

Articolo 21 della Convenzione ONU.

Riscrittura in lingua facile.

Cos'è l'ONU

ONU significa: Organizzazione delle Nazioni Unite.

Le Nazioni Unite sono tanti Stati del mondo che lavorano insieme per esempio per difendere i diritti delle persone, l'ambiente, e la pace.

L'ONU ha scritto tanti documenti importanti.

Per esempio la Convenzione ONU sui diritti delle persone con disabilità.

La Convenzione ONU

La Convenzione ONU è molto importante.

Tantissimi Stati l'hanno firmata.

La Convenzione ONU dice

quali sono i diritti delle persone con disabilità.

Le persone con disabilità e le persone senza disabilità hanno gli stessi diritti.

Qui sotto puoi leggere il riassunto in lingua facile dell'articolo 21 della Convenzione ONU.

L'articolo 21 parla del diritto a comunicare

e ricevere informazioni facili da capire.

Articolo 21 della Convenzione ONU

Le persone con disabilità

hanno il diritto di dire quello che pensano

e il diritto di ricevere informazioni.

Gli Stati che hanno firmato la Convenzione ONU

devono proteggere questi diritti.

Tutte le persone hanno il diritto di ricevere le informazioni importanti.

Quindi gli Stati devono dare a tutte le persone con disabilità

informazioni accessibili.

Per esempio, le **informazioni** devono essere:

- facili da trovare
- facili da vedere
- facili da sentire
- facili da capire.

Gli Stati devono dare le informazioni alle persone con disabilità

con **strumenti adatti**, per esempio:

- fogli stampati
- il computer
- il telefono.

Le persone con disabilità devono ricevere le informazioni

velocemente e gratis,

cioè senza pagare niente.

Le persone con disabilità hanno il diritto di comunicare facilmente con le persone che lavorano per i servizi pubblici.

I servizi pubblici sono per esempio

- il comune, cioè dove le persone fanno documenti come la carta d'identità
- l'ospedale
- e la scuola.

Le persone con disabilità hanno il diritto di scegliere come comunicare.

Per esempio:

- Le persone sorde possono comunicare con la lingua dei segni.

Con la lingua dei segni le persone sorde

comunicano con le mani e il viso.

- Le persone cieche possono usare la scrittura Braille.

Con la scrittura Braille le persone cieche leggono con le dita.

- Le persone che hanno difficoltà a comunicare possono usare la comunicazione aumentativa e alternativa.

La comunicazione aumentativa e alternativa usa simboli e immagini.

Gli Stati devono chiedere agli enti privati

di dare informazioni facili da capire per tutte le persone.

Anche le informazioni su internet devono essere facili da capire.

Gli enti privati sono per esempio:

- i negozi
- le compagnie telefoniche
- le banche
- le fabbriche.

Gli Stati devono chiedere ai media

di dare informazioni facili da capire per tutte le persone.

Per esempio, i media sono:

- i giornali,
- la televisione,
- la radio
- e i siti internet.

Inoltre molte persone hanno bisogno della lingua dei segni.

Quindi gli Stati devono dare importanza alla lingua dei segni.

In tanti posti

le persone devono poter comunicare nella lingua dei segni.

Per esempio negli uffici e negli ospedali.

Il testo è stato riscritto dal **Gruppo di lavoro sulla lingua facile.**

Il Gruppo gruppo è coordinato dall'Ufficio OKAY e dal Servizio lingua facile di Pro Infirmis.

Questo testo è una bozza e non è stato ancora controllato da lettrici e lettori di prova.

