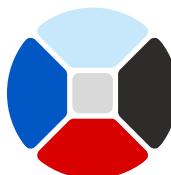
## Easy to read language in **Poland**

- analisys by Towarzystwo Wspierania Inicjatyw Społecznych Alpi

In 2003, a polish monk Jan Kmiec introduced a picture language at the Special Educational Center in Skawina.

He used it for 3 years before he died, after his death no one took over his communication method and there is no way to determine how he communicated and what signs did he use.

Now, most therapists and people working with people with intellectual disabilities and the elderly who do not speak, use therapy cards (pictures showing feelings, emotions, behaviors), sign language or communicate in writing.



## Easy to read language in **Portugal**

- analisys by CENTRO SOCIAL E PAROQUIAL SANTOS MARTIRES

What is mainly usein Portugal in terms of accessible information is plain language.

Plain Language Association International defines Plain Language in this way:

"A communication is in plain language if its wording, structure, and design are so clear that the intended audience can easily **find** what they need, **understand** what they find, and **use** that information."

<https://plainlanguagenetwork.org/plain-language/what-is-plain-language/>



# The easy to read language in the partner Countries

For more information, visit the web-site:  
<https://accessibleinformationmaterial.blogspot.com>



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