Zero Project Report 2016

Focus: Education and Information & Communication Technologies

International study on the implementation of the UN Convention on the Rights of Persons with Disabilities: Innovative Practices, Innovative Policies, and Social Indicators from more than 150 countries

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For more information on the report, to download versions, and for further analysis of the Zero Project, visit www.zeroproject.org

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List of Acronyms

$	US Dollars
€	Euro
£	British Pound
ADA	Americans with Disabilities Act
ALS	Amyotrophic lateral sclerosis
ASEAN	Association of Southeast Asian Nations
CBR	Community-based rehabilitation
CEO	Chief Executive Officer
CRPD	see UN CRPD
CV	Curriculum Vitae, resumé
DAISY	Digital Accessible Information SYstem
DPI	Disabled Peoples` International
DPO	Disabled People Organization
EAA	European Accessibility Act
EASPD	European Association of Service Providers
EFC	European Foundation Centre
ENAT	European Network of Accessible Tourism
ENIL	European Network for Independent Living
EU	European Union
e.V.	eingetragener Verein (registered Association)
f., ff.	following page, following pages
G3ICT	Global Initiative for Inclusive ICTs
GAATES	Global Alliance on Accessible Technologies and Environments
ICT	Information and communication technologies
iPad	Tablet Computer, Trademark of Apple Computers
IT	Information & Technology
IDA	International Disability Alliance
IE	Inclusive Education
IFES	International Foundation for Election Systems
INEE	Inter-Agency Network for Education in Emergencies
ILO	International Labour Organization
ITU	International Telecommunication Union
LCD	Liquid Crystal Display
Ltd.	Limited (registered company)
MP	Member of Parliament
N/A	Not available or not answered
NFC	Near-Field-Communication
NGO	Non-Governmental Organization
OECD	Organisation for Economic Co-operation and Development
OHCHR	Office of the High Commissioner for Human Rights
p.	Page
PWD	Person with Disability
®	Registered Trademark
SDG	Sustainable Development Goals
TM	Trademark, Brandname protected
TVET	Technical vocational and educational training
TU	Technical University, Technische Universitaet
UD	Universal Design
UK	United Kingdom
UN	United Nations
UN CRPD	United Nations Convention on the Rights of Persons with Disabilities
UN DESA	United Nations Department of Economic and Social Affairs
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
US, USA	United States of America
VET	Vocational and educational training
W3C	World Wide Web Consortium
WFC	World Future Council
WCAG 2.0	Accessibilty Standard for Web applications
WHO	World Health Organization

“For a World without Barriers”

FOREWORD BY MARTIN ESSL

Founder, Essl Foundation

The Zero Project is working for a world with zero barriers. Worldwide, the Project Identifies and shares models that improve the daily lives and legal rights of all persons with disabilities, as well as develops and researches Social Indicators that measure the implementation of the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD).

This is a special year for the Zero Project, as it represents the completion of our first four-year research cycle. In 2012–2013 we decided to focus our annual research on a single overarching topic identified in the UN CPRD. To this end, we started with Employment and followed with Accessibility (2013–2014), Independent Living and Political Participation (2014–2015), and, now, we conclude with Education (which we have augmented with a focus on information, communication, and technology).

Since 2013 we have researched more than 300 Innovative Practices and Innovative Policies, and each year we have researched 30 Social Indicators in more than 150 countries. The number of people in our network of experts, both with and without disabilities, who contribute their knowledge and expertise now exceeds 3,000. With an ever-growing percentage of network members having disabilities, this is, surely, a case of ”Nothing about us without us!”

To all of you, I should like to convey, as always, my heartfelt thanks, and especially to our operational partners at the World Future Council, the European Foundation Centre, and the more than 100 other partner organizations that support us.

This year’s Zero Project Conference, which for the third year running was held at UN Headquarters in Vienna, brought together some 500 participants from around the world, including representatives of Innovative Practices and Policies, decision-makers and opinion leaders, international organizations, country representatives, self-representatives, NGOs, foundations, academics, business leaders, and many others – both with and without disabilities.

Further, this year the Zero Project will be working even more closely with some of our leading partners. Together with the United Nations Department of Economic and Social Affairs/ Division for Social Policy and Development, we will be contributing to the Habitat III Conference on Urban Development in Quito, Ecuador, in October by collecting best practices on accessible and inclusive urban development. And jointly with the European Association of Service Providers for Persons with Disabilities, we will be publishing in April a report on best practices in early childhood interventions.

All this being said, I must emphasize that the Zero Project is not just about research. It is about change – that is our core mission. For us, it is the difference that the ZeroProject actually makes for individuals that is our highest goal, and in which we take our greatest pride. And, happily, we can already tell you quite a lot about these. We have collected some of the anecdotal evidence to share with you both here, in this Report, and on the Zero Project Website.

Not only the Zero Project, but also the Essl Foundation itself is fully committed to actual and sustainable change. We have continuously supported social entrepreneurs since 2008, both financially and non-financially, and, since 2012, have had a clear focus on start-up organizations that support the employment of persons with disabilities in the open labour market.

Our thanks, once again, to all who have helped make the Zero Project a success.

Martin Essl, Founder of the Essl Foundation, January 2016

Executive Summary

The Zero Project

The Zero Project, its organization and its vision of a world without barriers.

Social Indicators

Measuring the implementation of the UN Convention on the Rights of Persons with Disabilities in 129 countries.

Innovative Policies

12 laws and regulations by governments that have an outstanding impact on Inclusive Education or accessible ICT.

Innovative Practices

86 projects, programmes, or social enterprises that have an outstanding impact on Inclusive Education or accessible ICT.

About the Zero Project

The mission of the Zero Project is working for a world with zero barriers, according to the goals and principles of the UN Convention on the Rights of Persons with Disabilities (UN CRPD), by researching Innovative Practices and Policies as well as measuring the implementation with Social Indicators.

A solution based approach: The Innvative Practices and Policies Awards of the Zero Project
Worldwide, the Zero Project finds and shares innovations that improve the daily lives and legal rights of all persons with disabilities by awarding annually "Innovative Practices and Innovative Policies of the Zero Project." The Awards support outstanding work with global recognition, but Awardees are not funded by the Zero Project.

Measuring the UN CRPD with Social Indicators
Furthermore, the Zero Project also develops and researches Social Indicators that measure how the UN CRPD is being implemented by comparing more than 150 countries in an annual survey. You can research them in depth at www.zeroproject.org.

A unique network of 3,000 experts worldwide
The research method is based on a unique, constantly growing network of more than 3,000 experts with and without disabilities from all sectors of society and more than 180 countries that contribute with their expertise.

Partnerships with leading international organizations
The Zero Project is operated by the Essl Foundation jointly with the World Future Council, based in Geneva, and the European Foundation Centre, based in Brussels. The Zero Project also has representatives in New York and Tokyo. Partners of the Zero Project share the mission of promoting the innovation and research of Innovative Practices and Policies, design new joint research and communication projects, and gain from access to this research and organizational network. The core of this network is a growing group of partners that currently includes organizations like UNDP, UNICEF, ILO, ITU, IDA, DPI, EASPD, ENAT, ENIL, GAATES, G3ict, Fundacion ONCE, Inclusion International, IFES, Light for the Word, and more than 50 others.

Broadly communicating online and offline
The results of the annual research (2015–2016: Education, with a focus on information and communication technologies; 2016–2017: Employment) are shared with the Zero Project Conference, the Zero Project Report, the Zero Project Website, social media activities, and joint activities with our partner network.

Organizing a leading conference
The Zero Project Conference, held annually in the Vienna Headquarters of the United Nations, gathers up to 500 participants, including representatives of Innovative Practices and Policies as well as the partner network and other leading decision-makers and opionion leaders worldwide.

A RESEARCH FOCUS ON FOUR TOPICS

On a four-year cycle, annual research focuses on Employment, Accessibility, Independent Living, and Education.

2013: Employment	2014: Accessibility	2015: Independent Living	2016: Education
Innovations in reasonable accomodation, social entrepreneurship, business strategies, self-employment	Innovations in accessible built environment, infrastructure, ICT, products, and services	Innovations in de-institutionalization, self-representation, and political participation	Innovations in inclusive schools, universities, learning materials, and vocational-educational training

2017: Employment	2018: Accessibility	2019: Independent Living	2020: Education

Credit: Karin Beate Nosterud, Save the Children

One of the Innovative Policies 2016: Thanks to the INEE Minimum Standards for Education, the provision of education in emergencies became mandatory worldwide in 2010 (page 148)

Measurable impact
The Zero Project measures both the qualitative and quantitative results of programmes and projects designed to improve the lives of people with disabilities, and only measurable impact qualifies them being selected as Zero Project Awardees. In January 2016, all Awardees of 2013, 2014, and 2015 were asked to share any concrete outcomes that resulted from having been a recipient of a Zero Project Award and/or of taking part in a Zero Project Conference. Encouragingly, dozens of positive responses were received, a selection of which appear on pages 18 and 19 (as well as on the back cover of this Report)

The Zero Project 2015–2016

As the final year of the Zero Project's four-year cycle, in 2015–2016 the Project has focused on Article 24 (Education) of the United Nations Convention on the Rights of Persons with Disabilities but this Report also addresses elements of Article 5 (Equality and Non-discrimination), Article 7 (Children), Article 27 (Work and Employment, particularly vocational and educational training), and Article 31 (Statistics).
In the research on Innovative Practices and Policies, Article 9 (Accessibility) was also included, with a particular focus on information and communication technology (ICT). ICT was added because of the great importance of technological innovation in transmitting, storing, transforming, and publishing information – all of which is fundamental to qualitative and Inclusive Education.

The Zero Project Social Indicators 2015–2016
After extensive research of the literature and a stakeholder dialogue with Zero Project partners, 14 questions were developed to measure the implementation of the UN CRPD regarding Education, and these were then added to the 16 questions that have been asked each year since 2012.

As in the past, the questionnaire was sent to more than 1,000 experts – both with and without disabilities – who are part of the Project's vast network, and from these responses the Zero Project Social Indicators were calculated. This year, 196 respondents from 129 countries completed the questionnaire. This makes the Zero Project process a unique worldwide survey on the perception of all sectors of civil society about the rights and life of persons with disabilities and on the implementation of the UN CRPD.

The survey would not be possible without the great support of the Disabled Peoples International (DPI), whose members have been very active in completing the questionnaire and representing experts from 95 countries.

The Social Indicators are covered in Section 1 of this Report, and extensive research material is available on www.zeroproject.org.

The Zero Project Innovative Practices and Policies 2016
Based on Article 24 of the UN CRPD on Education, and after researching existing reports and conducting an extensive stakeholder dialogue, the Zero Project team developed a nomination form to research the most innovative practices and policies in the field of education.

The nomination form was widely distributed through the Zero Project network and its partners, who themselves requested their own networks and/or members to nominate outstanding practices and policies. As a result of this process, 337 nominations from 98 countries were received. After a multistep selection process, engaging hundreds of experts of the Zero Project in commenting, evaluating, and voting, a final 86 Innovative Practices and 12 Policies were selected as this year's Award winners. Innovative Practices are covered in Section 2 of the Report, and Innovative Policies in Section 3.

Zero Project Conference 2016 and Website
Representatives of all Innovative Practices and Policies were invited to present their outstanding work at the Zero Project Conference 2016, February 10 to 12, at UN Headquarters in Vienna. Close to 500 participants from more than 60 countries attended this year's Conference. All research materials are available for free at www.zeroproject.org. Results are also communicated via Facebook, Twitter, and YouTube (see back cover of this Report).

One of the Innovative Practices 2016: "Bridge of Hope" in Armenia has trained more than 5000 teachers and transfered 2.200 pupils into Inclusive Education

About this Zero Project Report 2016

This Report is composed of three main sections:
Section 1 on Social Indicators: Analysis of the most important Social Indicators on Education, with a quantitative analysis of answers globally and regionally, and qualitative analysis of the most illustrative answers given by country experts.
Section 2 on Innovative Practices: A brief analysis of the methodology used to select Innovative Practices, followed by 86 one-page Fact Sheets for every Innovative Practice 2016, sorted by country of work/origin.
Section 3 on Innovative Policies: An analysis of the methodology used to select Innovative Policies and an overview of the 12 Awardees, followed by Fact Sheets for every Innovative Policy 2016, sorted by country of work/origin.

World maps on the coverage of Social Indicators (page 30) and Innovative Practices and Policies (page 14 and 16) illustrate the project's global outreach. The Annex contains additional tables with further research in all three topics; and www.zeroproject.org offers much additional research in alternative and accessible formats.

A look ahead: The Zero Project 2016–2017

The Zero Project 2016–2017 will restart the research cycle, "revisiting" the topic of Employment, first researched in 2012–2013. The official nomination process will start in May and June 2016; the Social Indicator survey will be launched in August and September 2016. Also in 2016, for the first time the Zero Project is partnering with leading international organizations, using the Zero Project network and methodology to jointly research various topics:

- The Zero Project will cooperate with the United Nations Department of Economic and Social Affairs/Division for Social Policy and Development on researching best practices in the field of accessible and inclusive urban development, to be presented at the UN Habitat III Conference in Quito, Ecuador, October 2016.
- Jointly with the European Association of Service Providers for Persons with Disabilities (EASPD), the Zero Project is researching best practices in the field of early childhood development, to be presented at an EASPD Conference in Chisinau, Moldova, in April 2016.

The Zero Project will also launch an online monthly edition of the "Zero Project – Media Channel" – a new platform to share research about, and news from, Innovative Practices and Policies as well as insight from the Social Indicators.

Measuring the implementation of the UN CRPD with 30 questions in 129 countries: A summary

Since 2010 the Zero Project has measured the implementation of the UN Convention on the Rights of Persons with Disabilities with Social Indicators, country by country. This year experts from 129 countries have contributed to this process, with a particular focus on Education. These experts provide a global overview of – as well as unique insights into – the daily life of persons with disabilities in various countries worldwide.

The Zero Project's Social Indicators are designed to complement the work of national monitoring bodies, federal bureaus of statistics, and international organizations that measure the implementation of the UN CRPD. They are based on questionnaires that are completed by experts who assess the implementation in their own country. The questions are designed to focus on concrete implementation of the most important rights granted by the UN CRPD, as stated in its Articles.

Since 2012 the Zero Project Indicators have consisted of 30 questions, divided into two groups:

- Part 1 consists of 16 questions that cover the range of key Articles of the UN CRPD and that have been posed in a consistent manner since 2011. These questions ask for details of the implementation of the UN CPRD regarding built environments, transportation, emergencies, education, data collection, employment, independent living/political participation, and CRPD implementation and monitoring.
- Part 2 specifically addresses the annual research theme. This year the theme is Education. Since Part 1 of the questionnaire also contains four questions on Education, the entire questionnaire consisted of 18 questions on Education and 12 questions on other core topics of the UN CRPD.

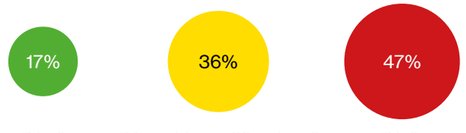
More specifically, in 2015–2016 the Zero Project questionnaire was augmented to include questions on the following Education-related topics:

- Legal framework for Inclusive Education
- Availability of data on Inclusive Education
- Responsible government agency for Inclusive Education
- Availability of accessible school buildings and learning materials
- Compulsory teacher training in inclusion and accessibility
- Gender equality in universities
- Treatment of foreign students with disabilities

From September to December 2015, 275 experts from 129 countries answered the Zero Project questionnaire; 196 questionnaires were completed by at least a third and also met other qualitative criteria, and were thus evaluated. This includes 102 responses from 95 countries that came from the DPI network (names and countries of respondents can be found in the Annex in the "Zero Project Network").

The answers that the experts provided are based on their experiences and perspectives. This provides a unique set of qualitative and quantitative data. On the other hand, the analysis and aggregation of data based on expert panels is limited by statistical principles. Thus, the Zero Project only aggregates data on a regional level, not on a country level, and does not calculate year-on-year comparisons. Some important findings are summarized in this chapter.

HOW THE SOCIAL INDICATORS ARE DESCRIBED



In total, the analysed answers to all questions resulted in 17% "Yes" (green light), 36% "Yes with qualifications" (yellow light), and 47% "No" (red light). Based on these responses, a Social Indicator was calculated for each question – with 1 as the best possible Social Indicator ("Yes" only) and "0" as the worst possible indicator ("No" only). Calculations were also made on the regional and country group level, but no country-by-country comparisons were made.

HOW THE SOCIAL INDICATORS ARE RESEARCHED

On the country level, analysis of qualitative data and anecdotal evidence is collected per question. Section 1 contains analysis of all 16 Education-related questions.

The aggregated data on a worldwide and regional level appears in the Annex; www.zeroproject.org contains world maps for each of the 30 questions to drill down on data; and the whole dataset is available as open source for download.

Innovative Practices and Policies: A summary

In June and July 2015 more than 3,000 people from nearly every country of the world were approached to nominate practices, policies, projects, models, services, products, business strategies, social enterprises, etc. In response, 337 nominations for Innovative Practices and Policies from 98 countries were received. A shortlist of 200 nominations (178 Practices and 22 Policies) was created with the participation of some 150 experts of the Zero Project's worldwide network, with and without disabilities.

All 22 shortlisted Innovative Policies were researched by the World Future Council (WFC), which applied its Future Just Lawmaking Methodology. The WFC research team conducted written interviews with representatives from governments, academia, and/or organizations of persons with disabilities. In total, 49 experts with and without disabilities were involved in this process.

The selection of the 86 Innovative Practices Awardees 2016 was based on the voting of the Project's approximately 150 global network experts.

One of the Innovative Practices: Konekt ("LetsCo") in Belgium trains adults with intellectual disabilities specifically to gain employment in kindergartens and in the care of the elderly.

Summary of Innovative Practices Awards 2016
The huge number of nominations enabled the research team to find common clusters for methods used and solutions found in the field of Education, in the field of accessible and inclusive ICT, and in both. Section 2 includes in-depth analyse of the following methods and solutions:

1. Multidimensional approaches towards inclusive schools
2. Reaching out to the poorest of the poor in rural areas
3. Opening up "closed" universities
4. Preventing bullying in schools
5. Employment-driven training
6. Bridging the gap between vocational education and training and employment
7. Early childhood interventions
8. Non-formal education: arts, pictures, music, sports
9. Accessible learning materials
10. Training teachers, caregivers, and parents
11. Creating and supporting standards and accessible webtools
12. ICT support for persons who are blind or with visual impairments
13. ICT support for persons who are deaf or with hearing impairments
14. ICT support for persons with physical disabilities

Find all 86 Innovative Practices Awardees on pages 37 to 130. World and Europe maps can be found on page 14 and 16 and tables with further analysis in the Annex. Search www.zeroproject.org by country or keyword – not only for this year's Innovative Practices and Policies but the entire database since 2012.

Summary of Innovative Policy Awards 2016
The Zero Project has identified 12 Innovative Policies (see box), which can be categorized as follows:

Innovative Policies at different government levels: Innovative Policies 2016 are implemented at all levels of government, from the regional/provincial level (for example, New Brunswick's policy on Inclusive Education) to the national level (for example, the action plans from Costa Rica and Brazil) up to the international level (for example, the EU-US Standard of Cooperation).

Innovative Policies at all levels of education: Inclusive Education goes beyond primary and secondary school, comprising early childhood development, adult education, and non-formal education. A good example for early childhood interventions is the US Head Start programme. At the same time, higher education needs to become accessible to those with disabilities, such as Estonia's Primus programme,

One of the Innovative Policies 2016: Whereas in 2010 only 35% of the population of Montenegro found it acceptable for a child with a disability to attend the same class as their own non-disabled child, this figure increased to 78% in 2015. This is the impact of an advocacy campaign of UNICEF and the Government of Montenegro (supported among others by a famous actress from Montenegro).

which has successfully acted as a real door-opener for numerous students with disabilities. In the area of vocational education and training that is accessible to persons with disabilities so that they have a chance to enter the open labour market, Costa Rica's National Plan for Work Inclusion of People with Disabilities has received an Innovative Policy Award 2016.

Innovative Policies in emergencies: Thanks to the Inter-Agency Network for Education in Emergencies Minimum Standards for Education, which articulate the minimum level of educational quality and access, including for children with disabilities, the provision of education in emergencies became mandatory worldwide in 2010.

Innovative Policies for persons with all types of disabilities: The UN CRPD defines access to inclusive and qualitative education for all, no matter what type of disability. The Inclusive Education Policy of New Brunswick, Canada, is outstanding in that regard.

Innovative Policies for the most excluded groups: Italy is one of the few countries to have established a national right to Inclusive Education, with specialized teachers for learning support (one for every two children) and with less than 1% of all children with special needs educated in segregated settings.

Find a detailed explanation of research and fact sheets on page 134 ff., and a worldwide overview of all 12 Innovative Policies and a table with key facts on page 174 in the Annex.

THE 12 INNOVATIVE POLICIES 2016

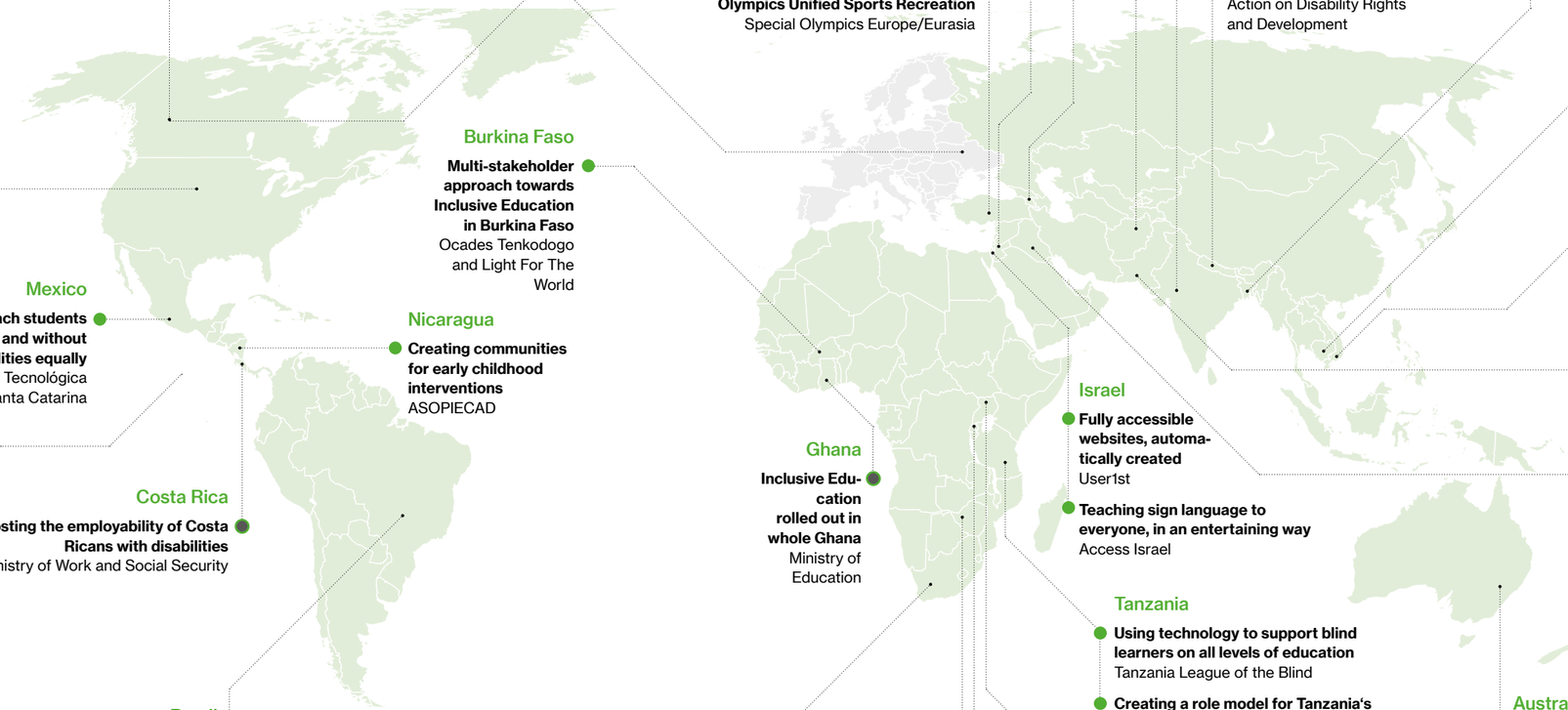
Title	Country
Brazil's billion dollar National Plan for Inclusive Education	Brazil
Canada's New Brunswick forbids segregated education	Canada
Boosting the employability of Costa Ricans with disabilities	Costa Rica
Access to higher education in Estonia	Estonia
Inclusive Education rolled-out in whole Ghana	Ghana
Mandatory minimum standards for education in emergencies	International
Inclusive Education in post-war instability	Iraq
Universal Design in Irish tourism services as a business case	Ireland
In Italy, students with disabilities are not segregated	Italy
Changing exclusionary behaviour patterns through advocacy	Montenegro
Promoting school readiness and a head start for all	United States of America
Transatlantic e-Accessibility standards cooperation USA & EU	USA & EU

Innovative Policies and Practices around the world

For Europe see following page

ZERO PROJECT 2016

- Innovative Practice
- Innovative Policy



Canada

- **Canada´s New Brunswick forbids segregated education**
  New Brunswick - Department of Education and Early Childhood Development
- **Supporting architects and urban planners to understand accessibility**
  GAATES
- **A sign language curriculum especially for parents**
  Carleton University

Ukraine/Canada

- **From hidden children to Inclusive Education in the Ukraine**
  The Canadian Centre on Disability Studies

USA

- **One accessible textbook platform for all universities**
  AMAC Accessibility Solutions
- **Analyzing the whole policy framework to identify barriers towards inclusion**
  TASH
- **A curriculum for the UN CRPD already in six languages**
  University of Syracuse - Burton Blatt Institute
- **Creating school communities of acceptance, inclusion, and respect**
  Special Olympics Arizona
- **Promoting school readiness and a head start for all**
  Department of Health and Human Services

Mexico

- **How to teach students with and without disabilities equally**
  Universidad Tecnológica Santa Catarina

Burkina Faso

- **Multi-stakeholder approach towards Inclusive Education in Burkina Faso**
  Ocades Tenkodogo and Light For The World

Nicaragua

- **Creating communities for early childhood interventions**
  ASOPIECAD

Costa Rica

- **Boosting the employability of Costa Ricans with disabilities**
  Ministry of Work and Social Security

USA/Latin America and Carribean

- **The million-user online platform, strengthening Latin American DPOs**
  The Trust for the Americas - POETA

Brazil

- **Brazil's billion dollar National Plan for Inclusive Education**
  Secretariat for Human Rights of the Presidency & Ministeries
- **One children's book in nine accessible formats**
  WVA Editora

* International

- **Mandatory minimum standards for education in emergencies**
  Inter-Agency Network for Education in Emergencies and Ministery of Education

* USA / EU

- **Transatlantic e-Accessibility standards cooperation USA & EU**
  European Commission and U.S. Access Board

South Africa

- **Improving speech by visualizing it**
  ADJ Electronics - Bellen Speech Visualizer
- **Stimulation kit and training for caregivers**
  Uhambo Foundation - Ndinogona Stimulation Programme
- **Finding employment by training and job rotation**
  The Living Link

Afghanistan/Sweden

- **Creating mainstream schools in a war-torn country**
  Swedish Committee for Afghanistan

Armenia

- **Training the teachers and their trainers in Inclusive Education**
  Bridge of Hope

Jordan

- **Video emergency line for persons with hearing impairments**
  Higher Council For Affairs Of Persons With Disabilities

Turkey

- **Social inclusion through Special Olympics Unified Sports Recreation**
  Special Olympics Europe/Eurasia

India

- **Guidelines and Toolkits towards fully accessible schools,** Samarthyam
- **Studying law for all students from under-privileged communities**
  IDIA Charitable Trust
- **Vocational training leading directly to jobs in the open labour market**
  Youth4Jobs Foundation - Parivartan
- **Indian campaign to educate children with visual impairment going global**
  ICEVI - Global Campaign on Education

Nepal

- **Accessible textbooks for all blind students using Android technology**
  Action on Disability Rights and Development

Bangladesh

- **Creating a role model of Inclusive Education**
  Plan International
- **Accessible learning materials for students with visual impairments**
  YPSA (Young Power in Social Action)
- **Holistic approach towards inclusive schools in Bangladesh**
  Leonard Cheshire Disability

Cambodia

- **Inclusive Education for children who are blind or deaf in Cambodia**
  Krousar Thmey

Vietnam

- **Low-cost technology for young people with vision impairment**
  Nhat Hong Center
- **Transforming special schools into early intervention centres**
  Medical Committee Nether-lands-Vietnam

Pakistan

- **Quality health care and counseling through video technology**
  DoctHERs

Iraq

- **Inclusive Education in post-war instability**
  Ministry of Education of Iraqi Kurdistan and UNICEF

Israel

- **Fully accessible websites, automatically created**
  User1st
- **Teaching sign language to everyone, in an entertaining way**
  Access Israel

Ghana

- **Inclusive Education rolled out in whole Ghana**
  Ministry of Education

Tanzania

- **Using technology to support blind learners on all levels of education**
  Tanzania League of the Blind
- **Creating a role model for Tanzania's Inclusive Education policy**
  Add International

Uganda

- **Training teachers to keep children with disabilities in school**
  Uganda Society for Disabled Children

Zimbabwe

- **Inclusive school systems rolled out in Zimbabwe**
  Leonard Cheshire Zim-babwe Trust
- **Integrating Inclusive Education in local communities in Zimbabwe**
  Jairos Jiri Association

Rwanda

- **Access to education for refugee children**
  Initiative for Refugees living with Disability

Ruanda, Ethiopia and Kenya

- **Training and employment of youth with disabilities in several African countries**
  Light for the World - EmployAble

Australia

- **Picture my participation!**
  Child and Adolescent Health Service
- **A toolkit giving children a voice who do not want to speak**
  Deakin University
- **University experience for persons with intellectual disabilities**
  Centre for Disability Studies
- **Providing live transcripts of lessons and instant feedback to teachers**
  Access Innovation Media - The Visible Classroom
- **Developing indicators for Inclusive Education in the Pacific Region**
  Monash University

Innovative Policies and Practices in Europe

ZERO PROJECT 2016

- Innovative Practice
- Innovative Policy

United Kingdom

Reducing all forms of prejudice-based bullying
Centre for Studies and Inclusive Education

Itinerant Teachers deliver Inclusive Education in Togo
Handicap International

Enable visually impaired people to travel independently
Royal London Society for Blind People - Wayfindr

sign language interpretation on video for customers
Barclays Bank - SignVideo

Preventing bullying in English Schools
World of Inclusion Limited

Ireland

Universal Design in Irish tourism services as a business case
National Standards Authority of Ireland

Creating a more accessible Ireland for children who are deaf
Ministry of Education - Sound Advice

Belgium

Jobs in kindergartens and elder care for persons with intellectual disabilities
Konekt - LetsCo!

Supporting teachers with excellent reports on children´s improvements
VCLB Gent

Bridging the gap to the IT Industry
IBM - EnAble India

Netherlands

Using courts and litigation for the right to Inclusive Education
Dutch Association for Disabled Children: In1School

Luxemburg

Training carers, family, and staff via a web platform
Association des Parents d'Enfants Mentalement Handicapés

Spain

Breaking down barriers to scientific knowledge
Universidad Complutense Madrid

Teaching blind students in regular school classes
Fundacion ONCE´s Educative Model

Controlling the computer with eye movements
Irisbond

Learning to manage one´s own personal finances
Fundacion ONCE

France

E-Learning for teachers, carers, and families
La Fondation des Amis de l'Atelier

Italy

Simulating a supermarket as a learning environment
ISTITUTO C. Colombo

Video-Interpreting Service for sign language and foreign languages
VEASYT Live!

Music as education and communication tool for students with Autism
Istituto Comprensivo Via Dei Boschi

Using iPads to create multiple information channels
Centro Leonardo Education

In Italy, students with disabilities are not segregated
Ministry of Education

Montenegro

Changing exclusionary behaviour patterns through advocacy
UNICEF and Government of Montenegro, European Union

Kosovo

Creating inclusive pre-school institutions
Save the Children

Macedonia

Assistive technologies and teacher training in mainstream schools
Open the Windows

Germany

Step-by-step towards an inclusive university
TU Dortmund - Dortmund Center for Disability

Remote speech-to-text and sign language interpretation
VerbaVoice

Persons with learning difficulties as IT trainers
PIKSL

New museum experiences for persons with learning difficulties
PIKSL

Austria

The sign language Avatar Project
signtime

Promoting innovative assistive technologies internationally
University of Applied Sciences - AsTeRICS Academy

Easy to read newspaper articles, written by persons with learning difficulties
Jugend am Werk

Creating smart accessible media using Robobraille
Hilfsgemeinschaft - RoboBraille

A tablet that creates Braille, graphics, and maps
BLITAB Technology

A computer mouse steered with the mouth
LIFEtool - IntegraMouse3

Prevent bullying against women with learning difficulties
Ninlil

An all-stakeholder approach towards Inclusive Education
Chance B Holding

Real jobs after being trained in a real bakery
Caritas & Gragger Bakery: BACK´mas Vocational Training

Norway

Adding Universal Design in the curricula of ICT students
Oslo and Akershus University College

Sweden

Using technology in the classroom as a support for all students
The Swedish Agency for Participation

Hungary

English skills for persons with learning difficulties
GNW

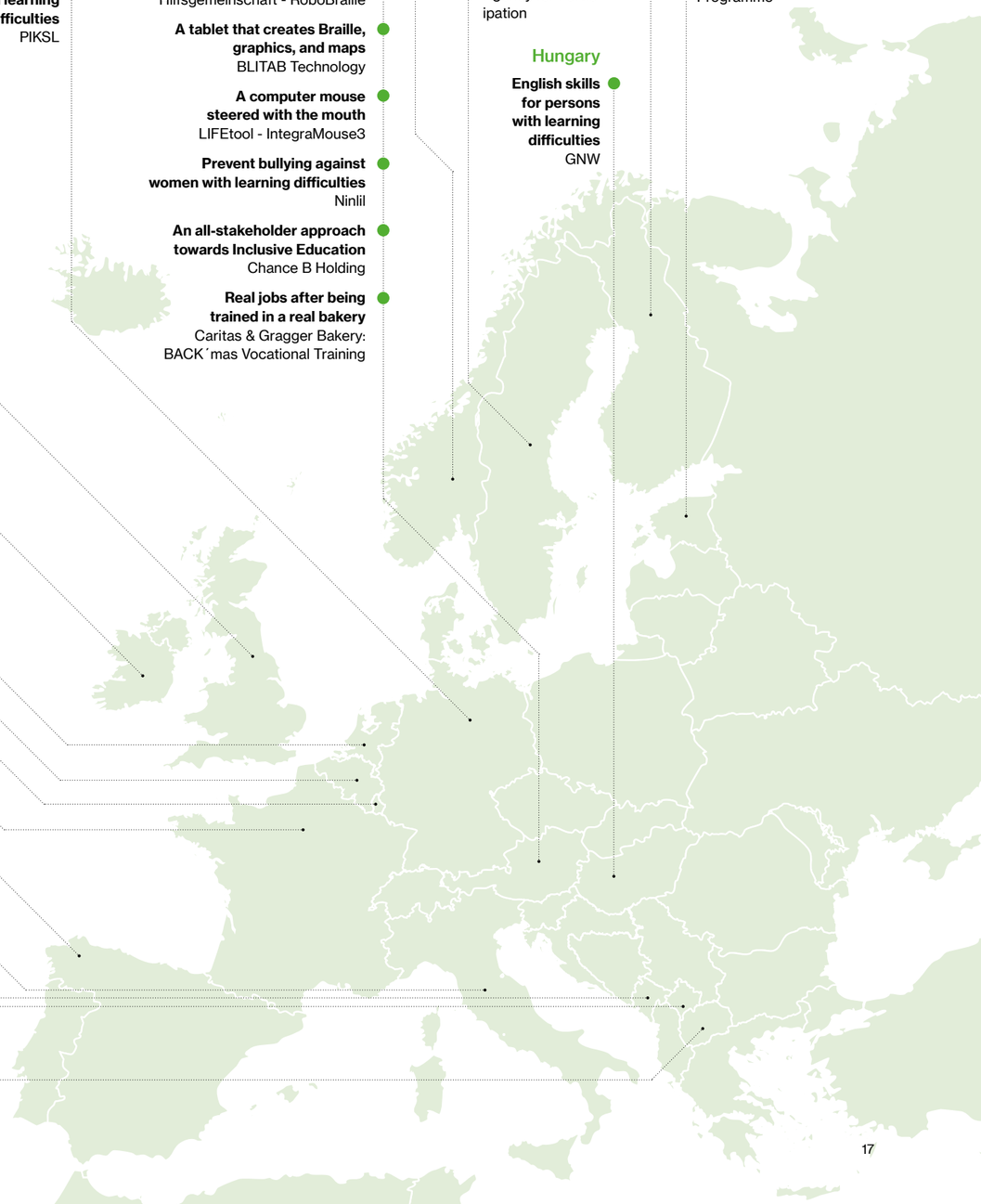
Finland

Finnish anti-bullying programme for schools going international
University of Turku - KiVa

All you need to know to open the door to the labour market
Aspa Foundation

Estonia

Access to higher education in Estonia
Ministry of Education and Research and Archimedes Foundation: Primus Programme



Success Stories

The measurable impact of the Zero Project: Innovative Practices and Innovative Policies from 2012 to 2015 report how the Zero Project made a difference for their work.

After the Zero Project Conference, we presented the Award to our parent Ministry, the Ministry of Public Service, Labour and Social Welfare, which, in recognition of such an achievement, invited us as one of the key partners to a meeting that was held in Bulawayo in August 2015.

W. N. Ruvere, Jairos Jiri Assocation, Zimbabwe

You have done fantastic work at the Zero Project Conference, and I have come away with many interesting topics and views that I will use when I now plan a Nordic conference on the implementation of the UN CRPD, with a focus on politics, governing, and practice.

Maarit Aalto, Nordens Välfärdscenter/Nordic Centre for Welfare and Social Issues

The Zero Project Reports are providing very valuable input to the political actions of the disability movement in Denmark.

Stig Langvad, Independent Expert Member of the Committee under the UN CRPD, Denmark

The Zero Project Award made a big difference for our local initiative in Belgium. The media covered it, which helped us to get more political support. A year later, more and more local communities are saying “yes” to the method that we developed to facilitate access to rented housing for people with disabilities.

Joris Van Puyenbroeck, Mieke Schrooten, Proefwonen, Belgium

Das große Ziel: Null Barrieren im Alltag

„Es ist normal, verschieden zu sein.“ Dieser Satz des deutschen Politikers Richard von Weizsäcker steht über dem „Zero Project“, das am Mittwoch erstmals in Kärnten seine Konferenz abhält: Internationale Experten diskutieren über ein selbstbestimmtes Leben für alle. Auch das Kärntner „ChancenForum“ wird gefeiert.

Einen weiteren Schritt zur Umsetzung der UN-Behindertenkonvention setzen die Essl Foundation und die Kärntner Organisation „autArK“: Im Klagenfurter Seepark-Hotel laden sie Experten aus Wirtschaft, Politik und dem Sozialbereich. Es geht um eine Welt ohne (dafür Zero – Null) Barrieren. Dabei werden erfolgreiche Projekte präsentiert, wie das „Social Housing“ aus Belgien oder ein Konzept des Zusammenlebens von Beeinträchtigten und nicht Beeinträchtigten in Deutschland oder auch das Kärntner „ChancenForum“: Seit zehn Jahren helfen Unternehmen – und Arbeitsassistenten Beeinträchtigten, in Betrieben Fuß zu fassen, mitzuarbeiten, ein Teil der Gesellschaft zu sein. Teilnehmen kann am Kongress jeder Interessierte – kostenlos. Anmeldung: ☎ 0463/ 59 72 63. Details unter: www.autark.co.at

Kläglenfurt

Der Dachverband der Träger der Behindertenhilfe in Kärnten (AmmA) hat durch „Zero-Project Landeskonferenz Kärnten“ und das in Folge stattgefundene „1. Vernetzungstreffen der Selbstvertreterinnen und Selbstvertreter in Kärnten“ das Thema aufgegriffen und es gibt nun Bemühungen unter dem Dach der AmmA auch einen Platz bzw. professionelle Strukturen für die Selbstvertreterinnen und Selbstvertreter Kärntens zu schaffen.