Se vuoi, puoi contattarci qui: okay@lebenshilfe.it e linguafacile@proinfirmis.ch

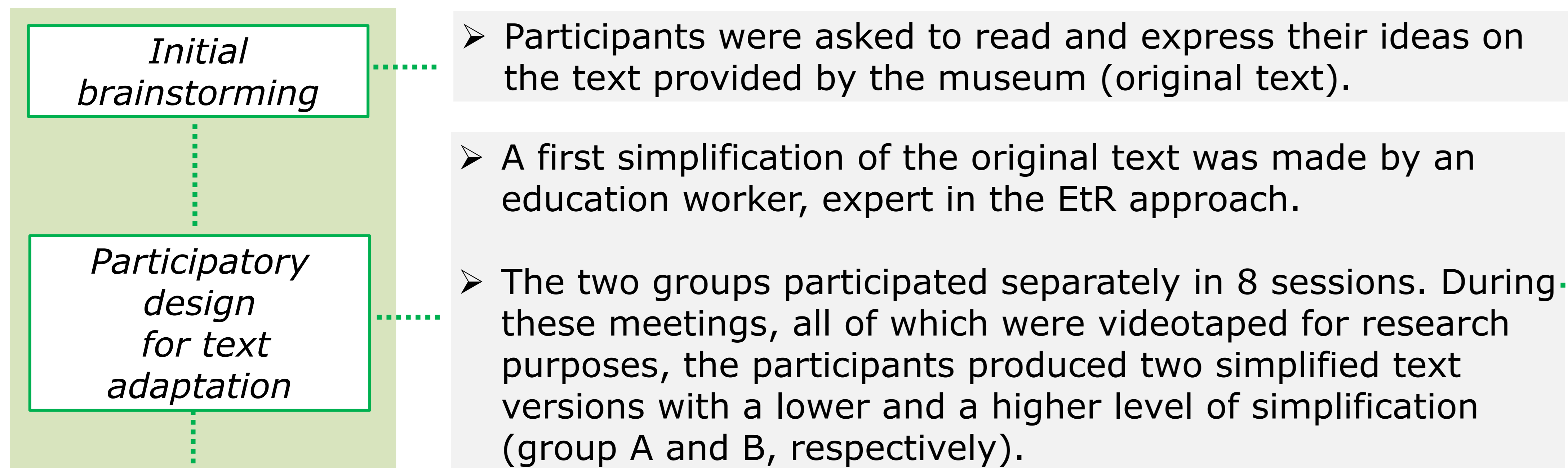
Introduction

- The analysis of processes related to the transformation of cultural spaces from an inclusive perspective is an area of research that is attracting increasing attention in educational science [1].
- The Easy-to-Read (EtR) approach aims to reduce the complexity of language by applying specific guidelines to meet the needs of people with intellectual disabilities (IDs).
- In addition to a lack of clarity on lexical, syntactic and morphosyntactic aspects, the EtR guidelines are very general in their description of the procedures to be used in the creation of simplified texts [2].

Methods

Participants 14 subjects with Intellectual Disabilities divided in two groups according to their cognitive and reading abilities: moderate (group A), severe (group B).

Context The Museum of Natural Science (Trieste). The material provided by the museum consisted of a brochure with information on a selected topic.



Discussion

- The novelty of the present study is the creation of a multi-level simplified text that can allow people with IDs, with different reading/comprehension skills, to access cultural content.
- This scope is especially important in case of IDs since there is wide heterogeneity in cognitive profiles and reading and comprehension skills [3].
- The decision to include images in the more simplified version of the text is explained by the fact that using images helps to process and remember new information [4].

Objectives

Using a participatory research approach, we describe the process of creating and validating simplified text resources through the active involvement of people with IDs who have different levels of reading and comprehension abilities.

Results

Initial brainstorming revealed poor readability and comprehension of original text for both groups.



G. says: "The writing is too small, I can't read it. Pictures are too complex".

E. says: "I can't understand some of the words. I wish there were more pictures and less written text".

Two levels of text simplification have been designed by/for people with IDs with different profiles

I pipistrelli vivono nelle grotte e nei buchi degli alberi.
Bats live in caves and tree holes

I pipistrelli vivono nei posti dove c'è buio, per esempio nelle grotte.
Le grotte sono sotto terra.
Bats live in places where it is dark, for example in caves.
Caves are under the ground.

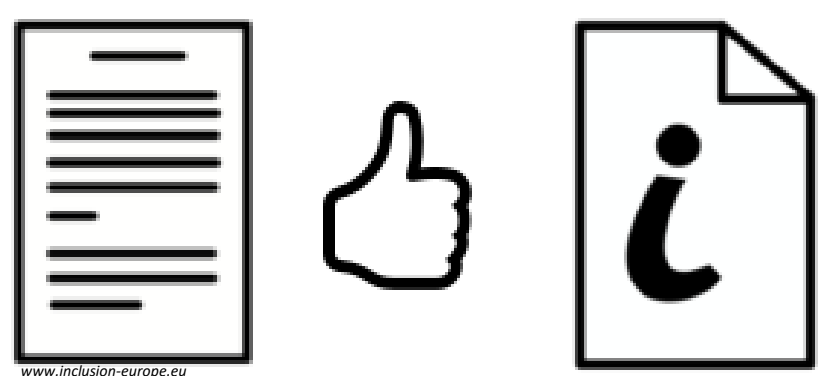


Disambiguating difficult words

Extracts from the two simplified versions of the text – lower (top) and higher (bottom) levels of simplification

Bibliography

- [1] Austin, S., Duncan, K., Goggin, G., MacDowall, L., Pardo, V., Paterson, E., et al. (2018). The last avant garde? In B. Hadley & D. McDonald (Eds.), *The Routledge handbook of disability arts, culture, and media* (pp. 251-262). London: Taylor & Francis Group
- [2] Del Bianco, N. (2019). *Le Linee Easy-To-Read per l'inclusione: prospettive di ricerca internazionali e percorsi di formazione per docenti*, in C. Giaconci C. & N. Del Bianco (Eds.), *Inclusione 3.0* (pp. 31-41). Milano: FrancoAngeli.
- [3] Bransford, J., Brown, A. L., Cocking, R. R., & National Research Council (U.S.) (1999). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
- [4] Emili, E. A., & Macchia, V. (Eds.). (2020). *Leggere l'inclusione. Albi illustrati e libri per tutti e per ciascuno*. Pisa: ETS.



This poster is in easy language.

What do families do at the museum?

Brera Art Gallery is a museum in the city of Milan.

In the museum, there are **labels** next to the works of art.

A label is a text that explains the meaning of a work of art.

In the museum, there are special **labels for families**.

In the labels for families, there are activities to do.

Families talk and discover new things.

What happens in front of the work of art?

- Parents read the label out loud.

- Parents **summarise** the text.

That is, they explain the label with few words.

- Parents explain difficult words.

