








Based on the United Nations' Convention on the Rights of Persons with Disabilities, Article 3: General principles, the matrix below is an attempt at describing the professional qualifications required to comply with the general principles defined in Article 3.

Litra a) Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons	Litra b) and e) Non-discrimination and equality of opportunity	Litra c) Full and effective participation and inclusion in society	Litra d) Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity	Litra f) Accessibility	Litra g) Equality between men and women	Litra h) Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities
<p>Specific professional qualifications:</p> <p>Facilitating individual tactile communication as a means of compensating for the dual sensory impairment.</p> <p>Bodily presentation of the outside world.</p> <p>Creating appropriate settings for social activities and acting as an interpreter and guide, e.g. providing a bodily representation of social ground rules and conveying own and others' opinions, moods and points of view by bodily means.</p> <p>Physical design of the built environment, e.g. lighting, tactile landmarks, acoustics, varied floor surfaces (give, colour, structure), contrasting colours</p> <p>Knowledge sharing to prevent dependence on specific individuals in the congenitally deafblind person's network, e.g. by means of video analysis and narrative documentation.</p>	<p>Specific professional qualifications:</p> <p>Management and tactile presentation to determine and convey which information and communication from the outside world can/should be conveyed to the deafblind person – including information about civil rights – by a disinterested professional.</p> <p>Ensuring that the deafblind citizen knows/recognizes his/her own name in a tactile, verbal and/or visual form.</p> <p>Regardless of age, residual vision and hearing, geographic location and any additional impairments, everyone must receive individual support with the goal of full habilitation in an effort that accommodates the dual sensory loss.</p>	<p>Specific professional qualifications:</p> <p>Ability to ask real and comprehensible questions and discern real answers in a communication form that is often based on tactile and bodily language, for example in relation to requests and preferences for living arrangements.</p> <p>Ability to operate assistive aids aimed at compensating for vision and hearing impairment.</p> <p>Ability to offer education and life-long learning, based on the person's specific communication needs, and providing inclusion in a specially designed tactile-bodily education and learning environment where an appropriate amount of time and resources is allocated to allow for the more time-consuming process of acquiring information and knowledge via tactile-bodily perception.</p>	<p>Specific professional qualifications:</p> <p>Ability and willingness to take part in research collaboration in the field of deafblindness.</p> <p>Knowledge and communication skills in connection with developing and spreading awareness about people with deafblindness.</p> <p>Especially important in this field due to the limited size of the specific disability population.</p> <p>Ability to read the deafblind person's varying needs for interaction and to adjust support and pace accordingly.</p>	<p>Specific professional qualifications:</p> <p>Conveying physical availability by tactile means and clearly marking own boundaries for physical touch.</p> <p>Ability to engage in the close physical and mental contact that is a prerequisite for the deafblind person's access to acquiring knowledge and information, expressing requests, preferences and dreams and making choices.</p>	<p>Specific professional qualifications:</p> <p>General knowledge about how to ensure equality in all relevant areas.</p> <p>In our assessment, there are no specific challenges relating to this section of the article in our part of the world.</p>	<p>Specific professional qualifications:</p> <p>Knowledge about the specific impairments/pervasive disorders that the person has developed as a result of deafblindness.</p> <p>This requires a professional working environment that places a high priority on allocating time for professional reflection, evaluation of everyday practices and continuing training through national and international courses and conferences:</p> <p>Basic training, NGU (National Basic Training) continuing training modules, courses on specific themes, European master degree in congenital deafblindness and diploma degree in special needs education, specializing in deafblindness.</p> <p>Knowledge sharing in regional, national and</p>
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The network would like to thank the deafblind citizen and the partners for allowing us to use these video clips.