Andreas Jesse, Autark, Austria

When our accessible theatre was recognized as an Innovative Practice by the Zero Project, we gained visibility and credibility with the media and the Brazilian government. Soon after we were honoured by the Zero Project , Escola de Gente was awarded the Order of the Cultural Merit by the President of Brazil.

Claudia Werneck, Escola de Gente, Brazil

You are able to search out the best examples of accessibility, uncovering people and projects that one rarely hears about.

Betty Dion, GAATES, Canada

The idea to organize a week-long summer camp for young people with motor disabilities to prepare them for further education started at the Zero Project Conference 2013, and it was subsequently awarded as an Innovative Practice by the Zero Project in 2015.

Joanna Kinberger, Diakonie, International Camp on Computers and Communication for People with Motor Disabilities, Austria

Following our project’s participation in the 2015 Zero Project, both in a panel presentation and an award, many avenues opened up. We received an expression of interest to view our programme in Japan based on recognition of the Zero Project.

Cher Nicholson, South Australian Supported Decision Making Project

During the Zero Project Award ceremony at UN Headquarters in Vienna, UN DESA Director Daniela Bas expressed her wish to get a first-hand impression of our work on the ground in Hamburg-Altona. Delegations from Birmingham (UK) and Chicago (US) came to visit us after the award ceremony and are now interested in implementing our criteria for inclusive urban development in their cities, once these are available in English.

Agathe Bogacz, Hamburg Altona, Germany

SECTION 1:

Key findings of the Zero Project Social Indicators

Worldwide coverage

Coverage of 129 countries worldwide makes the Zero Project Social Indicators a unique wealth of data

30 questions

Designed to focus on concrete implementations ofthe most important rights granted by the UN CRPD

Qualitative analysis

All available data has been analysed quantitatively but also qualitatively by researching comments and explanations

Website

The full set of data is available on www.zeroproject.org, best to be seen on interactive world maps

Comparing Inclusive Education

MEASURING THE IMPLEMENTATION OF THE UN CRPD WITH 30 QUESTIONS IN 129 COUNTRIES

Since 2010 the Zero Project has measured the implementation of the UN Convention on the Rights of Persons with Disabilities (CRPD) with Social Indicators, country by country. This year experts from 129 countries have contributed to this process, with a particular focus on Education. These experts provide a global overview of – as well as unique insights into – the daily life of persons with disabilities in various countries worldwide.

The Zero Project's Social Indicators are designed to complement the work of national monitoring bodies, federal bureaus of statistics, and international organizations that measure the implementation of the UN CRPD. They are based on questionnaires that are completed by experts who assess the implementation in their own country. The questions are designed to focus on concrete implementation of the most important rights granted by the UN CRPD, as stated in its Articles.

Answers to questions asked of the expert panels are based on a traffic light system:

- Green: Yes
- Yellow: Yes with qualification
- Red: No

HOW TO USE THE SOCIAL INDICATORS

- In the following section, every Education-related question is analysed by the "traffic-light" method – both worldwide and regionally. This data is augmented by qualitative data based on the comments and explanations provided by the respondents. The 12 questions not related to Education are not analysed in this Report, only on the website.
- The Annex of this Report contains all answers by all respondents, summarized answers to questions, and the full questionnaire.
- The Zero Project website contains all data, including the names, organizations, countries, and comments of all respondents (see the Indicators section). Every question can be analysed via world maps, which can be zoomed in and out. When clicking on a symbol, the name of the respondent and additional remarks appear. Every question is also analysed verbally, looking at quantitative as well as qualitative data.
- The complete open source data is also freely available in the Download section of the Zero Project website, enabling anyone to conduct their own research.

Respondents are encouraged to comment on their answers, which provides for the quantitative and qualitative data used in determining the Social Indicators.
Experts in all countries of the world are approached, including representatives of grassroots organizations, national umbrella and membership organizations, service providers, academics, consultants, social entrepreneurs, and others – both with and without disabilities. Several organizations support the research by forwarding the questionnaire to its members. Disabled Peoples' International (DPI) takes a leading role in that respect, this year encouraging its members from almost 100 countries to participate in the survey.
Experts are selected by the Zero Project team, based on experiences from former years and on the peer recommendations of other members of the Zero Project network, and they are then approached by email.

The questionnaire can be answered online in any of four languages (English, French, German, and Spanish), and is also available in accessible MS Word documents (in four languages) on the Zero Project website. (The full questionnaire appears in English in the Annex of this Report, and all questionnaires are in the Download section of the Zero Project website.)

A two-part questionnaire
Since 2013 the Zero Project Indicators have consisted of 30 questions, divided into two groups:
Part 1 consists of 16 questions that cover the range of key Articles of the UN CRPD and that have been posed in a consistent manner since 2011. These questions ask for details of the implementation of the UN CPRD regarding built environments, transportation, emergencies, education, data collection, employment, independent living/political participation, and CRPD implementation and monitoring.

Part 2 specifically addresses the annual research theme. This year the theme is Education (a sub-topic is ICT, but this was already covered in the Zero Project Report 2014 on accessibility). Since the first part of the questionnaire contained four questions on Education, the entire questionnaire included a total of 18 questions on Education and 12 questions on the UN CRPD in general. Specifically, in 2015 the questionnaire was augmented to include questions on the following Education-related topics:

- Legal framework for Inclusive Education
- Availability of data on Inclusive Education
- Responsible government agency for Inclusive Education
- Availability of accessible school buildings and learning materials
- Compulsory teacher training in inclusion and accessibility
- Gender equality in universities
- Treatment of foreign students with disabilities

The scope of the survey 2015–2016
During the period September to December 2015, 275 experts from 129 countries answered the Zero Project questionnaire; 196 questionnaires were completed by at least a third and also met other qualitative criteria, and were thus evaluated. 102 responses from 95 countries came from the DPI network, and the Zero Project is especially grateful for its continuing support.

Such global coverage makes the Zero Project Social Indicators a unique wealth of data and background information on the implementation of the UN CRPD. This is especially true given that for three years in a row the number of participating countries has exceeded 75 percent of all countries that have ratified the convention (see world map on page 30)
Countries with the highest response rate are:

- Pakistan: 6
- Philippines: 6
- India: 4
- Indonesia: 4
- Japan: 4
- Myanmar: 4
- Sweden: 4
- USA: 4

The regional breakdown of responses (according to the definition of world regions by UN statistics, http://unstats.un.org) also demonstrates the worldwide network of experts taking part in the Social Indicator survey:

- Asia & Pacific (including central Asia and Middle East): 60
- Sub-Saharan Africa: 42
- Europe: 37
- Latin, Central America & Caribbean: 33
- Oceania: 12
- Northern Africa: 7
- North America: 5

HOW TO ZOOM IN ONLINE

1. Start with www.zeroproject.org/indicators

2. Choose one of the 30 questions.

3. Zoom in on the region you want to analyse and get the overall picture.

4. Click on the symbol in green, yellow, and red and learn about the respondent and the explanation of the answer given, if any.

How data has been analysed
The answers provided by the experts are based on their experiences and perspectives. This provides a unique set of qualitative and quantitative data. On the other hand, the sampling, collection, and analysis of this data are limited by statistical principles and rules. Thus, the Zero Project only aggregates data on a regional level, not on country level. Some important findings are summarized in this chapter.

On country level, analysis of qualitative data and anecdotal evidence is collected per question. The following section contains analysis of all 16 Education-related questions.

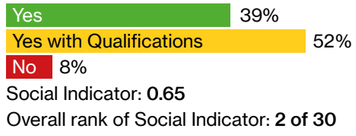
The aggregated data on a worldwide as well as a regional level appears in the Annex.

Analysis of 11 Indicators

For the Report, 11 out of the 30 questions were analyzed in depth, looking at both the data as well as on the comments of the experts.

Inclusive primary education

Question 7: *Does a person with disability have the right to receive free and compulsory primary education within the mainstream educational system?*



Social Indicator: **0.65**
Overall rank of Social Indicator: **2 of 30**

HOW TO INTERPRET THE SOCIAL INDICATORS

- The percentages of "Yes," "Yes with Qualifications," and "No" refer to the survey of the Zero Project (see page 166),analyzing all answers given worldwide.
- The Social Indicator is an average number arrvived at by counting every "Yes" as 1, "Yes with Qualifications" as 0.5, and "No" as 0 and then dividing by the number of all countable answers. Thus, 1 indicates that every (countable) respondent answered "Yes" and 0 that every respondent answered "No."
- The overall rank refers to the level of support that a Social Indicator received among all 30 questions that were asked and analyzed in the questionnaire.
- Social Indicators were also calculated by world region and some important country groups (see table in Annex).

Analysis
With regards to Inclusive Education and the right of children with disabilities to receive free and quality education, 39 percent of respondents replied that the right exists and children with disabilities should receive such an education. 0.65 is the the second highest Social Indicator of all 30 questions asked. The worst regional Social Indicator comes from the Asia/Pacific/Middle East Region (0.34), with the ASEAN country group (0.60) doing much better.
The most mentioned comment of respondents is the fact that governments still highly promote and favor segregation and special schools over inclusive mainstream schools and often highlight to parents the benefits and advantages of special schools compared to inclusion (Australia, Austria, Benin, Burundi, Denmark, Finland, Greece, India, Japan, Moldova, Pakistan, South Africa). The admission policy often lies with individual schools, which tend to disadvantage children with disabilities (Honduras, India, Netherlands).
Many schools and curricula are not accessible, which according to experts is often due to lack of funds (Cameroon, Canada, Italy, New Zealand) or to the shortage or non-existence of trained specialists and teachers who can meet the learning needs of children with disabilities (Azerbaijan, India, Poland).

Quotations from respondents
"As per law, every child with disability has a right to free and compulsory education up to the age of 18. The reality shows that children with disabilities are often denied admission in schools and are forced to go to special schools. The teachers in the maintstream schools are not trained, and there are no provisions such as access to classrooms, toilets, teaching/learning materials, or aids and appliances Hence, children many times voluntarily opt for special education."
Rajasree Vrindavan, St. Joseph College, India

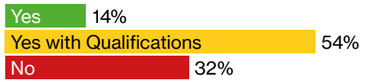
GOOD NEWS FROM THE UNITED STATES ON FOREIGN STUDENTS:

Foreign students with disabilities can generally access the same kinds of disability-related accommodations (such as a sign interpreter in the classroom) as their U.S. citizen classmates at the same university.

Andrea Shettle, United States (For more information: www.miusa.org/resource/tipsheet/offcampus)

Alternative testing methods for students

Question 8: *Do university students with disabilities have access to alternative testing methods?*



Social Indicator: **0.41**
Overall rank of Social Indicator: **9 of 30**

Analysis
Only 14 percent of respondents replied that alternative testing methods exist for students with disabilities at universities. With a Social Indicator of 0.41, the question ranks ninth out of 30. From a regional perspective, alternative testing methods are reported to be most common in North America (0.75) and Europe (0.67).
In some countries students with disabilities receive additional time for completing an exam (Armenia, Australia, Togo), while the use of assistive devices are not so common due to the fact that professors doubt the quality of the test when assistive devices or similar or being used (Canada, Namibia).
Alternative testing methods are often subject to the kind of disability, and not available to all persons with all kinds of disabilities (Austria, Greece, India, Pakistan, Ukraine) or limited to only some universities in the country (Austria, Chile, Poland, Romania).

Quotes from respondents
"Regarding blind students, we can tell that professors do give them the chance to take an examination in a way that is convenient. However, there is no data on the matter about the country in general."
Olesya Popova, Ukraine

"Things have improved considerably, and exam support is now offered in most universities, although students have to apply for it. In some universities students with disabilities are denied extensions or other adjustments to enable them to participate equally. Students with disabilities undertaking a placement exam can be severely disadvantaged as there is very little adjustment made to accommodate them, and the expectation is that the student must complete the exam in the same timeframe and within the same parameters as other students."
Christina Ryan, Australia

"Yes they do, but some lecturers still hold the view that alternative testing methods interfere with quality. Two universities have a centre/unit aimed at supporting students with special needs, which negotiate and facilitate alternative assessments. Some students also do not disclose their special needs, and thus staff end up not knowing their needs for alternative testing or instruction."
Cynthy Haihambo, Namibia

GOOD NEWS FROM NEW ZEALAND ON SCHOOL AUTONOMY AND REPORTING:

In New Zealand schools are reported to be self managing and autonomous and are required to report to their communities on how they use their funds and how they meet the needs of students with special education needs.

Sally Jackson, Ministry of Education, New Zealand

Legal framework on Inclusive Education

Question 17: *Is there a legal framework on Inclusive Education in place for the whole country for compulsory education (normally primary and secondary schools)?*

Social Indicator: **0.50**
Overall rank of Social Indicator: **4 of 30**

Analysis
Twenty-three percent of respondents state that a legal framework on Inclusive Education exists in their respective state: children with disabilities of primary and secondary school age (compulsory education) have the individual right to participate in mainstream education and their learning needs are met.
0.50 is the forth highest Social Indicator of all 30 questions asked, so the results still rank among the most positive. Of all regions and country groups, North America is in the lead at 0.80.

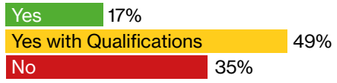
Quotations from respondents
"Too many children are stigmatised with the"special" label when this is not even warranted in the first place. Special schools and units are still widely supported and used in Ireland for all abilities, not just hearing issues."
Caroline Carswell, Sound Advice, Ireland

"In Cameroon all state schools are free for persons with disabilities, but there is a problem with school requirments such as books and uniforms. Some schools, however, are not friendly to children with

disabilities with regards to the building's assessibiltity and distance from home."
Julius Mvenyi Ntobuah, Disabled Persons Association, Cameroon

Availabity of public funds

Question 19: *Is there a funding mechanism in place as well, including the re-allocating of public budgets from a segregated, special school system towards inclusive mainstream schools?*



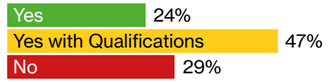
Social Indicator: **0.41**
Overall rank of Social Indicator: **8 of 30**

Analysis
Only 17 percent of respondents state that their country has a mechanism in place where the funds for special schools can be reallocated and used to make the mainstream education system inclusive. The Social Indicator of Question 19 ranks eight out of 30, so the response is still above average. The"richer" OECD-countries have a Social Indicator of 0.55, whereas poorer regions of the world, such as sub-Saharan Africa, are at the bottom of the ranking with 0.35, jointly with Latin America, the Caribbean, and Northern Africa (0.36).
Many countries report that funding is still only provided for the segregated system (Antigua and Barbuda, Benin, Japan, Nepal, Serbia), or that funding is available for children, but not for trained teachers (Singapore). More encouraging are the expert comments from the United Kingdom, where schools have a say on how their budgets are being used.

Quotations from respondents
"There is very little funding available to make the mainstream education system inclusive, and funds allocated for special schools cannot be used for this purpose. The Ministry of Education lacks the necessary trained personnel in schools to adequately cater to children with disabilities in even the special schools."
Leslie Emanuel, Association of Persons with Disabilities, Antigua and Barbuda

Involvement of civil society in policy decision-making

Question 20: *Are decisions on the government level to promote Inclusive Education based on objective and fair procedures, and on a dialogue in which all parties can debate all available options, including young people with disabilities themselves?*



Social Indicator: **0.48**
Overall rank of Social Indicator: **6 of 30**

Analysis
According to Ukraine and other respondents (Armenia, Belize, Malawi, Senegal), the initiative to have an active dialogue on Inclusive Education with all stakeholders is mainly taken by DPOs and civil society, but not so much from the government side. Twenty-nine percent of respondents state that a dialogue does not exist and there seems not to be an open and ongoing procedure to include persons with disabilities in an inclusive mainstream education system. The Social Indicator of 0.48 ranks the question as sixth of all 30 questions. Involvement of civil society is highest in Oceania and among the ASEAN countries.

Quotations from respondents
"Formal consultations take place, but the decisions do not always reflect the views of people with disabilities, their families, or disability organizations."
Maureen Piggot, Inclusion Europe, United Kingdom

"DPOs are sometimes part of the discussion; however, demands for special schools in such meetings overlap the real plan of the Inclusive Education programme."
Maheshwar GHIMIRE, Disabled Human Rights Centre, Nepal

GOOD NEWS FROM ARMENIA ON PUBLIC FUNDING:

The transformation of special schools into regional pedagogical-psychological support centres for inclusive schools and, accordingly, the allocation of funds to these centres will begin in 2016 and will be expanded ... such that by 2022 all special schools will be transformed with the exception of one school for children with hearing impairments and one school for visual impairments.

Susanna Tadevosyan, Bridge of Hope, Armenia

Data on primary and secondary school

Question 22: *Is official data available on children with disabilities who are in compulsory education (normally primary and secondary schools)?*

Social Indicator: **0.36**
Overall rank of Social Indicator: **12 of 30**

Analysis
Only 13 percent of experts state that data on children with disabilities in compulsory education is available in their country. The major issue mentioned is the fact that no data on out-of-school children is available (Albania, Antigua and Barbuda, Italy, Poland, United Kingdom, Zimbabwe), and therefore no correct analysis on children with disabilities in compulsory education can be taken. Estimates suggest that 30 percent of all primary-aged children who are out of school are children with disabilities (Source: UNESCO 2008). Another problem is that often not all types of disabilities are covered in the data (Myanmar, Netherlands) and the statistics are not undertaken on a regular basis, therefore data is outdated (Austria, Guatemala). Further, 42 percent of respondents state that no such data exists at all.

Quotations from respondents
"Data exists on the enrolment of children with disabilities, but it is not possible to see it in relation to all children with disabilities of that age and in comparison to the out-of-school children with disabilities of that age."
Joanna Wojtynska, Polish Disability Forum, Poland

"National census includes some data on educational accessibility of persons with disabilities, but it does not cover all types of disability."
Salai Vanni Bawi, Council of Persons with Disabilities, Myanmar

Accessible learning materials

Question 23: *Are accessible school books and study materials for primary and secondary school available for all children with disabilities, without additional costs?*

Social Indicator: **0.35**
Overall rank of Social Indicator: **13 of 30**

GOOD NEWS FROM UNITED KINGDOM ON DATA AVAILABILITY:

Currently, annually updated statistics about children with disabilities attending pre-school (or nursery schools, kindergartens, etc. no matter who runs the institution) are available and can be found in an official publication or website .

Dan Pescod, United Kingdom
For more information:
www.adls.ac.uk/department-for-education/dcsf-npd/?detail

GOOD NEWS FROM INDIA ON ACCESSIBILITY DATA:

There is data available on government buidlings that are earmarked to become accessible by 2016 in major cities across India.

Meera Shenoy, Youth4Jobs Foundation, India
For more information: http://socialjustice.nic.in/pdf/SP-AIC13715.pdf

Analysis
Accessible schoolbooks are an important prerequisite to enable Inclusive Education, but only 9 percent of respondents answered with"Yes" that such accessible study material exists for free for all persons with disabilities. In North America (0.63) and EU members (0.59) the Social Indicator is highest, in Northern Africa (0.14) it is lowest.
In many countries such accessible schoolbooks are available, but at an extra cost that needs to be paid by the family (Antigua and Barbuda, Australia, Guatemala, Pakistan, South Africa, United Kingdom) or, as in Poland, the family has the possibility to apply for a refund of the extra cost.
Another problem is outdated study material or only limited choice, so not all existing and necessary books are available in accessible formats (Albania, Austria, Greece, Suriname, United Kingdom). It was also mentioned that even though such material exists in accessible formats, the numbers of available copies are limited and thus not every child with disabilities can get them (Bangladesh, Belize, Madagascar).
In Afghanistan and Madagascar schoolbooks in accessible formats are only available thanks to the support of NGOs

GOOD NEWS FROM NEW ZEALAND ON GENDER EQUALITY :

In March 2006 an estimated 37,800 disabled adults were enrolled in some kind of formal education or training. This amounted to 7 percent of all disabled adults in the country. More disabled females (an estimated 22,500 or 8 percent) than disabled males (15,300 or 6 percent) were enrolled in formal education.

Paula Booth, New Zealand

GOOD NEWS FROM MYANMAR ON TEACHER TRAINING:

The National Education Law was enacted in September 2014 and amended in June 2015 by the Parliament. The Ministry of Education is starting to move on teacher training, and teachers at mainstream schools are receive in-service training on Inclusive Education.

Nyunt Thane, Myanmar Down Syndrome Association, Myanmar

GOOD NEWS FROM THE UNITED STATES ON VOCATIONAL SCHOOLS:

Our vocational schools are part of the public education system and are by legal definition open access. Adults with disabilities are not required to self-identify. We track who identifies, but the data is not accurate. Students who self-identify are approximately 10 to 15 percent of those who have disabilities.

Kathleen Hasselblad, Highline College, United States

Quotations from respondents
"They are available in accessible format, but in a limited quantity and not distributed countrywide all the time."
Roxanne Marin, Belize Assembly for Persons with Diverse Abilities, Belize

"The Royal Foundation for the Blind is contracted by the government to translate materials as requested into Braille for blind students. Initial work is occurring on making electronic books available in New Zealand sign language."
Sally Jackson, Royal Foundation for the Blind, New Zealand

Funding for reasonable accomodation in schools

Question 24: *Is sufficient public funding available to ensure that all children with disabilities in primary and secondary schools of the mainstream education system receive learning opportunities equal to their non-disabled peers?*

Social Indicator: **0.29**
Overall rank of Social Indicator: **20 of 30**

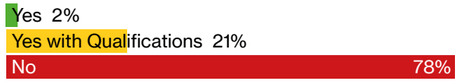
Analysis
Only 9 percent of respondents state that there is sufficient public funding in their country to ensure that all children with disabilities receive the same learning opportunities as their non-disabled peers. Half of all respondents answered with a clear "No." The Social Indicator of this question ranks only at 20 of 30.
In several countries there is only public funding available for special schools (Pakistan, Ukraine) and in others only certain disabilities can be covered to enable participation at mainstream schools (United Kingdom). In Greece it is partly funded by private parties.

Quotations from respondents
"The greater concern is with children in rural areas, as well as all disadvantaged children throughout the country."
Marque Pretorius, Victory Over Disability Homes, South Africa

"The government funds building accommodations in all new schools and funds modifications to existing buildings where students with disabilities are enrolled. Transport to and from school and assitstive technology are also government funded. The government has introduced NZSL@School, which is a new funding mechanism to support students who need New Zealand sign language to access the curriculum. (www.vanasch.school.nz/pdfs/NZSL@School_Information_Sheet_Jan_2015.pdf)
Sally Jackson, Ministry of Education, New Zealand

Data on accessibility of school buildings

Question 26: *Is official data available on public buildings, including schools and universities, that comply with the ISO 21542:2011 standards on accessibility and usability of the built environment?*

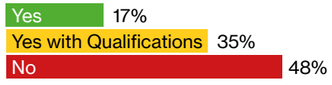


Social Indicator: **0.12**
Overall rank of Social Indicator: **30 of 30**

Analysis
ISO 21542:2011 specifies a range of requirements and recommendations relating to the constructional aspects of access to buildings, circulation within buildings, egress from buildings in the normal course of events, and evacuation in the event of an emergency. It also deals with aspects of accessibility management in buildings. The situation related to schools and universities that are ISO 21542:2011 certified does not show a promising picture: only 2 percent of respondents gave a green light, stating that official data is available on schools and universities that comply with this standard. The Social Indicator of question 26 is the lowest of all 30 questions.

Compulsory teacher training

Question 27: *Do future teachers in compulsory education (primary and secondary schools) have to attend a compulsory training/course on Inclusive Education in their curricula before being allowed to teach?*



Social Indicator: **0.34**
Overall rank of Social Indicator: **15 of 30**

Analysis
In many countries there exists some kind of compulsory teacher training, but respondents said this is very limited (Afghanistan, Canada, Ireland, Madagascar, New Zealand, Niger, Pakistan, Sweden, United Kingdom). The responsibility often lies with the school or institution and is not nationally organized; therefore, the level of training in Inclusive Education for teachers at mainstream schools varies depending on the provider (Afghanistan, Bangladesh, New Zealand, Pakistan, United States).

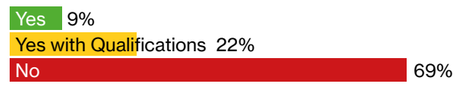
Quotations from respondents
"Such training is in place in initial teacher training, but it is minimal. The government is currently reviewing this to improve coverage."
Dan Pescod, United Kingdom

"Handicap International provides some training for teachers, but it is insufficient."
Ralphine Razaka, Réseau National des Femmes Handicapées, Madagascar

"Teachers are trained but not regularly and not compulsorally. Data may be available within the colleges, but not officially published."
Naomie Kalua, Federation of Disability Organizations, Malawi

Female university graduates

Question 29: *Is the total number of young women with disabilities graduating from universities equal to those of young men with disabilities?*



Social Indicator: **0.20**
Overall rank of Social Indicator: **28 of 30**

Analysis
In Poland,"the number of young women with disabilities graduating from universities is higher than young men with disabilities." Even though this is a promising example, only 9 percent of all respondents gave a green light for this question, with 69 percent responding"No." Conseqeuntly, this question ranked a pessimistic 28. To be precise, this result may not necessarily mean that more men with disabilities are graduating, but that data is not regularly collected.

Quotations from respondents
"Data only indicates disabled students in universities; data on gender differences in gradation is not available to the public."
Heng-hao Chang, Department of Sociology, National Taipei University, Taiwan

SIGNIFICANT GLOBAL FINDINGS

The Annex includes two tables analysing the Zero Project Indicators (pages 166 and 167): one providing a breakdown for each of the 30 questions worldwide, one looking at regional difference.

The most significant global findings include:

- The Social Indicator with the most “Yes” responses, at 52 percent, shows that there is a responsible government agency for Inclusive Education and that it is the Ministry of Education.
- The second strongest Social Indicator, at 45 percent, confirms that there is a timeframe for newly constructed public buildings to be accessible.
- At the bottom end of the table, however, 78 percent of respondents claim that there is no data available on the accessibility of public buildings (including school buildings) according to the international standard ISO 21542-2011.
- Near the bottom the table, 74 percent of respondents say that in their country there is no data on students with disabilities in vocational and educational training.
- From a regional perspective, Social Indicator averages are highest in North America (0.64, with 1 being the highest and 0 the lowest value), followed by OECD countries (0.5) and EU member states (0.48).
- At the bottom of the regional ranking are Northern Africa (0.26) and sub-Saharan Africa (0.28)
- Northern America leads in almost all 30 Social Indicators, with only a few exceptions:
  1. Social Indicator 6: Accessible public websites, led by the Asia-Pacific region with an Indicator of 0.64.
  2. Social Indicator 12: Increase in employment figures of persons with disabilities during the last years, led by Northern Africa with an Indicator of 0.42.
  3. Social Indicator 14: Publicly funded umbrella organizations, led by EU countries with an Indicator of 0.75.
  4. Social Indicator 20: Stakeholder involvement in education policies, led by ASEAN countries with an Indicator of 0.71.
  5. Social Indicator 28: Data on teacher training, again led by ASEAN countries with an Indicator of 0.38.

All 129 countries covered by Social Indicators

SECTION 2:

Innovative Practices 2016

Fact Sheets

86 Factsheets from all Innovative Practices 2016, ranked by country of origin

Life Stories

More than 20 stories from beneficiaries of the Innovative Practices 2016

Key findings of Innovative Practices

ZERO PROJECT 2016

This year the Zero Project selected 86 Innovative Practices that positively impact the rights of persons with disabilities for Inclusive Education, with particular focus on information and communication technology (ICT) as one of the major drivers of innovation and education worldwide.

The Zero Project uses a clear definition of "Innovative Practice" (and Innovative Policy as well, see next chapter), and has developed a unique approach involving hundreds of experts worldwide in a kind of "crowd intelligence" methodology to research and select outstanding innovations.

The Innovative Practice approach
In order to implement fully the United Nations Convention on the Rights of Persons with Disabilities (CRPD), significant social innovation is needed . However, social innovation – which can often be disruptive rather than incremental – is a complex process that involves a variety of decision-makers and stakeholders, including some who may be strongly opposed to the change process for any number of reasons. Thus, "real change" can take a notoriously long while, especially when one recognizes the Herculean challenges involved, for example, when moving from an existing separate school system to an inclusive system, and when seeking to create an inclusive and accessible environment.

The process of innovation can, however, be accelerated (or in some cases at least begun) when existing solutions from other environments are used as prototypes that are studied and adjusted to the local context. Even more, unlike Innovative Policies (described in the next chapter), Innovative Practices can only change systems by growing, ultimately changing existing systems nationwide or even internationally.

Finding outstanding Innovative Practices is hard enough, but it is even harder to find those that can be copied, grown, or scaled-up by the same organization or by others in other countries. It is obvious that scalable innovations are a mix of strategy, skills, and entrepreneurship, but there exists no proven concept about how the scaling-up process really works.

The Zero Project uses the experiences of hundreds, sometimes thousands of experts from all sectors of society and more than 150 countries, both with and without disabilities. The unique research process of the Zero Project is all about aggregating their knowledge on the ground so as to identify those innovations that have the highest potential to grow or have already proven that they can be scaled-up based on measurable figures.

Engaging a worldwide network
The Zero Project has developed its own unique way to identify Innovative Practices, engaging its full network of experts in the nomination, evaluation, and selection process. The selection process this year was conducted in five steps:

DEFINITION OF INNOVATIVE PRACTICES

The Innovative Practices of the Zero Project are projects, programmes, products, and services, but also social enterprises or business strategies. They employ a comprehensible method that can be transferred or copied to other countries, regions, or contexts, and have a proven and measurable impact. Most importantly, they speed up the process of implementing the UN CRPD.

Innovative Practices are selected using three criteria:
1. Innovation
2. Impact
3. Potential to grow

1. In June and July 2015 more than 3,000 people from nearly every country of the world were approached to nominate practices, policies, projects, models, services, products, business strategies, social enterprises, etc. 347 nominations for Innvoative Practices and Policies from 98 countries were received.

2. The Zero Project team sorted out those nominations that did not fit the topic of education or ICT, or obviously did not meet the three key criteria, e.g., projects that had not yet been started or had no identifiable impact.

3. The Zero Project asked its approximately 150 partners to comment on the remaining nominations (grouped into packages of 15 to 20), assessing their quality as defined by the three criteria, and to recommend which ones to take to the next step. Based on these comments 22 nominations made it onto the shortlist. These shortlisted Innovative Policies were then taken over by the team of the World Future Council, which continued the selection process separately (see next chapter)

4. A broad range of experts were now asked to vote on the "more interesting 50 per cent" of the nomination packages that were sent to them. As a result, 90 nominations were selected, sending roughly half of all shortlisted nominations into the final round.

5. In the final step, the core research team of the Zero Project contacted all of the 90 nominating organizations, researched the Practices thoroughly, and created the final fact sheets. From these, a final 86 nominations were selected as Innovative Practices of 2016.

Themes of the 86 Innovative Practices
The 86 Innovative Practices have origins in 43 countries from all six continents, Countries represented most often (with 4 Innovative Practices or more) are Australia, Austria, Germany, India, Italy, Spain, the United Kingdom, and the United States.

The themes of these Innovative Practices can be clustered into two primary and various sub-categories as follows:

Education:
- Inclusive primary and secondary schools
- Inclusive vocational and educational training
- Inclusive universities
- Early childhood interventions
- Emergency and disaster situations

One of the Innovative Practices 2016: ONCE from Spain supports students with disabilities in order to remain in their social environment (family, community, etc.) and in mainstream classrooms.

Information, Communication, and Technology:
- Accessible web solutions
- Accessible hardware and devices
- Accessible software, apps, etc.

HOW TO USE THE ZERO PROJECT RESEARCH ON INNOVATIVE PRACTICES

Fact sheet: A Fact Sheet of each of the 86 Innovative Practices in alphabetical order by country: From page 37 to 133.

Life Stories: 24 Innovative Practices are illustrated with stories written by people who directly benefitted from the Innovative Practice or who worked closely with it.

World Map: A World Map of all Innovative Practices and Policies: Page 14 and 16 in the Executive Summary.

All Innovative Practices: Table of all Innovative Practices: Pages 172 and 173 in the Annex of the Report.

Factsheets for Download: Zeroproject.org: Find all Factsheets online and in download versions in accessible MS Word format.

Zeroproject.org, Search: Find all Innovative Practices and Policies by searching (using various search functions).

Methods and solutions used by Innovative Practices

ZERO PROJECT 2016

The Zero Project team found several methods and solutions within the 86 Innovative Practices and identified patterns used by several of them. Below is a brief summary of these, coming from the area of Education, ICT, or both. *

1 Multidimensional approaches towards inclusive schools

A great number of Innovative Practice tackle the goal of Inclusive Education head-on by starting a transformation process of existing (segregated) school systems, notably in middle income but also low income countries.

- Save the Children has initiated such a project in Kosovo, for example, as well as the Canadian Centre on Disability Studies in the Ukraine.
- The Milan Petrovic School in Serbia created an e-learning platform where everyone can access all kinds of knowledge and information – from mathematics to science and language skills, and in a variety of formats.
- The Swedish Agency for Participation started a project to increase knowledge among students, teachers, and the general public on how best to use technology in the classroom to support the successful completion of secondary education.
- Fundacion ONCE in Spain has created a comprehensive inclusion model focusing on pupils who are blind or visually impaired.
- In Tanzania, Add International runs inclusion projects in three districts, designed to shape the National Strategy on Inclusive Education.
- Light For the World works along similar lines in Burkina Faso and four other countries, using a multistakeholder approach to involve everyone needed to create inclusive school environments.
- Similarly, in Bangladesh, Leonard Cheshire Disability runs a district-wide holistic inclusion project, as does Plan International.
- Samarthyam in India created comprehensive guidelines on how to create accessible school buildings and infrastructure.
- TASH in the United States uses a unique approach to support Inclusive Education by analysing all potentially relevant laws, policies, statutes, funding principles, eligibilities for special support, etc.
- What is true for schools is arguably even more true for universities: Universidad Tecnologica Santa Caterina in Mexico and TU Dortmund in Germany both strive towards universal accessibility and an inclusion strategy.

2 Reaching out to the poorest of the poor in rural areas

- Leonard Cheshire Zimbabwe supports 3,000 rural children with disabilities with a comprehensive strategy that includes awareness-raising, teacher training, and accessible facilities and learning materials.
- Handicap International has developed an itinerant teacher-model in Togo to assist and train local teachers in rural areas.
- Again in Zimbabwe, the Jairos Jiri Association works to empower local communities to transform “their” schools into institutions of inclusion.
- doctHERs of Pakistan is a health care platform that connects female doctors to millions of underserved patients in rural areas.

3 Opening up “closed” universities

Many universities worldwide either consciously or unconsciously tend be “elitist,” with little or no attention to the need to make themselves accessible. Several Innovative Practices work on changing university attitudes, curricula, the built environment, learning materials, and tests.

- The Centre for Disability Studies in Australia provides a university experience across all faculties for students with learning difficulties, whereby they participate in lectures and are supported by mentors.
- Similarly, the Universidad Complutense Madrid in Spain offers workshops, fieldtrips, lectures, and research projects for all persons with disabilities.

4 Preventing bullying in schools

Bullying is a major obstacle on the road towards full inclusion. Bullying not only excludes people with disabilities from experiencing communities such as classrooms, but even earlier it discourages parents from letting their children participate in Inclusive Education.

- World of Inclusion as well as the Centre for Studies and Inclusive Education in the United Kingdom have created models to prevent bullying, as has Kiva, which was initiated in Finland but is now active in six other countries in Europe.

5 Employment-driven training

Looking at the huge number of Innovative Practices, a clear success factor for vocational education and training (VET) seems to be the proximity to employers and jobs and, even more so, organizations that are employers themselves or service providers that support them in offering VET opportunities for persons with disabilities.

- Caritas Linz in Austria cooperates with local companies, including a bakery and a supermarket chain, to enable them to employ persons with intellectual disabilities, predominantly as apprentices.
- The Austrian daily newspaper Kurier jointly with Jugend am Werk train young persons with learning difficulties to edit and write in simple language.
- In der Gemeinde Leben in Germany trains young persons with learning difficulties in IT and teaching skills, who in turn are themselves able to teach elderly people how to use computers and smartphones.
- Konekt (“LetsCo”) in Belgium trains adults with intellectual disabilities specifically to gain employment in kindergartens and in the care of the elderly.
- In low and middle income countries there is the Youth4Jobs Foundation, offering traineeships in rural India with future employers, for example, which is similar to the EmploAble programme of Light for the World in Rwanda, Ethiopia, and Kenya.

One of the Innovative Practices 2016 from Austria: IntegraMouse is a wireless computer mouse that can be operated with the human mouth for people who are unable to use their hands and fingers.

- Again in India, IBM and EnAble India specifically address the employment gap of persons with disabilities in the IT industry.

6 Bridging the gap between vocational education and training and employment

Other successful VET models act as universal hubs between VET and job opportunities, providing services both to students and to employers.

- The Aspa Foundation in Finland has created an online platform that contains everything necessary for students in vocational schools to apply for a job.
- The Istituto C Colombo in Italy focuses on teaching soft skills and removing cultural barriers, at the same time working with students and with small and medium-sized enterprises.
- In South Africa, The Living Link, and in Latin America and the Caribbean, POETA from The Trust of the Americas work also as “universal hubs.”

7 Early childhood interventions

Several projects start earlier than formal education, adressing early interventions in child development.

- ASOPIECAD from Nicaragua works with families – the natural environment of children – to create awareness of issues of disability, inclusion, and equal education opportunities, resulting in an increasing number of inclusive schools.
- The Medical Committee Netherlands in Vietnam addresses the early detection of developmental delays and their effect on school enrolment rates.

* Advocacy to change attitudes and prejudice is another very important method, arguably the most important, but since it is part of almost every Innovative Practice, it is not explicitly listed here.

8 Non-formal education: Arts, pictures, music, sports

Several Innovative Practices were selected that include non-formal communication.

- Picture my Participation! is an Australian project that uses pictures to communicate with children who do not want or cannot speak.
- Italy's Istitute Comprehensivo Via Dei Boschi uses music as a means of social integration for students with Autism spectrum disorder.
- The Uhambo Foundation of South Africa has developed a stimulation kit to support the participation of children with disabilities in everyday activities, which contains all needed toys and devices, songbooks, etc.
- Special Olympics Turkey and Special Olympics Arizona/United States use sports as a means to promote activity and interaction and to fight exclusion and bullying.

9 Accessible learning materials

- AMAC in the United States provides accessible formats to textbook, already covering 92% of all textbooks used in US universities.
- Centro Leonardo Education in Italy develops interactive textbooks in multiple information channels especially for tablets.
- In Brazil, WVA Editora produces children's books in nine differently accessible formats.
- YPSA in Bangladesh produces and distributes digital multimedia books, fully accessible e-books, and digital Braille books.

10 Training teachers, caregivers, and parents

People who are responsible for educating persons with disabilities are the primary catalysts for progress and change, and several Innovative Practices focus on their training and education

- VCLB Gent in Belgium uses a combination of individual diagnoses and teacher training to build on the strength of every child.

11 Creating and supporting standards and accessible webtools

Creating standards in technology, especially for the Internet, is one of the most efficient and cost-effective ways to create accessible information, and as such there is a need to produce affordable and universally available/usable devices, such as screen-readers, etc.

- User 1ST from Israel creates fully accessible web sites, automatically correcting programming mistakes.
- Wayfindr from the United Kingdom has created not only a technology but also a standard that ensures that all vision-impaired people are able to receive reliable, consistent directions from their smart phones and other devices wherever they are in the world.