They use easy words and gestures.

A missing page – Carlo (9 years old) and his mother

«We don't really know when or why the painting was split in two. (...) At any rate, it was Brera that **sewed them together again**. Can you see the seam? Why do you think someone decided to cut the painting in two?»

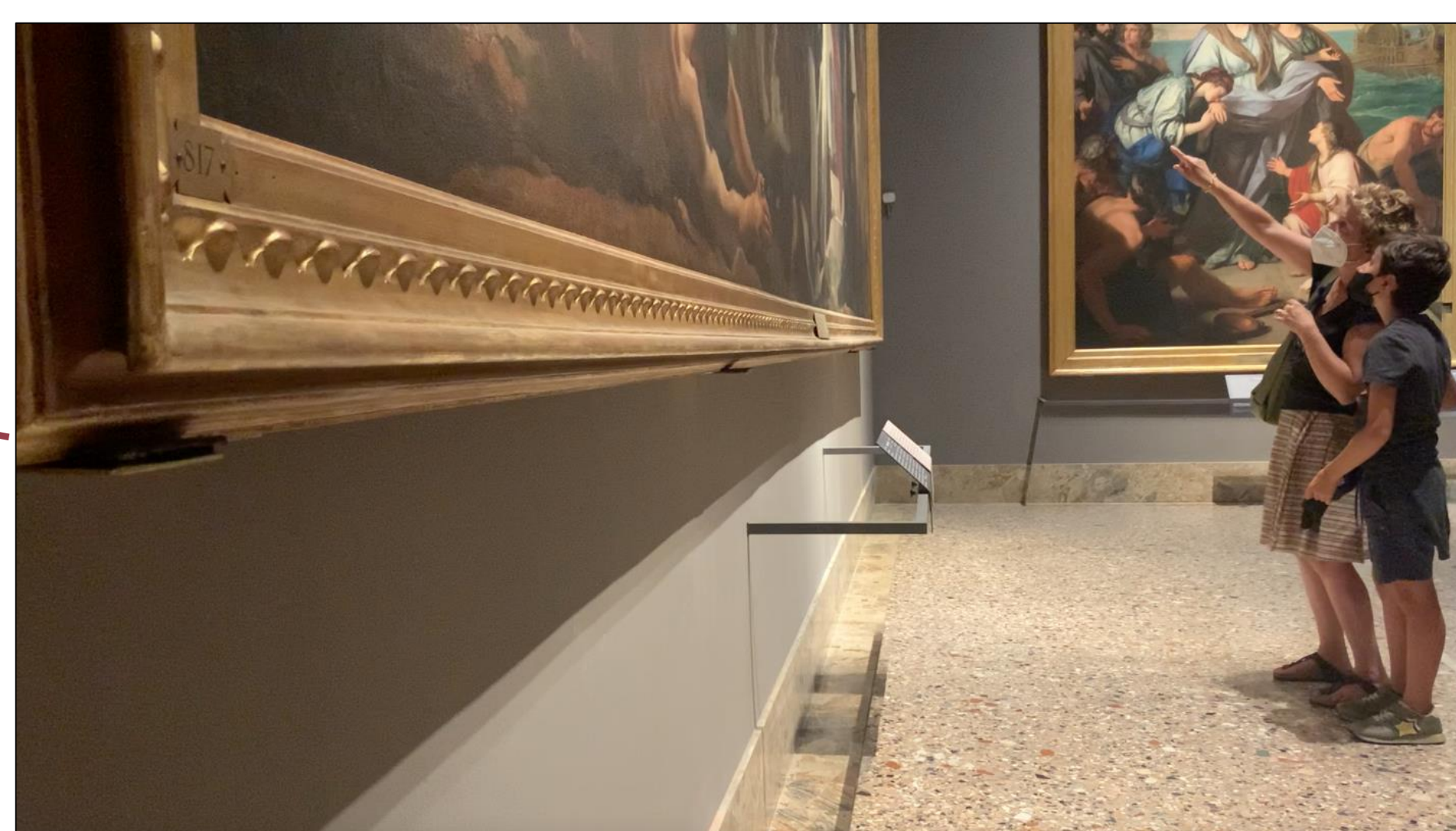


Fragment 1.1

This is a label for families

Talk and visible conduct (Heath, 2010)

Carlo's mother: Ah, so basically... this work was cut, and they sewed it up. Sewed...I mean...**not with a needle and thread...** She mimics the act of sewing with her left hand (Fragment 1.1).



Fragment 1.2

«Telling» and «tagging» (Christidou, 2016)

Carlo's mother: There too, look on the lady's chin... She indicates a point in the painting (Fragment 1.2). See what it looks like...
Carlo: Which lady?
Carlo's mother: This one, look on the chin... you can see that there is like a mark, a seam...
Carlo: Yes.
Carlo's mother: It could be where it comes down.

Barefoot – Asia (8 years old) and her mother

«(...)The cloaks of Mary Magdalen and St. Jerome are made of soft fur. What a contrast they make with the **Franciscans' rough habits!**»

Asia's mother: It's true! Did you read this? She indicates a point in the text (Fragment 2.1). Which are the Franciscan friars?
Asia answers the question with a shrug.
Asia's mother: The Franciscan friar...**like friar Alessandro**, which of these wears the habit?
Asia: The...?
Asia's mother: The friar's habit...**friar Alessandro... how is he usually dressed?**
Asia points to a tunic in the painting (Fragment 2.2)
Asia's mother: That's it, good! She smiles at Asia.



Fragment 2.1



Fragment 2.2

If you want to ask any questions, you can ask Valeria Farinacci.

Valeria is a PhD student.

She works on this research.

Her e-mail address is: valeria.farinacci@unimore.it



UNIMORE
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MODENA E REGGIO EMILIA

Spoken Easy Language in Hungary

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Apor Vilmos
Katolikus Főiskola
Tudás. Hit. Jövő.



Guidelines

We know and use these:



120 Guidelines for easy-to-read materials

Map of our present knowledge

Participant: Type	I am a user	I am a user2
	Nr. of participants	% of answers
Italy	38	21,3 %
Spain	34	19,1 %
Hungary	33	18,5 %
Lithuania	27	15,2 %
Sweden	18	10,1 %
Latvia	15	8,4 %
Slovenia	9	5,1 %
Serbia	2	1,1 %
UK	2	1,1 %
Total	178	100,0 %

Age	Nr. of participants	% of answers
16-30	9	28,1 %
31-50	20	62,5 %
51-70	3	9,4 %
Total	32	100,0 %

General findings

- For us, a new and useful element of the questionnaire is to ask about the clarity of the questionnaire, with multiple-choice and open-ended questions. This technique also increases the reliability of the research.
- Leveling is also required in spoken easy language. An interesting challenge is to switch between language levels during communication and it may also be necessary for the facilitator to interpret between people with ID.
- When interpreting the first results, it is also important to consider what consciously used solutions people with intellectual disabilities have experienced.
- It is likely that some of the questions were not understood because they had not yet encountered the solution formulated in the question.
- The present research is an opportunity to draw attention to the importance of spoken easy language. However, further research is needed.
- We also assume that different rules are needed when people with ID are present in the communication situation and when they are not.
- It is one challenge to make a spoken text accessible on **TV / radio**, and it is another when interpreting for people with ID, for example at a **conference**.
- It is also a different challenge when a **social worker, teacher or a special needs teacher** is continuously talking to people with ID.
- And there are professionals who only occasionally come into contact with people with intellectual disabilities (e.g. **doctors, municipal administrator, shop assistants, bus drivers**).
- The spoken easy language used by **parents** deserves special attention.

The situation of SEL

- no literature and research background
- teachers working with students with learning or intellectual disabilities use the spoken easy language in their daily work
- our hypothesis is that it is only used in lessons, but no longer, for example, at break times or school events
- easy language is currently an optional subject in the bachelor's degree in special needs education
- the course develops students' spoken easy language skills
- easy language is taught at the university in collaboration with teachers with intellectual disabilities