12 ICT support for persons who are blind or with visual impairments

- Robobraille is a free service from Austria, automatically translating text into Braille.
- Also from Austria comes the Blitab, a tablet with a screen that can depict Braille.
- The Nhat Hong Centre in Vietnam provides low-cost technologies such as smartphone apps for persons who are blind or with visual impairments.

13 ICT support for deaf persons or persons with hearing impairments

A significantly large number of Innovative Practices work on technology-based sign language.

- EASYT Live! from Italy is an online video-interpretation service for smartphones, tablets, and the web.
- Signtime from Austria develops a sing-language avatar that automatically visualizes spoken words in sign language.
- Verbavoice from Germany offer remote subtitling of presentations in a classroom as well as at conferences (like the Zero Project Conference).
- Barclays Bank in the United Kingdom has developed an app for its staff that connects to a sign language interpreter when needed by a customer.

14 ICT support for persons with physical disabilities

Several Innovative Practices make computers and smartphones accessibility to persons with severe physical disabilities, not only to access information but also to steer web applications or devices.

- Irisbond from Spain can steer a computer mouse and keyboard with eye movements, as can Integramouse3 from Austria.
- Asterics and Asterics Academy, also from Austria, offer a range of technologies, an online learning platform, and training.

Creating mainstream schools in a war-torn country

AFGHANISTAN / SWEDISH COMMITTEE FOR AFGHANISTAN

In Afghanistan children with disabilities commonly attend separate schools. The aim of the organization is to promote Inclusive Education at the community level that is adapted to the needs of all children. The target group includes children with disabilities, girls, and the marginalized Kuchi (nomadic) children. The programme provides services for 81,000 learners, of whom 65 percent are girls, and has established a large network and cooperation with the government.

Problems targeted
Afghanistan has been in war for over 30 years and still counting. Political instability, insurgency, corruption, and lack of sustainable education policies are some of the main barriers to the development of Inclusive Education. In response, the project engages with the government to advocate for Inclusive Education, targeting vulnerable children, children with disabilities, and girls. One of these engagements was to assist the government to develop an Inclusive Education Policy, which came into force in December 2014. Earlier, the Swedish Committee for Afghanistan created special education programmes focused on the early identification of children with disabilities and early intervention through home-based education. Following their home-based education, the children were transferred to a Community Rehabilitation Development Centre, where they were introduced to formal literacy and numeracy for two to three years before transitioning to a mainstream school.

> It is not war, neither is it foreign or national soldiers who will change the education system in Afghanistan, but the change of attitude towards children and persons with disabilities.
>
> Mr. Joseph M. Evans, SCA Inclusive Education Advisor

Solution & Methodology
In order to provide Inclusive Education, the project offers support through early intervention training and the creation of an accessible learning environment. Community-based rehabilitation workers, special education teachers, physiotherapists, parents, and local leaders foster the students so they can ultimately attend mainstream schools. Materials developed include Braille books and writing implements, basic sign language books, woodblocks, textbooks, writing materials, and games, among others. The programme also arranges training schedules for teachers when school is in recess. Training includes how to set up an inclusive classroom, the preparation of inclusive lesson plans, and the recognition of children's learning diversities.

Outlook & Transferability
The forecast for 2015 is to provide support to 12 community-based schools, where 12 resource centres have been earmarked for construction. The resource centres will act as the material development centre for community-based teachers; as training centres for teachers and parents; as assessment centres for children with disabilities; and as hubs for assisting community-based schools. Six new schools with six classrooms each will be constructed. In addition, the training of trainers is a major focus to boost the quality of teaching. In 2016 adult literacy for parents, a learning programme for out-of-school children, and early childhood education are under consideration.

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FACTS & FIGURES

- The education programme covers 57 districts in 13 of 34 Afghan provinces.
- 81,000 learners are housed in 2,600 classes with about 3,000 teachers.
- The programme supports 500 School Management Committees, which consists of parents, teachers, Imams, and local leaders.

Training the teachers and their trainers in Inclusive Education

ARMENIA / BRIDGE OF HOPE

The aim of the project is to increase the number of inclusive schools in Armenia by supporting mainstream schools and training their teachers. A key part of the programme is the provision of training courses on Inclusive Education at the Armenian State Pedagogic University.

Problems targeted
In Armenia, there is still a segregated approach to education of young people with disabilities. Pedagogical universities educate general education and special education teachers in separate programmes and departments, etc.

Solution & Methodology
By raising awareness and increasing the understanding of Inclusive Education within the Armenian State Pedagogic University, future teachers will be prepared to meet the diversity of needs of children in a classroom. To achieve this goal several activities have been conducted, including seminars on "Human Rights and Disability," "Disability Language and Ethics," and "Social Model of Disability" – attended by some 150 lecturers and 1,200 students from all pedagogical faculties. Later, four film shows were presented on disability and Inclusive Education, followed by interactive discussions and debates among students, lecturers, persons with disabilities, and parents of children with disabilities. Increasing the number of inclusive schools provides a pilot model by which to test and propose clear mechanisms and policy guidelines for the transformation of special schools into psycho-pedagogical support centres. Furthermore, parent support groups were established to encourage parents to send their children to inclusive schools and to provide assistance through that process.

FACTS & FIGURES

- 200 mainstream schools are supported to become inclusive, and about 5,000 teachers from these schools are trained in all aspects of Inclusive Education.
- 2,200 children with disabilities receive their education in inclusive schools.
- Inclusive Education has become a regular component of teacher-training programmes in Armenia, and two compulsory and two optional courses on Inclusive Education are offered at the Pedagogical University at both the Bachelor and Masters level.

Outlook & Transferability
Six special schools will be trained and prepared to be transformed into psycho-pedagogical support centres for inclusive schools. The results of the project, which cost about $2.5 million, were evaluated as replicable and effective and were therefore adopted by the government for countrywide expansion. The model of Inclusive Education is now well-known in many countries in the Caucasus region, in Europe, and in other ex-Soviet countries.

Moving from Inclusive Education towards employment and a dignified life for people with disabilities.

Ms. Susanna Tadevosyan, Bridge of Hope

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In 2016, six more special schools will be transformed.

Developing indicators for Inclusive Education in the Pacific region

AUSTRALIA / MONASH UNIVERSITY

The project aims to develop and test a set of contextually specific indicators, namely Pacific Indicators for Disability Inclusive Education (Pacific-INDIE), to measure progress towards disability-Inclusive Education in the Pacific Islands. A list of indicators were developed based on a comprehensive methodology, including systematic literature reviews, surveys with the Ministerial representatives from 14 Pacific countries, and focus group discussions in four selected countries (Fiji, Samoa, Solomon Islands, and Vanuatu). The indicators were then refined following review by an international reference group as part of a Delphi method.

Problems targeted
Fewer than 10% of children with disabilities have access to any form of education in the Pacific countries. A large number of students with disabilities either never enrol in school or they drop out after a short time.

Being aware of our learners with disabilities in the classrooms came from the opportunity to collect information on the Pacific-INDIE.

A Project Participant

Monash University developed indicators that measure progress towards disability-Inclusive Education in the Pacific Region.

Solution & Methodology
The Pacific INDIE was developed using three key principles: (1) a collaborative and rigorous approach to developing indicators that measure what Pacific Islanders value as authentic and relevant disability-Inclusive Education; (2) disability-Inclusive Education is premised on systems changing to meet the diverse needs of learners and their families, rather than expecting the child or youth to "fit in"; 3) the moto "nothing about us without us" means that the active involvement of people with a disability and other Pacific stakeholders is critical. Considering that the Pacific INDIE is developed and owned by people from the Pacific, it has the potential to be used by local stakeholders for a long time.

Outlook & Transferability
Twelve indicators from the Pacific INDIE will be used by 14 countries in reporting their progress with regard to implementing Inclusive Education on a regular basis. Some countries (Fiji, Samoa, Solomon Islands and Vanuatu) will be using the Pacific INDIE in their planning of Inclusive Education activities at the national and provincial level. Bangladesh has already indicated that it is likely to use some of the indicators for its context.

FACTS & FIGURES

- There are 48 indicators in the Pacific INDIE, and the Pacific Islands Forum Secretariat has identified 12 indicators that all 14 countries of the Pacific will use to report their progress with regard to implementing Inclusive Education.
- At least 50 participants in four countries have benefitted directly from the project, and some will go on to act as master trainers in their countries.

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http://monash.edu/education/research/projects/pacific-indie/

Providing live transcripts of lessons and instant feedback to teachers

AUSTRALIA / ACCESS INNOVATION MEDIA AND THE UNIVERSITY OF MELBOURNE

The Visible Classroom offers the possibility to support students with disabilities – especially those who are deaf or hard of hearing – by providing them with live transcriptions and captions during lessons. It also equips teachers with real-time feedback and allows them to continuously improve their methods of teaching. The model can be implemented in various educational contexts.

Problems targeted
There is a need to enhance the quality of teaching and to improve the learning processes of students from lower resourced and disadvantaged backgrounds as well as those who face barriers due to linguistic or cultural competencies, such people who suffer from impaired hearing or are affected by Autism Spectrum Disorder. These students often find it hard to get access to conventional educational settings.

By digitizing classroom content, we provide a live transcript of the lesson, which is powerful for disadvantaged students who often struggle with the rapid speed of instruction and extensive teacher talk time.

Mr. Tony Abrahams, CEO, Ai-Media

Solution & Methodology
The project team has developed a solution that, on the one hand, offers the possibility of providing real-time transcriptions and captioning to facilitate the professional development of students with disabilities; and on the other hand, to provide feedback for teachers to improve their classroom techniques. Staff of Access Innovation Media transcribe and add timecodes to each word through the usage of web-enabled devices and a telephone line, thus providing the contents of a lesson to users within about five seconds. After the lessons have been transcribed, the staff members have a lot of data by which to understand important metrics of the teaching process, such as how many words a teacher said and over how long a period. This data can then be used to address two common mistakes in teaching: excessive lecturing and overly fast delivery. Further, teachers can submit an audio file to Access Innovation Media

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Access Innovation Media provides feedback for teachers, like numbers of words said, and help them addressing their classroom techniques.

and receive a transcript (available in PDF or .doc/x) and an analysis without the need of a live connection. After the team has received five hours or more from one classroom, they pass it to experts from the University of Melbourne, who also analyses it and provide a personalized report containing a summary of their observations and recommended teaching strategies.

Outlook & Transferability
The team is currently working on an offline option, to be available at the beginning of 2016, that offers the possibility to record lessons and upload them for transcription and timecoding. The goal is to implement The Visible Classroom on a global scale through awareness-rising of the product, with the support of global research projects at the University of Melbourne.

FACTS & FIGURES

- The potential scope of the project is global, given that there are approximately 27 million teachers worldwide.
- Thousands of hours of submitted material have been transcribed so far, and another 5,000 hours will be transcribed in the rest of 2015 and 2016.

Using pictures to promote health

AUSTRALIA / CHILD AND ADOLESCENT HEALTH SERVICE

"Picture my Participation" is a paediatric self-report tool – currently available in English and developed in Australia, Canada, South Africa, Sweden, Uganda, and Vietnam – that uses pictures to discuss health-related topics for children aged 5–17 in various contexts and settings. The tool identifies frequencies, levels of involvement, and barriers and facilitators to a child's participation in home, school, and community settings. The aim of the project is to develop an appropriate instrument to measure the level of participation of children with disabilities in low and middle income (LAMI) countries and other marginalised communities.

Problems targeted
Currently, there is only limited knowledge about the participation outcomes of children and youth living in low and middle-income countries, mostly because of a shortage of tools to measure their participation and the inadequacy of existing ones. Even though many countries are working to improve their health care services and to give people with disabilities access to them, there is still a lack of data concerning children with disabilities that could be used to improve their situation in LAMI countries.

Using 'Picture My Participation', we hope to gain an accurate understanding of the participation outcomes of children with disabilities in low and middle income countries, and ultimately intervene in ways that will effectively and sustainably address their needs.

Project Research Team

Solution & Methodology
"Picture my Participation" uses pictures to identify the frequencies of a child's participation, for example, through the collection of data on how often someone goes to school, the level of involvement and barriers, as well as factors that facilitate the participation of a child in different contexts. Using simple language – without jargon and technical expressions – the tool allows children to tell their own stories about their level of participation in their homes, their communities, and in educational settings. The pictures, which are used within the process and can be adapted to various cultural contexts, are intended to support discussion and understanding of the assessment, which consists of six steps and takes about 20 minutes to complete.

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FACTS & FIGURES

- About 80% of the world's persons with disabilities live in the 145 low and middle income countries.
- Pilots of the tool, including feedback from children with disabilities, have been administered on three continents; and there is evidence that the tool can be used in various settings, cultural environments, and countries.
- The tool will be made available to all children with disabilities living in LAMI countries.

Outlook & Transferability
In 2015, the application will be refined and piloted and psychometric testing will be completed. The tool, including a learning package, will be fully implemented by the end of 2018 in all 145 LAMI countries in Spanish, Arab, Chinese, English, French, and Russian. Furthermore, global awareness of the rights of children with disabilities will be increased through the provision of strategies to improve participation. Because the application is available online and the tool is largely image based, it can be translated into other languages and used worldwide.

Life Stories from Belgium, Italy, Mexico, South Africa, and the United States

THE STORY OF ALAN BARBERIA

“... a standing ovation from his class!”

Alan Barberi is a 19-year-old graduate of Estrella Foothills High School (EFHS) in the state of Arizona, where he has always been a huge sports fan and supporter of EFHS athletics. For the first couple of years of high school Alan was an honorary member of the football and basketball teams, acting as a manager, travelling with the team, and being their biggest fan. But for Alan, this wasn’t enough; he wanted to play, to experience the game first-hand, to truly belong as an equal among his fellow sports enthusiasts. Alan got his first chance to play sports through Unified Sports – a Special Olympics team at his school made up of athletes with and without intellectual disabilities. Alan trained in Track & Field alongside other students and competed in wheelchair races. Then he set his sights even higher. Alan had a dream to leave his wheelchair and walk across the stage with his walker to accept his diploma at high school graduation. Two of the non-disabled peers from his Unified Sports team stepped up to help him meet this challenge. One young man worked with Alan in the school weight room to build his upper body strength. Another assisted with workouts on a treadmill. For many months Alan trained, increasing from five minutes on the treadmill to gruelling two-hour workouts. In the end, Alan did walk to receive his diploma – to a standing ovation from his graduating class and tears of joy from his father.

USA, Special Olympics Arizona

THE STORY OF CARLI PRETORIUS

“I hope to represent my country overseas soon!”

My name is Carli Pretorius, and I am from Stellenbosch in the Western Cape province of South Africa. At the age of one year I was injured in a car accident and sustained a partial hearing loss, and I have had some trouble speaking clearly as a result – especially in English. By using the Speech Visualizer, however, I was able to improve my English, which has meant a lot to me. It has also really helped me in my studies.
I enjoy sport activities – especially gymnastics, where I do shot put and javelin – and I hope to represent my country overseas someday soon.

South Africa: ADJ Electronics

THE STORY OF LIEN

“I learned that I am very creative and have a good sense of humour.”

My name is Lien, I am 22 years old. During my last year in a school for special education I was really worried about what I was going to do next. Would I have to stay at home with my parents all day? Would I be on a waiting list to go to an institution? What were my options? I talked to my teacher, Joris, and told him about my dream: to work with children! I think that working with children in a kindergarten is wonderful. That’s when Joris told me about the training as a kindergarten worker that was available from “LetsCo!” This was exactly what I was looking for! The trainers from LetsCo! taught me a lot about toddlers and about life in a kindergarten, and I also learned a lot about myself: my strengths, talents, and limits. I got the opportunity to do an internship in a kindergarten in my own town, with teacher Nathalie. We had lots of fun together! I learned that I am very creative and have a good sense of humour, which is important when you are working with children. After my training, teacher Nathalie asked me to stay and to continue working in the school! She appreciates my help: I support the children in putting on their jackets and shoes, I clean the tables, I distribute the drinks, help to clean the classroom, etc. LetsCo! provides me with a job coach, who gives me support, and my quality of life has improved incredibly. I’m no longer worried about the future. The principal, the teachers, the parents, and the toddlers all appreciate my presence. I am very happy!

Belgium – Let`s Co

THE STORY OF OSVALDO TERRONES BORDA

“... is part of the university team creating accessible content.”

In 2009 Osvaldo, who is vision impaired, graduated high school and began to pursue an Inclusive Diploma offered by the Programme of Inclusion of Students with Disabilities at the University of Santa Catarina. A very serious young man, at first he felt a bit insecure and found it difficult to make friends. He and his family had spent a long while trying to find an institution that would be helpful to Osvaldo, but they did not have much success and they barely knew the Braille system. But Osvaldo is a very bright young man, and as soon as he started classes he received support from specialized “tiflotechnic” equipment – a reading software programme. He learned how to use the software, which then gave him access to the content of all the different courses. He also started using textured graphics, Braille, orientation courses, and accessible transportation. Despite his visual disability, the accessibility of the campus allowed Osvaldo to become familiar with all areas of the university, supported by his cane. In July 2011, Osvaldo earned his diploma with honours and registered for a programme in Information and Communication Technologies (ICT). Incredibly, he concluded his ICT degree in August, and he is currently working on finishing an Engineering degree in less than a year.
His development has been so exceptional that the university has invited him to work in its Technical Support Department, since he has become an expert in repairing equipment, in software installation, and other skills. He is also part of a university team developing new accessible content for the Inclusive Education professional programme.
Osvaldo also has his own business repairing electronic equipment and buying and selling parts for diverse computer. Today he lives by himself in a house close to the university, where he is happy and self-sufficient.
www.youtube.com/watch?v=ISNL-D3PnVk

Mexico – University Santa Catarina

THE STORY OF PAOLA AND MARCO

“In just a few minutes, all misunderstandings with the doctor were solved.”

In the first months of operation “VEASYT Live!” has helped numerous people to communicate in a better way, in both small situations and in critical ones. And many more people will be helped in the near future. One example of the programme’s success is Paola and Marco – a wonderful couple who are both deaf. Paola is pregnant and, like any woman, has begun to receive medical examinations in the local hospital, often with Marco. They usually use Italian sign language (LIS) to communicate with their families and their deaf friends, but they can also speak a fair level of Italian thanks to good linguistic studies. They use Italian in the hospital when an LIS interpreter is not available, but this can sometimes run into complexities, and even a small misunderstanding can be dangerous.
As the result of a check-up the doctors found that Paola had a high level of glycaemia. Fortunately, it was nothing too risky, but a little thing can become dangerous if neglected. Trying to use basic speaking and writing communication, the doctor explained to her that she needed to avoid sugar until the baby was born. But at that basic level of communication, the couple did not completely understand the importance of the situation and that it was necessary to avoid sugar completely, for instance, also when drinking a coffee. That’s why the situation started to become a problem – that is, until a friend recommended the use of VEASYT Live! on their own tablet. At the following hospital visit the doctor was initially sceptical about having “another person” involved in a videoconference. Nevertheless, once he understood it was a professional interpreter, he went ahead with the examination, and VEASYT Live! supported him via the tablet. In just a few minutes everything was clear to the couple, and the misunderstanding was solved.

Italy – VEASYT Live!

Providing a university experience for persons with intellectual disabilities

AUSTRALIA / CENTRE FOR DISABILITY STUDIES (CDS)

The vision of CDS is to advance the rights of people with an intellectual disability through its research, clinical services, and training programmes. In particular, CDS is passionate about Inclusive Educational practices that promote quality education for people with intellectual disabilities. In 2012, under the leadership of Prof. Patricia O'Brien, CDS conceived, planned, and implemented a pilot Inclusive Education Program (IEP) at the University of Sydney. The IEP provides a university experience for participants in a range of studies of their choice, with students participating in regular lectures and tutorials as well as attending one-on-one tutorials and receiving peer mentoring for added support.

Problems targeted
Traditionally, tertiary education has been based on a belief that students with an intellectual disability are not academically capable of achieving success. However, being part of campus life, taking university classes with students without disabilities, and learning to navigate a world of high expectations actually leads to the development of skills needed for successful adult life (Hart, Grigal, & Weir, 2010). A successful university experience can be measured in many ways apart from grades, including increased learning, independence, self-determination, and positive social experiences (O´Brien, 2009; Hart, 2010). Having a peer with an intellectual disability also improves social understanding of disability within a university community.

Before I started the Sydney University IEP, I was a young girl at a special school, and now I am an independent adult living in a much wider world.

Steph Walker, IEP student

Solution & Methodology
As a first step, the IEP team established a steering group and simultaneously secured pilot funding through local government to provide an opportunity for five people with intellectual disabilities to attend the University of Sydney for one semester. The programme structure was informed by and modelled on other fully Inclusive Education models that are already in operation internationally. The team sought expert input from international leaders in this area to implement a fully inclusive audit model, adapted to the local context and infrastructure of the University of Sydney. Programme structure, content, and strategies are informally and formally reviewed on a regular basis to align the programme with participant feedback and international best practices. Each IEP student takes one to two units of study, thus fully participating in all aspects of the course, except formal assessment. Instead, IEP students prepare an individualised project that suits their interests, strengths and personal learning goals. All IEP students are matched with a minimum of two peer mentors and have access to additional academic support through one on one tutoring sessions with a university tutor

Outlook & Transferability
To facilitate growth as well as future sustainability, the IEP team are developing a viable scholarship program to support students to transition into an adult life of their choice, for example employment or further education. The program will launch as "uni 2" beyond in 2017, incorporating both philanthropy and social enterprise. The engagement and recruitment of foundation members and scholarship partners is ongoing, and a first foundation member has already been secured.

FACTS & FIGURES

- To date, the IEP has supported 23 people with an intellectual disability to attend the University of Sydney.
- The IEP has had the support of 65 peer mentors.
- The IEP has established links to nine of the University's 16 faculties.

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Giving a voice to children with disabilities

AUSTRALIA / DEAKIN UNIVERSITY

The project seeks to develop a simple and effective method for children with diverse disabilities to express or communicate their life priorities and human rights issues through the use of ICT and other resources. . The project also aims to achieve the transferability and scalability of this method, utilizing accessible ICT, by designing education activities and resources for governments, services providers, and community members both in the target country and globally.

Problems targeted
In low-income countries children with disabilities often experience communication barriers, and data suggests that as a result they experience significant disadvantages, including: diminished rates of school attendance, retention, and advancement; lower rates of employment; increased poverty; and poor access to health care and assistive devices. Furthermore, governments and service providers do not seek the views of children with disabilities because they are often viewed as "too hard to engage.".

The voices of children with disabilities are largely missing in the development agenda, which means that their needs and priorities are not adequately addressed in service delivery and policy design.

Ms. Erin Wilson, Associate Professor, Deakin University

Solution & Methodology
The project team developed a set of inclusive tools to overcome barriers in verbal or oral communication and made these available on the project website. These are: (1) a photo library with a set of local photos representing life areas broadly reflecting the Articles of the Convention on the Rights of Disabled Persons; (2) a sound library consisting of a set of digital audio recordings of short local sounds; (3) a camera used to document important life priorities; (4) a "story in a bag" containing objects that represent a range of life areas and interests; (5) a doll that can be used to speak about what is important; (6) a guided tour or walkabout, which enables children to guide or lead researchers around their community; and (7) a drawing so as to be able to paint something and tell a story. A The website was developed in a way that enables people with and without disabilities to learn and understand methods of inclusive communication.

FACTS & FIGURES

- 89 children with disabilities aged between 5 and 18 living in rural and urban areas have participated in the project.
- Three films were produced and are available both on YouTube and on the project's website (including captioned for hard of hearing and audio described versions).
- Overall use of the project website in the first three months of operation included 288 users, 826 page views, and 393 sessions.

Outlook & Transferability
The project team wants to extend the reach of the current project and test inclusive tools in new contexts, such as monitoring and evaluation, but currently there are no funds available. The three films produced for the project will be entered into international human rights/disability film festivals in 2015 and 2016.

Children are encouraged to communicate in various ways.

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Creating smart accessible media using RoboBraille

AUSTRIA / AUSTRIAN ASSOCIATION SUPPORTING THE BLIND AND VISUALLY IMPAIRED

The goal of the project is to explore new smarter and easier methods to prepare and produce educational material in alternate formats (e.g., digital Braille, audio books, e-books, and other accessible documents) using RoboBraille and other relevant free ICT tools. Specifically, it is designed to further educate teachers, parents, and professional alternate media producers who are supporting people with visual and reading impairments on how to use such methods and tools. RoboBraille is a free, award-winning service, capable of automatically converting documents into alternate formats.

Problems targeted
Visually impaired people often have difficulty accessing print materials, primarily because the development of such materials in a barrier-free format is often difficult, expensive, and time-consuming.

Credit: Klaus Hoeckner

Promoting Robobraille tools in 6 Eastern European countries

RoboBraille makes educational material available in alternate formats whenever and wherever it is needed, thereby paving the way for a barrier-free education for all.

Mr. Klaus Höckner, Leader, IT-Department, Austrian Association supporting the blind and visually impaired

Solution & Methodology
Partners from six European countries have explored how RoboBraille can be exploited as a learning tool in a variety of educational settings, and have published their findings in the RoboBraille Best Practice Catalogue. During the project, partners discovered the need to develop a practical hands-on training course aimed at improving the skills of teachers, parents, and alternate media producers so as to support people with visual and reading impairments in a timely and inclusive way. These professionals must learn to use new ICT tools, such as RoboBraille and others – especially as the development of new digital platforms and formats is creating a host of new reading, writing, and learning opportunities for the visually and reading impaired.

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Outlook & Transferability
Partners of the project are special schools, national resource centers, colleges, universities, NGOs, disabled peoples' organizations, assistive technology providers, and private consultants. Also ICT, accessibility, and media experts required to ensure sufficient critical mass to create courses and conduct trainings for teachers, parents, and alternate media producers. More partners in new countries with new languages would be appreciated.

FACTS & FIGURES

- RoboBraille is currently being used by thousands of people throughout the world.
- A curriculum to help the visually impaired to use RoboBraille has been implemented in all participating countries (Austria, Bulgaria, Denmark, Hungary, Ireland, Poland, and Romania).
- It is estimated that in Bulgaria, Hungary, and Romania more than 83,000 persons who are part of the primary target group could be reached with RoboBraille services.

Preparing young people for real jobs in bakeries

AUSTRIA / CARITAS LINZ AND BAKERY GRAGGER

A bakery in Upper Austria and and the non-profit organization Caritas have organized Backma's, a project that provides vocational on-the-job training for adolescents with disabilities. Under the supervision of mentors, the apprentices acquire practical skills in the production of pastries in a full-fledged working bakery in Linz so that they are then able to find employment in the open labour market.

Problems targeted
Adolescents with disabilities face many difficulties when it comes to entering the open labour market. Some lack skills in spelling or mathematics or are not mature enough to start regular work. After finishing school, these young people need support to engage in further education so they can go on to hold regular jobs, as work is an important factor for social inclusion.

Backma's provides an opportunity for persons with disabilities – and all disadvantaged persons in general – to acquire the professional qualification needed to find a job in the open labour market.

Ms. Eva-Maria Rechberger, Caritas Linz

Solution & Methodology
The vocational training is conducted in a bakery in Bioholzofenbäckerei GmbH Gragger in Ansfelden (province of Upper Austria). Initially, six persons with disabilities were educated and trained, but today Caritas provides ten apprenticeships. Three trainers are supporting the trainees to ensure sustainable and quality training: two are responsible for professional competences and one for social expertise. Acquiring an apprenticeship certificate or a partial qualification is the main goal of the project. Notably, there is no cost to the bakery because the project employs the trainees just as it does the three trainers. As such, the relationship is a good deal for the bakery; and in return, the trainees are part of a real working business and get the chance to demonstrate their skills in the open labour market. The adolescents are also encouraged to be self-advocates and to express their wishes and concerns to the bakery manager, as necessary. The project partner produces only biological goods and emphasizes sustainability. Being responsible and protecting, the environment is one of the important values that are also taught within the training. Caritas Linz is running similar projects with a local supermarket chain.

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FACTS & FIGURES

- 25 apprenticeship places in total have been provided until the end of 2015
- All the participants can stay with the project for minimum of three and a maximum of four years.
- Three Caritas staff are supporting the trainees at the company.

Outlook & Transferability
Because of the success of the project, there is a plan to transfer the concept internationally. Furthermore, the Linz bakery has designed a special energy-efficient oven that operates without electricity and gas, which thus meets the needs of countries (especially emerging nations) with high energy costs. Construction on a bakery in Senegal, for example, started in September 2015.

Easy-to-read newspaper articles, written by persons with learning difficulties

AUSTRIA / JUGEND AM WERK GMBH AND THE DAILY NEWSPAPER KURIER

Because official websites should be accessible by everyone, there is an enormous need for easy-to-read information. The mission of this project is to teach people with disabilities how to write easy-to-read news articles. Participants with learning difficulties are trained to understand the journalistic approach to conveying information. The goals are to prepare participants for regular jobs, especially as experts for easy-to-read texts, and eventually to provide easy-to-read news on a daily basis for the online-platform of the KURIER, an Austrian daily paper.

Problems targeted
There are many people with intellectual or learning disabilities that cannot follow the regular news, and who are thus disadvantaged in terms of access to information. Further, there are only a few official websites that provide information in an easy-to-read format. Through this project, participants learn to understand complex texts and to translate them into easy-to-read-texts, thereby providing important information to other people with learning disabilities.

FACTS & FIGURES

- The inclusive editorial training group consists of six participants (people with some kind of disability), two pedagogic attendants, and two journalists who serve as instructors.
- Currently, the project is planned for three years, fully funded by Fonds Soziales Wien, the social service provider of Vienna Outlook.

Now I am interested in news.
I am aware of political affairs, and
I follow news reporting on
television and in print.

Mr. Marco Marinic, Participant

Solution & Methodology
Participants, all of whom are people with special needs, are trained to understand the journalistic approach to conveying information. They learn to write their own stories and to rewrite other texts in easy-to-read language. Additionally, they learn to handle ICT and to publish on the web. Tests showed that a special editorial team was needed to provide easy-to-read news on a regular basis. But when the media company involved was not able to fund such a team, a cooperation agreement was reached with a community organization so as to implement the programme.

Outlook & Transferability
If successful, the editorial teaching group could become a permanent institution, providing permanent jobs for people with disabilities. The aim of the project is to provide a steady news flow for people with intellectual disabilities and to empower participants to become experts in writing and rewriting easy-to-read-texts. The project draws special attention to planning individual goals (what are my special qualifications, interests, and prospects concerning work?); providing support in the preparation of job application papers; accompanying participants to job interviews; and providing internships in appropriate firms.

Creating easy-to-read news for a leading Austrian newspaper.

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An all-stakeholder approach towards Inclusive Education

AUSTRIA / CHANCE B HOLDING

Chance B has initiated a joint initiative of all stakeholders for a pilot project on an Inclusive Educational system in the region of Eastern Styria, Austria. This all-encompassing approach includes: children and young adults, parents and families, teachers, headmasters, early care experts, kindergarten teachers, mayors, NGOs, psychologists, therapists, childminders, politicians, communal administration staff, and others who are interested in Inclusive Education.

Problems targeted
Chance B –has worked for 25 years on equal rights and opportunities for people threatened by exclusion in the eastern part of Styria, an Austrian regional province. The organization offers a variety of services for children and their families to accompany and support them on their way through the educational system (e.g., school integration assistants, therapists, supported employment, etc.).

Solution & Methodology
The various project activities complement each other to increase knowledge on inclusion in all relevant sectors of society, with a concentration on three main activities: (1) all educational facilities in the Austrian provincial town of Gleisdorf work together in their Inclusive Education activities; (2) networking groups involving all stakeholders in eastern Styria work towards concrete measures and solutions; and (3) the evaluation process, performed by the University of Graz, conducts case studies and interviews with experts, resulting in recommendations and suggested innovative procedures. Active project management ensures that all groups stay focused and work towards the common goal of Inclusive Education.

FACTS & FIGURES

- The project has established a network of 270 actors in the educational system.
- Training and awareness-raising workshops have been held for 85 teaching staff.
- A scientific study has been conducted involving case studies and 25 expert interviews.

The project is sharing experiences, guidelines, and concrete measures for rural regions on their way to establishing an Inclusive Educational system for all children and young adults.

Mr. Michael Longhino, Chance B Holding

Outlook & Transferability
Rooted in the region, Chance B has contacts to communal networks, regional politicians, and administrative units, which provides a broad social environment-oriented perspective. Now, as the project nears its end, the focus is to motivate the various individuals and institutions involved to take responsibility for the process and thus continue the efforts for inclusiveness even after the formal end of the project. One success of the project is that eastern Styria is an official inclusive region as defined by the Styrian government. This means that, among others, the regional school authority is challenged to continue the process that has been started.

The region of eastern Styria is now an official inclusive region.

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Preventing bullying against women with learning difficulties

AUSTRIA / NINLIL

The goal of the Ninlil empowerment seminars is the prevention of violence against women with learning difficulties or multiple disabilities, based on the strong belief that bullying can only be stopped if these women develop more self-determination in their everyday life. Their experiences, needs, and desires are the focus of these seminars.

Problems targeted
Women with learning difficulties are often living and working in shelters where personal self-determination can be harshly restricted, and where physical violence is not uncommon. This is one of the reasons why women with disabilities are subject to sexual violence much more often than non-disabled women.

Solution & Methodology
The first seminars, titled "I am a woman," were developed in 1999 by the women who had recently founded the organization "Ninlil" with the goal of fighting sexual violence against women with learning difficulties. They were convinced that in order to prevent violence it is necessary to work towards empowering these women – a conviction that remains valid today. Since then its founding many seminars have been developed – all with the goal of "empowering" women with learning disabilities. The organization includes the views and opinions of these women in its planning process by: (1) using feedback-sheets from the seminars as a starting point for developing new seminars or deciding which seminars will be offered again; and (2) collecting direct and indirect feedback to find new topics. The various approaches enable the participants to have individually structured empowerment experiences. Further, the seminars are kept small, each with up to just seven participants and two seminar leaders, so that every woman, regardless of her disability, has plenty of time and space for discussion.

FACTS & FIGURES

- 210 seminars were held from 1999 to 2014, reaching 1,159 participants.
- Today, there are on average 12 seminars and 68 participants per year.
- Annual cost of the project is about 11,000 €, and attendance is free.

Empowerment seminars: Women growing stronger together.

Ms. Elisabeth Udl, Manager, Ninlil

Outlook & Transferability
The project will be continued at the current rate of 10-14 seminars a year, depending on available funding. If possible, Ninlil would like to offer even more seminars, as the demand is always higher than the number of seats available. The association is also working on growing the accessibility of the seminars. Currently, information is sent by mail to about 700 addresses, mostly in Vienna but also to other areas of Austria. Since last summer, the group has been increasing its presence on Facebook, and is currently planning to start an e-mail newsletter that will also be used to promote the seminars.

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A tablet that creates Braille, graphics, maps, and more

AUSTRIA / BLITAB TECHNOLOGY GMBH

Beginning three years ago in Bulgaria, BLITAB® Technology developed the first-ever Braille tablet, using a new liquid-based technology to create tactile relief that produces Braille, graphics, maps, etc., for the blind and partially sighted. From the very start, blind and visually impaired users were involved in the product development because BLITAB is fully designed according to their needs, not adapted as many assistive devices are. It is called BLITAB® – the iPad for the blind, and for the first time it makes it possible for children and students with sight loss to finally have access to the latest technology and thus to learn and study more efficiently.

Problems targeted
Despite the fact that only 1% of all published books are available in Braille, the format remains the only fundamental tool for the education and literacy of blind people. Touchscreen devices are accessible only via voice-over, and special Braille displays are extremely limited, bulky, and expensive (up to $15,000).

The BLITAB-Tablet generates lines in Braille instead of an LCD screen. It is currently tested by thousands of students.

BLITAB – the first tactile tablet for people with sight loss – creates a social impact through innovative technology as it renews Braille usage, increases Braille literacy rate among blind children, and as result will enable them to maintain gainful employment.

Ms. Kristina Tsvetanova, CEO, BLITAB

Solution & Methodology
BLITAB® is a next-generation affordable and multi-functional device for Braille reading and writing that displays one whole page of Braille text without any mechanical elements. BLITAB® is like an e-reader that, instead of using an LCD-screen, forms small bubbles on the surface that are haptic and stable enough to be touched and read by the finger. BLITAB® generates 13–15 lines in Braille code at a time, while the corresponding technology allows text files to be instantly converted into Braille from USB sticks, web browsers, or NFC tags. Until now the technology has not been used in this particular market niche, and the application is already in patent procedure. For the first time, pictures, and graphics – such as like maps and building plans – can be presented on a device with tactile relief, opening up a completely new world of content for the blind and visually impaired.

Outlook & Transferability
The BLITAB project is a good example of how ICT technology drives social change and inclusion, and contributes to a higher literacy rate among children with disabilities. It is a replicable model and can be adopted by many organizations and countries due to the low cost of the technology and the readiness of ministries to support it. Financing the project and its distribution are the main barriers to further dissemination, and consequently BLITAB is looking for potential partners in every country and has already established a global network of potential distributors.

FACTS & FIGURES

- Currently, there are some 2,500 students in 300 schools testing the device worldwide.
- The project is in partnership with five organizations supporting blind and visually impaired people.
- Six-digit funding has been received from organizations and supporters.

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Promoting innovative assistive technologies internationally

AUSTRIA / ASTERICS ACADEMY

The mission of the AsTeRICS Academy project is to foster international networking in the ICT-based Assistive Technology sector by implementing hands-on workshops with flexible open source assistive technology tools. These hardware and software tools have been developed and collected during the course of the project and enable people with severe physical disabilities to use a computer and to access e-learning platforms and educational resources.

Problems targeted
It is often difficult for people with disabilities to use non-accessible tools or to get available accessible tools at an affordable cost. This is especially a problem in low-income countries, in which the necessary technological infrastructure is often inadequate, and for families with a low household income. Moreover, the expertise for the application of ICT-based tools is often not available.

The AsTeRICS Academy creates open source ICT-based accessibility solutions and makes these tools available to the public via construction sets, build instructions, and workshops.

Mr. Miguel Gomez Heras, Chairman, AsTeRICS Academy

Solution & Methodology
The AsTeRICS Academy for Cross-Cultural Education and Research in Assistive Technology conducts product development, user evaluations, networking, and internationalization based upon the available AsTeRICS framework (the Assistive Technology Rapid Integration and Construction Set). AsTeRICS enables accessibility solutions involving techniques like face- or eye tracking, bioelectric signal processing, speech recognition and environmental control, which can be tailored to individual user needs and preferences. The project has created and developed a set of affordable open source tools that enable people with physical disabilities to use computers and smartphones easily. The tools are provided as construction kits during hands-on workshops organized in cooperation with partners from other countries; and demonstrations are given on how to use and build the tools on a local basis. “The FLipmouse” is a joystick to allow people with reduced physical capabilities to control a mouse cursor and a computer keyboard. The “FABI (Flexible Assistive Button Interface)” is a computer interface whereby up to six switches can be attached and assigned to cursor movements, key inputs, mouse clicks, scroll wheel activity, or other functions. To be affordable in low-income countries, these tools can be adapted by providing a rechargeable power supply or cell-phone compatibility, for example; and the usage of the most affordable electronic components and construction manuals make it possible to build one’s own version of the offered tools.

Outlook & Transferability
The project will be finalized in September 2016, and the team is currently planning strategies to gain funding from sources other than the Municipality of Vienna. Currently, the project team is working to improve the tools and to offer the construction kit online. At that point, the FABI device will cost about 15 Euro to build and the FLipMouse about 90 to 100 Euro, and could be built or recreated locally on a global basis. The AsTeRICS Academy project is partly funded by the Municipality of Vienna, MA23, Project Number 14-02.

FACTS & FIGURES

- Five workshops with 200 participants have been held during the last two years for end-users and end-user organizations.
- Four model building/technology workshops, and a Summer School for international student have been organized to date, and two barrier-free tech tools have been developed.
- Eight individuals have received tailor-made solutions that are fitted to their needs and used on a daily basis.

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A computer mouse steered with the mouth

AUSTRIA / LIFETOOL - INTEGRAMOUSE 3

IntegraMouse, initiated by the Austrian non-profit enterprise LIFEtool, is a wireless computer mouse that can be operated with the human mouth for people who are unable to use their hands and fingers. LIFEtool develops a variety of pedagogical software, and offers free training on the use of the IntegraMouse and other assistive devices.

Problems targeted
Since the development of the first personal computers most of the technological developments and solutions regarding PCs have been produced without regard to the needs of people with disabilities, for example, keyboards for people who do not have the use of their hands. . Even though there is now a market for assistive devices, people who are not able to use their hands and fingers are still in need of an alternative computer mouse, especially because none of the existing solutions is wireless, which is important to increase the mobility of people in a wheelchair.

Prof. Sang-Mook Lee from National University of Seoul testing IntegraMouse 3.

IntegraMouse has changed my life.

Prof. Sang-Mook Lee, Teacher,
National University of Seoul

Solution & Methodology
With the IntegraMouse a computer can be operated with the use of one’s mouth, whereby minimal movements of the lips are enough to move a cursor. The IntegraMouse was developed for people with paraplegia, myasthenia, motoric nerve diseases, and amputations and is seen as a full-value replacement for a conventional computer mouse. The cursor on the screen is moved through the mouthpiece, which can only be navigated with the lips. A left or right click can be triggered by blow and suck. All the functions of the computer mouse can be operated through the mouth; and the IntegraMouse can also be used as a joystick to play computer games. In addition to the initial target audience, the next generation IntegraMouse will focus on game players, e.g., people with special needs who play games on mobile devices, personal computers, or game consoles. The functions of the IntegraMouse will be enhanced with an integrated microphone with voice recognition software as well as with comprehensive gaming functions. The implementation of an interface for mobile devices is also planned. Future users of the IntegraMouse will be involved in the development process from the beginning, and creative workshops will be conducted during the start-up phase of the project.

Outlook & Transferability
LIFEtool has a marketing network in 40 countries worldwide, which means that the IntegraMouse can be offered throughout the whole world via local stores. In the rest of 2015 and in 2016, LIFEtool wants to prepare the market launch of another technological solution that was developed for rehabilitation purposes, further develop the IntegraMouse3, expand the consultation network for people with special needs, and conduct research and development projects with a focus on user evaluation.

FACTS & FIGURES

- About 2,000 of the IntegraMouse have been produced.
- The device has been sold in more than 40 countries. Revenue to date is approximately 2 million Euros.

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The sign language Avatar Project

AUSTRIA / SIGNTIME GMBH

SiMAX is a software system that combines several highly sophisticated ICT technologies: a real-time 3D-engine, animation/clip exporter, animation builder, a “learning” database, a clip database, a sign database, a translation engine based on statistical methods, a translator interface, an emotion editor, and a video converter. The aim of the project is to develop a quicker and more affordable solution for translation into sign language by using an animated avatar. Thus, the whole world of information – news, Internet, movies etc. – will finally be accessible to deaf and hearing impaired people.

Problems targeted
Currently, most information - both written and oral – is not accessible to many people who are deaf, as 80% of them are functional illiterate.

Solution & Methodology
SiMAX is a semi-automatic system designed to translate text into sign language by combining technology from animation pictures, the computer gaming industry, and computer-aided translation services. As a fully automatic translation is not possible, the translation process is managed by a deaf person who is preferably a qualified interpreter or has an excellent command of sign language. As such, this system also creates high-quality jobs for deaf people. However, there are exceptions, such as the standardized texts that are used for service announcements on public transportation systems. SiMAX can be used for translating these announcements in public areas, including security alerts. The system follows the natural grammar principles while developing the sign language avatar. Mimic has a grammar function in sign language (e.g., raised eyebrows symbolize an interrogative sentence), which the avatar is capable of displaying. The figure shows emotion and can move its head and upper body fluently. A “learning machine” is integrated into the system, which saves all previously performed translations and keeps them ready as proposals for future translations. The avatar is exchangeable according to the target group e. g. for a children’s broadcast the avatar has the appearance of a child.

The SiMAX avator is a semi-automatic translation from text to sign language, created as a business product but free for private use for all persons who are deaf.

Outlook & Transferability
SiMAX will start by translation of TV and internet content in big countries like the US and Germany. It will also offer special applications like the translation of package leaflets of medicines.
For persons who are deaf the system will be available for free as web application to use it as additional communication tool for private purposes.

FACTS & FIGURES

- Because of SiMAX, several hundred deaf persons in Austria were able to view information videos in sign language on voting in the 2015 Vienna elections.
- Approximately 200 persons have used animated signs to learn sign language in courses since summer 2015.
- Worldwide, more than 10,000 people have played SiGAME, which is the first game app in sign language.

SiMAX changes the world of deaf people by making information accessible to them.

Mr. Georg Tschare, CEO, signtime

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Accessible learning materials for students with visual impairments

BANGLADESH / YPSA (YOUNG POWER IN SOCIAL ACTION)

Young Power in Social Action is an organization employing nearly 2,000 people and 32 persons with disabilities. In this specific project, 80% are persons with disabilities. It was initiated in cooperation with Access to information (a2i) under the Prime Minister Office, the Government of Bangladesh, the DAISY Consortium, the Accessible Book Consortium, the World Intellectual Property Organization, and the Global Alliance on Accessible Technologies and Environments to produce and distribute digital multimedia books, fully accessible e-books, and digital Braille books.

Problems targeted
The World Health Organization notes that about 4 million people in Bangladesh are visually impaired, but they are normally disadvantaged due to lack of adequate and fully accessible materials. Even more, people with disabilities in Bangladesh are predominantly poor and are not able to afford assistive devices or materials to participate in in the education system in a fully inclusive way.

Accessible books are a dream came true.

Mr. Vashkar Bhattacharjee, GAATES Bangladesh

Solution & Methodology
In preparing the project, planning meetings were held with DPO groups and student with disabilities to identify problems, required books, and format. The project converts textbooks from school classes 1 to 10 into DAISY digital multimedia format, and the contents can then again be converted into DAISY full text/full audio textbooks, Braille, and accessible e-books. The digital textbooks are accessible to all, including students with visual, print, and/or learning disabilities. The process is cost effective, less time consuming than traditional methods, and universally designed so that all children can have easy access to these reading materials all over the country. Digital talking books are for anyone who needs accessible information and who loves to read. Readers can play the audio and display and highlight the corresponding text simultaneously.

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FACTS & FIGURES

- 155 schoolbooks have been converted to multimedia books, available as DAISY text and audio books, digital Braille, and accessible e-books.
- Through the provision of accessible learning materials, about 100,000 students with visual impairments and learning disabilities will be able to improve their literacy.
- In each of 2015 and 2016, some 10,000 students with visual impairments will receive accessible books.

Outlook & Transferability
Around 100,000 students with visual and learning disabilities have been equipped with materials until 2015. YPSA has many development partners and an excellent network at the national and international level. Currently, the organization is working for and with an estimated 9 million disadvantaged and vulnerable people; and to ensure community ownership of its project activities, disadvantage groups are involved in the planning, implementation, and monitoring process. To ensure the sustainability, YPSA will match these various groups with other ongoing YPSA projects so that they can continue to be supported beyond the project period.

As of 2015, around 100,000 students have been equipped with accessible materials.

Creating a role model of Inclusive Education

BANGLADESH / PLAN INTERNATIONAL BANGLADESH

Plan International Bangladesh develops a model of Inclusive Education to generate evidence that within existing systems, facilities, and structures Inclusive Education can be implemented. This is achieved by enhancing a school's capacity to address issues of accessibility; by creating a child-friendly environment; through inclusive pedagogy; and with attention to children's participation, protection, safety, and security. In addition, a support system at the sub-district level administered by local education officials allows schools to be better monitored.

Problems targeted
Opportunities for quality primary education through mainstream system are still limited for children of diverse social, geographical, or cultural groups and children of poverty stricken families. Children with disabilities and children from ultra-poor families, urban slums, ethnic groups, and hard to reach areas are largely marginalized and excluded.

Fifty schools will be supported in 2016, reaching more than 20,000 students

There are hardly any projects where Inclusive Education principles and practices are evident and where data drive the project. Your project is definitely an outlier in that sense!

Dr. Umesh Sharma, Associate Professor, Faculty of Education at Monash University

Solution & Methodology
The project is working to address all the major challenges and barriers to Inclusive Education at the community, school, and governance level by raising awareness, building capacity and skills, and changing the attitude of the existing system. It is following government policies, strategies, and regulations, thereby increasing the opportunity to scale-up the model. It evaluates local-level challenges based on existing primary education structure, facilities, and interventions; and takes into consideration the activities and views of schools, teachers, and children. Moreover, it is addressing multifaceted challenges and barriers, while at the same time promoting alternative solutions.

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Outlook & Transferability
In 2016 the project will support some 50 primary schools and more than 20,000 students. The project has already started to influence policies and guidelines, and a number of international organizations are in the process of replicating the model. Though the initial costs were high because of many foundational activities (e.g., research, programme and intervention designs, etc.), the implementation costs at the individual school level are low as the project works with the existing education system.

FACTS & FIGURES

- The project includes 50 schools, 50 head teachers, 277 assistant teachers, 50 school management committees, 50 student councils, and 20,000 students.
- On the community level, the project includes 300 groups of parents, 50 community resource teams, 50 children's circles, 872 out-of-school children, 4,500 children between three and five, and some 5,000 parents for the parenting programme.
- At the national level, the project includes 45 professionals from partner organizations.

A holistic approach towards Inclusive Education in Bangladesh

BANGLADESH / LEONARD CHESHIRE DISABILITY

The aim of the project is to improve access to Inclusive Education for children with disabilities and to influence changes in the education system to benefit all learners. The engagement and involvement of children with disabilities was central to the project, and the experiences and opinions of these children were collected through one-to-one interviews and focus group discussions throughout the project period.

Problems targeted
A substantial proportion of children with disabilities in Bangladesh are out of school, do not receive the assessment or support services they need in order to attend school, and face such a lot of additional barriers. Further, the majority of teachers have not been trained on how to support children with disabilities in the classroom or how to ensure that lessons are inclusive. In addition, there is no policy in place to ensure that primary school curriculum and textbooks are accessible to children with disabilities.

Solution & Methodology
Leonard Cheshire Disability initiated the project in Nilphamari, one of the poorest districts in the northern zone of Bangladesh. Rather than focusing on just one area of education, this project employed a holistic approach that addressed a variety of the main barriers affecting the ability of children with disabilities to enrol in and attend school, and aimed to ensure a sustainable impact. Notably, children with disabilities participated in accessibility audits of their schools so they could contribute to suggestions on how best to reduce the infrastructure barriers that they face.

The project made great strides towards ensuring that all children have access to a quality education, supporting over 2,500 children with disabilities to enrol in mainstream primary school, and equipping their teachers with new skills and knowledge.

Ms. Aimee Long, Leonard Cheshire Disability Officer

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FACTS & FIGURES

- 2,128 children with disabilities were supported to enrol in 262 schools in the Nilphamari district; and an additional 400 that were already in school were supported to continue attending.
- 402 teachers were trained on Inclusive Education.
- Within a year of project implementation, the attendance of children with disabilities in school had increased considerably from 18% to 66.4% and the dropout rate had fallen from 2.9% to 0.8%.

A detailed review of the primary school curriculum and textbooks was conducted in collaboration with the National Curriculum and Textbook Board and the Directorate of Primary Education.
As a result, the Education Minister and other key authorities agreed to extend their support for promoting Inclusive Education and to roll-out these recommendations through the appropriate departments. Working with the National Academy for Primary Education, now all primary school teachers will be trained using this module.

Outlook & Transferability
The impact of this project is likely to continue for years to come, as it has successfully created greater awareness among parents, communities, and teachers on the importance of enrolling children with disabilities in mainstream schools going forward. LCD will continue to refine its Inclusive Education model and will roll it out across Africa and Asia. This model represents good value for money, particularly given its holistic and comprehensive nature, and yet it can be easily adapted and replicated to new areas or environments, taking into consideration local contexts.

Bridging the gap to the ICT industry

BELGIUM / IBM: SUPPORT TO ENABLE INDIA

The IBM team recommended opportunities for improving EnAble India's services portfolio and helped them to identify the needs of the IT sector in terms of employing persons with various disabilities ranging from the mild to the profound. EnAble India's mission is to empower persons with disability, from childhood to adult age. Core activities are employment and pre-employment services, supplemental education, counselling and support services, consultancy and training for other institutions and NGOs, and technology services.

Problems targeted
People with disabilities in India often lack information about available jobs and are not adequately equipped with the technologies or techniques that they could use to carry out various work activities. There are also prevailing myths and a lack of awareness about the skills and talents that people with disabilities can bring to a workplace, the variety of activities that they can carry out, and the advantages of hiring them.

Solution & Methodology
To tackle these problems, IBM supports EnAble India to effectively and efficiently offer the services of people with disabilities. To this end, IBM has developed a self-assessment questionnaire to gage the readiness of companies to hire people with disabilities, as well as a guide for following-up with interviews after a company has reviewed the questionnaire so as to identify gaps and opportunities to increase the employment of people with disabilities. After interviewing nine diversity leaders and reviewing the best practices of companies, including their hiring practices and leadership values, EnAble India presented its findings at a round table of some 30 IT specialists from a large variety of firms. The IBM project team then came together and developed a consulting model that maps companies into four levels of readiness concerning the employment of people with disabilities.
In this way, the project helps these companies to customize solutions to fulfil their needs in terms of hiring people with disabilities. The team has also created a business plan that supports a company's marketing activities and ensures its sustainability, and it has produced a report on the needs, barriers, and requirements with regard to the employment of people with disabilities.

FACTS & FIGURES

- EnAble India has placed people with disabilities in 123 IT and IT education services companies.
- EnAble India has placed more than 2,000 persons with various disabilities in 26 sectors and in 20 locations.
- EnAble India is seen as a trailblazer in creating and conducting programmes for the inclusion of people with disabilities in government organizations.

Outlook & Transferability
In the short term, IBM wants to support EnAble India to increase its productivity and improve its access to the market by using the newly developed consulting model. This helps EnAble India to offer companies tailor-made services and solutions for their hiring practices..
Going forward, new business software is being programmed, and the project brochure will be used to promote and expand EnAble India.

With support from IBM, EnAble India helps companies to assess their hiring practices regarding persons with disabilities, and then trains them to improve those practices.

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Supporting teachers with comprehensive reports on pupil´s needs

BELGIUM / VCLB GENT

The goal is to help teachers to treat and train pupils with all kinds of disabilities according to their individual needs in the classroom, specifically by focusing on their strengths. Using an elaborate database, a report is created describing what helps *this* pupil with *this* teacher in *this* class at *this* moment. The complex diagnose is then narrowed down to what the pupil´s particular strengths are and what extra measures the child might require. These measures can be evaluated and shared with the next year´s teachers, and even with other schools.

Problems targeted
The target group are all pupils with special educational needs, from kindergarten to high school (and even university). These pupils have the right to reasonable accommodations, and with this review instrument, these accommodations can be ensured during the pupil's entire school career.

Solution & Methodology
The instrument was developed during an initial three-year project-phase, but has been continually optimized in the years following. Some aspects have been studied as part of doctorate research on chronically ill children, and for these children it is especially useful to take special educational measures and make individual arrangements. Another focus has been on pupils with behavioural problems. The programme was developed in collaboration with more than 100 schools in the area of Ghent; a school guidance centre,Artevelde College (Ghent), and an association of parents of children with special educational needs (Sprankel). Every successful measure or arrangement is indicated in a database, so that the next teacher knows how best to adapt to the needs of the pupil.

FACTS & FIGURES

- In 2010, 310 pupils were evaluated.
- The tool has been implemented in 200 schools across Belgium, involving some 2,300 pupils.

Outlook & Transferability
Due to a recent decree by the Flemish government, a school must demonstrate what efforts were made for the pupil, before the school is allowed to refer the pupil to special education. The reasoned report is a user-friendly tool that can help the schools is this process. Multiple software vendors will be implementing the report in their software in 2016.

A pupil no longer has a problem, but a solution.

Mr. Tom De Moor, IT Manager of the project

VCLB Gent has developed a permanent review system that ensures reasonable accomodation of every individual child throughout the whole school year.

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Life Stories from Afghanistan, Armenia, Austria, Jordan, and Rwanda

THE STORY OF A STUDENT FROM “BRIDGE OF HOPE”

“I no longer had the feeling of being different!”

I was born with cerebral palsy and have difficulty moving around independently, but my life was changed when the “Bridge of Hope” centre was opened in my city, Ijevan. It became the place where I could meet many children, make friendships, and take part in a variety of activities just like other children. The next year I started school, and I remember how happy my parents were when they learned that the “Bridge of Hope” Inclusive Education project had enrolled me. At that time I did not understand what Inclusive Education meant or why that news made my parents so happy. What I knew about my school was that it was the best and most beloved place where I always wanted to be, a place where I had a lot of friends and where my teachers were very kind to me. They treated me in the same way as other children, and no one asked me the sort of questions that I used to hear before. What was important for me was that I no longer had the feeling of being different! Now that I am 17, I can understand what was wrong with me, with my family, and with our society. What would I be now if there had not been Inclusive Education in my school? The “Bridge of Hope” Inclusive Education programme has changed my life dramatically. It has shaped my values, my attitude towards myself and towards my disabilities. Now I am studying in one of the best international colleges in the world. I live with 58 nationalities and share my own ideas and values with them about inclusivity and equality. This month I will start to apply to universities in the United States to continue my education, as in future I want to make my own investment in the area of Inclusive Education.

Armenia – Bridge of Hope

THE STORY OF THOMAS MAYRHOFER

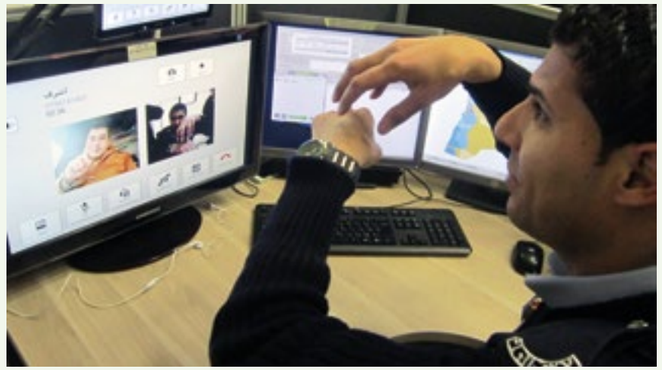
“I’ve just finished my partial qualification as a baker!”

My name is Thomas Mayrhofer and I am 21 years old. After leaving secondary school with special educational needs, I did not know what next to do. However, a job-coach who was supporting my further career recommended that I join a project called “Technical Workshop” provided by Caritas. At the workshop I had the chance to gain skills in woodworking, metalworking, painting, and bicycle repair. At the same time, I also had the opportunity to participate in internships within various companies. In this way I came into contact with the bakery of Mr. Gragger and the project “BACKma’s.” After two years and ten month at the technical workshop, I got an apprenticeship contract from Caritas for becoming a baker. My trainers gave me a lot of support, both in school and in practice. The greatest challenge was the theoretical part of the apprenticeship, but in practices I was quickly doing well. One trainer in particular taught me many important things about being a baker. During my training period I was living in a Caritas shelter, which was first fully assisted and then partly assisted. Furthermore, I had the chance to earn a driving license at the “Barrier-Free” school – a driving school especially for persons with disabilities. After three years at BACKma’s, I successfully finished my partial qualification as a baker in September 2015. Still, it is not easy for me to get a job. I recently had an interview, and now I am in a trial month supported by the Public Employment Service. My new boss told me that he is willing to hire me. I hope everything goes well.

Austria – BACKma’s

THE STORY OF HOW THE 114 EMERGENCY HOTLINE SAVED LIVES

“They contacted the hotline using sign language!”



A group of people with hearing impairments were on a safari trip in Wadi Rum, the desert area in the south of Jordan, when a collision between two vehicles occurred resulting in one person suffering a fractured hip. Immediately, the group contacted the 114 emergency hotline using sign language and reported the accident. Public security officers in the responded very efficiently and professionally, sending an ambulance with paramedics who administered first aid while corresponding with the team at the JCCC. Both the injured and the paramedics were viewed at the JCC via cameras, and interactions between them were recorded by way of an officer trained in sign. The injured was then transported to the Prince Hashem Hospital in the governorate of Aqaba, also in the south of Jordan, for further treatment and intervention.

Jordan – Emergency hotline

THE STORY OF RAYHANA

“Rayhana now actively participates in the educational process.”

Rayhana is seven years old and has a hearing impairment. In preparation for her entry into a mainstream school, Rayhana received a year of home-based education conducted by the Rehabilitation of Afghans with Disabilities (RAD) programme. At the start of the 2015 school year, the first-grader was mainstreamed into a government school in the district of Kishem, in Takhar province. Her initial school days were marked by silence and a little shame, but she gradually became acclimated to her new environment, and with the assistance of her teacher and her classmates she now actively participates in the educational process. Rayhana says she is very happy with her classmates and the school. Her teacher has attended a workshop on Inclusive Education to enable her to support Rayhana, and additional support is given by Inclusive Education Resource Persons (IERP) from the Project Office. Rayhana uses sign language to communicate with her teacher, who is scheduled to undergo an intensive sign language course in 2016.

Afghanistan – Swedish Committee

THE STORY OF JOSEPHINE MUKANTABANA AND HER CHILDREN

“Thanks to the training I developed a love for her.”

Mrs. Josephine Mukantabana is an urban refugee woman who has eight children, two of whom – Patient Amahungu, a 29-year-old boy, and Deborah Kunjiato, a 21-year-old girl – live with disabilities. Each of them suffers both intellectual and physical disabilities due to meningitis, wihch they contracted when they were around two years old. As she explains:
“I’ve lived a painful life since my children got disabilities. I even prayed for their death, especially Deborah’s, because her case was beyond what I could bear. I thank IRD for the training we have had on the rights of persons with disabilities and the introduction to Inclusive Education. This training has helped me to love my children equally, and hate the way I had been treating Patient and Deborah. Although Deborah gives me much headache, thanks to the training I have developed a special love for her. Now I am able to bear the burden and care for her like my other children. Regarding my son Patient, I have even started teaching him how to read and write, because the school where he used to study failed to keep helping him when he reached the third form in primary school, and they sent him home to me. I kept him at home for many years, during which he always asked me why he was not studying like his brothers and sisters without disabilities. I hope God will help me reach my objective. My question is whether I can find a school where he can study with other children.”

Rwanda – Initiative for Refugees

Jobs in kindergartens and elder care for persons with intellectual disabilities

BELGIUM / KONEKT VZW: LETSCO!

The project organizes long-term traineeships for adults with intellectual disabilities in such areas as kindergarten supervision and elder care so these individuals can access the open labour market (with support).

Problems targeted
In Flanders, adults with a severe intellectual disability are excluded from paid employment. They receive a stipend from the government that is not comparable to a regular salary. Since many persons with intellectual disabilities do not succeed in finding employment in the open labour market, they spend their time in day-care facilities or stay at home. By offering them long-term traineeships, they can work as a supported employee. During this time they do not receive a salary, but they learn a skill that can then be applied in the labour market.

Konekt Let´s Co! trains adults with severe intellectual disabilities to work in kindergartens or nursing homes.

Having a job is important to get into contact with people without disabilities. Otherwise, your world view becomes too narrow.

Jacinth, Project Trainee

Solution & Methodology
The project began in 2011, when eight adults with intellectual disabilities participated in the training to become (unpaid) assistants in a kindergarten. Together with the trainers, these first participants gave shape to the content and methods of the training. The internships last for 14 weeks, during which each trainee must work at least three hours a week. The trainees are supported by a LetsCo! trainer, who conveys them to their work places; and by a supervisor, who may be a special education teacher or a job coach. The supervisor is present during the first day of the internship and facilitates its start. S/he also organizes intermediate and final evaluations and can monitor the training progress through the trainees' homework assignments. Further on, a mentor at the work place (kindergartens, nursing homes, etc.) assists the trainees. In addition, a network has been established whereby trainees as well as their relatives and friends can participate in the experience, look for ways to create new work places, and organize transport to and from the traineeships.

Outlook & Transferability
Since the launch of this project, there has been a growing number of requests for training programmes in business contexts as well. To meet this demand, a new project for adults who want to work in companies as assistant logistics workers will be started, thus broadening the work field. The first training is scheduled for January 2016. Another aim of the project is to gain formal recognition from the various governmental departments with which the project is currently cooperating.

FACTS & FIGURES

- Number of trainees in 2014–2015: 96
- Number of toddlers and elderly people reached by the trainees in 2014–2015: 288
- Number of regular workplaces staffed by trainees in 2014–2015: 96

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One children's book in nine accessible formats

BRAZIL / WVA EDITORA

The mission of this project is to promote the concept of inclusion through a comprehensive and widespread experience for children ages 7 to 11 by offering book workshops for children, teachers and educators and, more specifically, a children's book – Sonhos do Dia (Dreams of the Day), – in nine diverse and accessible formats. Moreover, the project offers children the sensory experience of an accessible book installation where they learn about inclusion and diverse modes, means, and formats of communication in a playful way.

Problems targeted
The project acknowledges the vital role that stories play in the personal and social development of the child, and it aims to promote the experience of accessibility to young readers and address the urgent issue of discrimination of persons with disabilities.

Solution & Methodology
The project promotes the accessible book as a crucial tool of empowerment for socially vulnerable groups and the protection of fundamental human rights. The initiative was created without hierarchizing disabilities, and serves persons with dyslexia, pervasive developmental disorder, and illiterate people alike. It also provides the opportunity for new generations to avoid and eliminate discriminatory attitudes towards persons with disabilities. Published in nine accessible formats, Sonhos do Dia, by Claudia Werneck, was developed with the participation of sign language interpreters and audio description technicians. Participants learn about and reflect on the relationship between the concept and the experience of inclusion. Notably, an interactive installation inspired by the book has been added to a famous cultural centre in Rio de Janeiro. There, children have the opportunity to experience all the accessible formats available in the publication.

There is no inclusive society without accessible books.

Mr. Alberto Arguelhes, Head of Project

FACTS & FIGURES

- To date, some 1,400 persons with and without disabilities have participated in the project, including 956 children who visited the interactive installation in Rio and who attended accessible book workshops.
- 2,100 copies of Sonhos do Dia in nine accessible formats were published for the project, and 1,653 copies have been distributed to participants so far.
- 70 teachers and educators participated in three accessible book workshops.

Outlook & Transferability
WVA Editora has the expertise to help other publishers and organizations to replicate this project. It is true that depending on the book, the accessible formats can cost up to 15-times the publishing cost of a printed book. On the other hand, publishing a book in DAISY format, for example, can be relatively inexpensive if the book has no pictures or images. Soon, sign language software will work just like the best screen readers today. The more WVA participates in forums and conferences and helps to develop a pool of accessibility specialists and professionals, the more it sees that the future of our inclusive communities will be a rich mix of new technologies and human talent. What is needed to spread a project like "Every person has the right to know all stories" is dialogue and more inspiring examples of inclusive publishing. Because of its focus on inclusion, 10 of WVA's publications have been recommended by both UNICEF and UNESCO.

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Multi-stakeholder approach towards Inclusive Education in Burkina Faso

BURKINA FASO / OCADES TENKODOGO, LIGHT FOR THE WORLD

The aim of this project, initiated by Ocades Tenkodo in the community of Garango and supported by Light for the World, is to offer an inclusive environment whereby children with disabilities and other vulnerable children can attend a school close to their hometown. A multi-stakeholder approach is supported in order to involve local partners and thus contribute to a systematic collaboration between local NGOs and national ministries. The Garango project is a pilot project that will serve as a model for the National Strategy of Inclusive Education in Burkina Faso, which is currently being developed by the Ministry of Education, one of the project partners. Additionally, this project is part of an international initiative of similar Inclusive Education programmes that are currently implemented in five countries (Bolivia, Burkina Faso, Ghana, India, and South Africa) across three continents.

Problems targeted
In Burkina Faso disability is often regarded as a malediction or a contagious phenomenon. Thus, children with disabilities have little opportunity to go to school, and most are victims of prejudicial social perceptions that impede their full participation in society.

For an inclusive community, let's get together!

Abbé Denis Sandwidi, OCADES Caritas Burkina

Inclusive Education is implemented by specific teacher-training modules.

Solution & Methodology
The project is designed to strengthen the rights of children with disabilities and other vulnerabilities and to further promote the importance of Inclusive Education in combination with a community-based rehabilitation approach through the following activities:

- As a first step, awareness-raising on the local level, the identification of children with disabilities, consultations, and physical rehabilitation are undertaken in order to let the children with disabilities join the inclusive schools of Garango.
- Through the involvement of all related stakeholders on the local level (the Catholic organization OCADES, local education authorities, and disabled people's organizations) and on the national level (Ministry of Education), Inclusive Education for all children is implemented by specific teacher-training modules.
- Inclusive sport activities fostering the social inclusion of people with disabilities are also conducted.

Outlook & Transferability
Based on the efficiency and success of the Gargano pilot project, a National Strategy for improving the quality of Inclusive Education through community involvement will be finalized by the end of 2015.

FACTS & FIGURES

- The project identified 675 children in the community with a severe or mild disability
- 55 primary schools in the municipality of Garango are now able to identify and provide for children with disabilities
- In 2014, 350 teachers were trained in special education for children with disabilities.

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Inclusive Education for Cambodian children who are blind or deaf

CAMBODIA / KROUSAR THMEY

The project offers extra classes for children with visual or hearing impairments to enable them to attend mainstream schools. During the extra lessons students are prepared to follow regular classes by making use of special learning materials in Braille and sign language. The project also created Khmer Braille and is currently working on the further development of Khmer sign language.

Problems targeted
At the beginning of the 1990s, Cambodia did not have a proper education system, and consequently many children were left aside, especially children with disabilities – including the blind and deaf. Being excluded from school led to their marginalization during their adult life. This isolation was further strengthened by the lack of learning tools dedicated to blind or deaf children, such as Braille or local sign language. These children needed appropriate assistance.

When I learned that I was not the only blind girl, I understood my disability was not a fatality. This idea gave me the enthusiasm and the strength to persevere.

Sinat, programme's beneficiary

The main purpose of the extra lessons at the Krousar Thmey special schools is to ensure that children with visual and hearing impairments can follow regular classroom lessons

Solution & Methodology
The main purpose of the extra lessons at the Krousar Thmey special schools is to ensure the children with visual and hearing impairments can follow regular classroom lessons. To this end, new learning materials and differentiated pedagogy are used to present the various topics in an appropriate way. For instance, blind children need learning materials in 3D to understand the functioning of the human body or to read a map. Furthermore, they need to practice a lot reading English or Khmer Braille before being able to read fluently and then learn as other children. For deaf children, Krousar Thmey has developed many visual documents using colors, pictures, and schemes to learn how to read, how to sign, and how to explain some topics. Every class has pictures and banners on the walls in order to stimulate the students' visual memory potential as much as possible.

Outlook & Transferability
The program has always been meant to be managed by the government in the long term. Consequently, the schools follow the official Cambodian school program, use the official textbooks, and collaborate closely with public schools. To ensure this coherence, Krousar Thmey representatives meet regularly with the Ministry of Education, which helps to facilitate the transfer of the management of the schools by 2020.

FACTS & FIGURES

- 997 deaf or blind students benefitted of the education program in 2014.
- The annual budget in 2014 was slightly over $1 million.
- 83% of the participants passed the high school exam successfully in 2014.

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A sign language curriculum especially for parents

CANADA / SCHOOL OF LINGUISTICS AND LANGUAGE STUDIES; THE NETHERLANDS / SIGN IMPACT

Parents' learning of sign language plays a critical role in the development of children with a hearing impairment. The mission of this international project is to generate parent Sign language curricula that are aligned with the Common European Framework of Reference for Languages (CEFR). Using a CEFR design for the parent Sign language of the Netherlands and American Sign language classes means that the learning of sign languages has the same significance and structure as the learning of spoken languages.

Problems targeted
Until now, no formal curricula exist for teaching sign language as a second language to parents of deaf children. Without access to a sign language from an early age, many deaf children may be negatively affected in terms of their social and emotional development and may have incomplete knowledge of any language.

It is vital that comprehensive, research-based services be provided in order to meet the sign language learning needs of families with deaf and hard-of-hearing children.

Ms. Kristin Snoddon, Carleton University

Solution & Methodology
The project developed various curriculum materials, including teacher and student workbooks, sign language videos, and assessment tasks. The programme is conducted over the course of 15 weeks for the parents of deaf children. With this new curriculum, parents will be able to act as efficient communicators with their deaf children. Parents are trained through seven modules from A1 to minimal high-B2 level (based on the CEFR standard). Each participant works on his or her own learning-track and fluency, so it is possible that a specific parent will reach B1 in language acquisition and another parent reach the B2/C1 level. Parents can work on their own learning goals through a portfolio, video interaction training, home visits, and family case-studies.

Outlook & Transferability
In the Netherlands, parent classes of various levels are held around the country, and new sign language teachers are trained to deliver the parent classes. There are plans to establish a network of blended learning classes consisting of e-learning classes combined with in-person classes and contact within parent networks in 3 regions of the Netherlands. In Canada, the project aims to finalize the pilot parent American sign language curriculum materials and to make these available to American sign language teachers across Canada and the United States. Plans are currently underway to develop pilot Langue des signes québécoise curriculum materials for francophone parents of deaf children. The CEFR design for parent sign language courses can easily be adapted by other countries, and can be funded by government providers or paid for by parents.

FACTS & FIGURES

- In 2012, two Dutch practitioners developed parent sign language classes that are aligned with the CEFR.
- In 2014 and 2015, the Dutch teachers facilitated two curriculum development workshops for American sign language instructors in Toronto, Canada.
- 17 parents of deaf children attended the first parent American sign language course in Toronto. Classes and learning materials are provided free of charge.

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Supporting architects and urban planners to understand accessibility

CANADA / THE GLOBAL ALLIANCE ON ACCESSIBLE TECHNOLOGIES AND ENVIRONMENTS

The aim of this project is to support architects, urban planners, and engineers as well as small businesses to help them understand their obligations under the Accessibility for Ontarians with Disabilities Act (AODA), and also to support them in the implementation process. The GAATES project team, which consists of people with various disabilities, developed a set of publications, a technology vendor database, and learning and reference resources – all written in plain language and accessible online.

Problems targeted
In 2005, the government of Ontario, Canada, passed the Accessibility for Ontarians with Disabilities Act, which has the purpose of improving accessibility standards for Ontarians with physical and intellectual health disabilities. To small businesses and in particular to architects, landscape architects, urban planners, engineers, and other design professionals this statute was complex and its content largely unknown.

The resources developed through this project provide architects and other design professionals in Ontario with the information they need to create public spaces that comply with AODA legislation and are truly accessible to persons with disabilities.

Mr. Bob Topping, GAATES

Solution & Methodology
To address the lack of understanding of the new legislation, the project staff have developed a number of publications, an information and communication technology vendor database, as well as learning and reference resources consisting of an online course and an illustrated technical guide. The publications, which are all available in accessible formats, support the target group to make clear their obligations under the new law and to show how especially small businesses can provide information to their clients in formats that are accessible to everyone and how they can communicate with their clients in a way that is inclusive. The vendor database gives businesses the opportunity to search for expertise within specific areas regulated by the AODA. For example, if a business looks for a sign language interpreter or a company to create accessible documents, it can use these terms as search criteria and the database will provide contact information for vendors who can provide the services. The online course, which costs 100 Canadian dollars (appx. US$72), focuses on the AODA Accessibility Standard for the Design of Public Spaces (AODA-DOPS), and provides an overview of the obligations of businesses to comply with the AODA-DOPS and the technical requirements of the legislation. The course was developed on a fully accessible learning platform. The various resources and the online course have been developed under the guidance of a steering committee that represents various professional associations of Ontario and includes people with disabilities. The project is financed by the Government of Ontario's Enabling Change Programme.

Outlook & Transferability
The concept of organizing student competitions can be developed in several different ways and in virtually any institution, and it can be done in a cost-effective manner with the help of outside support.

FACTS & FIGURES

- The various project publications have been downloaded more than 8,250 times.
- The ICT vendor database is accessed about 150 times per month, over 5,000 times to date.
- Since the launch of the website, 70 design professionals have subscribed to it.

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All you need to know to open the door to the labour market

FINLAND / ASPA FOUNDATION

The goal of the project is to help students with learning or other disabilities to find sustainable employment. Specifically, the project targets students who are in their final year of special vocational schools. The main product of the project is the website “www.oikeitatoita.fi” (“decent work”), a database that provides advice on writing a CV and job application, on group coaching methods, etc. The materials were collected and developed to help teachers, other educators, and job coaches on training students with special needs. “The working life competence” has been legislated to be an obligatory course on the vocational studies curricula in Finland.

Problems targeted
Without proper support, many students with disabilities who have completed their vocational studies cannot find employment, and thus remain dependent on public support.

Solution & Methodology
The material offered on the website can be used by teachers, job coaches, or individuals, and is suitable for supporting a variety of special needs , including people with learning disabilities, social difficulties, etc. “Networking days” have also been established, whereby professionals have the occasion to exchange good practices and share their knowledge on supporting their students with disabilities.
The project has also developed and tested a programme of seven courses for developing employment skills, which has already involved 47 students. The courses include personal support, group training, job application training, and training of social skills. In addition, employers have been instructed on how to adjust their working conditions to better meet the needs of these new workers; and a programme has been implemented by which employees can work as coaches at the beginning of employments.

FACTS & FIGURES

- 14,142 people visited the free project website from March to October 2015.
- To date, 47 students have received the “working life competence” courses of the project.
- About 500 professionals and students have participated network meetings, conferences, trainings or other functions of the project.

Outlook & Transferability
To date, the website is only available in Finish, but it is planned to translate parts of it in English. It can be developed in several different ways and in virtually any institution, and it can be done in a cost-effective manner.

The project helps young adults with disabilities by providing them with learning materials and information on how to get into the open labour market.

Ms. Paula Toukonen, Aspa Foundation

“www.oikeitatoita.fi” (“decent work”) is a database that provides advice on writing a CV and job application, on group coaching methods, etc.

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Finnish anti-bullying programme for schools going international

FINLAND / UNIVERSITY OF TURKU

The KiVa programme of the University of Turku developed a comprehensive, research-based programme to reduce the prevalence and negative consequences of bullying in secondary schools. The programme has been in nationwide use in Finland since 2009, and it is now available in six other countries as well.

Problems targeted
Bullying by peers in schools is a worldwide problem that concerns millions of children and youth, and that has severe negative- and long-term consequences for the victims, perpetrators, as well as those merely witnessing bullying. Effective ways to prevent and tackle the problem are being sought everywhere in the world.

FACTS & FIGURES

- In Finland, 90% of schools providing basic education (grades 1–9) are implementing the KiVa anti-bullying programme.
- Since 2009, when the KiVa programme first became available for Finnish schools, thousands of teachers have been trained on its implementation, and the proportion of students bullying others has been halved in schools implementing the programme.
- The KiVa programme is currently implemented in six countries via licensed partners, and several initiatives in new regions are under negotiation. .

The lessons are about respect, peer support and peer pressure, embracing difference, the consequences of bullying, and how students can together put an end to bullying.

Ms. Christina Salmivalli, Head of Project

Solution & Methodology
The KiVa anti-bullying programme provides concrete, comprehensive, research-based tools for schools to prevent bullying, to tackle the cases of bullying that come to the attention of adults, and to monitor the situation via annual school-based feedback.
The programme includes materials for teachers and principals as well as for students and parents. Usually, classroom teachers deliver lessons about once per month, including discussions, short films, and learning-by-doing exercises about respect, peer support/ peer pressure, embracing diversity, the consequences of bullying, and how students can together put an end to such behaviours. A video game has also been developed in which students move through a virtual school (hallways, lunchrooms, recess areas, etc.) and encounter challenging situations in which they need to find ways to behave in supportive ways. Often these are situations where someone is excluded from the group or is bullied in other ways. Students receive feedback based on their responses, and they are asked to report on their own behaviours with their actual school peers – for instance, how they have succeeded in following the KiVa rules.