Results

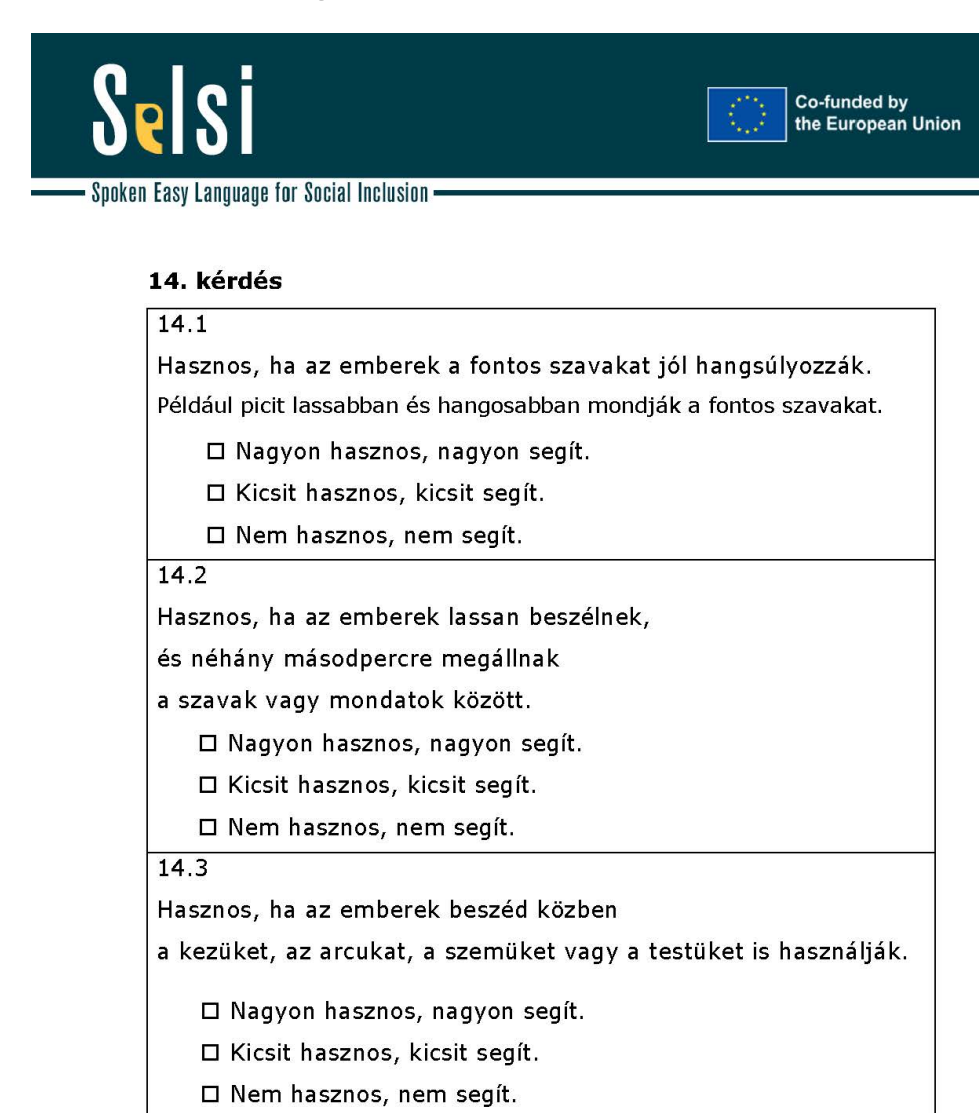
Question	very helpful		helpful		not helpful		Total
	Nr. of answers	% of answers	Nr. of answers	% of answers	Nr. of answers	% of answers	
11.1 (U) Topic explication	25	75,8 %	7	21,2 %	1	3,0 %	33
11.2 (U) Signpost language	22	66,7 %	9	27,3 %	2	6,1 %	33
11.3 (U) Final summary	28	84,8 %	2	6,1 %	3	9,1 %	33
11.4 (U) Additional time	29	87,9 %	3	9,1 %	1	3,0 %	33
12.1 (U) Word explanation	28	84,8 %	5	15,2 %			33
12.2 (U) Name of listener	27	81,8 %	6	18,2 %			33
13.1 (U) Receiving feedback	15	46,9 %	10	31,3 %	7	21,9 %	32
13.2 (U) Familiarisers	15	46,9 %	8	25,0 %	9	28,1 %	32
13.3 (U) Endearments	10	31,3 %	3	9,4 %	19	59,4 %	32
13.4 (U) Direct questions	23	71,9 %	9	28,1 %			32
13.5 (U) Humour	25	78,1 %	6	18,8 %	1	3,1 %	32
13.6 (U) Anecdotes	21	67,7 %	6	19,4 %	4	12,9 %	31
14.1 (U) Louder voice	27	81,8 %	5	15,2 %	1	3,0 %	33
14.2 (U) Pauses/slow speech rate	24	75,0 %	8	25,0 %			32
14.3 (U) Body language	16	50,0 %	13	40,6 %	3	9,4 %	32
15.1 (U) Pictures/photos	19	59,4 %	7	21,9 %	6	18,8 %	32
15.2 (U) Drawings	14	45,2 %	12	38,7 %	5	16,1 %	31
15.3 (U) Music/sound effects	13	41,9 %	6	19,4 %	12	38,7 %	31

Methods

The SELSI project questionnaire was used.

Survey by questionnaire

- Professionals: online form, in English
- People with intellectual disabilities: paper form, in Hungarian
 - 18 easy-to-understand questions on 16 pages
 - text only, no picture
 - open and closed questions



If you had any problems, can you tell us more about them?	True
	Nr. of answers
18.1 (U) Problems: Difficult words	10
18.2 (U) Problems: Too many questions	12
18.3 (U) Problems: Too long questions	8
18.4 (U) Problems: Unclear answers	8

If you had any problems, can you tell us more about them?

?! What can I gain from this?!

He has not posted anything here, but he has ticked it.

I did not understand question 9 at first.

I did not understand some questions at the beginning.

I do not speak English.

The questions were translated into Hungarian by a personal assistant.

If I did not understand something, he explained it.

Sometimes the concrete situation was missing.

I would have given different answers depending on the situation.

For example, making you laugh is not always useful, it depends on the situation.

Question 7: I was wondering if I am working NOW.

When I fill in the questionnaire.

I didn't understand that.

There was no problem with the questions.

There was no problem.

I personally understood all the questions.

There was nothing.

Researchers



JENEI Klára



CZÖNDÖRNÉ MOHAI Ibolya



HORVÁTH Péter László

Areas for development

- Media (TV and Radio)
- Theatre performances
- Interpretation at a conference



The adaptation of the Constitution of Slovenia to an easy-to-read language

Slovenia is one of the first countries that has an accessible constitution for people with intellectual disabilities.

Since 2021 people in Slovenia can read the whole constitution in an easy-to-read language.

The constitution is the most important legal document in Slovenia.

All of the most important rights and duties of persons, organizations, and the state of Slovenia are written in the constitution.

Why was the book written?

People with intellectual disabilities have the most difficulty accessing information.

People with intellectual disabilities have the right to information they understand.

This right is written in the Convention on the rights of persons with disabilities.

The Constitution and all other legal documents should be written in easy-to-read form.

Unfortunately, many legal documents are still inaccessible to many readers.

The Constitution determines rights and duties.

If we can read and understand our rights and duties, we can stand up for ourselves and exercise our duties.

Anyone who had access to information can participate and decide for themselves to the best of their abilities.

For whom is the book written?