Outlook & Transferability
The programme can be readily adopted outside of Finland. The cost for implementation varies by country as it is determined by the licensed partners. The cost models in various countries depend on whether the implementation of the programme is supported by public organizations, NGOs, or fully covered by the end-users (schools). Currently, there are plans to start projects in Brazil and Chile, to test the effects of the KiVa programme in new cultural contexts, and to create a Latin American adaptation of the programme.

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E-Learning for teachers, caregivers, and families

FRANCE / LA FONDATION DES AMIS DE L'ATELIER

eLeSI is a free online learning platform (based on "Moodle") that was developed in France, Belgium, the United Kingdom, Switzerland, Benin, and Romania, and that is coordinated by the French organization La Fondation des Amis de l'Atelier. The platform was launched in September 2015 and is available in English, French, Spanish, and Romanian. It offers four training modules (with a total of 400 hours of learning), which are especially targeted towards those working and living with persons with disabilities, such as teachers, caregivers, and families.

Problems targeted
The designers of the project noted that there was a lack of adequate training opportunities for people working and living with young and adult persons with disabilities, especially those with learning disabilities, autism spectrum disorders, and intellectual health disorders. Particularly in low-income countries, caregivers and practitioners often do not have the possibility to achieve or get access to qualification measures concerning work with people with disabilities.

FACTS & FIGURES

- 450 students are currently registered on the Moodle platform.
- The site received more than 1,500 visits in the first months of the project.

Social inclusion through knowledge!

Ms. Claudia Delgadillo, Staff Member, eLeSI Project

Solution & Methodology
The E-Learning platform, which is cost-free and accessible throughout the world via the Internet, consists of four training modules: one that is a generic module and three that deal with specific age groups. The generic module describes situations of persons with disabilities and allows users to develop an understanding of the difficulties these people face every day, as well as allowing them to raise questions. This module also provides case studies that highlight issues related to specific contexts, for example, at the workspace or in an educational setting, in which the objective is to decontextualize each case and provide knowledge that can be used in other instances. Furthermore, it provides information about the UN Convention on the Rights of Persons with Disabilities; historical aspects and key concepts of inclusion; the evolution of the International Classification of Impairments, Disabilities, and Handicaps and the International Classification of Functioning, Disability, and Health, which are international classification systems; knowledge about different types of disorders and what to do, for example, observing situations and identifying elements that foster or hinder inclusion; and how to respect differences and overcome prejudices and, in turn, how to the share these values when it comes to working and living with people with disabilities. The other three modules contain information about various aspects of inclusion and participation of individuals, divided into three age groups (0–3, 4–16, and 16+) in various areas of social life. The modules use such materials as case studies, videos, role playing, forums, and chats. A learner's guide is available to help users navigate the four modules.

Outlook & Transferability
Plans are in place to translate the content into at least two more languages: Arabic and Japanese. In addition, subtitles will be embedded into the videos that are used on the platform. Given the transparency of the development process, the project can be transferred to other contexts. And since the website is accessible all over the world, the modules can be translated into any other language.

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Moving step-by-step towards an inclusive university

GERMANY / ZHB DOBUS DORTMUND CENTRE FOR DISABILITY AND ACADEMIC STUDIES

Starting in 1977 with a counselling service for students with disabilities and chronic diseases, the Technical University of Dortmund has continued to provide various services through its "DoBuS – disability and study" unit, as well as in other units of the university. One example is the library's service to provide books for the blind and visually impaired. DoBuS supports students with disabilities to graduate successfully in spite of inadequate and sometimes even excluding conditions. Moreover, it implements structural changes based on the experiences gained in the counselling service with the aim of reducing as far as possible the extra work that students with disabilities have to master.

Problems targeted
An increasing number of students attend lectures at universities, and at the same time, all students are encouraged to finish their studies in a short period of time. This kind of environment makes it difficult for students with disabilities to keep up with the regular curriculum. Therefore, when it comes to supporting students in Inclusive Education, an individualized approach is needed.

FACTS & FIGURES

- In 2014, more than 300 students and 100 applicants with disability were counselled per semester.
- 21 persons with visual impairment used adapted work places and interpreters for written materials and exams, and computer literacy workshops were also provided

Studying with disabilities whatever you want and wherever you like under equal conditions!

Ms. Birgit Rothenberg, Director, DoBuS

Solution & Methodology
As a first step, the University's structural barriers had to be removed, and the building adapted in order to be accessible to everyone. Second, an equal study environment was implemented whereby a level of compensation was applied to all exams based on the principles of disability mainstreaming. Individualized services for persons with disabilities include support for applicants, students, and graduates; counselling and awareness-raising; and the training of lecturers on Inclusive Education. TU Dortmund established several new services for students with disabilities, such as adapting didactical materials for blind and partially sighted students and providing computer tools for technical assistance. Removing the various barriers to Inclusive Education at the university level is a process that constantly has to be improved according to technological progress and the content of the studies.

Outlook & Transferability
In recent years the number of students attending German universities has increased, as has the number of students with disabilities asking for advice and support at DoBuS – more than 300 in 2015. As result, TU Dortmund has further built up its services for these students in order to meet the increased demand.

DoBus works on many different levels towards Inclusive Education at the Technical University of Dortmund, such as introducing compensation models at exams, new services, computer tools, etc.

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Persons with learning difficulties working as IT trainers

GERMANY / PIKSL LABORATORIES, IN DER GEMEINDE LEBEN GGMBH

Through this project people with learning difficulties use their IT knowledge to train senior citizens living in their neighbourhood. The concept has been developed by people with learning difficulties themselves and is implemented by the PIKSL laboratories in Düsseldorf. Each eight-week course (with morning and afternoon sessions, for which participants pay a reasonable fee) is jointly developed by eight participants and four teachers. Assistants from the PIKSL laboratories prepare the training sessions each day. The IT courses are action-orientated, and include examples from daily life.

Problems targeted
The "digital divide" is an increasing problem in our communities. People with learning difficulties and senior citizens are virtually excluded from the use of modern information and communication technology unless properly trained. Moreover, many people with learning difficulties face major difficulties when trying to enter the job market.

People with learning difficulties become teachers and earn the respect of their community.

Mr. Benjamin Freese, Head of Project

The project works to give people with learning difficulties a job in teaching, whereby they can pass on their IT knowledge to interested senior citizens.

Solution & Methodology
The project works to give people with learning difficulties a job in teaching, whereby they can pass on their IT knowledge to interested senior citizens. In addition to the positive effects of having employment, it provides them with the possibility to earn respect and recognition through their teaching activity.
There is no fixed curriculum, and instead the content of each course is defined by the particular interests of the senior citizens involved. Moreover, this process allows the "teachers" to learn more about their "clients," which leads to the removal of barriers and better understanding. The small group size and the close cooperation foster a family-like atmosphere – one in which both sides feel comfortable to make mistakes.

Outlook & Transferability
Through peer counselling, the trainers are able to spread their knowledge to other institutions and organizations. "PIKSL mobile" – that is, the process of bringing the courses to various neighbourhoods – offers the possibility for senior citizens to book local courses. Going forward, the course concept will be enlarged by special tablet courses.

FACTS & FIGURES

- The programme's eight trainers are people with learning difficulties.
- There have been 20 courses held to date (initially without charge, then at an introductory offer of EUR 40 per course as an introductory offer, and after that at EUR 99 per course)
- Approximately 140 senior citizens have attended the courses so far.

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New museum experiences for persons with learning difficulties

GERMANY / PIKSL LABORATORIES, IN DER GEMEINDE LEBEN GGMBH & ANTONIA EGGELING DESIGN

The project aims to make content (e.g., museum exhibitions) more accessible for people with learning difficulties and to open it to a broader public. The hardware is fully accessible and was developed following Universal Design guidelines. It enables people with disabilities to receive and consume information, and at the same time allows interaction with the public.

Problems targeted
This project targets the inclusion and accessibility of people with learning difficulties who wish to enjoy the experience of visiting a museum more fully, as well as provides future business ideas for museums in general. Conversations with experts in the fields both of museum planning and people with disabilities have provided input to create a new way to experience a museum visit.

Adventure Museum proves that the removal of barriers for people with learning difficulties provides additional value for society as a whole. At the same time, is creates possibilities for innovative business ideas.

Mr. Tobias Marczinzik, Head of PIKSL

Solution & Methodology
Museums can enlarge their audiences through the use and distribution of "sound carrier scarfs" – a hardware device that enables the simple and understandable dissemination of content not only for people with learning difficulties but all visitors. The device features a barrier-free design and intuitive functions that represent a significant improvement over a regular audio guide. This new audio guide rests on the shoulders of the visitor like a scarf and has easy function keys. Moreover, people with learning difficulties have had direct input in the design of the device, making access to museum content simpler and easier for everyone.

FACTS & FIGURES

- The project included the training of five experts on the use of the "sound carrier scarf" – an audio guide that features a barrier-free design and intuitive functions.
- To date, the project has been piloted at one museum exhibition in Düsseldorf.

Outlook & Transferability
The workshop concept, which has been developed together with people with learning difficulties, is adaptable for other contexts when accessible content is required. It brings together area experts and people with learning difficulties to develop specific products and devices. The concept of the "sound carrier scarf" is scalable and can be transferred to other projects and technologies. The sound scarf can be purchased or rented and has commercial potential.

The "Sound Carrier Scarf" is a significant improvement over a regular audio-guide, especially for persons with learning difficulties.

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Remote speech-to-text and sign language interpretation

GERMANY / VERBAVOICE GMBH

The mission of VerbaVoice, a social and technology company, is to provide fully Inclusive Education and language accessibility for students with disabilities through a flexible and customizable online interpreting platform. The system focuses on persons with hearing impairments, but also provides a solution for the education of mobility impaired or hospitalized pupils of all school forms and age groups who can join a class remotely. Each platform component (original video and audio, live transcript and sign language video, as well as document upload) can be customized as needed to provide the best service possible. The system also works in multilingual contexts and facilitates foreign language learning processes.

Problems targeted
In the past, hearing impaired people have often been excluded from higher education and were thus primarily restricted to manual and technical professions that require less communication support. The local availability of sign language interpreters and speech-to-text reporter is still expensive, and therefore a barrier towards inclusive communication.

Solution & Methodology
VerbaVoice offers a custom-built, completely accessible online conferencing system that is browser-based, accessible for blind people using screen readers, and tailor-made to suit the needs of deaf and hard of hearing users. A specific app is available on mobile devices for iOS and android to display spoken content through live text and video on mobile devices. The text transmission system VerbaVoice Live Text features optimized text flow and one-by-one transmission of characters, just one of many features that have been developed..

FACTS & FIGURES

- VerbaVoice had 18 full-time employees in 2012, and 61 hearing and hearing-impaired employees in 2015.
- VerbaVoice provided approximately 20,000 interpreting hours in 2015, compared to 7,000 hours in 2012.
- The company operates in Germany, Austria, and Switzerland, and is currently expanding to Italy, the United Kingdom, and Spain.

Our vision right from the start: 100 percent accessible education, information, and knowledge for hearing impaired people.

Ms. Ulrike Waltsgott, Head of Communications, VerbaVoice

Outlook & Transferability
The cloud-based system can be easily transferred to other countries or contexts: It is software- and language-independent, easy to handle for the end user, and works for any language combination. The costs consist of the local rates for interpreters and speech-to-text reporters and a moderate platform fee. In addition, a licensing model could be an option if the system is to be introduced to a new market on a larger scale.

Verbavoice interpretation can be accessed with any communication tool, supporting sign language as well as screen reades.

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English skills for persons with learning difficulties

HUNGARY / GNW LTD.

The GNW-SupEFL online portal assists young and adult special learners (persons with specific learning difficulties, ADHD, autism spectrum, etc.) in acquiring critical language skills in English and supports their integration into the labour market. Research and experience clearly show that it is possible for special learners to succeed in learning English as a foreign language with the appropriate support. Using self-help methods with access to free ICT-based tools, techniques, and resources, special learners complete foreign language lessons, including self-assessments and guidelines.

Problems targeted
The study of a foreign language is becoming increasingly important in a multilingual world, and the command of English is widely considered a key requirement for equal opportunities in education, in the workplace, and for life in general. The exclusion of special learners from EFL classes has been widely recognised, and educational policy in many countries is increasingly reflecting this. Yet EFL teachers and institutions cannot fully meet special learners' needs. For this reason, special learners should also be supported by self-help methods, giving them greater autonomous control of the language-learning process.

You don't have to wait for others, for specialists or for teachers, because the self-help methods give you the freedom of learning in your own way, with your own material and self-confidence.

Ms. Eva Gyarmathy, Head of Project

Solution & Methodology
The project serves the need for an open educational portal that special learners can access on their own (or by referral from their teacher) to get help and support. The self-study programme includes seven web-based modules – one each on reading, writing, speaking, listening, memory, motivation, and learning in general. Each module is considered an individual course, and a learner may complete as many modules as he or she chooses. The modules provide special learners with specific tools and techniques to improve their skills and overall competence in the specific area(s) in which they are weakest. The results of other projects aimed at the development of assistive technology (e.g., Robo Braille) will be used as important resources for this project as well.

Outlook & Transferability
After the first trials of the training, there will be more training courses, more advertising of the materials on the websites, and an attempt to approach universities and educational policymakers to promote the methods to a wider audience in education. In Hungary two colleges (Kodolányi College and the Buddhist College) and two universities (University Budensis, a technical university, and the University Semmelweis, a medical university) have already expressed an interest in the method.

FACTS & FIGURES

- Altogether, at least 120 special learners from six countries will directly contribute to the training courses as stakeholders evaluate the portal materials.
- The portal will be available at no cost for thousands of special learners.
- 60 English-as-a-foreign-language (EFL) trainers were asked to reply to a project questionnaire to get to know the opinions of those working with the target group.
- 90 special learners struggling with English as a second language were asked to reply to a questionnaire to get their views on their difficulties and on what support they find useful.

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Indian campaign to educate children with visual impairment going global

INDIA / INTERNATIONAL COUNCIL FOR EDUCATION OF PEOPLE WITH VISUAL IMPAIRMENT

Following three years of research and planning a global initiative was launched by ICEVI in partnership with the World Blind Union to reach the 4 million blind and low vision children throughout the developing world who have no access to education. The project is currently working with and through government and non-government organizations in 20 developing countries to provide guidelines, accessible teaching and learning materials, access to appropriate ICT, and provision of capacity building programs for teachers and parents to promote Inclusive Education for these children.

Problems targeted
Visually-impaired students face many barriers in attending mainstream schools due to the lack of assistive devices and awareness of their special needs. The project promotes the necessary equipment for their inclusion in mainstream schools, including accessible learning and teaching materials and the capacity-building of teachers.

Making the right to education a reality for every child with a visual impairment.

Dr. M. N. G. Mani, ICEVI

Training programmes work on low vision, early detection and assessment, adapted learning materials, Abacus, Braille etc.

Solution & Methodology
The success of Inclusive Education depends on the knowledge of general classroom teachers, the awareness of parents, and the technical skills of special teachers. More than 650 capacity-building programmes for general classroom teachers, special teachers, and parents have been conducted on such topics as low vision, early detection and assessment, adapted learning materials, Abacus, Braille, etc.
In addition, every six months ICEVI publishes The Educator, its official magazine.

Outlook & Transferability
The Executive Committee of ICEVI has fixed a target of at least a 10% increase in the enrolment of children with visual impairment in mainstream schools ever year. Therefore, the target is about 121,000 children in 2015 and 133,000 in 2016. The capacity-building programmes will reach out to at least 10,000 additional teachers and parents in 2015 and 14,000 in 2016. In 2016, the World Blind Union and the ICEVI will be hosting their Joint General Assemblies in Orlando, Florida

FACTS & FIGURES

- To date, the project has benefitted over 105,000 visually-impaired children in the participating countries.
- More than 650 capacity-building programmes have been organized and more than 60,000 students and parents trained.
- The project brought together 23 leading organizations working in the area of visual impairment to promote education, which is a giant step forward in influencing policymakers to promote Inclusion Education. In addition, ICEVI works closely with the Global Campaign for Education, UNESCO, UNICEF, etc.

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Guidelines and toolkits to promote fully accessible schools

INDIA / SAMARTHYAM, NATIONAL CENTRE FOR ACCESSIBLE ENVIRONMENTS

Schools are provided with comprehensive design and implementation guidelines and toolkits so as to create safe, equal, and accessible learning environments for children with disabilities. The information in these guidelines and toolkit is based on Indian national codes and space standards, as well as on Universal Design principles. Together, they provide authorities with infrastructural recommendations; and they provide staff and teachers with curriculum and classroom materials in accessible formats, e-learning technology solutions, and other educational services.

Problems targeted
Despite initiatives by the Ministry of Human Resource Development, over the last decade the enrolment of children with disabilities has been less than 1% of all school-aged children in India. Further, girls with disabilities are less likely than boys with disabilities to attend and complete school, particularly in rural settings, due to the absence of accessible toilets on school grounds and because the considerable distance to school makes them more vulnerable to abuse.

Schools should be for all:
Leave no one behind in education and learning.

Mr. Debabrata CHAKRAVARTI, Director & Adaptive Design Unit Access Consultant

FACTS & FIGURES

- Access audits were conducted in 500 schools in 16 states from 2011 to 2014.
- More than 430 state coordinators and block resources persons received technical training on accessible schools in three states from 2014 to 2015.
- 12,000 hard copies of the guidelines were printed and disseminated to 72 schools in four states were renovated into model accessible and inclusive schools in 2014–2015.

Solution & Methodology
The guidelines and toolkit are prepared to promote access, equity, safety, and gender-neutral learning environments. The information provided is based on research, school access audits (both in rural and urban settings), trainings, and user group inputs. The documents highlight common barriers experienced by children in terms of the physical infrastructure of schools, and they provide cost-effective solutions to overcome them. Essential and non-negotiable Universal Design elements are provided to help facilitate site-specific solutions.

Outlook & Transferability
The accessibility guidelines and toolkit are used for preparing the Toolkit on Accessibility and Universal Design, an advocacy tool that will guide UNICEF and government staff. Hence, these tools have a global reach, and these accessibility standards can be easily adopted in cost-effective ways by using indigenous materials – primarily in low and middle income countries, during emergency responses, and in long-term development contexts

The guidelines and toolkit are prepared to promote access, equity, safety, and gender-neutral learning environments.

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Increasing diversity by increasing access to legal education

INDIA / IDIA CHARITABLE TRUST

IDIA's overall goal is to empower marginalized communities through legal education, to sensitize them to law as a viable career option, and to support interested students in acquiring admission to leading law schools in India. IDIA also attempts to improve policies and regulations in the area of inclusive legal education and diversity within law schools and, consequently, within the legal profession.

Problems targeted
Until now, India's leading national law schools have been reserved for the elite and the privileged. According to a 2014 survey of the top five national law universities, only 5% of the newly admitted students came from families with an annual income below one Lakh of Indian Rupees (appx. US$1,500). Moreover, all the top national law universities are required to reserve 3% of their spaces for students with disabilities. The process of integrating these students into these elite universities serves two purposes. First, when the students we train are successful in gaining admission into these universities, they are able to gain access to a premium legal education and thereby to powerful legal and political career paths. Second, increased diversity in the classrooms enriches the process of education itself.

FACTS & FIGURES

- 199 students were trained over the last five years.
- 67 scholars were admitted into law schools over the last five years.
- IDIA now has 400+ student volunteers divided among 16 regional chapters.

IDIA seeks to empower students from underprivileged communities through legal education and to create community leaders from within these communities, as well as make legal education accessible to everyone, regardless of disabilities, and create a diversity-friendly legal ecosystem.

Dr. Shamnad Basheer, IDIA Charitable Trust

Solution & Methodology
The IDIA project aims to redress this serious imbalance and promote access to legal education in favour of the underprivileged. Given the connection between law and leadership, such education will also help generate community leaders, and in this way truly empower communities to help themselves. IDIA support includes: (i) SOLE training: IDIA student volunteers train selected underprivileged scholars on a regular basis for various exams in order to foster a "self-organized learning environment" (SOLE); (ii) Mentorship: IDIA scholars are allotted multiple mentors, including at least one senior student from a law school, one from the law profession, and one faculty member; (iii) Leadership, soft skills, and resilience: IDIA plans to impart strategically designed training programmes to enhance the soft skills (e.g., well-spoken English) and resilience of its scholars; and (iv) Diversity-friendly eco-system: Since its inception, IDIA's policy wing has advocated for a more diversity-friendly eco-system, including challenging the discriminatory policies of law schools in courts of law.

Outlook & Transferability
IDIA has the following growth targets: (1) stabilizing operations in the 16 state chapters. (2) By 2020, establishing student chapters in all national law universities, and multiple student chapters in at least five states. (3) Securing institutional funding. (4) Hosting three public relations events each year. (5) Providing specialized leadership development and (6) focusing the efforts of our research and policy team on some of the structural issues.

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Vocational training leading directly to jobs in the open labour market

INDIA / YOUTH4JOBS FOUNDATION

The project provides a 45-day vocational training and a one-week traineeship for young people with disabilities living in rural areas. The training schedule was designed in cooperation with companies and future employers together with persons with disabilities. The project also collaborates with stakeholders such as Government, Associations of Persons with Disabilities, Communities, etc., to create inclusive working places.

Problems targeted
Some 70% of the Indian population live in rural areas, and persons with disabilities have no access to vocational training facilities. The situation is worse for girls and young women, who are kept hidden at home for fear that they will harm the reputation of the family.

Solution & Methodology
The project offers a 45-days vocational training for young men and women with speech, hearing, and vision disabilities between the ages of 18 and 20, and living in rural areas. The curriculum offers basic modules on English, life skills, soft skills, and computer knowledge, as well as industry-specific modules depending on the requests of the participants and the availability of jobs. Training is followed by a traineeships and placements in organized sector jobs. If the supervisors are satisfied with the candidates' performance, they are usually hired as regular full-time employees. The candidates are sent as trainees to companies such as McDonald`s Restaurants, Hyper City, and Samsung where they put into practice all that they learned in the training centre. This on-job training also gives the responsible managers a chance to observe the candidates, and understand the challenges and needs of people with disabilities first hand. The project works with these managers to identify ways to accommodate the candidate in the workplace. The project started with one training centre in Hyderabad, and after the template was finished 18 more centres were set up in other states.

FACTS & FIGURES

- Over the last three years some 7,800 candidates were trained (40% female), and 70% found a full-time employment.
- 20 vocational training centres in eight states are dedicated to youth with disability.
- More than 150 companies have hired persons with disability for the first time.

I was always rejected for employment as companies told me they had to make too many adjustments for me. Today I work for a major company that is so happy with my work that I have been promoted to supervisor.

Venaktesh, speech and hearing impaired

Outlook & Transferability
In 2016 and 2017, the plan is to train another 4,000. Going forward, pilot vocational training centres are proposed for youth with intellectual disabilities. Customized solutions are now being offered to organizations such as Google, Ford, and Valeo to integrate young people with disabilities into their workforce.

Candidates are sent as trainess to companies such as McDonald`s, Hyper City, and Samsung.

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Creating a more accessible world for deaf children in Ireland

IRELAND / SOUND ADVICE

Sound Advice supports Inclusive Education for deaf children while empowering parents to develop their child's full potential, using a variety of measures such as information provision, training and consulting, early childhood literacy, mentoring, and public awareness. Through its website, Sound Advice is geared towards parents, educators, policymakers, researchers, tech firms, and employers. As a major result, newborns in Ireland are now entitled to digital hearing aids right after birth.

Problems targeted
A child's critical period of 'learning' to hear runs from a mother's sixth month of pregnancy to the child's second birthday, making early diagnosis and intervention vital. Children who are detected with severe hearing loss and who receive digital hearing aids before six months of age and a cochlear implant before one year can develop spoken language skills similar to children with typical hearing. The earlier a baby hears sounds from hearing-devices, the sooner their brain learns to process speech and language tones for communication and print literacy.

Sound Advice – actively mainstreaming hearing difficulties to the public, with technology as the leveller.

Ms. Caroline Carswell, Founder, Sound Advice

Solution & Methodology
Sound Advice launched a successful public education campaign to permit all eligible under-18 children in Ireland to access bilateral paediatric ear implants as part of the state health service, with a far-reaching impact. The ability of children to hear well at age two facilitates their inclusion, participation, and equality in education and work. Sound Advice published a paper in the UK Journal of Inclusive Practice in Further & Higher Education to guide practitioners and employers in good practice. As a result, networks of the deaf and their families in the United Kingdom share information and look to Sound Advice for guidance on such topics as practical work experience and transitioning from graduate study to the workplace. Sound Advice is also mentoring families to advocate for inclusion, participation, and equality for their deaf youngsters.

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FACTS & FIGURES

- Sound Advice is collaborating with local (mainstream) service providers to ensure gaps in family provision are filled and to get new projects rolling for mutual social benefit across the family-based, health, education, tech and social sectors.
- Since 2011, newborns in Ireland are entitled to digital hearing aids shortly after birth, and (as needed) to two cochlear implants from age seven months upwards. Previously, children waited up to five years to access basic hearing-aids.

Outlook & Transferability
The Sound Advice website will continue to track and educate stakeholders on new technology and digital tools for children, students, and graduates with hearing difficulties to enable them to fully participate in their everyday learning, study, and working environments. Wireless connectivity provides important opportunities for levelling access to education and workplaces (e.g., Skype Translator); and as direct beneficiaries of these digital solutions, deaf individuals have the potential to provide input to product development and innovation processes as new products and services reach the market.

A Birthday for Ben is an award-winning book, produced by Sound Advice

Accessible websites created 'automatically'

ISRAEL – USER1ST

Founded in 2012 and launched in 2014, User1st is an Israeli-based ICT organization that also operates in the United States and that develops ICT-tools that make websites fully accessible. The tools are cloud-based (no extra software needed) and automatically detect and correct all kinds of errors on web-pages, creating full accessibility. The key aspect of User1st is the full automation of the process.

Problems targeted
User1st seeks to tackle the problem of webpage accessibility for persons with disabilities. To date, the process of creating a barrier-free website has been expensive and time consuming, requiring research, risk-analysis, technical know-how, qualified staff, third parties (to assist, if necessary), and an implementation plan. In worst cases, it can take years to code or re-code existing websites and amend them to meet WCAG 2.0 AA standards. Consequently, many organizations shrink to implement barrier-free websites.

User1st is a powerful set of tools to guide website administrators through the process of creating an accessibility skin to a website that meets the recommendations of WCAG 2.0 AA (the guidelines for barrier-free websites) – all without needing to alter the original code or writing new code, thus reducing the time and cost associated with providing accessibility.

Mr. Amihai Miron, CEO, User1st

Solution & Methodology
To offer solutions that are effective and efficient in terms of both time and cost, User1st has created a way for designers of webpages to make them barrier-free without the need to change existing databases. This is done by adding a single line of code to the existing database, allowing the User1st Editor to then detect, fixe, and monitor a website. It also provides a test and development interface that enables the process of configuration with wizards and 'drag-and-drop' interfaces. The process also offers the User1st Back-End Code Fix Editor and User1st Client-Side plug-in interface. These add-ons allow the user of User1st to configure a website, its coding and context, and to test it before launching a new configuration. Furthermore, to understand the usage of the solutions delivered by User1st, an online knowledge centre can be uploaded to offer training on the software in use.

Outlook & Transferability
In 2016 over 10 million websites will be adapted to the WCAG 2.0 AA standard through the use of User1st, and more than 1 million users will make use of it. Also, licensing revenue is expected to rise to $5 million, and an office will be opened in the European Union. User1st is going to tackle the problem of ICT accessibility and will develop solutions for mobile devices, detection tools, and other formats – including HTML, and virtual interactive voice response. As the services of User1st are cloud-based, they can be used worldwide.

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FACTS & FIGURES

- Over the past 20 months User1st has sold its services to over 100 companies, including Coca Cola, IKEA, Sheraton Hotels, and F5 Software, as well as to universities, NGOs, and government organizations.
- Over 1 million webpages have been adapted to the WCAG 2.0 AA standard, and more than 100,000 people are using the services of User1st on a daily basis.
- Licenses to use the services of User1st has generated approximately $2 million in 2015, which is a growth of 200% compared to 2014.

Life Stories from Austria, Germany, India, Vietnam and Zimbabwe

THE STORY OF HARRY HÖTZINGER, MUSICIAN!

“I am now playing with the Jazz band that I listened to in the audience!”

My name is Harry Hötzinger, and I am 35 years old and live in my own apartment in Vienna. I consider myself a cineaste, and I love music and travelling. Due to my physical challenges (I cannot move my head or limbs due to muscular dystrophy) I rely on my personal assistants to help me accomplish everyday tasks and activities. When I met the guys from the AsTeRICS Academy team at a jazz concert in Vienna in 2013, they asked me if I wanted to participate in the development of their special input devices, and I agreed. I was equipped with a “Lipmouse”-sensor which allows me to control a computer via lip movements and sip/puff actions. Since then I have been able to use my computer autonomously for reading or writing emails, browsing the web, playing games, and much more. I can also control my home entertainment equipment via infrared remote. In 2014 we developed the idea that I could learn how to play a computer-based musical instrument. An eye-tracker was added to my setup, which allows me efficient selection of notes or chords in a graphical user interface. The system worked so well that I started playing keyboards in a band – the same Jazz band that I listened to in the audience two years ago! Since early 2015 we have had three public concerts in Vienna and we have further developed the capabilities of the musical system. I want to share my story because this technology was a real game-changer for me.

Austria – Asterics

THE STORY OF HEIKE ALBRECHT

“Using my tablet, I can follow each lecture by reading the live text.”

On the tennis court, I know what to do. I focus on the ball, the ground underneath my feet, the movement of my hand, and the rush of the game. I always knew what I wanted – to play tennis – and so I did. There are always obstacles to face, of course: injuries and challenges, matches that can’t be won. But it’s up to me. It is my game. A lecture hall, however, is a completely different thing. I depend on other people giving me the information I need to succeed, depend on them to speak clearly and to look at me while talking. I depend on the fact that people understand what it means to be hard of hearing. When I finished secondary school, I was at a loss. Should I try attending university? Did I want to face this challenge? Would I make it? To follow lectures all day, in a big room with bad acoustics, too far away to lip-read? And how about all the loanwords and unknown expressions? How about the stories I knew about people dropping out of university, giving up their education and settling for the easier way just because they couldn’t perceive what was said and were tired of depending on the help of their fellow students? For hearing impaired people it is not just tiring but sometimes literally impossible to go to university without any assistance. Then I heard a presentation about speech-to-text reporters who type every word the professor says. I sat in a small room and listened to the idea of the VerbaVoice online platform and learned about speech-to-text reporters and sign language interpreters who work remotely. That’s when I decided to give it a try! I am now in my fifth semester at Ludwig-Maximilian-University in Munich. Using my tablet I can follow each lecture by reading the live text – and I just need to scroll back if I missed something. This mobile solution makes me feel independent: I am flexible and the interpreter is not sitting next to me, but instead is somewhere else in Germany or even at the other end of the world! I am just like any other student using a computer or mobile device, and people hardly notice. Playing tennis is still my greatest passion. But when I started university, I knew that I could follow all kinds of dreams – sports, education, and a career.

Germany – Verbavoice

THE STORY OF MEKALA TRINADH

“Now I will make my sister go back to college.”

Trinadh comes from an impoverished agricultural family in the East Godavari region of Andhra Pradesh, on the south-eastern coast of India. His life changed when, while waiting at a bus stop to go to school, a reckless driver ran over his leg. The leg was beyond saving and therefore had to be amputated. Thereafter, he struggled to secure employment owing to his perceived disability, even though he could speak and communicate well. Andhra always believed that despite being an amputee he was more than capable of holding a good job and earning a living. Reality, though, was not so kind. Despite being a graduate in B. Tech and being articulate, he was never given an opportunity to shine. Disheartened, Trinadh enrolled in a two-month skills development course sponsored by Youth4Jobs, where he was given an option to work in the retail sector. However, Trinadh did not want to let his skills go to waste, and thus he was determined to work in the IT sector. With the help of Youth4Jobs he soon got an interview with the famous game design company Electronic Arts Pvt. Ltd., based in Hyderabad. And through his own skills he succeeded in securing his employment, something that was previously considered virtually impossible. The thought of seeing their son working in a corporate setting with a good annual salary was beyond the dreams of his parents, who are poor wage labourers. Says Trinadh,”My father pulled my sister out of college and took a loan to educate me. Now I will make my sister go back to college.”

India: Youth4Jobs Alumni, working at Electronics Arts and Games

THE STORY OF HOANG NGUYEN

“I now work in a library in Ho Chi Minh City.”

Hoang Nguyen was born into a poor family in a small village in Dong Nai province, Vietnam. A family of five, both Hoang and his father have limited eyesight. Hoang`s sight continued to worsen such that by the time he went to primary school he could not see the blackboard or read normal print textbooks. The Nhat Hong Centre supported him with eye care, scholarship, and low-vision aids so that he was able to study at the local ordinary primary and lower secondary schools. At age 15 Hoang had to move to the Nhat Hong Centre in Ho Chi Minh City to get additional support so that he could attend high school. There he began to study computer technology using Zoomtext software, which magnifies the screen in order to read and write, and he used closed-captioned TV and magnifiers for reading. After high school Hoang entered the Ton Duc Thang Technical University to study Information Technology. Although he faced many difficulties, with the assistance of technology devices, friends, and support teachers he earned a Bachelor’s degree in IT, and has since worked as a technician at the General Science Library in Ho Chi Minh City. Hoang has also gotten married, and today he is living happily and independently.

Vietnam: Nhat Hong

THE STORY OF BARBRA KARIMAZONDO

“Progressing in her work, sports, and music!”

Barbra Karimazondo, a child with intellectual challenges at the Jairos Jiri Association’s Mukombwe Primary School, used to stay at home while all her siblings and peers went to school. This was because the nearest school was not accessible, and the teachers did not have the basic skills to provide for children with disabilities. The JJA Inclusive Model made it possible for Barbra to attend school because the teachers at Mukombwe Primary School received in-service training from the JJA staff. Barbra has settled well into life at school and is progressing in her schoolwork, field sports, and music. In September 2015, she was a contestant in the Danhiko Paralympics Games and managed to earn a Silver Medal.
As Mrs. Mteskwa, the School Resource Teacher, noted: “Barbra has shown tremendous improvement in her school work as well as in her interaction with peers and teachers. I have personally put forward the recommendation that she be added to the team of School Prefects.”

Zimbabwe –Jairis Jiri

Teaching sign language to everyone in an entertaining way

ISRAEL / ACCESS ISRAEL

The focus of the project is to increase awareness of the needs of persons who are deaf or hard of hearing, most importantly by teaching sign language to the public, thereby acquainting hearing people with deaf culture.

Problems targeted
Since only a relatively few people know how to communicate in sign language, persons who are deaf or hard of hearing struggle with isolation and stereotypes, which further hinders their inclusion in society and in the work force. In addition, schools in Israel do not provide the means to increase awareness of the needs of people who are deaf.

Experience sign language as a language in itself, with its own cultural and communal meanings!

Mr. Sar-el Oren Ohana, Access Israel

Solution & Methodology
Learning sign language, forming relationships, and becoming familiar with deaf culture in an affirmative, enjoyable, and fascinating way is at the heart of the project's approach. The project provides basic courses in Israeli sign language taught by deaf instructors, thus opening channels of communication between hearing and deaf people and enabling the hearing to familiarize themselves with deaf culture. The success of the programme led to the expansion of the project, and to offering additional basic and advanced courses. From the beginning, the course was handled by volunteers and was offered free of charge. In 2015, however, Access Israel began charging a nominal fee to pay the instructors' wages and to cover the costs of the expanding project. Consequently, the project now offers both rewarding employment and a decent income for deaf people. Access Israel also developed a complementary free cellular app that offers extra practice and vocabulary. As part of the learning experience, participants produce short videos with multiple participants to convey the meaning of a song in sign language.

Outlook & Transferability
The model is based on a convenient, clear, and easy-to-learn course that can be readily adopted and implemented at minimal cost in other countries and by organizations that aim to open communication channels between people with disabilities and able-bodied people. Due to increasing demand for advanced courses, Access Israel is in the process of expanding the project by providing nationwide courses in various levels, and by creating additional employment opportunities for the deaf. Access Israel and this popular project also fights stereotypes and helps to overcome the shared difficulties of people with various disabilities.

FACTS & FIGURES

- 4,400 people have completed the course since the start of the project, and programme graduates have reached out to approximately 10,000 additional people.
- Approximately 880 courses have been offered to date, and 30 deaf programme instructors are currently employed by the project.
- In July 2015, some 1,400 students were exposed to the programme in summer camp.

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Using iPads to create multiple information channels

ITALY / CENTRO LEONARDO EDUCATION

The project developed interactive textbooks on vocational subjects designed to include students with learning disabilities, and that can be used on iPad. The subject matter is presented in multiple ways and offers a variety of learning styles. The project also highlights the latest discoveries in neuroscience, offering customized tools to help students with dyslexia.

Problems targeted
Vocational schools face difficulty in accessing good quality and up-to-date textbooks for specific subjects. In addition, many of them have a high rate of students with learning disabilities, and many of these students are at a high risk of dropping out. It is extremely important for vocational subjects to be in line with the latest technologies and production processes. Traditional textbooks are not updated, as the publishers find that to do so is not profitable.

A vocational school, a digital publisher, and a team of psychologists working together to provide a truly inclusive learning experience.

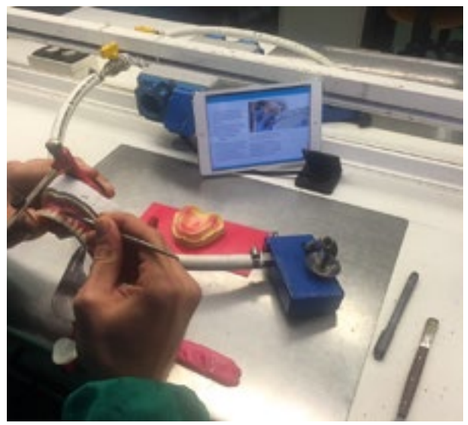
Mr. Ugo Falace, Centro Leonardo

Solution & Methodology
The interactive textbooks were designed in collaboration with 45 teachers and two vocational schools with 1,110 students. Subsequently, a team of psychologists, designers, developers, and editorial staff assisted the teachers to create high-standard contents. The project worked on 82 iBook textbooks between the period of November 2014 and July 2015. The main feature of these textbooks is the multiple ways that the contents are presented so that students with different learning styles can benefit. The close cooperation with teachers led to more focused teaching materials, whereby unnecessary content could be avoided. Thanks to research in neuroscience, to advanced technology, and to experiences in learning psychology, it was possible to create a venue in which proper "inclusive teaching" can occur.

FACTS & FIGURES

- 1,100 students have benefited from the programme.
- 82 iBook textbooks were created.
- The project results in a savings of 70% every year on vocational textbooks.

Outlook & Transferability
The interactive texbooks will be adopted by more Italian vocational schools (with Ipad), and many other mainstream schools have shown an interest in duplicating the project on varoius subjects. In addition, schools from other countries also have plans to transfer the concept, and the Italian government has begun to be involved in the project. To evaluate the interactive texbooks, research will be conducted on their impact on drop-out rates and learning outcomes.



Eighty-two textbooks were adapted to iPad usage, so that students with dieffrent learning styles can benefit.

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Video-interpreting service for sign language and foreign languages

ITALY / VEASYT SRL

VEASYT Live! is the first online video-interpreting service in Italy that can be used via the web through computers, tablets, and smartphones. The service was created in 2013 with the goal of allowing public institutions to communicate professionally with deaf people who are not able to have an interpreter by their side. VEASYT Live! has extended its services by offering a language video-interpretation feature, which has attracted the interest of businesses and organizations that need to communicate in a foreign language. With one click, this translation service is currently available in 15 languages and in Italian sign language

Problems targeted
The Italian deaf community continues to collaborate with VEASYT on such operational activities as improving the platform and the study of more and new features to be implemented. This collaboration has been crucial to the first stages of development, which included service only in Italian sign language and was later expanded to include other spoken languages. The support of Italian deaf sign language teachers and university professors has also been very important in developing the project, as well as the contribution of deaf collaborators who tested the service during construction of the platform.

FACTS & FIGURES

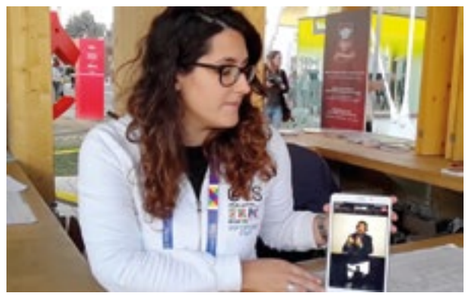
- VEASY Live! completed the alpha test period in late spring 2015, and at present there are 350 subscribers using the service.
- The service has been used by 30 deaf peoples in six hospitals in the Veneto and Emilia Romagna regions, and there are 1–2 additional requests per day.
- The service was demonstrated during a convention at the Italian Parliament focused on inclusive technologies.

We help people to communicate in a better way, to build a better world.

Mr. Enrico Capiozzo, Head of Project

Solution & Methodology
VEASYT Live! is a service developed by VEASYT srl, a spinoff of Ca' Foscari University of Venice. The university offers classes in some 40 languages and is the only university in Italy to provide a complete (five-year) training in Italian sign language. As a university spin-off, VEASYT develops digital services to break down communication barriers and foster accessibility. VEASYT Live! has been developed following an intensive analysis of client needs in the linguistic field. A pilot project phase was tested at a hospital in the province of Treviso; and thanks to this partnership of the university and hospital, the VEASYT staff had the opportunity to enhance and test the service, making it ready to market in spring 2015.

Outlook & Transferability
Whereas it began with the purpose of supporting public entities to communicate with deaf or foreign people in an advanced way, it will soon be available to companies to help them to communicate with their partners, customers, or employees (deaf or foreign). As a next step, the platform will include a special feature to use it during small and medium-sized conventions where people from different countries will be attending, without the necessity of an onsite interpreter.



Online interpretation via VEASYT Live!

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Music as an education and communication tool for students with Autism

ITALY / ISTITUTO COMPRENSIVO VIA DEI BOSCHI

The project uses music as a means for the social integration of students with autism spectrum disorder by allowing them to participate in basic classroom musical activities. The process begins with the issues of perception and stimulation, which then leads to changes in behaviour, a greater sense of personal well-being, and improved academic achievement. Music functions as a tool to unify a student's emotional, intellectual, and physical experience, bypassing the symbolic importance of verbal language and providing children with autism the opportunity to use alternative communication methods.

Problems targeted
In general, terms, children with autism spectrum disorder lack the basic motivation to relate and interact with others. The interaction of music can stimulate the active participation of an autistic child by inducing a desire for communication that is different from the mechanical responses that he or she is instinctively led to give.

FACTS & FIGURES

- The project received the Premio Abbiati per la Scuola award in 2012 and 2015, awarded each year by Italy's National Association of Music Critics for the best projects in Italian schools.

Music is a fantastic resource for inclusion: It brings down communication barriers through its magic and enables social interaction without any difficulties.

Ms. Mariagiulia Morlacchi, Head of Project

Solution & Methodology
The project is based on an educational/didactical approach, employing elaborate games with music to implement Inclusive Education. Without the need for words, music includes emotional, intellectual and physical dimensions – all of which contribute to the well-being and progress of children with autism. Starting with game practices, one can aim at developing a real communicative liaison using the medium of music to facilitate and develop communication through sound experiences – both with the voice and with musical instruments. Moreover, this project increases stimulating and enhancing forms of child interaction, encouraging their spontaneity, promoting inclusion in schools, enabling the development of a positive focus, and developing attitudes of solidarity, tolerance, and acceptance among peers.

Outlook & Transferability
By including music in the early stages of personal development, children with autism can feel free to develop a greater level of comfort and inclusion through musical expression. The project is easily replicable at little to no cost, as it does not require the need of experts to intervene in the project; it only requires the teacher to possess musical skills and basic instruments.

Using music as a medium to communicate.

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Simulating a supermarket as a learning environment

ITALY / ISTITUTO TECNICO ECONOMICO “C. COLOMBO”

The College “C. Colombo” supports the acquisition of all skills (“soft skills”) that facilitate the socialization and employment of young people, but especially to remove cultural barriers towards the full social inclusion of young people with disabilities. The project works with all students, both with and without disabilities, and collaborates with small enterprises and local companies. The two-faceted project is integrating young people in a work environment and at the same time raising awareness about disability issues in local companies and promoting changes in their employment practices.

Problems targeted
Employment plays an important role in the social identity of a person. Very often, the self-confidence and reputation of a person are defined by his or her role at work. For this reason, it is crucial that people with disabilities acquire the skills necessary to be integrated in the work force and that their active role in society is recognized.

Solution & Methodology
The project is designed to promote the social and professional inclusion of students with intellectual disabilities. “At the Supermarket” is a simulated supermarket managed by young people with disabilities where they learn accounting, to speak foreign languages, and to draft a code of conduct. The project also includes guided visits to actual supermarkets and an internship. A second project, “Special Masterchef,” has been implemented with the collaboration of a local restaurant, whereby students with disabilities interact with nondisabled students in a working environment. Here, students with disabilities learn how to cook, serve, and prepare tables. Yet a third project, “Alternating School and Work for All,” involves a fish processing company, at which students with disabilities spend a month in the various departments – from administrative offices to warehouses. Each of these projects has a positive effect on both the students with disabilities and their classmates. It allows the former to experience real-life contexts and to exercise their social-relational skills to build their own personal/social identity that finds its full expression in the ability to perform a job, and the other students learn to appreciate their classmates and to respect them.

“At the Supermarket” is a simulated supermarket managed by young people with disabilities.

Outlook & Transferability
The learning environment is changed every year to give students the opportunity to practice new situations in order to acquire new competences and to experience a variety of working contexts, thus increasing their chances for employment. There are now requests from several other schools in Italy to introduce the model to their environment.

FACTS & FIGURES

- Thanks to the “At the Supermarket” project, Ms. Daniela Boscolo received Italy’s “Best Teacher of the Year” award and has been included among the 50 best teachers in the world by the Varkey Foundation in the competition “The Global Teacher Prize.”
- The project model has also been applied in other schools in Italy.

Ms. Daniela Boscolo
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Video emergency line for persons with hearing-impairments

JORDAN / HIGHER COUNCIL OF AFFAIRS OF PERSONS WITH DISABILITIES (HCD)

In times of emergency it is difficult for persons with a hearing impairment to access the national emergency line. Consequently, the HCD has developed a system that makes video calls possible and has trained officers at the Jordan Command and Control Centre (JCCC) to communicate via sign language.

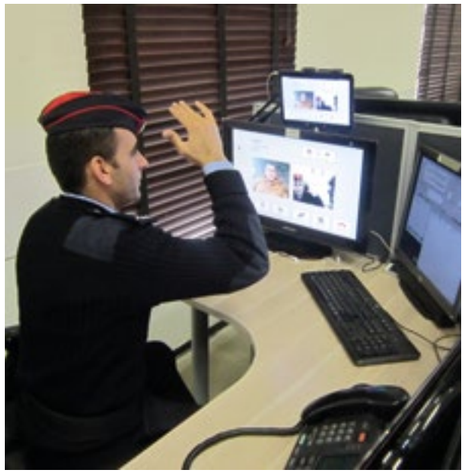
Problems targeted
Sign language is not widely known within the Jordanian community, which means that persons with a hearing impairment must be accompanied by sign language interpreters if they want to communicate. However, during an emergency it is difficult for them to call the national emergency hotline, as the operators cannot communicate via sign language and interpreters may not be available at the time the call for help is made.

The video emergency line has changed both my life and the lives of others like me. For the first time, we feel equal, safe, and reassured!

Mr. Faisal Al Sous, video emergency line user

Solution & Methodology
The project, which was initiated by a cooperation of the Higher Council of Affairs of Persons with Disabilities and the Public Security Directorate, includes the training of JCCC officers to communicate using sign language and the development of an ICT system that enables the JCCC to accept video calls via a newly established special emergency line. In addition, a media campaign was conducted to spread awareness of the new line and to train the hearing-impaired on how to make use of it.

Outlook & Transferability
Since most deaf people in Jordan have a smart phone and have begun using video calls when communicating among themselves, the emergency line made use of this same kind of communication tool. Going forward, all phone network companies in Jordan will be incorporated into the project, and more officers in the JCCC and other governmental institutions will be enrolled in sign language training. In addition, two people with hearing impairment will be appointed to the JCCC to ensure the sustainability of the training and the maintenance of the overall system.



Officers at the Jordan Command and Control Centre are trained in sign language.

FACTS & FIGURES

- The number of beneficiaries is estimated at 250,000.
- 1,000 students with a hearing impairment have been trained on utilizing the emergency line.
- 18 officers from the JCCC were trained on communicating with sign language.

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Creating inclusive pre-school institutions

KOSOVO / SAVE THE CHILDREN INTERNATIONAL

The aim of the project is to guarantee the access of children with disabilities to a quality pre-school and primary education in eight municipalities of the seven Kosovo regions. Further, the general objective is to contribute to the inclusion of the most vulnerable groups in the economic and social life in Kosovo, beginning with their time in school.

Problems targeted
It is estimated that there are approximately 40,000 children with disabilities in Kosovo, many of whom live in poor conditions, are hidden by their families, and are invisible to society. The number of children with disabilities in the school system ranges from 1.3% to 2%, and there is a lack of mechanisms for the identification and monitoring of these children pre-school and primary education. Moreover, there is lack of capacity among teachers and institution personal to support Inclusive Education for children with disabilities.

Save the Children has been breaking barriers to support the fundamental rights of the most deprived children in Kosovo, bringing joy to thousands!

Mr. Ahmet Kryeziu, Country Director, Kosovo

Solution & Methodology
Working jointly with the Ministry of Education and local Municipal Education Departments, the project has reached out to include children with disabilities in eight pre-school institutions and nine pre-primary classes in seven Kosovo regions. The project is supported by eight community-based rehabilitation centres run by Handikos, a partner NGO, to stimulate and advance the physical and psychosocial abilities of children with disabilities, as well as to support pre-school and primary institutions to implement Inclusive Education (e.g., by providing training and classroom materials, removing architectural barriers, hiring teachers, etc.). .Furthermore, the project has established cooperation among schools, families, communities, rehabilitation centres, and government institutions (e.g., health, social welfare, and education).

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FACTS & FIGURES

- 367 children with disabilities were enrolled for the first time in the mainstream education system (pre-school, day care, and pre-primary).
- 749 children with disabilities received assistance through community rehabilitation centres.
- Overall, some 7,500 children benefited from the provision of didactic materials and trained teachers.

Outlook & Transferability
The current model can be easily replicated and adapted in other contexts and countries. The cost of implementation will depend on the context of the country, such as class assistant salaries, didactic materials, teacher training, and community outreach. As part of the strategic plan, over the course of next three years the project will ensure that teachers and school personnel of the pilot primary schools will have improved the quality of education, with a focus on inclusive issues; that inter-sectoral cooperation and the quality of services delivered at the municipal level will have improved; and that there will be greater awareness and knowledge on children's rights and the inclusive process within schools, communities, and the general public.

Reaching out to children in eight pre-school institutions and nine pre-primary classes.

Training carers, family members, and staff via a web platform

LUXEMBOURG / APEMH, ONLINE TRAINING PLATFORM AGID

The e-learning platform AGID enables professional assistants and family members to inform themselves about the challenges and requirements of personal-centred care for elderly people with intellectual impairments. The easily accessible online platform creates awareness and sensibility about the subject as well as about inclusive and sustainable support.

Problems targeted
Enabling good care for older people with intellectual disabilities involves a variety of stakeholders. During the last decade, people with intellectual disabilities were demanding a say when it comes to planning for their quality caring systems. Thus, it was one of the main aims of AGID to include all these stakeholder groups in the creation of the modules.

Enabling carers to empower older people with disabilities.

Prof. Germain Weber,
AGID project leader at University of Vienna

Solution & Methodology
The perspective of older people with intellectual disabilities, their family members, scientific experts in associated fields, medical professionals, policymakers, and experienced front-line staff were all involved in this joint effort. To the greatest extent, however, the project was a co-production with people with intellectual disabilities, as the focus was on what front-line staff should know and what skills they should have for supporting older people with intellectual disabilities so that these people can enjoy a good quality of life. The content was created in a cooperative four-step process that allowed all partners to contribute their specific skills and knowledge. AGID aims to offer this target group an active, healthy, and independent daily life. The online e-learning tool is offered free of charge and is available in five languages. Interactive tasks and self-tests allow in-depth self-studies on the subject.

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An online learning tool for those who care for older people with intellectual disabilities.

Outlook & Transferability
The growth strategy of the project's outcomes relies mainly on the increased usage of the on-line course. AGID has been co-financed by the Lifelong Learning Programme of the European Union, but there is no additional project funding. Consequently, the aim is to work on improving the dissemination strategy so as to keep the project "alive" after the official end of the project: all partners continue to use the project modules in their own training strategies and to use every opportunity to publicize the online training platform.

FACTS & FIGURES

- The training platform consists of six modules covering 900 pages of content.
- Approximately 1,000 people of the target group have been reached to date.
- The programme is being integrated into the curricula of professional assistants to the elderly.

Assistive technologies and teacher training in mainstream schools

MACEDONIA AND SERBIA / OPEN THE WINDOWS

The “Active Inclusion” project introduces assistive technologies, computer assisted communication, and learning possibilities into selected primary schools; carries out networking and lobbying activities; promotes know-how transfer; and offers trainings for teachers from participating schools as well as educational software programmes for children with disabilities.

Problems targeted
Even though the Macedonian government introduced the use of computers in schools, it did not provide them with assistive tools and fully accessible software and did not offer teacher training on fully including children with disabilities in classroom lessons.

Solution & Methodology
The assistive technology is adapted according to the particular needs of each child. For example, one 10-year-old boy who attends an inclusive class in Serbia received a notebook, a wireless mouse, a mini keyboard with protector, a five-button adapter, and alternative assistive communication software. Teachers from participating schools were invited to attend training sessions that were led by special educators. The project team also promotes networking activities and know-how transfer through exchange visits between educational institutes in the participating countries as well as through groups on social media, with e-mail dispatch, and through partnerships – for example, with the University of St. Cyril and Methodius in Skopje, the University of Novi Sad, the University of Athens, and LIFEtool Austria – to ensure that the latest and most cost-effective technology is available to clients who might not otherwise be able to afford it. Two educational software solutions have been developed to teach basic reading, writing, and math skills, and these are currently available in Macedonian and Albanian.

A 10-year-old boy who attends an inclusive class in Serbia received a notebook, a wireless mouse, a mini keyboard with protector, a five-button adapter, and alternative assistive communication software.

Outlook & Transferability
The project partners seek to introduce assistive technology in the province of Vojvodina, following the successful piloting in its capitol, Novi Sad. There is also a potential to implement similar projects in the West Balkan countries using existing linguistic and cultural similarities. From 2016 to 2018, the two organizations offering the project will be participants in another initiative to facilitate knowledge transfer between the West Balkan and the Eastern European partner organizations concerning education and Roma.

FACTS & FIGURES

- Assistive technology has been introduced in 10% of Macedonian primary schools (31 schools countrywide) and in two secondary schools, as well as in six primary schools in and around Novi Sad, Serbia.
- A total of approximately 360 pupils now use assistive technology in schools in the two countries.
- About 1,300 teachers have been qualified to date in e-accessibility and Inclusive Education.

Using technical tools and educational software, developed together with people with disabilities, we support active inclusion in schools on a daily basis.

Mr. Vladimir Lazovski, Director, Open the Windows

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How to teach students with and without disabilities equally

MEXICO / UNIVERSIDAD TECNOLÓGICA SANTA CATARINA

Through this project, persons with disabilities are granted the academic, technological, and logistical support necessary for them to advance successfully through the various educational levels, to achieve and pursue a professional career, or to be incorporated successfully into the labour market. The school groups consist of students with and without disabilities who are taught together using the same curriculum and who are subject to the same academic criteria. Students with disabilities are supported by facility adaptation, specialized materials and equipment, teacher training, technicians, administrative assistants, teacher assistants, and consultants.

Problems targeted
People with disabilities often live in vulnerable situations, and one reason for this is their low level of academic achievement due to barriers that prevent or impede their participation in the education process and the workforce. Furthermore, the lack of public policies that strengthen optimal educational conditions for the inclusion of people with disabilities at all levels of education is a major issue that needs to be addressed.

Universidad Tecnológica Santa Catarina fulfils in a comprehensive manner article 24 of the UN CRPD.

Mr. Felipe Ramos, The Trust for the Americas, Organization of American States

Solution & Methodology
The programme supports students with disabilities with technological tools, academic and logistical support, and educational programmes to enable them to enter the labour market. Those in need also receive economic support, free transportation, psychological and pedagogic advice, diagnostic and psychological orientation, and a linking with job markets. Going forward, “facilitators” – that is, graduates without disabilities from the previous semester – were brought in to support the current students with disabilities in various academic activities.

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FACTS & FIGURES

- Current enrolments stand at 628 students with disabilities (196 in higher education, 415 in upper secondary education, and 17 in basic education).
- More than 1,450 students with disabilities have attended the program; of this, 476 have completed their studies..
- 340 teachers and support personnel have participated in the program in 36 educational institutions.

Outlook & Transferability
A significant increase in student enrolment with disabilities – as high as 40% – is forecasted. To address the increasing demands of people with disabilities who claim their right to education at all levels, public awareness campaigns and specialized educational inclusion training for the staff of schools and educational institutions are planned.

The programme supports students with disabilities with technological tools, academic and logistical support, and educational programmes.

Accessible books for vision-impaired students using Android technology

NEPAL / ACTION ON DISABILITY RIGHTS AND DEVELOPMENT (ADRAD)

The mission of the project – entitled Enhancing Learning Capabilities of Students with Print and Visual Disabilities (ELECTS) – is to establish and promote the use of the latest accessible ICT for vision-impaired students by providing them with free digital books based on DAISY and Epub platforms and with Android devices for playback.

Problems targeted
There are no accessible digital platforms in the libraries of Nepali public schools, where thousands of students with visual and print disabilities are studying. There is nominal support for providing Braille books for these students, but only the compulsory subjects are covered, and thus a quality education with accessible textbooks and curricula are not available to these students.

Promoting accessible ICT in making rights real for persons with disabilities.

Mr. Birendra Raj Pokharel, Head of Project

Solution & Methodology
ADRAD initiated the production of accessible books, which is an exciting development for promoting Inclusive Education. These e-publishing technologies can enable persons with print disabilities to read content at the same time and at no higher cost as their peers without disabilities. ADRAD has adopted the playback function of Android devices and produced an orientation toolkit for easy usage, and today a collection of audio books and accessible e-textbooks are available in most school libraries. Appropriate training is provided to persons with visual impairments to use the assistive technology.

Outlook & Transferability
The user´s toolkit for accessible books will be further enhanced and will be made available to 10,000 students with disabilities in an accessible format. Training will be conducted in 15 remote districts

Ms. Pokharel, head of ADRAD, handling a tablet with the Android operating system to read e-textbooks. ADRAD has improved the Playback function, etc.

throughout Nepal, making sure that students from mountainous and in less densely populated areas can also participate in the project. In addition, 140 more accessible books in the Nepali language will be developed and made available online in 2016.

FACTS & FIGURES

- 140 fully accessible books were produced, which are used by 1,500 students with visual impairments and print disabilities.
- 100 students with visual disabilities are using the free Android devices, and it is planned to expand the use of this device to 500 additional students.
- Some 10,000 students were orientated on the use of accessible books in DAISY and Epub platforms.

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Using courts and litigation for the right to Inclusive Education

NETHERLANDS / IN1SCHOOL

In1school is a project founded by the Dutch Foundation for Disabled Children that addresses the right to Inclusive Education, using a powerful mixture of international law, research, communication, and politics to bring real life change for children both with and without disabilities. The main target is to work towards an education system that is fully inclusive by collecting evidence, cooperating with national and international lawyers, publishing reports, and initiating strategic litigation.

Problems targeted
Even though there have been positive changes in the country's education laws, there is still a growing number of children in the Netherlands who do not have access to education at all and many children with disabilities still attend schools for special education.

Solution & Methodology
To address this situation, project members first of all, collect evidence in the form of cases and data of educational exclusion in order to develop an effective litigation strategy. They also team up with national and international lawyers who are experienced in the field of human rights. Staff members carry on research concerning Dutch law to highlight how the current legal system fails to guarantee the right of all children to an effective and Inclusive Education, and they communicate their findings via the web, social and traditional media, etc. Staff members also support parents who are struggling to enrol or keep their children in regular education; and they empower them by providing information on what Inclusive Education should look like.

For the right of all children to Inclusive Education – even when it takes a judge to open a school door!

Ms. Agnes van Wijnen, Project Manager, In1School

Outlook & Transferability
The project team currently executes a co-financing strategy to support them throughout an active litigation process – for example, in the form of pro-bono legal support, interns to conduct field research and provide assistance, as well as support from other organizations. Going forward, the team wants to explore the possibility of crowd funding strategies as well.

FACTS & FIGURES

- More than 60 families have been informed, encouraged and supported to help them enrol their children in regular schools or keep them there.
- Five reports have been published and have been broadly disseminated in the Netherlands.
- More than 50 personal stories of inaccessibility, discrimination, and exclusion in Dutch education have been collected,.
- The project has more than 2600 followers on Twitter in less than 9 months.

Staff members carry on research concerning Dutch law to highlight how the current legal system fails to guarantee the right of all children to an effective and Inclusive Education.

Ms. Agnes van Wijnen
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Creating communities for early childhood interventions

NICARAGUA / ASOPIECAD

ASOPIECAD aims to facilitate Inclusive Education for children with developmental disorder and disability in early childhood through community-based rehabilitation (CBR) guidelines. Through the CBR guidelines and other instruments various environments of intervention are monitored, the most important of which is the child's natural environment – the family. Family workshops were also developed in order to create awareness on disability issues and on the right to social inclusion and equal educational opportunities. At the community level, especially in rural communities, inclusive early learning centres have been opened to include children with disabilities. The sum of these processes has led to community networks and alliances of support throughout the whole community, and to more inclusive schools.

Problems targeted
A high percentage of children under six years with disabilities or development disorders do not receive proper attention due to errors of recognition of the problem, an important issue that concerns the immediate family and health and education authorities. There is a lack of basic technology to detect disabilities and to perform early stimulation, which often results in further learning difficulties or severe disorders as an adult.

This project is aimed at empowering community workers to detect disabilities and development disorders, and to then provide the necessary care and early intervention.

Dream, create, let actions follow and inspire!

Mr. Ervin Rodriguez, Head of Project

Solution & Methodology
This project is aimed at empowering community workers of local institutions and organizations to detect disabilities and development disorders, and to then provide the necessary care and early intervention – thus ensuring that every child enjoys his/her equal opportunity rights. Similarly, it is aimed at parents and families by providing training in basic techniques and by guiding the education of their children with disabilities or developmental disorders from infancy.

Outlook & Transferability
This experience can be adopted nationally and internationally by organizations and institutions working in the area of early childhood development with little financial investment, since it works with community resources and is much more cost-effective and sustainable than existing models.

FACTS & FIGURES

- The project has involved 890 trainees, including pre-school teachers, community educators, health brigades, nurses, and promoters of CBR.
- To date, 7,200 children aged 0–6 years have been screened.
- 2,160 children were identified with some form of developmental disorder in 2014 and the first half of 2015.

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Adding Universal Design in ICT student curricula

NORWAY / OSLO AND AKERSHUS UNIVERSITY COLLEGE OF APPLIED SCIENCES

The project aims to promote knowledge on Universal Design principles in ICT among undergraduate and graduate students. This is achieved through research on universally designed health care technology, intersectional perspectives on web accessibility, and learning and research methods. The research and teaching focuses on identifying barriers that people with disabilities encounter when using ICT systems and services.

Problems targeted
The Universal Design of ICT programmes attempts to promote equal opportunities for all persons by removing barriers to the use of ICT through raising awareness, creating new knowledge and ensuring competent ICT professionals. The program adopts the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD) as a guide for implementation. Universal Design relates to accessibility – enabling persons with disabilities to live independently and participate fully in all aspects of life.

We educate, innovate, and create new knowledge in Universal Design to promote equal access to ICT for everyone.

Ms. Weiqin Chen, Oslo and Akershus University College of Applied Sciences

Solution & Methodology
The project uses active learning approaches to ensure that all students studying technology gain knowledge on the Universal Design of ICT. Active learning involves student-centred teaching methods and adaptive and individualized support. At the graduate level Universal Design is a requirement for all technology students; in order to graduate from the Master's programme, technology students must conduct applied research in the area of Universal Design as part of their thesis. The faculty and students also cooperate with regional, national, and international stakeholders, such as NGOs, government agencies, businesses, and other research and educational institutions. The programme actively recruits students from around the world with diverse social, cultural, and educational backgrounds. This approach enriches the scope and quality of the programme and provides an opportunity for students to act as ambassadors of Universal Design. In order to increase the rate of employment of the graduates, NGOs, government agencies, industries, and disability organizations are actively involved in both undergraduate and graduate projects.

Outlook & Transferability
Projections indicate that enrolment will continue to increase over the coming three years. In addition, efforts will be made to reduce attrition and increase employment rates among graduates. The faculty continues to expand: in 2015 three full-time permanent positions were awarded in addition to several contract positions. The programme can be cost-effective and easily implemented in other countries. The primary recommendation is to make computer science education interdisciplinary and collaborative. In most contexts, the funds already exist, and implementation becomes a matter of overcoming institutionalized biases and utilizing expenses in a different way.

FACTS & FIGURES

- Enrolment of students in 2013–2015: 12 (83% international); in 2014–2016: 20 (75% international); in 2015–2017: 25 expected. The first six students graduated from the programme in 2015.
- The research group consists of 12 people, including one professor, five associate professors, four assistant professors, and two PhD students.
- Of the six graduates who have completed the programme, three are employed.

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Quality healthcare and counselling through video technology

PAKISTAN / DOCTHERS

doctHERs™ is a novel health care platform that connects female doctors to millions of underserved patients, including those with disabilities, in real-time while leveraging online technology. doctHERs™ overcomes sociocultural barriers that tie women to their homes, and at the same times provides access to quality health care, as well as employment for unemployed, qualified health professionals.

Problems targeted
In Pakistan, the lack of political will, poor commitment in fulfilling international obligations, and a shortage of finances are among the reasons that physically challenged people are deprived of their basic rights. They have virtually no access to trained and qualified doctors, physical therapists, occupational therapists, speech-language pathologists, medical social workers, and rehabilitation psychologists.

Five years in an institution seemed like an eternity. Now I live with my parents and sister, and I want to be here forever!

User of doctHERs

FACTS & FIGURES

- Inclusion of 10 female doctors and 5 nurses into the workforce
- Launch of 4 clinics in urban-slum communities, namely Model Colony, Hijrat Colony, Mansehra and Ilyas Goth
- Impacting 15000 lives directly and 750000 lives indirectly
- Recognition: Ashokha Changemakers Award, CRDF Global Challenge, Shell Tameer Awards, Echoing Green, Unreasonable Institute. GIST Tech I, Start-Up Cup, invest2innovate, MITEF-BAP, ISIF Asia Awards, Acumen, Pro-Pakistani, Tribune, Dawn, AKS Films

Solution & Methodology
doctHERs™ aims to provide quality health care and rehabilitation counselling to people with disabilities through qualified doctors and other health providers in low-income and remote rural areas where such facilities are not available. The project makes use of technology in the form of video consultation to connect a home-based doctor to a remotely located patient through state-of-the-art software via a nurse assisted platform. A live video consultation allows doctHERs™ and patients to connect in real time, aided by a trained paramedic at the patient's end. By extending the health care system through ICT and by making the best use of all available doctors and staff, a scalable health care system can be developed that will become a model of the care delivery system of the future.

Outlook & Transferability
doctHERs™ is exploring partnerships with private corporate organizations and social enterprises that already have a network of clinics established in Pakistan, thus helping to reduce setup costs. doctHERs™ would then need only to provide training to the available medical staff and install the necessary hardware and software. Collaboration options with the government are also being explored.

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Access to education for refugee children with disabilities

RWANDA / INITIATIVE FOR REFUGEES LIVING WITH DISABILITY (IRD)

The mission of this pilot project is to improve the access to education for refugee children with disabilities in the refugee camp of Gihembe (rural area) as well as in the town of Kigali (urban area) in Rwanda. After a pilot study, the initiative will share the results of the study during a dissemination meeting with the main partners, which includes the Minister for the Management of Disasters and Refugees (MIDIMAR), the UN High Commissioner for Refugees (UNHCR), the Organization of Persons with Disabilities (OPWD), and other international organizations working on refugee issues in Rwanda.

Problems targeted
In a country where 12 years of basic education is compulsory, the project promotes an accessible learning environment for students with disabilities by removing barriers and building appropriate infrastructure; by adapting teaching methods and materials; and by providing the necessary support tools. In addition, special trainings enable teachers to manage their classrooms more successfully, and sensitises both teachers and students regarding disability issues and how best to interact with students with disabilities so as to fight against stigmatization.

The project seeks to improve the access to education for refugee children with disabilities in the Gihembe refugee camp and in Kigali city.

Mr. Ebengo Muzaliwa Angelo, Head of Project

Solution & Methodology
The effort to promote Inclusive Education includes: (1) identification of refugees with disabilities (RWDs) and an assessment of their needs and barriers to education; (2) sensitization of parents/caregivers of refugees with disabilities and of community leaders so that they consider refugees with disabilities like any other person and provide them with due care and rights, including the right to a mainstream education; (3) advocacy for the integration of the issues concerning refugees with disabilities into the annual programmes of the stakeholders (MIDIMAR and UNHCR) together with their partners (MINEDUC and OPWD); (4) providing training of teachers and education staff on managing children with disabilities in the mainstream education system; and (5) conducting regular consultations with RWDs, their parents/caregivers, and all stakeholders.

Outlook & Transferability
The IRD needs support to continue and reinforce its efforts to improve access to education for disabled refugee children in the Gihembe camp and in Kigali, as well as to support them with qualified schooling and reinforce their capacities. In addition, IRD needs support for research regarding best practices and to measure the impact of the projects.

FACTS & FIGURES

- The project addresses the needs 115 students – 67 boys and 47 girls.
- The IRD organized a two-day training (11–12 June 2015) with the participation of 30 people – the majority of whom were refugees.

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Inclusive vocational training and work-places for youth with disabilities

LIGHT FOR THE WORLD / EMPLOYABLE

EmployAble supports the inclusion of persons with disabilities in technical vocational education and training (TVET) and the connection between TVET and the open labour market. Young people who are currently unemployed receive the necessary skills in mainstream training institutes to become employed or self-employed.

Problems targeted
The unemployment rate of young people with disabilities is often 40 to 60% higher compared to their non-disabled peers, and even if they are able to find a job they experience a lot of uncertainty about their temporary employment. Even though Ruanda, Ethiopia, and Kenya have signed the Convention on the Rights of Persons with Disabilities and also have government policies that support the inclusion of people with disabilities to join the labour market, the levels of inclusion are still below the national targets.

FACTS & FIGURES

- More than 20 stakeholders are involved in the core implementing teams; disability specific vocational training centres.
- In August 2015, 273 youth with disabilities were or had been enrolled in mainstream vocational training institutes or received in company training. This includes youth with physical, hearing and visual impairments.
- 83% of youth with disabilities enrolled through Employable reported at the time of enrolment that household income was insufficient to meet basic needs.
- 6 mainstream TVET institutions have become inclusive to youth with disabilities; this was evidenced by increase disability awareness, improved attitudes, and adaptations in the learning environment.

I was a shoe-shiner before. I used to work in the dust and the sunlight, which was not good for my health. Now I have learned the skill that I wanted to learn, and I have social interaction with other people in the company.

Youth with physical disability, employed through Employable program in garment industry in Ethiopia

Solution & Methodology
EmployAble is an action-learning program, with a focus on multi stakeholder involvement and inter country exchange and learning. The methodology to enhance employment of youth with disabilities is to support a number of 'model' TVETs and employers in the process of becoming more inclusive. This is done in a participatory and systematic way, including a disability inclusion assessment. Employable also facilitates enrolment by mobilizing youth with disabilities, and assessing their capacities and needs by a multi-disciplinary team, resulting in course selection.

The program further supports access to scholarships or bursaries if needed and psychosocial support for youth with disabilities throughout the process of enrolment, training and looking for employment.

Outlook & Transferability
It is expected that by the end of 2016, 400 youth with disabilities will be trained and that 50% of them will have found employment. The model TVETs will be fully inclusive to youth with disabilities and serve as an example to other TVET agencies in their countries. 55 employers will have been sensitized on disability and 41 will be actively involved by either receiving interns with disabilities or hiring youth with disabilities.
In Kenya and Rwanda, steps will have been made to follow the example of Ethiopia and develop a policy on Inclusive TVET.

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An e-learning platform for audio and video learning materials

SERBIA / ELEMENTARY AND SECONDARY BOARDING SCHOOL "MILAN PETROVIC"

The School Portal "Milance" has created an e-learning platform, based on the software "Moodle," on which users can get basic information on several subjects free of charge. Currently, it covers language skills, mathematics, and science in various audio and video formats, and can also be used in school Intranets. To reach children with disabilities who do not attend school, the project team has organized seminars for associations of parents of children with disabilities.

Problems targeted
Article three of the UN Convention on the Rights of Persons with Disabilities demands the full and effective participation and inclusion of persons with disabilities in society; that they not be excluded from the general education system; and that they can get access to an inclusive, quality, and free primary and secondary education.

FACTS & FIGURES

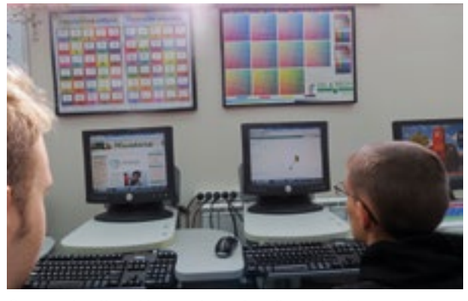
- The portal has 1,500 to 2,000 visitors every month.
- More than 30 people have been trained on how to produce lessons for the e-learning platform..

I can learn at my own pace; I can go back and forth through lessons and I never get a bad mark ... I just learn anytime, anywhere.

Nikola, Project Participant, age 17

Solution & Methodology
The e-learning platform, which through the use of Windows accessibility settings is fully accessible for all, offers the possibility to learn about such key subjects as the Serbian language, mathematics, and science. Platform content is divided into various lessons so that each child is able to find the appropriate content regardless of his/her age. Content is offered in a variety of audio and video materials, according to the national curriculum for primary and secondary schools, and is available in Serbian (in the Cyrillic alphabet). The tests that are offered to examine ones knowledge are designed to promote learning and are not meant for grading. The portal can also be used offline via a school Intranet. The portal is disseminated via informing teachers and other specialists during seminars and lectures in Serbia and the surrounding region; leaflets were published and distributed to various stakeholders; and the project was presented at education fairs in Serbia. After completion of a unit, each student fills out an evaluation form, which is then read by the administrators of the platform. Changes are continually being made to improve the way the platform meets the needs of children with disabilities. The platform is financed by the city of Novi Sad.

Outlook & Transferability
Because the platform is available as an online source and was developed using Moodle as a basis, the project can be easily accessed and replicated and its content used worldwide simply through the process of translation. The project team wants to increase the number of participants, and therefore continues to promote the platform. Going forward, the team will also further expand the platform content.



Content is offered in a variety of audio and video materials.

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Finding employment by profound training

SOUTH AFRICA / THE LIVING LINK

The guiding principle of The Living Link is that people with intellectual disabilities can be equipped with new skills and can then successfully find employment in the open labour market. The course material was written for and in collaboration with people to ensure that the material was understandable and could be readily incorporated and made practical in their every-day lives. There are no formal assessments, as many of the young adults are illiterate. However, it is recognized that with proper training all adults are nonetheless able to function in the workplace.

Problems targeted
There are many barriers for persons with intellectual disabilities when it comes to finding employment, but being employed is a big step towards independent living. Therefore, the programme's aim is to provide sufficient skills and education to allow adults to have a greater chance to access the regular labour market.

Students work and rotate through various departments, such as mailrooms, document control, and administration/ reception.

The Living Link is a training centre for adults where we seek to break down the barriers that exist, and ultimately create hope and opportunity for these people within society.

Mr. Stanley Bawden, The Living Link

Solution & Methodology
The project was initiated in 1999 and formerly started in 2000. The organization offers a one-year Adult Integration Programme and a six-moth Work Readiness Programme. Trainings include theoretical modules and a period of job sampling in the open labour market. The modules consist of courses in lifestyle management, personal empowerment, employment, and financial management. The job sampling is facilitated by two job coaches who support students in the practical application of skills learned in a real-world working context. Job sampling is carried out in a number of fields or departments within a variety of organizations. Students work and rotate through various departments, such as mailrooms, document control, administration/reception, warehouses, organic gardening, and corporate kitchens. Participants also receive support from the organization once they have graduated and are engaged in employment.

Outlook & Transferability
The prospect for future growth is to transfer the programme to other provinces within South Africa. The biggest issue is a lack of finances to take the project further. Currently, there is a plan to expand the programme to Cape Town or Durban at some point in the next five years. Meanwhile, new partnerships within potential employers are constantly being explored.

FACTS & FIGURES

- To date, 450 people with intellectual disabilities have been trained.
- Over 300 people have been assisted to find some form of work in the open labour market.
- Approximately 35 adults with intellectual disabilities are trained each year.

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Improving speech by visualizing it

SOUTH AFRICA / ADJ ELECTRONICS

The goal of the Bellen Speech Visualizer project is to enable deaf students to improve their speaking abilities by providing visual feedback and cues. Students are able to visualize their own speech patterns, which effectively enables them to see what they are pronouncing and to adjust their voice output to match a given speech pattern example.

Problems targeted
Speech training of deaf students is usually of limited duration due to the lack of contact time between individual students and speech therapists. The Bellen Speech Visualizer project was initiated in response to a request from the National Institute for the Deaf, and involved some hearing specialists as well as deaf persons working at the Institute. As an assistive device, the Speech Visualizer allows students to practice between visits with the speech therapist, and it also allows students with no access to therapists to receive some form of speech training.

The Bellen Speech Visualizer provides the student with a target of a word/sound and shows him/her what the correct word/sound would look like.

The Speech Visualizer increases inclusivity and self-esteem for the deaf and hard-of-hearing by improving vocalization of speech.

Mr. Jaco Rademayer, ADJ Electronics

Solution & Methodology
The project addresses the need of persons with hearing loss to be able to communicate verbally with hearing persons. This is especially helpful to children who are still learning to communicate, as the software can assist with phonetic learning – on a visual basis – thus helping to improve literacy. This software provides the student with a target of a word/sound and shows him/her what the correct word/sound would look like. It then allows the student to progressively train him/herself to reach the target pronunciation via a visual feedback loop and an auditory feedback loop. The Speech Visualizer was launched during a speech 'indaba' (workshop) and is marketed through strategic partnerships with companies such as Intel Education and institutions such as Light for the World.

Outlook & Transferability
The Bellen Speech Visualizer is currently distributed only in South Africa, and is available only in English (combined with SASL) in both Android and MS Windows platforms. With only slight alterations, it can easily be scaled to be distributed throughout southern Africa and many other English-speaking countries worldwide. Given the ever-decreasing cost of computing technology, it is easy to envisage how the software could be rolled-out on a much wider scale.

FACTS & FIGURES

- There are approximately 600,000 deaf persons in South Africa.
- Currently, 276 students have access to 22 Speech Visualizers.
- 11 schools with deaf students were reached during a pilot study.

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Life Stories from Burkina Faso, Hungary, India, Luxembourg, and Mexico

THE STORY OF YUGAL JAIN

“Today I am leading a chapter with 75 volunteers.”