The easy-to-read constitution was written for adults with intellectual disabilities.

A lot of people prefer to read the easy-to-read constitution than the original constitution.

People who prefer easy-to-read constitution are people who have trouble reading and/or understanding the content.

Easy-to-read constitution is also read by school children, people learning the Slovene language,

and people not proficient in the legal language.

How is the book structured?

22. člen – enako varstvo pravic
Vsakomur je zagotovljeno enako varstvo njegovih pravic:

- v postopkih na sodiščih,
- v postopkih pred državnimi organi, občinskimi organi ter drugimi organi oblasti,
- v postopkih pred nosilci javnih pooblastil.

To velja, kadar odločajo o pravicah, dolžnostih in pravnih interesih posameznika.

Razlaga
Vsi imamo zagotovljeno enako varstvo naših pravic. To velja v pravnih postopkih, ki odločajo o naših:

- pravicah,
- dolžnostih in
- pravnih interesih.

To pomeni, da morajo različni organi poskrbeti, da se pravice varujejo za vse enako.

Pravica je pravilo, ki pravi, kaj je dovoljeno ali zagotovljeno ljudem.

Each article of the constitution is adapted into Slovenian easy-to-read language.

Each article has a title, an adaptation of the article, an explanation of the content of the article with concrete examples, illustration with an explanation.

Some words are written in bold, meaning they are harder to understand, and are explained in the glossary, found at the back of the book.

Each article also has an explanation of the content and illustrations.

Who wrote the book?

The book was created by 32 volunteers.

The book was written by special education students.

A group of test readers with intellectual disabilities set the article structure and tested if the adaptation is easy to read and easy to understand.

We had professional help from an easy-to-read expert and a legal expert.

The book was illustrated by a young Slovenian illustrator.

Other important information

Our team members with intellectual disabilities decided that we must adapt all of the information found in the original text of the constitution.

Our team members with intellectual disabilities couldn't decide whether to write in capital letters or lowercase letters so we made both versions.

The book is free and accessible online on the web page of Zveza Sožitje.

The book was also published on the web pages of the constitutional and supreme courts of Slovenia.

Thank you Disabled company Želva in Zveza Sožitje for the support and publishing of the book.

Author of the poster

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Sentence structure in Plain Language texts in the field of clinical trials

Abstract

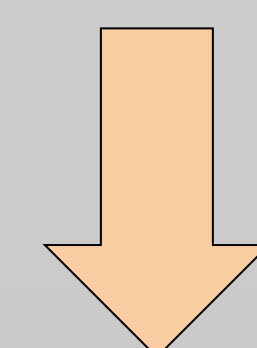
On the morphosyntactic level, Languages for Specific Purposes (LSPs) have different functions and frequency compared to general language. A traditional, often analyzed feature is the rate of main clauses and the rate of coordinate and subordinate clauses. In Plain and Easy Language, independent clauses are generally favored over other types of clauses. The aim of this work is to analyze this linguistic aspect in some texts (in the English source texts and in the German and Italian translations) belonging to the genre of layperson summaries of clinical trials. These texts are written by pharmaceutical companies to enable the access to trial results to a wide audience.

Introduction

- **Coordination:** “may stand alone, by some criteria, and [...] are either juxtaposed or connected by a conjunction” (Frawley 2003: 322)
- **Subordination:** relation where “two sentences are linked together so that one is directly dependent on the other” (Hartung 1971: 2-3)
- For **text comprehensibility:** Coordination better than subordination (see for instance Piemontese 1996: 143)
- **Language simplification:**
 - manual for *Leichte Sprache* by Bredel and Maaß (2016): subordinate clauses should be avoided
 - Good Lay Summary Practice: “short words, sentences, and paragraphs” (GLSP 2021: 12)

Materials and method

- Two sections:
 - Qualitative section
 - Quantitative section
- **Qualitative section:** 30 texts
 - 10 English source texts
 - 10 German target texts
 - 10 Italian target texts
- Syntactic tendencies in the source texts and in translation
- **Quantitative section:** 180 texts
 - 60 English source texts
 - 60 German target texts
 - 60 Italian target texts
- Sketch Engine
- List of main conjunctions (for subordination and coordination) in the three languages
- Limits, not taken into account:
 - Independent clauses and asyndetic constructions
 - Complement and relative clauses, argument clauses without a subordinator