My name is Yugal Jain and I am from Jaipur, Rajasthan, India. Currently I am a fourth year undergraduate student at NALSAR University of Law in Hyderabad. Due to my visual impairment, I face a number of challenges in my daily life.
My association with the IDIA Charitable Trust began in 2012, when I was disallowed from bringing my own scribe for the CLAT law entrance exam. IDIA helped me as well as all visually impaired students appearing for the test by successfully advocating with the national law universities that administer CLAT to allow visually impaired candidates to bring their own scribes for the test. When I gained admission into NALSAR, which is considered one of the best law schools in India, I faced the hurdle of paying the course fees, since I belong to a family with very modest financial means, and I was denied an education loan by all the banks I approached. At this juncture, IDIA arranged for sponsorship of my college fees and enabled me to fulfil my dream of studying in a top national law school.
Today, I am leading the Hyderabad chapter of IDIA, comprised of 75 volunteers – a position that has taught me leadership skills and has fine-tuned my problem-solving ability in a real-world setting.

India – IDIA Charitable Trust

THE STORY OF MARTHA AND OSCAR

“They now live together and want to get married soon.”

Over the past several years Martha and Oscar, both persons with intellectual disabilities, have been in a romantic relationship, but they have lived in different residential houses in different cities in the south of the country. Recently, both retired from their jobs, and now the support staff at their respective residences are helping to prepare them for the transition to marriage and the prospect of living together. Several meetings were planned to discuss, inform, and understand the wishes of Martha and Oscar, and both had the opportunity to invite people who are important to them to participate in these meetings. The main question was whether they still wished to live together, since there was an opportunity for them to move into a new house in the north of the country that had been adapted for elderly people (infrastructure and furniture), including a multidisciplinary staff to provide support to the residents. After several sessions it was clear that they wished to share their future life together. They actively furnished their rooms themselves and planned a farewell party for their friends. Since this past summer they have lived together in a three-room apartment along with six other residents. They say they still want to get married and are planning the wedding for Easter 2016. However, they are both under legal guardianship, and the guardianship judge must give the final consent. Although the support team is a little anxious, it is already preparing on how better to assist and support them in the future as a married couple.

Luxemburg – AGID online training for the elderly

THE STORY OF ASSANA

“After a few meters she grabs a second pair of sandals out of her school bag, and puts these on her hands ...”

After having lunch together with her siblings, parents, aunts, and uncles, Assana grabs her school bag and leaves the family home in the Garango region of Burkina Faso. The 16-year-old girl, who is of small of stature and with very soft bones, is now managing the one-kilometre road to school on her own. After a few meters she grabs a second pair of sandals out of her school bag, puts these on her hands, and begins to crawl quickly on all fours. This is how Assana can move fastest. Some years ago, before having been identified by an Ocades community-based rehabilitation worker, Assana could hardly move at all from a lying position. But physiotherapeutic care and regular exercises have allowed the young girl to gradually learn how to sit and stand. In this way her dream to go to school finally became true. Assana has been attending school for three years now, and every day she looks forward to her favourite subject, mathematics. This afternoon Assana and her 72 classmates are learning about horses. Before the class begins she meets her best friends, Terèse, Faridata, Benatu, and Mariem, to play hopscotch on the sandy soil. Assana fully interacts in the classroom with the other pupils, and on equal ground. The young teacher, Savadogo, moves back and forth between the rows, carefully observing that among the raised hands and loud shouts of “Me! Me! Me!”

Burkina Faso – Ocades Tenkodogo

THE STORY OF ANITA

“Auguste Rodin was also dyslexic...”

I’m Anita and I am 19 years old. A few months ago I learned to my surprise that I am dyslexic and dysgraphic. Auguste Rodin, the famous sculptor, was also dyslexic, and I realized it was not an illness but another way of thinking, perceiving, and learning. Basically, it is another way of processing information. Because of this difference, some dyslexic people are actually more talented in particular ways than are non-dyslexic people. I found a lot of famous and well-known artists, scientists, musicians, politicians, and actors/actresses who had to cope with dyslexia, and I realized that having such a problem was not the end of the world.

For instance, I have been playing chess for eight years and I have taken part in many competitions. In fact, I came in ninth place in the individual competition of the Students’ Olympic Games, and in the team completion my team came in second place two years ago. I have also been playing the flute for eight years, and have participated in many concerts and local competitions.

Hungary: GNW Ltd., artist and chess player

THE STORY OF
RAFAEL DELGADILLO

“Rafael built his own alarm system which is now used in hotels.”

Rafael Delgadillo came to our POETA centre in San Luis Potosi when he was 19 years old. Deaf and from a low-income family, he was unemployed and seeking to enrol in our training centre to gain Information Technology skills that could help lead to a job. During the course of his training Rafael came up with a business idea. He realized that he could not “hear” emergency alarms in hotels or workplaces signalling the need to evacuate, and he decided to spend his time at the centre studying electronics and finding a solution to this problem. Rafael developed an alarm system that converts an audible alarm to a visual cue, which is now being installed in several public places so deaf people can be warned of the need to evacuate the premises. In fact, he has already sold his product to a hotel and restaurant chain, and is well on the way to a viable business.

POETA centre in San Luis Potosi, Mexico

Stimulation kit and training for caregivers

SOUTH AFRICA / UHAMBO FOUNDATION, NDINOGONA STIMULATION KIT

The Ndinogona Stimulation Kit provides caregivers with tools, resources, and training to play with and stimulate children with disabilities, allowing them to participate in everyday activities. The kit includes four colour-coded bags containing all the needed toys and assistive devices for facilitating participation. A manual illustrates over 100 activities and songs.

Problems targeted
Because of the many misconceptions and prejudices associated with children with disabilities, such chidlren are often exposed to stigmatisation. In addition, they have very little acces to stimulation or appropriate activities, as most caregivers do not have the adequate ressources and knowledge to properly address their needs.

Solution & Methodology
Ndinogona training is community based, flexible, and has been successfully delivered to groups with various levels of education. Caregivers are trained over 24 hours, which is spread over either five days or eight weeks depending on the centre's location, the caregiver's own time pressures, and training availability. During training, each participant receives a manual that contains all the information covered during the training. Training time is divided into theory and practical sessions. During a theory lesson, caregivers learn about different types of disabilities, how to communicate with children in various ways, and how to adjust activities for a specific child's needs. During a practical session, caregivers and facilitators work together to practice the theory that they have learned through role play, as well work with actual children to practice the activities learned. The Ndinogona Kit exposes children with disabilities to all areas of daily living, including basic needs, personal hygiene, play, learning, and social skills.

FACTS & FIGURES

- Number of trained caregivers in 2011–2013: 14; in 2014: 54; in 2015: 212.
- Children who benefited from the trained caregivers in 2011–2013: 114; in 2014: more than 184; in 2015: 768.
- Number of centres where trainings were held in 2011–2013: 3; in 2014: 26 ; in 2015: 26 by July 2015, with approximately 64 more by the end of 2015.

Outlook & Transferability
The plan is to expand the number of centres to 180 over 2015 and 2016, to be spread throughout all nine provinces of South Africa. One such centre can cater to anywhere from eight to 90 or more children. Three additional facilitators were trained and employed by the project during 2015, and even more trainers/associates will be trained in 2016. The second edition of the Ndinogona manual will have an expanded section on home-made toys, adjustments to activities based on user input, and will be translated into both Afrikaans and Xhosa (home language to a large demographic of caregivers and parents in South Africa).

Today I say 'thank you' for the Ndinogona Stimulation Kit because everything is so child-friendly, and it is so easy to adapt and that I can go out and teach other parents as well.

Ndinogona training participant and mother of a child with a disability

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The Ndinogona Kit exposes children with disabilities to all areas of daily living, including basic needs, personal hygiene, play, learning, and social skills.

Teaching blind students in regular school classes

SPAIN / ONCE

The mission of the project is to provide visually impaired students with assistive technology and specific support teams so that they can participate in regular classes. The teams consist of professionals such as teachers, rehabilitation technicians, social workers, psychologist, and more. Regardless of age or educational stage, these teams support students with special needs from early intervention to the university level and adulthood.

Problems targeted
Students with visual impairments often do not have equal opportunities in their local education system. The lack of understanding and support to allow them to live an independent and self-determined life contributes to their sense of exclusion, and as a result they often cannot determine their own future.

FACTS & FIGURES

- ONCE supports around 7,500 students at various educational stages.
- 98% of the students are in local mainstream classrooms.

Inclusive Education for people with disabilities is a lever for their social inclusion.

Ms. Ana Isabel Ruiz Lopez, Director of Education, Employment, and Cultural Promotion of the National Organization of the Spanish Blind (ONCE)

Solution & Methodology
ONCE supports students with disabilities to remain in their social environment (family, community, etc.) and in mainstream classrooms. Every participant of the programme goes through a process of reception and multi-professional assessment, from which an individualized plan of action is generated. The plan is directed and coordinated by one professional. In the case of education, the case coordinator is a teacher. He/she detects the students´ needs and refers them to the appropriate specialists. In order to respond to all the needs of an individual, several intervention areas are addressed by the team, including early intervention from birth to the age of six; visual stimulation and specific techniques to improve visual performance; and basic instrumental techniques such as essential skills in reading, writing, and calculation both in sighted formats and in Braille. Other services address educative orientation, free-time activities that are offered, and an appropriate adaption of the school curriculum.

Outlook & Transferability
Going forward, the plan is to analyse and evaluate the programme and to then implement improvements. Another goal will be to adapt the programme for Latin American Spanish-speaking countries.

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Every participant of the programme goes through a process of reception and multi-professional assessment.

Breaking down barriers to scientific knowledge

SPAIN / CIENCIA SIN BARRERAS

“Ciencia sin Barreras” (Science without Barriers) aims to promote science among people with functional diversity and those who do not have wide access to scientific knowledge. The project was launched in 2012 when a group of geologists noticed the lack of knowledge about the earth sciences among society in general. Since then, the programme has achieved a number of goals in promoting not just geological but multidisciplinary scientific activities. Some have focused on secondary education students and others on the general public. In keeping with the project‘s motto, “science for everybody,” the organization began to promote activities for people with learning disabilities, first for Down syndrome students and later for blind and deaf/blind adults.

Problems targeted
The founders see access to scientific knowledge as a universal right that should not be refused to people with disabilities. Unfortunately, prejudices and attitudinal barriers that regard persons with disabilities as unable to acquire scientific knowledge are still prevalent.

FACTS & FIGURES

- To date, 107 people with disabilities have participated in the organization’s activities.
- Activities have involved 32 researchers and/or lecturers, 27 students, and 18 functional diversity specialists.
- The programme has 30 associated members and 15 collaborators.

Science for everybody: Improving the life quality of people with functional diversity by facilitating the universal access to scientific knowledge.

Mr. Miguel Gomez Heras,
Chairman, Ciencia sin Barreras

Solution & Methodology
“Science without Barriers” supports the dissemination of scientific content to groups that would otherwise have difficulty accessing such information. This accessibility includes the direct adaptation to individual sensory needs and levels of abstraction (i.e., collectives with functional diversity), as well as flexibility in the schedule and place of the dissemination. Another important factor is the sociological nature of these activities, as they promote interactions with scientists who are normally not available to these groups. The dynamic component of the interrelationships allows for people with functional diversity to fully participate, asking whatever questions they wish of the scientists; and for the scientists it is an enriching experience in that it teaches them how to explain certain concepts using different language channels and dealing with difficulties rarely found in standard teaching situations.

Outlook & Transferability
In December 2015 the organization’s staff will conduct the first Science Divulgation Conference, and in 2016 they will participate in the International Year of Global Understanding and will provide ongoing activities for people with intellectual disabilities as well as the deaf and blind. All work follows the principles of Universal Design so that an activity adapted for someone with a special education needs will be more accessible to everyone, and therefore all of their activities seek to have an impact on the general public. Further, the activities carried out are also used as educational research projects, the design and results of which have been published in various journals. These publications can be used to adapt the activities in other countries.

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Learning to manage one’s own personal finances

SPAIN / ONCE FOUNDATION, INCLUSIVE FINANCE

The goal of Inclusive Finances is to promote the capacity of people with intellectual and learning disabilities to manage their personal finances in an autonomous way, with the specific goals of: (1) learning basic financial concepts; (2) improving one’s capacity to manage and use money responsibly; and (3) applying the acquired financial knowledge to the labour market.

Problems targeted
In Spain, there are governmental policies for the financial education of the general population, but they do not take into account people with autism or intellectual/learning disabilities, which thus contributes to their exclusion. This is why disability organizations, working with target disability groups, were involved from the project’s design stage (contents and detection of specific needs) to the pilot project. Improvements were implemented along the way taking into consideration feedback, proposals, and evaluations from users and registered entities.

FACTS & FIGURES

- There are 58 teaching entities currently registered with the project.
- To date, there are 741 users/students registered, and 445 have completed the course.
- Teaching entities and students are from 26 provinces in 14 regions of Spain.

Financial education for people with disabilities is a lever for their social inclusion.

Mr. Manuel Poza Caparrós, Head of Project

Solution & Methodology
The first version of this project, launched in 2012, was developed with an e-learning format. Following evaluation of the project, later versions were developed for blended-learning, combining distance learning with in-person sessions, given the need of some target students for in-person support. Improvements were also made to the contents of the project following evaluation and feedback from users and registered entities. The methodology was specifically designed for people with intellectual and learning disabilities, increasing their level of autonomy and promoting their self-determination by teaching them to organize their own finances.

Outlook & Transferability
The project team has analysed the evaluations and has implemented improvements accordingly. Going forward, the intention is to increase of the number of users by: making the project open and free for all; inviting all participating disability organizations to extend the project to their members; presenting the project at forums for banking professionals and to the media; and adapting the project to Spanish-speaking countries of Latin America.

The project is teaching persons with learning difficulties how to organize their own finances.

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Controlling the computer with eye movements

SPAIN / IRISBOND

Irisbond supports people with physical disabilities and speech difficulties based on eye movement and machine vision technology that enables computer control by sight. Irisbond saw a need to make the product accessible to as many people as possible and consequently created a reliable, easy-to-use, and affordable technology. It is not only used by patients with amyotrophic lateral sclerosis (ALS) but also other diseases that limit maximum mobility, such as multiple sclerosis, cerebral palsy, or muscular dystrophy.

Problems targeted
The idea first arose in 2000 when a man who was looking for an alternative way to communicate with his wife. As he could not find any such technology available in Spain, he decided to get in touch with Vicomtech. The centre then initiated a new area of research and development in an effort to control a computer through human vision. Once the development was complete in 2013, Eduardo Jauregui founded Irisbond to bring the solution to market.

FACTS & FIGURES

- Product sales grew eight-fold from 2013 (€ 12,000) to 2014 (€ 99,000).
- The number of users grew nearly ten-fold from 6 (2013) to 57 (2014).
- The number of potential users worldwide is very high, including people with ALS, multiple sclerosis, paralysis, brain damage, spinal cord injury, etc.

Communication is not a skill, it's a right. Let my eyes speak!

Mr. Eduardo Jauregui, CEO, Irisbond

Solution & Methodology
Irisbond Primma is a system whereby a simple and intuitive interface allows users to access any Windows computer application accurately through eye movement. With just the use of their eyes, those who are disabled and have slurred speech (as affected by ALS, multiple sclerosis, paralysis, or brain damage) can access the usual functions of a computer, such as surfing the Internet, writing texts, sending an email, etc. They can also listen to music, develop messages that can be displayed directly on the screen, print them or listen to them by synthesized or digitized voice, watch a movie, and more. Working together with psychologists and speech therapists is vital for the inclusion of those affected during childhood in the educational system and, as adults, for their inclusion in the labour market.

Outlook & Transferability
Irisbond has developed a platform that allows the company to install devices remotely and provide technical support anywhere in the world. In addition, new language versions can be easily added to the software (both Primma and SmartPlaphoons), which allows the company to operate globally. Irisbond believes that the current business model has to be scaled-up to make this technology available to people all over the world. The company is currently transitioning from indirect distribution to a direct sales model, based on online sales. This effort will be supported and driven by prescription from patient associations and medical staff. Such a model will allow Irisbond to be in close contact with users and to adapt the product based on their feedback. In countries with complicated import procedures, Irisbond will secure the support of a local organization working with people with disabilities and will enlist a local commercial agent to distribute the product.

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Using technology in the classroom to support all students

SWEDEN / THE SWEDISH AGENCY FOR PARTICIPATION

The focus of the project is to increase knowledge among students, teachers, and other involved professionals on how the use of innovative technology in the classroom (from interactive whiteboards to smartphone apps) can facilitate student participation and performance and thus support the successful completion of secondary school.

Problems targeted
Students can have functional limitations that affect their academic achievement due to a variety of neuropsychological, cognitive, physical, psychiatric, and neurological conditions. It is not uncommon that students advance in school without their functional limitations being identified or addressed. It is also not uncommon that these functional limitations can also cause problems outside of the school environment.

FACTS & FIGURES

- 215 students at two secondary schools in the municipalities of Linköping and Kungälv received individual project support. These 215 students are students with disability.
- 97% of students said that they would continue to use the technology after the project time, and 62% felt they their ability to deal with difficult situations improved as a result of their participation in the project.

Survey data proves that such knowledge improves the performance of all students significantly.

Ms. Heidi Hayes Jacobs , President and Founder, Curriculum Designers and Curriculum21

Solution & Methodology
Training materials were developed and knowledge acquired on how various disabilities can affect classroom performance and how innovative technologies can support students with functional limitations to improve. The use of technology in the classroom (e.g., microphones, interactive whiteboards, computers, web-based platforms, MP3, smartphones with apps) enhances the academic environment for everyone involved while providing the opportunity to give specific non-stigmatizing support to individual students as needed. The project worked both on an overall organizational level and on a more concrete, practical level with individual students, as the aim was to ease the transition from school to work or further study. The collaboration has resulted in the students being enrolled in activities such as employment internships relatively quickly after graduation.

Outlook & Transferability
The University of Linkoping will follow a large number of the students who received individual interventions and who have consented to be included in a follow-up study. A website dedicated to increasing technology support for students with learning difficulties in order to create equal opportunities to education and future work has been established, and offers information and teaching materials developed in this project. The Swedish Agency for Participation has received many requests concerning the project.

The use of technology in the classroom (e.g., microphones, interactive whiteboards, computers, web-based platforms, MP3, smartphones with apps) enhances the academic environment for everyone.

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Using computers to support blind learners on all levels of education

TANZANIA / TANZANIA LEAGUE OF THE BLIND

The lack of access to ICT among the blind community (as well as among local authority officials) has been a major obstacle, and the need for training in ICT matters has been the highest priority in the organization's annual work plans. The objective of the project is to integrate assistive technology in the national education system, and thus ensure that assistive technology for people with visual impairment is available at the workplace and at all levels of education. Representatives from the identified proposed project areas were thoroughly involved in the planning process.

Problems targeted
Due to computer illiteracy and a lack of assistive technology, persons with visual impairment face serious challenges. Further, these individual receive little consideration when new technology is introduced. For instance, the introduction of ICT in learning institutions in Tanzania has not considered the special needs of the visually impaired.

ICT training has increased the opportunity for employment and maximised the access to information.

Hon. January Makamba, Deputy Minister for Science and Technology, Tanzania

FACTS & FIGURES

- Each year some 170 students graduate from Sebastian Kolowa Memorial University with the necessary assistive technology skills for training visually impaired learners. The same is true for the Patandi Teachers College..
- 95 pupils studying primary education in standard 5, 6 and 7 at Mugeza, Makalala and Ikungi integrated schools with elementary knowledge on computer application.

Solution & Methodology
Tanzania Education Authority, Sightsavers, and the Tanzania League of the Blind attempted to address this problem of ICT inaccessibility by ensuring that the visually impaired are equipped with computer skills and are enjoying ICT through assistive technology. Initial beneficiaries were education practitioners, out of which group two primary school teachers attempted to teach ICT at their respective schools. This gave clues as to the possibility of teaching ICT to visually impaired learners as it is done to students without disabilities. This process involved: (1) piloting the idea in eight institutions, consisting of one university, one teacher-training college, three secondary schools, and three primary schools; (2) establishing one computer laboratory at each of the eight benefiting institutions (such laboratories will be fully furnished, including the accessories necessary to make computers accessible to the visually impaired; (3) developing an ICT training curriculum for all school levels and a teacher-training course on assistive technology; (4) conducting trainings in the application of a screen reader; and (5) translating the screen reader into a Swahili speech synthesizer.

Outlook & Transferability
After two years of the project implementation, during which the results and best practice will be recorded, the project will be adapted by the Ministry of Education.

One computer laboratory, fully furnished, in each institution.

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Creating a role model for Tanzania's Inclusive Education policy

TANZANIA / ADD INTERNATIONAL, TANZANIA COUNTRY PROGRAMME

The project seeks to model Tanzania's National Strategy on Inclusive Education by initiating systematic changes in education in three districts. These changes will influence school management, teacher training, and pupil support, as well as raise awareness and ensure that families and the communities are involved.

Problems targeted
Fewer than 5% of children with disabilities in Tanzania are currently enrolled in school, and most of these are in special schools or integrated units rather than in inclusive classrooms. Awareness of and capacity to deliver the National Strategy on Inclusive Education among responsible ministries, educational professionals, local government, parents, and communities is very low.

This project is gradually changing community perspectives towards children with disabilities; it is so encouraging that now they can be assured of attending the same schools as other children.

Mr. Joseph Biluma, Education Officer, Kibaha Rural District

Solution & Methodology
The project works with families, children, schools, and public agencies to address the challenges of Inclusive Education by putting the focus on removing barriers, including a lack of resources, inadequate teacher training, discrimination, and a lack of awareness within the education system itself. The aim is also to provide support to the diverse and specific needs of children with disabilities so that they are able to learn alongside their peers. The project increases public awareness through national and local events and through the distribution of the publication "National Strategy on Inclusive Education," which is being translated into Swahili. It also provides training for the media on Inclusive Education and disabilities; establishes inclusive Educational Support Resource and Assessment Centres and School-Based Education Support Centres, which develop training manuals and review existing government manuals and guidelines; refers people with disabilities to specialist services and local professionals; and provides training in curriculum development.

Outlook & Transferability
In partnership with the Ministry of Education, the project has initiated a learning process for government officials, who can then replicate and spread it. The model is currently being replicated by the government in nine additional councils of Tanzania through financial support received from the Global Partnership for Education. A number of national and international organizations are visiting the project to learn from it; and both International Aid Services and Sense International (Tanzania) have requested partnering with Add International to expand the project to a larger geographical area.

FACTS & FIGURES

- More than 2,100 children with disabilities have enrolled in school within the project area, including 765 new enrolments between 1 November 2014 and 30 April 2015.
- More than 630 teachers have been qualified for promoting the National Strategy.
- Of the 706 children with disabilities who were enrolled last year and were monitored, 85% progressed to a higher grade.
- More than 1,900 parents and family members, 265 education personnel, and 299 members of disabled people's organizations have been trained on Inclusive Education.

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Social inclusion through Special Olympics Unified Sports Recreation

TURKEY / SPECIAL OLYMPICS EUROPE/EURASIA

The project mission is to implement the new Special Olympics Unified Sports Recreation model in Turkey for children aged 8 to 12 both with and without intellectual disabilities, thus promoting social inclusion while increasing sports skills and knowledge. With support from six local professional football clubs and the Turkish Football Association, Special Olympics Turkey offers children the opportunity to learn about each other as teammates and as friends while overcoming barriers that prevent the inclusion of individuals with intellectual disabilities in schools, sports clubs, and society. The 18-month project runs from September 2014 to February 2016.

Problems targeted
In many countries people with intellectual disabilities have few opportunities to participate in physical activities, sports, and play, and almost never with peers without disabilities. If they do have such access, it usually takes place in segregated settings, at separate times or in separate groups. Furthermore, educators, community service providers, and authorities lack knowledge and resources to foster an inclusive environment.

An inclusive football team from Turkey

You can improve a child's skills, but a child can't improve in life without an environment that supports their development as valued and respected human beings.

Saban Parladar, Special Olympics coach, Kaysari, Turkey

Solution & Methodology
Through the Special Olympics Unified Sports Recreation model, children are able to participate in an inclusive sports setting based on football. Fifty coaches from special schools and mainstream sports clubs have introduced the model in an inclusive setting, and they have clearly indicated that all children are able to build sports and fitness skills through regular trainings and competitions. The quality of the training is enhanced by conducting activities in professional sports facilities and using club trainers. The Turkish Football Association and the six professional clubs have deepened their understanding of how professional sports can contribute to developing opportunities for children, particularly those with intellectual disabilities.

Outlook & Transferability
The project model has universal appeal because it can be easily replicated in schools, sports clubs, or community centre settings. Unified Recreation can be readily implemented within educational systems that are segregated or inclusive simply by recruiting participants both with and without intellectual disabilities (e.g., students, family members, employees, etc.).

FACTS & FIGURES

- 300 children with intellectual disabilities and 300 children without intellectual disabilities have learned new skills, gained new friends, and experienced sports in an inclusive and fun environment.
- 16 sports club coaches have gained an understanding of the importance of sharing their specific skills and knowledge with all children, including those with disabilities.

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Training teachers to keep children with disabilities in school

UGANDA / UGANDA SOCIETY FOR DISABLED CHILDREN (USDC)

The Uganda Society for Disabled Children has initiated a project that qualifies teachers and caregivers and improves curricula with the goal of realizing higher completion rates of children with disabilities in primary schools. The specific target group of the project – which will be implemented in Arua, Yumbe, Moyo, and Soroti districts – are 180 boys and girls in upper primary classes in 12 selected schools.

Problems targeted
One of the problems facing the inclusion of children with disabilities in school is that the methods and modes that are used to qualify teachers and that the teachers use in the classroom are inadequate. Another is that the total school enrolment rate of children with disabilities in Uganda is very low – between 5% and 10% – compared to approximately 90% of children without disabilities. About 9% of children with disabilities attend primary school and only 6% complete it and continue to secondary school.

The training provided by USDC has enabled our teachers to identify more children with learning challenges and other hidden disabilities. I have questioned myself and my teachers why children with hearing impairments are so many, but we have no clear reasons. So the health professionals have to help here.

Mr. Masson, Head Teacher, Kureku Primary School

Solution & Methodology
A first steps towards achieving higher completion rates of children with disabilities is to improve the skills of teachers and to lobby for Inclusive Education. Teachers who are employed in public schools need to be trained to use a child-to-child methodology. Teachers who are qualified through this project do not assume that children with disabilities have only limited knowledge, and instead the training gives them the skills to enable learners to discover many things by themselves, rather than just transferring knowledge. Furthermore, USDC aggressively advocates for Inclusive Education, seeking partnerships with like-minded organizations and raising funds to promote an inclusive agenda. As a result, the teacher-training curriculum at Kyambogo University was reviewed and revised to increase the knowledge of trainees so as to enable them to support children with disabilities in a better way.

Outlook & Transferability
In the rest of 2015 and in 2016 the project staff will work to increase the implementation of their child-to-child methodology and use the positive results for their lobbying activities. These activities will also be increased and will centre on promoting policies that reinforce the use of ICT for Inclusive Education.

FACTS & FIGURES

- 18 teachers (9 female/9 male) were qualified as master trainers in the inclusive child-to-child methodology.
- 171 teachers (82 female/89 male) completed the refresher training, which was held by the above-mentioned master trainers to improve teacher knowledge and skills concerning different disabilities and the ability to include children with various learning needs into their teaching process.
- The teacher training has contributed to a 72.7% increase in the enrolment of children with disabilities across the project schools.

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Preventing bullying in English schools

UNITED KINGDOM / WOLD OF INCLUSION

The aim of the project is to develop methods and materials that can reduce disablist bullying in schools. Guides for teachers on what leads to bullying and ways to prevent it were developed, and these were used for conducting awareness raising and workshops within schools. The tools are now available for all students, parents, and teachers on the Anti-Bullying Alliance website.

Problems targeted
The bullying and harassment of students with disabilities occurs at least twice the rate as that of non-disabled students in English schools. Research shows that bullying leads to lower academic achievement, low self-esteem, and intellectual health issues in later life. It is one of the main reasons why parents remove their children with disabilities from mainstream schools to enroll them in special education institutions, even though this has been shown to lead to poorer academic outcomes.

FACTS & FIGURES

- 120 students took part in workshops.
- 1,500 students participated in assemblies.
- The website has received more than 20,000 hits to date.

Until we conducted this workshop, I didn't realize the negative impact that bullying has on all our lives and why it is so important for all of us to challenge it.

Workshop participant, World of Inclusion

Solution & Methodology
In order to prevent bullying a variety of resources have been developed to raise awareness at English schools. These include materials on how to challenging offensive language, a language guide, and a history of disability harassment and bullying. These tools and methods were tested at four mainstream primary and two secondary schools, and as a result six short films were created to show how bullying can be discussed and challenged in schools. The groups were mixed children with and without disabilities. Subsequently, an additional film on the "social model of disability" was created. All of the films and materials can be found on the Alliance website: www.anti-bullyingalliance.org.uk/send-resources/challenging-disablism-classroom-resources/.

Outlook & Transferability
The materials that have been developed can be translated into other languages and adapted to cultural circumstances for the use in many other countries. By reducing bullying, one of the greatest barriers to Inclusive Education can be removed.

Resources have been developed to raise awareness of bullying in English schools.

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Reducing all forms of prejudice-based bullying

UNITED KINGDOM / CENTRE FOR STUDIES ON INCLUSIVE EDUCATION (CSIE)

The project has worked with schools to create a guide to help educate people on issues of prejudice. Precise and accessible reference cards covering all aspects of equality and school life offer key information, practical advice, suggested activities, examples of good practices, equality monitoring tools, and sources for further information and support.

Problems targeted
Despite national laws and policies in support of equality, prejudice and discrimination are still present in many schools, leaving children and young people feeling marginalized or excluded. There is a pressing need to change current attitudes and practices in education so that diversity can be better understood. For this reason, the project has worked with schools to create a new guide to help educate people on issues of prejudice and, in so doing, bring it to an end.

The guide is extremely clear and user-friendly. It will be my go-to place from now on.

A User and Learning Mentor from Bristol, UK

Solution & Methodology
"Equality: Making It Happen" is a practical and user-friendly guide to help schools address equality in all of its aspects. It has been developed by CSIE in close collaboration with eight schools and with contributions from many more. The guide is presented as a three-panel folder. On the left are pull-out reference cards that reflect the protected characteristics covered by the Equality Act 2010: disability, including learning difficulties; sex and gender identity; sexual orientation; culture/ethnicity; religion or belief; pregnancy & maternity; and socio-economic background. Each card offers practical suggestions for action and, on the reverse, key facts and sources of further information and support. The middle section contains equality monitoring questionnaires for students, parents, and school staff and governors; frequently asked questions on key equality challenges to education; information about the law on equality in education; suggested activities for helping students learn about equality, diversity, and human rights and for involving them in protecting children's rights in school; a section on core values; and information about the guide. On the right are cards that address various aspects of school life. Each card offers practical suggestions for action and, on the reverse, examples of good practices. A CD is also included with electronic copies of all printed materials and additional resources. Materials can be used for teaching and learning activities, assemblies, peer mentoring, school councils, curriculum reviews, staff training, and whole school development.

Outlook & Transferability
The guide is well suited to adaptation and use in other countries. Other than initial adaptation and production costs, "Equality: Making It Happen" requires no further costs in order to make a substantial impact in schools. Training to support use of the guide has also been developed. Four Equality Workshops were delivered in June, and more will be offered in the UK during the next academic year.

FACTS & FIGURES

- 100 copies of a pilot edition were distributed in spring 2015 to primary and secondary schools throughout England and to other key stakeholders..
- 100% of pilot respondents noted that the guide helps to increase staff knowledge, skills, and confidence.
- 85.8% of respondents said they would recommend the guide to a colleague, and 78.5% believe the guide can help reduce all forms of prejudice-based bullying.

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Wayfindr: Empowering vision impaired people to travel independently

UNITED KINGDOM / ROYAL LONDON SOCIETY FOR BLIND PEOPLE

The mission of Wayfindr is to create an Open Standard for Audio Wayfinding. The standard helps the makers of wayfinding products to create experiences that are consistent, seamless, and reliable. Moreover, the implementation of such a standard will empower vision-impaired people to move independently throughout their various environments – whether completing day-to-day tasks or exploring new places around the world – by giving them access to reliable, consistent directions from their smart phones and other devices. Wayfindr will also be leading the way in the installation of Beacon technology in underground rail networks, for the first time opening up fully independent travel in cities such as London to vision-impaired people.

Problems targeted
Visually impaired people are often unable to travel independently on public transport, forced to rely on assistance from station staff, which is unpredictable at best. These people could easily get lost, find themselves in a dangerous situation, or never go out at all. In order to put one's trust in such a service, one first needs a certain level of quality assurance.

Credit: Samarthyam

Users do not need an expensive device for wayfinding

A bad journey for blind persons means that they are late for work, job interviews, etc., and it affects their socialising with friends and family.

Dr. Tom Pey, Chief Executive, RLSB

Solution & Methodology
In order to feel confident to travel using a smartphone, one needs clear, consistent directions no matter what environment one may be in (e.g., from rail to bus, from train to plane, etc.). Wayfindr will open up a world in which the vision-impaired people are able to enjoy the benefits and conveniences of travel and transportation. Users do not need an expensive bespoke assistive device for wayfinding. Rather, there is a pressing need to develop a consistent standard to be implemented across existing wayfinding systems.

Outlook & Transferability
It is envisaged that in five years' time a number of cities across the world will have adopted the Wayfindr standard as part of their transportation networks, thus enabling vision-impaired people to travel independently. Wayfindr has the potential to become the de-facto standard of audio-based wayfinding for the visually impaired. At the moment, there is no equivalent to such a standard.

FACTS & FIGURES
- 270 underground stations in London could be equipped with beacons.
- An estimated 2 million people living with sight loss in the UK could benefit from this technology.
- The Royal London Society for Blind People has received $1m from Google.org for project development..

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Itinerant Teachers deliver Inclusive Education in Togo

UNITED KINGDOM AND TOGO / HANDICAP INTERNATIONAL

Handicap International is using the Itinerant Teacher model in Togo, whereby teachers with disability-specific skills (e.g., teaching children with visual or hearing impairments) are assigned to primary schools in various villages and work alongside mainstream teachers.

Problems targeted
The challenges of Inclusive Education in Togo are similar to those in many developing nations, where access to mainstream education for marginalised groups such as children with disabilities is limited. There are no reliable statistics on education for children with disabilities in Togo, which demonstrates the dire need to raise awareness on this issue and to begin the process of developing inclusive and cost-effective methodologies.

FACTS & FIGURES
- There are 900 direct beneficiaries from the project.
- Five Itinerant Teachers in Dapaong and three in Kara have been trained, and each has been in charge of 15 students in 2015.
- Between 2011 and 2015, the number of children followed by Itinerant Teachers in Dapaong has grown from 56 to 149 per year.

Itinerant Teachers help mainstream teachers to become truly inclusive so that children with a range of impairments do not miss out on education and have an equal chance to succeed in life.

Ms. Julia McGeown, Technical Advisor, Handicap International

Solution & Methodology
Itinerant Teachers receive three weeks of initial training in sign language, Braille, and Inclusive Education, as well as training on intellectual disability, speech and occupational therapy techniques, and child development. They then work with specific students while simultaneously providing support to mainstream teachers and suggesting how to develop new low-cost teaching materials or how better to use the regular materials that have been provided. The result is the ongoing training of mainstream teachers and support to children and their families, without having to expect all mainstream teachers to be specialists in all fields. Each Itinerant Teacher visits each student on his/her caseload on a weekly basis. Furthermore, community agents help to identify children with disabilities and refer them to appropriate schools. Because of this community involvement, the mechanism of Itinerant Teachers has been easily explained to the wider population.

Outlook & Transferability
The aim is for each Itinerant Teacher to support 20 children in 2016, and also to grow the number of Itinerant Teachers at both sites. Handicap International also plans to continue advocacy with the Ministry of Education through its regional office so that it can allow more mainstream teachers to become Itinerant Teachers, still paid under the Ministry's jurisdiction. The number of children who are able to benefit from an Itinerant Teacher is projected to increase as more teachers become trained and employed, especially given that the system is now mentioned in the country's new national Education Sector Plan. be developed in several different ways and in virtually any institution, and it can be done in a cost-effective manner with the help of outside support.

Each Itinerant Teacher visits each student on his/her caseload on a weekly basis.

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Video sign language interpretation for bank customers

UNITED KINGDOM / BARCLAYS BANK

SignVideo is an app that can be downloaded for free from the Apple ITunes online store and can be used on Apple IPads. Using technology similar to Skype, the app enables Barclays Bank staff to connect to a qualified interpreter in seconds and gives them and customers who are deaf or hard of hearing the possibility to speak with each other without actually having an interpreter physically present. The service is currently offered in more than 1,400 branches of Barclays Bank throughout the United Kingdom.

Problems targeted
People who are deaf or have hearing loss often face barriers when communicating with various organizations, such as a bank, and are dependent on family members, friends, technological solutions, or pre-arranged interpreters. Before the development of the SignVideo, Barclay's customers sometimes had to wait several weeks for an interpreter to be available to attend branch appointments.

SignVideo helps us to instantly and seamlessly serve our deaf customers using sign language so that they may enjoy equal access to banking in any of our 1,400+ branches across the United Kingdom.

Ms. Kathryn Townsend, Barclays Bank

The SignVideo interpreters work remotely in a call centre and receive incoming video calls from the Barclays branches via the IPad.

Solution & Methodology
Before developing the current solution, Barclays Bank offered the deaf and hard of hearing an interpretation service for their telephone banking, which gave customers instant access to an interpreted call via their computer or tablet from the comfort of their home. The solution now developed is a free application, which the Barclays staff members download to their IPads. When the customer arrives for an appointment, the Barclays colleague uses the app to connect to the service. The SignVideo interpreters work remotely in a call centre and receive incoming video calls from the Barclays branches via the IPad. Customers speak in sign language while facing the IPad camera and an interpreter relays this communication audibly to the employees. The service is currently offered from Monday to Friday (8 a.m. to 6 p.m.).

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Outlook & Transferability
Barclays will continue to promote these services through the media and by staff members so that all customers will become aware of them. The ITunes App is now available for other service providers, and Barclays is working with SignVideo to promote and encourage wider adoption to help remove the barriers that users experience in face-to-face environments. The application is free for all businesses to download, but a contract with SignVideo is required.

FACTS & FIGURES

- The service is available across the United Kingdom in all units of Barclays Bank, and over 10,000 IPads have been supplied to bank staff members.
- Over a period of seven months the branches have used SignVideo for 124 conferences with a sign interpreter and their customers.
- As of 2015, approximately 30,000 employees of Barclays Bank have received information about this service.

From hidden children to Inclusive Education in the Ukraine

UKRAINE / THE CANADIAN CENTRE ON DISABILITY STUDIES

The goal from the project is to advance Inclusive Education in two regions (Lviv and Simferopol/Crimea) in Ukraine by developing civil society capacity, supporting policy development and enhancing the capacity of the school system to deliver quality education for all students, including those with disabilities.

Problems targeted
Children with disabilities were hidden from Ukrainian society for a long time. Many children with disabilities were separated from their parents and placed in special educational establishments or "special boarding schools".

Inclusion is not a goal, but a process. And it is not just a process of integration of children with special needs, but a process of broadening of our consciousness.

Ms. Oksana MYKOLIUK,
journalist from a Ukrainian news website "The Day"

Participants in a workshop painting an egg during an exhibition of the project in Lviv.

Solution & Methodology
The project took a multi-level approach to create the conditions to support Inclusive Education:
- The establishment of policy frameworks in Ukraine, which promote Inclusive Education in schools and communities in the two pilot regions, and nationally. These policy frameworks include the Ukrainian Index of Inclusion, which was approved by the Ministry of Education and Science. The Index was developed by the project in collaboration with the Open Society Foundation.
- The increased role and capacity of civil society organizations to support and advance Inclusive Education in the two pilot regions and nationally (created network of parents became an instrumental tool of information and knowledge exchange, advocacy and lobbying.
- Five 18-hour courses on Inclusive Education have been integrated into the national IPUT (Institutes for Professional Upgrading of Teachers) curriculum taught to all working teachers across Ukraine.