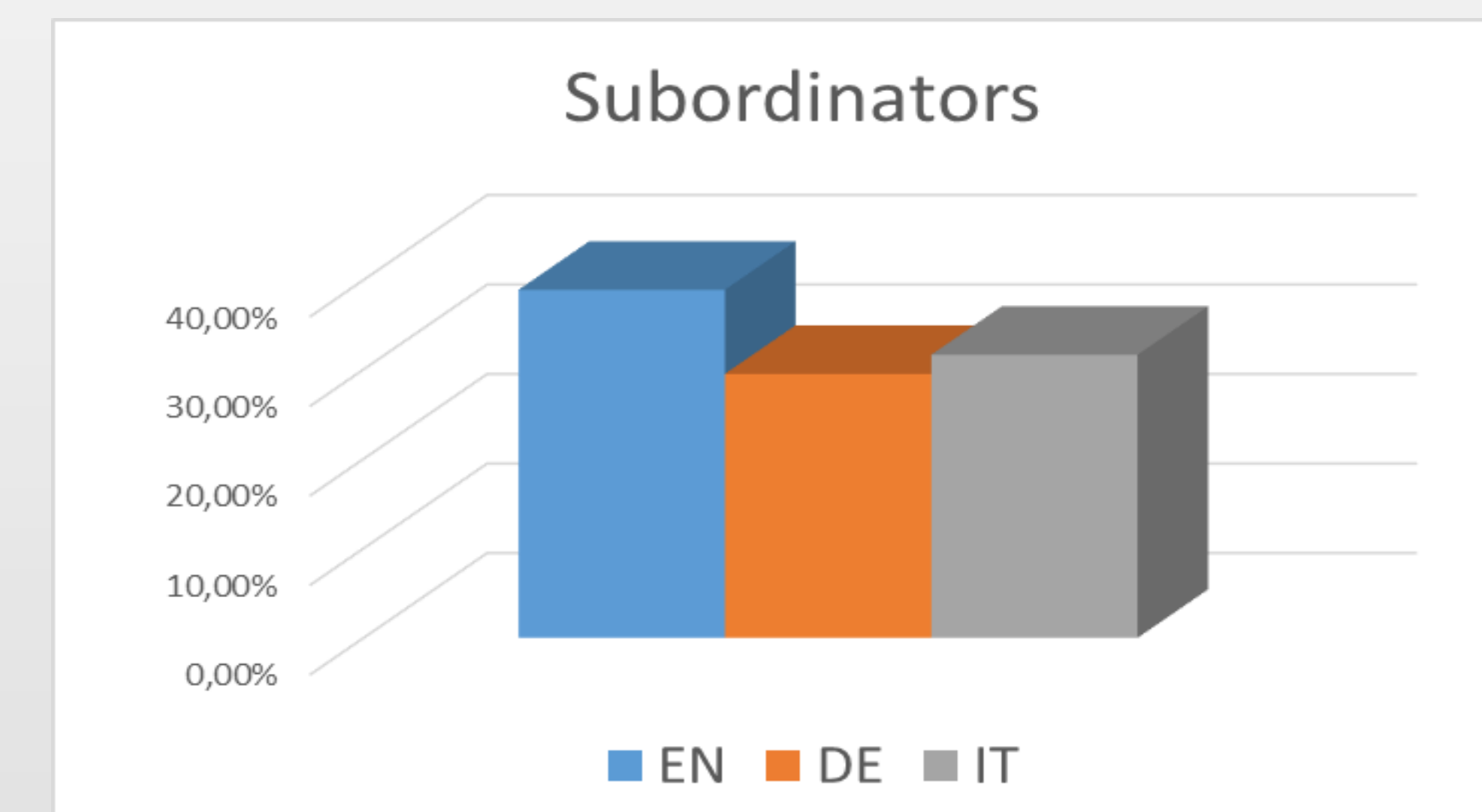


→ These features were considered in the other part of the analysis

Results

- **First section:**
 - More subordination and independent clauses than coordination
 - In translation: subordination always decreases in German, in Italian it mainly decreases; coordination usually decreases in both languages
 - Decrease of subordination: due to **nominalization, reformulations, ellipsis, omission, and segmentation of complex clauses**

Second section:



Clause type	EN	DE	IT
Temporal clauses	1067	760	714
Conditional clauses	192	161	171
Causal clauses	150	70	100
Consecutive clauses	18	28	20
Final clauses	705	549	730
Adversative clauses	14	3	0
Concessive clauses	37	46	50
Explicative clauses	0	0	0
Exceptive clauses	8	8	0
Aconditional clauses	3	0	0
Comparative clauses	37	22	23
Proportional clauses	7	19	7
Exclusive clauses	9	9	13
Modal clauses	0	29	0
Tot.	2247	1704	1828

- EN: 1400 coordinators
- DE: 988 coordinators
- IT: 1019 coordinators

Conclusion

- Unexpectedly more subordination than coordination in all texts
- Both the number of subordination and coordination decreased in the target texts
- Usually, the same subordinators and coordinators are used to express a certain semantic relation (and consistency in translation)

References

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THE SELSI QUESTIONNAIRE

E. Perego (University of Trieste)



UNIVERSITÀ
DEGLI STUDI
DI TRIESTE

Aims

- set the basis for the development of **Spoken Easy Language (SEL)** recommendations
- **give voice** to SEL communication actors who are most often silent
- **map the needs** of SEL communication actors (i.e. users and professionals) in Europe

Languages

Plain Language for **professionals**

Easy Language for **end-users**

- English, Italian, Latvian, Lithuanian, Slovenian, Swedish + Hungarian and Spanish

Questionnaire features

- Online (Web Survey Creator)
- Easy Language PDF & paper versions
- Anonymous
- Demographic
- Open questions
- Closed questions (Likert scale)

Professionals

- facilitating the education of adult learners
- working w/users where **two-way** communication occurs (e.g. healthcare worker, social worker, speech therapist)
- producing **one-way** oral content (e.g. broadcaster, voice talent, journalist, podcaster)

End-users

people who **need linguistic support** in oral communication settings, or when listening to content

What type of questions?

Communication-enhancing strategies

- topic explicitation, signpost language, final summary, additional time

Linguistic strategies

- nouns vs pronouns, word repetition, word explanation, metaphors, similes, active vs passive sentences, positive vs negative formulations, vocatives

Listener-engaging strategies

- asking/receiving feedback, familiarisers (e.g. Liz), endearments (e.g. honey), direct questions, humour, anecdotes

Non-linguistic strategies

- louder voice, clear word articulation, pauses, slow speech rate, body language

Use of supporting material

- pictures/photos, drawings, music/sound effects

Question example

(3-point Likert scale)

Professionals

PLAIN LANGUAGE

I use louder voice to emphasise important words.

- often
- sometimes
- never

End-users

EASY LANGUAGE

It is helpful / when people use louder voice / for important words.

- very helpful
- helpful
- not helpful

THE SIMPLIFIED MUSEUM

Monica Randaccio

Morons, 2007 – The Great Communicator. Banksy. Salone degli Incanti, Trieste, 2022.

This is my proposal for an Easy-to-Read museum label to ensure that people with learning disabilities receive accessible information. In the label the content is explained in very simple words and the difficult words describing Banksy's art are simplified. Detailed background information and past tenses are avoided.

References:

Make it Simple. European Guidelines for the Production of Easy-to-Read Information for People with Learning Disability, 1998.

Information for all. European standards for making information easy to read and understand. Inclusion Europe, 2014.

How to make **information accessible** a guide to producing easy read documents, Change, 2016.

Introduction:

The original label was written in Italian and then translated into English. The label in English is compared with the Easy-to-Read version.

The label describes the print "Morons" (2007) by Banksy. The print appears in the exhibition at Salone degli Incanti in Trieste in 2022. The exhibition is entitled "The Great Communicator. Banksy" and shows the development of Banksy's artworks. Banksy starts as an anonymous street artist in Bristol and very little is known about him.

His works are satirical and combine dark humour with messages about art, violence and politics.



Original version

This work is a **corrosive critique** of the international art world, now governed by **savage market rules**. Banksy depicts a crowded and elegant auction **as a large canvas in a rich gilded frame is being auctioned off**. Prominent of it in large block letters is the inscription: "I can't believe you morons actually buy this shit", a reference that also plays on the double meaning "buy this/believe this". **The reference was to the auction sale at Christie's on March 30 1987 of one of Vincent van Gogh's Sunflowers for a record twenty-two and a half million pounds, which was the highest price paid for a work of art.** This sale marked the beginning of a **radical change** for the art market, which was **increasingly oriented towards purely speculative logic**, and was echoed by Banksy in another canvas: Sunflowers (from Petrol Station).

Easy-to-Read version

This work is a **strong and sarcastic critique** of the international art world, now subject to market rules. Banksy depicts a crowded auction and **an auctioneer selling a large canvas in a rich gilded frame to the highest bidder**. On the canvas it is written in large block letters: "I can't believe you morons actually buy this shit". 'Buy this shit' can mean either 'buy this' or believe this'. **The sentence refers to the sale of one of a picture by Vincent van Gogh called Sunflowers. The picture was sold for twenty-two and a half million pounds at Christie's in 1987. This was the highest price ever paid for a work of art.** The sale of this picture shows an **important change** in the art market **that has become an unpredictable market**. Banksy underlines this again in another canvas entitled Sunflowers (from Petrol Station).

Changes in detail:

- corrosive critique > strong a sarcastic critique: avoidance of the difficult word 'corrosive'. Its explanation is given (strong and sarcastic), 2014
- crowded and elegant auction> crowded auction: elegant is unnecessary (2014, 2016)
- as a large canvas in a rich gilded frame is being auctioned off > an auctioneer selling a large canvas in a rich gilded frame to the highest bidder: the sentence gives more explanation and makes it more clear what the information is about (2014)
- Prominent of it in large block letters is the inscription > On the canvas it is written in large block letters: easier words are used. (1998, 2014, 2016)
- a reference that also plays on the double meaning "buy this/believe this" > 'Buy this shit' can mean either 'buy this' or believe this': this sentence has been explained (2014)
- The reference was to >The sentence refers: easier words are used, use of active verb and use of present tense (2014, 2016)
- to the auction sale at Christie's on March 30 1987 of one of Vincent van Gogh's Sunflowers for a record twenty-two and a half million pounds, which was the highest price paid for a work of art > to the sale of one of the pictures called Sunflowers by Vincent van Gogh. The picture was sold for twenty-two and a half million pounds at Christie's in 1987. This was the highest price ever paid for a work of art: this long sentence is split in three shorter sentences, each one carrying different information, the complete date was not needed, the relative pronoun 'which' is eliminated and a new sentence starts (1998, 2014)
- This sale marked >The sale of this picture shows: use of easy words (2016)
- a radical change for the art market, which was increasingly oriented towards purely speculative logic > an important change in the art market that has become an unpredictable market: use of easy words (radical > important), no abstract concept (increasingly oriented towards purely speculative logic > has become an unpredictable market) (1998, 2014)
- was echoed >underlined: use of easy words (2016)
- in another canvas > in another canvas entitled: explanation (2014)

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[=] SUBTITLES FOR DEAF AND HARD OF HEARING

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