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Outlook & Transferability
The organisation is trying to create real change in how the education system in Ukraine operates. As a project, CCDS focused on creating a framework and infrastructure in terms of policies, legislation, and resources to support Inclusive Education in Ukraine beyond the existence of the project. Although the project has ended now, there is still support for new initiatives and reforms. The new government already passed a law that supports Inclusive Education. Furthermore, Mr. Valeriy Sushkeyvich, a wheelchair user who was active in this project, was installed as an ombudsman for disability issues in Ukraine.

FACTS & FIGURES

- 5 new teacher training courses were developed
- 25 policies were amended/developed on the national level regarding the education for persons with disabilities and the implementation of Inclusive Education
- 106 children with disabilities joined over 50 mainstream schools across Crimea in the autumn of 2012 – the activities in Crimea were suspended after political turmoil in 2013/2014
- 90 children with disabilities joined over 40 mainstream schools across the city of Lviv.

Creating school communities of acceptance, inclusion, and respect

USA / SPECIAL OLYMPICS ARIZONA

The goal of the Special Olympics Unified Strategy for Schools and Youth is to positively influence the inclusion of persons with intellectual disabilities in educational settings and communities. It reduces bullying and exclusion, promotes healthy activities and interactions, combats stereotypes, eliminates hurtful language in schools, and engages young people in pro-social activities.

Problems targeted
In the United States students with cognitive disabilities are still mostly educated in separate classrooms and are often an invisible part of the student body. Beyond segregated academics, they also miss out on normative and developmentally advantageous activities such as sports, clubs, and socialization with their non-disabled peers.

The Unified Movement empowers youth with and without intellectual disabilities to co-create school communities of acceptance, inclusion, and respect through youth-led advocacy, awareness, education, sports, and recreation.

Mr. Isaac Sanft, Director of Support Programmes, Special Olympics Arizona

Solution & Methodology
The Unified Movement is implemented one school at a time by recruiting and empowering youth leaders with and without disabilities who, with the support of teachers and school administrators, establish inclusive social clubs (Unified Clubs). These leaders and club members carry the message of acceptance and unity to their peers through disability awareness campaigns and advocacy for respect, such as the elimination of hurtful slurs. The passion of the students to be a part of and drive the Movement has been the most powerful force in breaking down historical stereotypes and social stigma for youth with disabilities. In addition, teachers are trained as coaches for inclusive sports and to teach integrated health education as part of Unified Sports. Schools add an integrated physical education class to their course catalogues with district-approved curriculum provided by Special Olympics Arizona. The Movement is sustained within each school through a unique fundraising campaign tailored to their distinct needs, and is supported by local law enforcement and a state-wide network of mentors.

Outlook & Transferability
Special Olympics Arizona freely offers electronic versions of the guides and manuals necessary for state and national Special Olympics programmes to launch and grow the Unified Movement. Available materials include Unified Sports Curricula for elementary and high school, Healthy LEAP Curricula for elementary and high school, and a Youth Activation Programme Guide and Unified Clubs Guide. Youth and administrators from 19 Special Olympics state and national programmes have received guidance and resources to launch or grow their own Movement. Going forward, the Unified Movement website, to be launched in 2016, will streamline the marketing and distribution of all these materials, plus videos, sample letters, and testimonials.

FACTS & FIGURES

- 6,424 youth participated, including 932 youth leaders, at 184 Arizona schools in the 2014–2015 school year.
- 335,463 youth were exposed to awareness and advocacy messaging and activities in 2014.
- The programme experienced a 113% participation growth from 2013 to 2014.
- The programme will be further expanded to 215 schools and 8,000 participants by 2016.

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A curriculum for advancing the UN CRPD – in six languages

USA / BURTON BLATT INSTITUTE, SYRACUSE UNIVERSITY

The overall objective of this project is to equip persons with disabilities and organizations of persons with disabilities (DPOs) to promote disability rights education and advocacy through participatory learning methods and high-quality content. The aim is to create a flexible and adaptable yet comprehensive curriculum centred on the core concepts of the United Nations Convention on the Rights of Persons with Disabilities (CRPD).

Problems targeted
With the adoption of the CRPD in 2006, very few DPOs were equipped to engage proactively in the disability rights law and policy advocacy needed to implement the convention, and they had little or no familiarity with its core concepts. Moreover, there were no materials that provided a comprehensive, participatory curriculum on the CRPD that could be used to address a wide variety of training needs and audiences.

The curriculum consists of an accessible and easy-to-use training manual, and provides a major resource to strengthen advocacy and human rights education.

Ms. Louise Arbour, Former UN High Commissioner for Human Rights

Solution & Methodology
The project provides a methodology and core content for running disability-rights education trainings for a wide variety of audiences, from grassroots DPOs to national government decision-makers. The model is highly flexible and adaptable to local circumstances, provides examples from around the world, and can be used in diverse educational contexts ranging from law schools, to informal grassroots workshops, to national electoral and human rights commissions, to mixed audiences from DPOs and government. Notably, the curriculum is widely disseminated and available for download free of charge in various formats. Moreover, the curriculum has generated a number of companion materials among partners, including two manuals published by the Harvard Law School Project on Disability in easy-to-read language for advocates with developmental disabilities.

A project for the Institute for Peace and Reconciliation at Handong University in Korea translated the HR-Yes curriculum into Korean.

Outlook & Transferability
The flexible curriculum provides step-by-step instructions for facilitators to run participatory exercises, as well as sample agendas for building workshop programmes designed in accordance with stakeholders' needs. Going forward, the curriculum will be translated into Mandarin through a new partner at Wuhan University. The project is currently seeking new partnerships with DPOs in developing countries and looking at running workshops at major human rights education and disability rights conferences.

FACTS & FIGURES

- The original English curriculum has been translated into French, Spanish, Hungarian, Korean, and Arabic.
- The curriculum has been utilized in training in more than 15 countries on six continents and has reached more than 5,000 disability advocates and allies.

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One accessible textbook platform for all universities

USA / AMAC ACCESSIBILITY SOLUTIONS

The AccessText Network (ATN) is the world's first publisher network portal linking U.S. universities to 92 percent of U. S. post-secondary publishers. The mission of ATN, founded in 2009 as a collaborative project of AMAC Accessibility Solutions and the Association of American Publishers (AAP), is to ensure that students with disabilities have equal access to textbooks in an accessible format and timely manner while also reducing costs and providing accessibility content transparency.

Problems targeted
In the past, there was little coordination among universities or publishers to make getting accessible textbooks cost-effective, efficient, and timely. Notably, there was no single on-line portal or collaboration among competitive textbook publishers to facilitate an easy way to search for textbooks in digital formats. In addition, most electronic commercial textbook files are locked down with copyright protection.

The AccessText Network stores 20,000 files for immediate download.

Solution & Methodology
With just a few clicks, Disability Service Provider (DSP) members at U.S. universities and colleges can request textbooks for their students who are eligible to receive alternative formats (DOC, EPUB, PDF, Rich Text Format, Text or XML). Publishers process these requests, and the DSP is notified by email when the publisher file is ready for download. The turnaround time for getting publisher files is usually less than three days; and over 60% of file requests are filled in a day. If a file is not available, a publisher may grant permission to scan. Once the university receives the publisher file, DSP members use it to prepare an accessible format (Braille, audio, large print, e-text). The university can provide this file to other eligible students by requesting publisher permission to redistribute. DSP members now rapidly acquire publisher files or permission to scan books, determine whether another university has already created an alternate format that is available for licensing, and determine whether they or individual students can acquire digital versions from publishers.

Outlook & Transferability
In the United States the service continues to grow by a rate of 7% or more each year. The perspective for growth of ATN-like services in other countries is certainly possible.

The AccessText Network is a major step towards educational equality for students with disabilities, and towards the day when all instructional materials are fully accessible.

Mr. Christopher M. Lee, Ph.D., Director, AMAC

FACTS & FIGURES

- Currently, ATN is managing over 60 to 70% of U.S. university and college requests for digital files, and has over 20,000 files stored for immediate download.
- ATN services are freely available.
- ATN expected to exceed 100,000 requests for digital files by the end of 2015, an increase of 7% over last year, compared to 22,000 requests received in 2010.

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Analysing the whole policy framework to identify barriers towards inclusion

USA / TASH: SCHOOL WIDE INTEGRATED FRAMEWORK FOR TRANSFORMATION (SWIFT)

SWIFT provides a comprehensive package of tools to support schools in analysing policies that are relevant to transform them towards Inclusive Education. The process looks at state statutes, funding principles, professional development, student discipline, eligibility for special education services, and much more. The goals is to improve the academic and behavioural outcomes of all children, including students living in poverty, English-language learners, and students with disabilities – especially those with significant disabilities and support needs.

Problems targeted
Dozens of education reform initiatives have been implemented in the United States. However, education reform has shown minimal impact on outcomes for students with disabilities, especially students with the most significant support needs, students living in poverty, and English-language learners. In the long-term, these low outcomes extend far beyond the classroom. In fact, individuals with disabilities experience some of the highest rates of adult poverty.

Facilitators and barriers to Inclusive Education are identified and recommendations are established.

The SWIFT Policy Alignment approach improves sustainability beyond a time-limited initiative and improves the academic and behavioural outcomes of ALL children.

Ms. Jenny Stonemeier, TASH (TASH is an international advocacy association of people with disabilities)

Solution & Methodology
The SWIFT policy team developed a protocol that calls for a review of publicly available policy documents, including state statutes, regulations, and guidance describing funding, professional development, student discipline, eligibility/placement for special education services, assessment/accountability, and stakeholder (family and community) engagement. From this review, preliminary facilitators and barriers to Inclusive Education are identified and recommendations are established. Stakeholder interviews are conducted with teachers and school district administrators as well as with parents and families including parents of students with disabilities. The goal of this analysis is to build capacity within education systems to critically examine the impact policies affecting educational outcomes.

Outlook & Transferability
This project is intended to be easily replicable, scalable, and adaptable for any organization or country to implement. The cost of implementation is accrued mainly through human resources. In many instances, it takes a significant amount of time to locate and cross-reference publically available policy documents, something that would be especially true in developing countries. However, the benefits of highlighting the need for publically available documents to align with inclusive practices is a vital element of the project. As a part of the project's five-year programme agreement, during 2015–2016 states are expected to develop a sustainable and scalable plan that will include their current and developing efforts towards policy alignment.

FACTS & FIGURES

- The project is being conducted in five U.S. states, involving 16 school districts and 64 schools.
- 25,644 students have benefited from the programme during its first three years.

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A million-user online platform is strengthening Latin American DPOs

USA / THE TRUST FOR THE AMERICAS

The POETA Social Franchise Platform is an accessible online tool focused on building the capacities of local organizations working with people with disabilities in Latin America and the Caribbean. The POETA Social Franchise platform replicates and expands the POETA Model – an accessible vocational toolbox for training people with disabilities in the use of life skills, technology, and job readiness.

Problems targeted
In Latin America and the Caribbean, people with disabilities lack access to economic and educational opportunities. Further, organizations that support people with disabilities often have too little resources to adequately provide them with access to vocational training and economic and educational opportunities.

FACTS & FIGURES

- To date, 1 million people have benefited from access to POETA Community Technology Centres.
- 95,000 people have been directly trained.
- 20,000 economic opportunities have been created (jobs, internships, educational opportunities, entrepreneurships, etc.).

The POETA Social Franchise aims to provide tools and know-how to organizations that promote social and economic inclusion in the Americas.

Ms. Maria Liliana Mor, The Trust for the Americas

Solution & Methodology
The POETA platform offers resources to strengthen and develop organizations working for people with abilities through a sustainable approach in five areas: economic, social, political, organizational, and technological. In addition, the platform provides these organizations with the necessary strategies, tools, and content in the areas of comprehensive training, economic opportunities, advocacy, awareness, visibility, and monitoring and evaluation. These include, for example, manuals, guides, and courses in the areas of ICT, job readiness, and human development; and most of the content has been made available as a manual for trainers and participants. The last element in the strategy is to build upon the use of The Trust Information System whereby an organization can track the participants' training, work done with partners, success stories, and periodic reports to analyse the work in the field. Currently, there are 36 courses and 7 consulting products (manuals and guides) available for free to the POETA Social Franchise members.

Outlook & Transferability
The POETA Social Franchise documents best practices and experiences from past projects and systematizes them so they can be easily replicated. The platform is also transferrable to new organizations wishing to be part of the POETA Social Franchise Network. In 2016 the project is expected to intermediate 12,000 more economic opportunities. This work could be supported by a network of inclusive businesses, such as the one formed in Costa Rica in 2009. In that instance, national and international companies agreed to work with the project. The intermediators ensure that persons with disabilities were being employed, able to complete internships, and have access to educational and entrepreneurial opportunities.

Currently, there are 36 courses and 7 consulting manuals and guides available for free to the POETA Social Franchise members.

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Low-cost technology for young people with vision impairment

VIETNAM / NHAT HONG CENTER FOR THE BLIND AND VISUALLY IMPAIRED

This project offers various free services to the blind, including Inclusive Education, a higher education programme, and vocational and career training. It also develops low-tech teaching devices, such as drawing kits, flash cards, and apps that can be downloaded from Google Play Store.

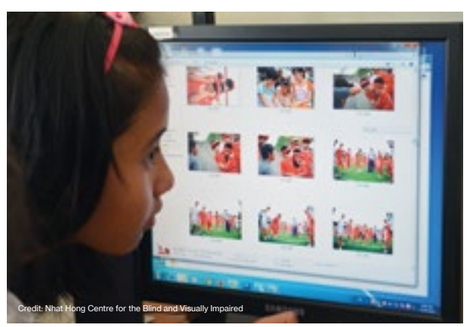
Problems targeted
Many visually impaired children in Vietnam do not have access to the mainstream education system or other educational options, such as vocational training or information and communication technology (ICT). One reason for this exclusion is that the visually impaired often do not have the possibility to have adaptive educational materials and devices at hand, mainly due to a lack of financial resources.

Solution & Methodology
With the use of ICT, such as adaptive software and embossers that produce Braille, the project provides visually impaired young persons with educational and technical services. These children learn to develop their computer and communication skills and use ICT to learn other subjects at school and in daily living. The project is cost effective and can be revised easily to accommodate changes in the general education programmes. Rather than making specific devices for the blind, which would be expensive, the project chose to use regular computers, phones, tablets, etc., and instead created specific software and apps – all of which are freely available for download. The project also conducted various trainings for ICT teachers and associations for the blind.

Outlook & Transferability
Currently, the Nhat Hong Centre's annual budget for ICT program is $15,000 and it hopes to increase that figure to 20,500 in 2016 and 30,500 in 2017, especially through enhanced fundraising activities and the selling of developed services and products. From 2015 to 2017, 50 children with vision impairments will attend the Early Intervention Programme, 80 the Special Education Programme, and 120 the Inclusive Education Programme. Further, 30 will attend the Higher Education programme and 50 the Vocational Education Programme. In 2016 the ICT curriculum will be finished; more low-cost devices will be developed, as well as applications for Android and Apple devices; and more trainings for ICT teachers as well as for young persons will be held.

FACTS & FIGURES

- In 2014, 262 children and juveniles participated in project activities, and of these 48 attended the Early Intervention Programme, 76 the Special Education Programme, 101 the Inclusive Education Programme, 21 the Higher Education Programme, and 13 the Vocational Education Programme.
- From 2012 to 2014, 390 children and juveniles with vision impairments received direct services from the project.
- Between 2012 and 2014 the project produced 1,709 copies of Braille books, 82 copies of large-print books, 104 copies of tactile books, 1,136 copies of audio books, 135 teaching devices, and 6 educational software programmes, among other materials.



The project chose to use regular computers, phones, tablets, etc., and instead created specific software and apps.

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Transforming special schools into Support Centres

VIETNAM / MEDICAL COMMITTEE NETHERLANDS-VIETNAM (MCNV)

The mission of this project is to increase the access to and the quality of education for children with disabilities in 18 districts of the three provinces of Cao Bang, Dak Lak, and Phu Yen by establishing support centres or the transformation of special schools into support centres.

Problems targeted
The project targets four key problems affecting children with disabilities: (1) the late detection of developmental delays and disabilities, (2) low school enrolment rates, (3) poor academic performance, and (4) high drop-out rates.

The high number of children with disabilities getting support means a lot, but the quality of the support is even more meaningful.

A project partner

Solution & Methodology
The project advocated for the establishment of support centres or the transformation of special schools into support centres, and provided technical support for the centres to mandate the early detection, early intervention, and support for Inclusive Education for children with disabilities. The project staff conducts three groups of activities. The first group targets children under the age of six in communities and kindergartens to identify symptoms of developmental delays and disabilities so that early intervention activities can be provided or they can be referred to suitable services. All of these children are prepared for inclusion in the community and most can make inclusion a reality for themselves. The second group of activities targets children with disabilities who can join mainstream education or are already in mainstream schools to provide them with intensive teaching aimed at their specific needs, and also to provide their teachers and educators with expertise in special needs education. The third group targets children with severe disabilities in special schools or support centres by providing them with specific special schooling appropriate to their needs and according to the type and degree of disability.

Outlook & Transferability
Three more districts of Phu Yen provinces will be supported in 2016, and around 500 more teachers, health workers, and representatives from various sectors will be provided with short training courses on disability in 2015 and 2016. Project staff also want to withdraw support from one of the three centres, leaving it to be managed by the government both technically and financially.

FACTS & FIGURES

- In addition to about 150 children who are already attending a special education programme during the 2015–2016 school year, around 200 children are receiving early intervention services in three centres.
- About 2,500 teachers and education staff/managers have been qualified to work with children with disabilities via various courses (running from just one or two days up to three years).
- More than 2,000 children with disabilities in the three project provinces have benefited from the project.

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Inclusive school systems rolled-out in Zimbabwe

ZIMBABWE / LEONARD CHESHIRE ZIMBABWE TRUST

This project aims to support nearly 3,000 children with disabilities to go to school in rural Mashonaland West Province, in Zimbabwe. It also equips schools with accessible facilities, teacher training, and awareness raising for Inclusive Education within the local communities. Results should also influence Inclusive Education policies and practices across Zimbabwe.

Problems targeted
Prior to the intervention, Mashonaland West province had one of the lowest rates of enrolment of children with disabilities, with only 1,480 children with disabilities enrolled in school out of a total of at least 16,000 in the four districts that this project operates.

Enabling children with disabilities to develop beyond their impairments through Inclusive Education.

Dr. Tsitsi Chataika, Project Consultant

Inclusive Education is based on three pillars: improved quality and access of primary education, better understanding by parents, and improved institutional commitment.

Solution & Methodology
People with disabilities were involved at all stages in the shaping and monitoring of the project, including in community awareness-raising, infrastructure adaptation, transport solutions, and assistive devices, as well as in the monitoring of school attendance of enrolled children with disabilities. The solution is based on:
1. Improved quality & accessibility of primary education (access to assistive devices/technologies; provide transport; facilitate adaptations to school buildings; provide inclusive materials,;establish and equip resource centres; train teachers in inclusive, gender-sensitive, and child-centred teaching methods, as well as in sign language and Braille; organize workshops and school exchange)
2. Parents, community members & organizations have better understanding of disability (sensitize parents and community members on the rights and potential of children with disabilities.; establish and support parents' groups;establish small income-generation projects to support the enrolment and retention of children with disabilities in schools.)
3. Improved institutional commitment to education (train local NGOs and organizations of disabled persons).

Outlook & Transferability
The practice can be adopted or adapted by other organizations and government departments as it is run on the lines of Community-based rehabilitation (CRB) programmes. It is also cost effective as it is community driven. The project is expanding as Save the Children International has asked Leonard Cheshire Zimbabwe Trust to implement the programme on their behalf in eight districts of Zimbabwe. As a result of this collaboration with the government, the Ministry of Primary and Secondary Education is becoming more responsive to the education of learners with disabilities.

FACTS & FIGURES

- The project is benefitting 308 schools in the Mashonaland West Province of Zimbabwe.
- Over the past three years, the project has trained 951 teachers.
- 2,932 children have been enrolled in the 308 schools over the past three years.

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Integrating Inclusive Education in local communities in Zimbabwe

ZIMBABWE / JAIROS JIRI ASSOCIATION

The project seeks to empower communities to transform their schools into Inclusive Education centres through the removal of physical, social, economic, and political barriers. The overall goal is to create conducive learning environments for children with disabilities in ordinary schools without taking them out of their localities.

Problems targeted
Girls and boys with disabilities in Zimbabwe are denied access to educational services, thereby infringing on their right to education. They face many challenges that significantly hinder their inclusion in regular schools, notably the negative attitude of their communities, school authorities, teachers, parents, and peers – all of which contribute to stigma and discrimination.

Inclusive Education is the platform for equal opportunities.
Mr. Wilson Ruvere, Head of Project

Solution & Methodology
Jairos Jiri Association gives communities the opportunity to use local solutions and resources in addressing Inclusive Education issues. The basic assumption is that empowering communities gives them the opportunity to take charge of their own situations, thereby enabling them to solve their own problems and to create a strong basis for the sustainability and replication of the project. In addition to working directly with people with disabilities, parents and caregivers become key partners in the project and take an active role in the education of their children. Moreover, the Association carries out intensive awareness-raising to other stakeholders, such as government officials, community leaders, school authorities, communities, parents, and school children.

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The project uses local solutions and resources in addressing Inclusive Education issues

Outlook & Transferability
Because the project emphasizes the use of local resources, replicating the model is relatively easy and inexpensive – even in regions with limited/scarce resources. Currently, the Association is actively promoting the model's replication in other regions of the country through the dissemination of information to various partners and stakeholders by networking, brochures, posters, and the use of social media.

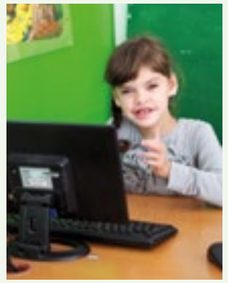
FACTS & FIGURES

- The project's two primary Inclusive Education model schools in Mutoko and Mudzi districts have a total enrolment of 738 children, including 85 with disabilities.
- 27 teachers were in-service trained in sign language and Inclusive Education issues, as well as 14 school development committee members.
- Some 2,000 community members gained knowledge on the importance of Inclusive Education through awareness campaigns.

Life Stories from Macedonia and Spain

THE STORY OF ANDJELIKA

"After two years, Andjelika follows the same curriculum as the other children."



Andjelika is 10 years old and is in the third grade. She was born with hypertonia, diabetes, and autism. She has no form of oral language, although she can express herself well with sounds and body language and gestures. She has a personal assistant, which her parents pay for. She has been receiving support from Open the Windows for five years, including a big button keyboard and a standard notebook that has been adapted by Open the Windows with various accessibility options. She is extremely computer literate and advanced in her use of IT, her notebook, and her smart phone.

Andjelika's sugar levels influence her mood and attention span. She is also noise sensitive (switching on a digital camera can upset her), so her school has arranged for a room in which she can retreat, if need be. She worked with a special teaching plan for the first two years of primary school; but as her teachers and other educators are pleased with her progress, this year Andjelika is following the same curriculum as all the other children in her class. The combination of illnesses means that she cannot hold a pen due to muscle weakness and she has fine motoric issues. Exercises to build muscle strength include kneading plasticine, but it is a slow process as Andjelika has issues with certain sounds and sensations and at first refused to touch the plasticine due to its texture.

Andjelika attends Dimitar PopGeorgiev Berovski Primary School in the municipality of Gjorče Petrov, which caters to 500 children in two shifts. Ten children with disabilities attend the school, all of whom have received Open the Windows support in the form of coaching or assistive technology. The school has its own psychologist plus a special educator (formerly, Lydia – president and cofounder of Open the Windows) who is responsible for all primary schools in the municipality (in this case there are six). The special educator is responsible for approximately 70 pupils in the whole municipality, of whom approximately 30 have intellectual disabilities and thus have higher need requirements than children with physical disabilities.

Macedonia – Open the Windows

THE STORY OF GEMA

"We could only discover her personality with Irisbond."

Gema is seven years old, lives in Toledo, Spain, and suffers from cerebral palsy. Before initiating herself to eye tracking, she could only indicate YES or NO with the movement of her eyes. There was no way she could ask to go to the bathroom or let her family know she was happy. "Such a communication doesn't express her personality," says her speech therapist, Sol. Since receiving Irisbond in February 2015, Gema can communicate her needs, desires, and feelings. As Sol explains: "She is now developing as a person, and that's amazing, because we could only discover her personality with Irisbond."

Accompanied by Sol, Gema has been learning to read and write with her eye tracking device. Irisbond has changed her life, and the life of her parents and her brother. Not only does Irisbond allow Gema to communicate but it also opens many opportunities for her future. Her mother, Ruth, strongly believes that Gema will be able to achieve the objectives she sets for herself: "She can do anything with the computer, just like you and me, which gives her access to many jobs. And this is crucial, because as parents of a child with special needs, we know how difficult it is to integrate a child into a school and even more into the labour market."

Spain – Irisbond

SECTION 3:

Innovative Policies 2016

Fact Sheets

Factsheets from all 12 Innovative Policies 2016, ranked by country of origin

Life Stories

Persons with disabilities or their peers explain how selected Innovative Policies have changed their life

Key findings of Innovative Policies

ZERO PROJECT 2016

This year the Zero Project received 37 Innovative Policy nominations from around the world. Of these, the Zero Project expert network selected 12 policies that measurably advance the right of persons with disabilities to be included in education and/or to access information, communication, and technology (ICT).

The Innovative Policy approach
The nomination, research, and selection process for Innovative Policies is a multi-step approach, involving a network of experts along the way.

Nomination process
Each year the nomination process begins by contacting the full Zero Project network, asking nearly 3,000 experts worldwide to nominate Innovative Practices and Innovative Policies (see previous chapter on Innovative Practices for details). While all policy nominations are then researched by the World Future Council, the Essl Foundation researches all practice nominations. By August 2015, 37 policies from 25 countries had been received.

Screening and shortlisting
A first screening of the nominated policies was undertaken, filtering out those that did not fit the established criteria. For the remaining nominations, 20 renowned experts on disability, Inclusive Education, and ICT selected from the Zero Project's network were asked to shortlist those policies that they considered most innovative; that promised the greatest outcome, impact, and effectiveness; and that were transferable, scalable, and cost-efficient. Of the 37 original proposals, 22 policies were shortlisted in that process.

Research
All 22 shortlisted policies were researched by the World Future Council, which applied its Future Just Lawmaking Methodology (based on the International Law Association's 2002 New Delhi Declaration – Principles of International Law). The research team conducted written interviews with representatives from governments, academia, and/or disabled persons organizations about each of the policies, and verified the information provided in the nomination. In total, 49 experts were involved in this process, answering generic questions and/or clarifying specific aspects of the policy's development, implementation, and monitoring.

Selection
In November 2015 almost 75 experts of the Zero Project network – including at least two from each country where the shortlisted policies were implemented – were invited to participate in the final round to choose the Innovative Policies of the Zero Project 2016. The 12 Innovative Policies that were finally selected come from five continents and cover a broad variety of approaches and backgrounds.

DEFINITION

Innovative Policies have achieved identifiable improvements on the ground, and have demonstrated a positive dynamic of change that can be easily replicated in many countries to advance the implementation of the UN Convention on the Rights of Persons with Disabilities (UN CRPD). As with all innovations, some policies may be incomplete or dependent on other developments to maximize their impact. Some policies, no matter how positive, may also contain elements of old thinking. Since the implementation of the UN CRPD is a work in progress for all countries, these elements are taken into account in the overall assessment of innovation.

Policies: Tools for social change
Policies can be excellent tools for promoting social change. While employing a broad range of mechanisms, the 12 Innovative Policies can be categorized as follows:

- Laws (2): Italy and United States (Head Start)
- Policy (5): Canada (New Brunswick), Estonia, Ghana, Iraq (Kurdistan), and Montenegro
- Action Plan (2): Brazil and Costa Rica
- Standards (3): EU-USA, International/Inter-Agency Network for Education in Emergencies (INEE), and Ireland

At different government levels
Innovative Policies 2016 are implemented at all levels of government, from the regional/provincial level (for example, New Brunswick's policy on Inclusive Education) to the national level (for example, the action plans from Costa Rica and Brazil) up to the international level (for example, the EU-US Standard of Cooperation). To ensure the full implementation of the rights of persons with disabilities, it is crucial to mainstream their rights at all levels of policy-making.

At all levels of education
Inclusive Education goes beyond primary and secondary school, comprising early childhood development, adult education, and even non-formal education. Early childhood, for instance, is considered the most critical phase of a child's development. A good example is the US Head Start programme, which offers inclusive early childhood education services. Similarly, higher education needs to become accessible to those with disabilities. Stakeholders from universities and education ministries should look at Estonia's Primus Programme, which has successfully acted as a real door-opener for numerous students with disabilities. Likewise, we need to make vocational education and training accessible to persons with disabilities so that they have a chance to enter the open labour market, just as Costa Rica's National Plan for Work Inclusion of People with Disabilities has done.

In all situations, even in emergencies
Education provides physical, psychosocial, and cognitive protection that can sustain lives, especially during emergency situations. Thanks to the INEE Minimum Standards for Education that articulate the minimum level of educational quality and access, including for children with disabilities, the provision of education in emergencies became mandatory worldwide in 2010.

For persons with all types of disabilities
Many existing policies include their own, restrictive definition of disability or refer to a definition found in another law, often the country's antidiscrimination law. However, the UN Convention on the Rights of Persons with Disabilities does not include a definition of disability, and states explicitly in its Article 1 that persons with disabilities include those who have long-term physical, intellectual, or sensory impairments. The overall goal should be to avoid spelling out an unavoidably restrictive definition of disability and to implement steps relevant for "all, regardless of disability," as stated, for example, by New Brunswick's Inclusive Education Policy.

Including the most excluded groups
There are persons with certain types of disabilities who are more severely affected from exclusion in education than others. These include persons with severe intellectual and psychosocial problems, plain and sign language users, people with autism, and those with extensive disabilities who need daily assistance in order to be included in mainstream education. Italy is one of the few countries that have established a right to Inclusive Education, with specialized teachers for learning support (one for every two children) and with less than 1% of all children with special needs educated in segregated settings.

OVERVIEW OF INNOVATIVE POLICIES 2016

Name of Innovative Policy	Legally Binding	Level	Inclusive Education / ICT
Brazil's National Plan of Rights of Persons with Disabilities 'Living without Limit', 2011	●	National	Inclusive Education; ICT
Canada New Brunswick's Policy 322 on Inclusive Education, 2013	●	Provincial	Inclusive Education
Costa Rica's National Plan for Work Inclusion of People with Disabilities, 2012-2015	●	National	Inclusive Education: Vocational training
Estonia's Primus Programme for Higher Education Quality Enhancement, 2008-2015	●	National	Inclusive Education: Higher education
EU: Mandate 376 and European Standard on e-Accessibility EN 301 549, 2014; USA: Proposed rule for 508 Standards and the 255 Guidelines, 2015	● (USA only)	Bilateral (USA and EU)	ICT
Ghana's Inclusive Education Policy, 2013	●	National	Inclusive Education
INEE Minimum Standards for Education: Preparedness, Response, Recovery and INEE Toolkit, 2004	●	International	Inclusive Education
Iraq's Inclusive Education Programme of Iraqi-Kurdistan, 2007	●	Regional	Inclusive Education
Irish Standard I.S. 373:2013 on Universal Design for Customer Engagement in Tourism Services, 2013	●	National	ICT
Italian Framework Law for the Assistance, Social Inclusion and the Rights of Persons with Disabilities no. 104, 1992	●	National	Inclusive Education
UNICEF Montenegro's It's about Ability Programme, 2010	●	National	Inclusive Education
USA's Head Start Programme, 1965, reauthorized in 2007	●	National	Inclusive Education: Early childhood

● Yes ● No

Brazil's billion dollar National Plan for Inclusive Education

BRAZIL/SECRETARIAT FOR HUMAN RIGHTS OF THE PRESIDENCY AND 15 FEDERAL MINISTRIES

Inclusive Education cannot be provided in a vacuum. Rather, it takes many forms of support, including physically accessible education infrastructures, school transport, assistive devices, knowledgeable teachers, and – importantly – cash support for deprived parents and their out-of-school children. In a comprehensive and ambitious manner, Brazil's National Plan 'Living without Limit' addressed all these issues.

In brief

The 2011 Brazilian National Plan of Rights of Persons with Disabilities 'Living without Limit' aimed to implement new initiatives and intensify existing policies for the benefit of persons with disabilities, addressing issues of education, health care, social inclusion, and accessibility. Implemented by 15 ministries, the various measures included accessible classrooms and transportation, access to technical training, the promotion of accessibility in higher education, bilingual education, as well as a Continuous Cash Benefit School Programme to help schools to locate out-of-school children with disabilities and to enrol them in school. In the four-year period of 2011 to 2014, the National Plan invested $1.9 billion (R$7.6 bilhões).

FACTS & FIGURES

- 13,360 new multifunctional classrooms meeting special education needs and 20 sign language courses were created.
- 40,316 schools improved their architectural accessibility and/or purchased materials and assistive technologies.
- 2,304 accessible vehicles for school transport were purchased.
- As of January 2015, 19,021 persons with disabilities have been given priority enrolment in professional education courses.
- $37 million has been invested in goods and services, e.g., wheelchairs, Braille printers, etc.

Innovative aspects

Interministerial collaboration: The Plan brings together various ministries in addition to the Ministry of Education to directly and indirectly improve access to mainstream education.

Stopping invisibility: The Continuous Cash Benefit School Programme is a particular good practice as it allows school staff to actively search for children who are out of school, assesses the situation of families, and provides them with the means to bring their children to school.

Context

In Brazil, although there has been increasing access of children with disabilities to regular public schools over the last decades, the provision of reasonable accommodation and support remains a challenge. To address these issues, the Plan 'Living without Limit' was elaborated by 15 ministries and the National Council on the Rights of Persons with Disabilities (CONADE). Launched in 2011 by Presidential Decree No. 7612, the Plan consolidated actions of the 2008 National Policy for Special Education: Perspective of Inclusive Education, under which all persons with disabilities have the right to attend regular schools. Since 2012 school managers refusing enrolment are fined. In 2015 the Law of Inclusion of Persons with Disabilities enshrined the right of persons with disabilities to an education as a right to an Inclusive Education system, and it mandated the government's responsibility to implement such a system at all levels. The same law also prohibits private schools to reject pupils with disabilities.

Key features

The Brazilian National Plan of Rights of Persons with Disabilities 'Living without Limit' of 2011 is a national legally-binding policy that covers four areas: access to education, health care, social inclusion, and accessibility. Measures in basic education include: accessible school infrastructure and equipment, teacher training, accessible school buses, and the Continuous Cash Benefit School Programme. In higher education, accessibility centres are established at higher education institutions. Measures on accessibility include: a National Programme for Innovation in Assistive Technology, a National Centre of Reference in Assistive Technology, and access to a credit line for the acquisition of assistive technology products. Measures and their targets are defined by a Steering Committee coordinated by the Secretariat for Human Rights, while a Joint Interministerial Group promotes coordination among ministries. Union budget allocations are earmarked each year.

Outcome, impact, and effectiveness

- Enrolment of children with disabilities in regular schools increased from 145,141 in 2003 (29%) to 698,768 in 2014 (79%).
- In 2014 there were 103,473 regular schools with students with disabilities, and 84% of all public schools had students with disabilities enrolled (compared to 50% in 2003).
- In 2012, 23,400 students with disabilities became new beneficiaries of the Continuous Cash Benefit, reaching 329,800 beneficiaries in total – 70% of whom are now in school.

Transferability, scalability, and cost-efficiency

Brazil's National Plan 'Living without Limit' of 2011 can be transferred to other countries that are interested in streamlining actions towards disability inclusion. Brazil presented at UNESCO's 2015 conference in a session on "Inclusive Policies at the National Level."

Credit: Documental Collection of the Brazilian Secretariat of Human Rights of the Presidency of the Republic (SDH/PR)

13,360 new multifunctional classrooms meeting special education needs and 20 sign language courses were created.

'Living without Limit', though a young programme, is a milestone for the political landscape of persons with disabilities at the federal level of Brazil.

Mr. Moisés Bauer, President, CONADE

National Plan of Rights of Persons with Disabilities 'Living without Limit' of 2011
Secretariat for Human Rights of the Presidency and 15 federal ministries, Brazil

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Sources: National Plan of Rights of Persons with Disabilities 'Living without Limit' of 2011 (Presidential Decree No. 7612): http://bit.ly/1HmZlfB, Secretariat for Human Right of the Presidency: http://bit.ly/1MbDwFl and http://bit.ly/1Q5jz4J Ministry of Education: www.mec.gov.br/

Canada's New Brunswick forbids segregated education

CANADA / DEPARTMENT OF EDUCATION AND EARLY CHILDHOOD DEVELOPMENT

Canada's province of New Brunswick adopted a legally-binding policy on Inclusive Education in 2013, setting out clear and easy to follow requirements for all public schools, installing education support teams, and defining Personalized Learning Plans. It forbids segregated settings and targets all children, not only those with disabilities.

In brief
New Brunswick's Policy 322 on Inclusive Education was introduced in 2013 after a comprehensive review. To ensure that all provincial public schools are inclusive, the policy defines a system that supports students in common learning environments. It sets clear requirements for each educational authority (department, school district superintendent, school principals, etc.), including procedures for the development of Personalized Learning Plans, inclusive graduation, and clear guidelines for any variation to the common learning environment.

Innovative aspects

Clarity around inclusion: The policy clearly defines what is expected of schools, including that practices of segregated education and alternative education programmes must not occur. It establishes expectations that children will be educated in common learning environments, providing clear guidelines around individualized planning.

No labelling: The policy uses inclusive language and eschews labels such as "special needs" to avoid discrimination against children with intellectual or other disabilities.

Effectiveness: The policy was initiated with a corresponding action plan to support its implementation.

Context
In 1986, New Brunswick changed its policies to require that students with disabilities be included in regular classrooms. Over time, however, inclusive practices were inconsistently applied, and there was no guiding policy at the provincial level. Two reviews of Inclusive Education, in 2005 and 2010, led to a report that recommended issuing an official policy. As part of the province's commitment to Inclusive Education, disability organizations were consulted. In 2013 the Minister of Education and Early Childhood Development signed the first provincial policy on Inclusive Education. The policy is not disability-specific, but rather a broader framework for inclusion in education, aligned with the belief that inclusion is about all – and not just a specific subset – of students.

Key features
The New Brunswick Policy 322 on Inclusive Education of 2013 is a provincial legally-binding policy that sets out the requirements of an Inclusive Education system for all public schools, overseen by the Department of Education and Early Childhood Development. It lays out in detail standards for inclusion, including requirements for all school personnel to ensure that each student can fully participate in a common learning environment by applying student-centred learning and providing accommodations, with variations occurring only under strictly limited conditions. Segregated and alternative education programmes for students enrolled in kindergarten to grade eight are prohibited. School principals have to ensure that for certain students a Personalized Learning Plan (PLP) is designed by a team of experts, and classroom teachers must implement and evaluate the PLP. Also, a single version of the high school diploma must be granted.

FACTS & FIGURES

- More than 1,000 teachers have become part of the new Education Support Team.
- With an additional 2,400 educational assistants, about 3,400 staff members address the challenges of teaching a diverse student population.
- A three-year action plan (2012–2015) was developed and US$48 million was dedicated to inclusion support services.
- 17 district inclusion facilitators were hired to support the implementation of the policy over a two-year period, and 49 high schools were involved in learning networks on inclusive practices.

Outcome, impact, and effectiveness
- In 2014 the UNESCO/Emir Jaber al-Ahmad al-Jaber al-Sabah Prize to Promote Quality Education for Persons with Intellectual Disabilities was awarded to New Brunswick.
- The policy is a continuous process, but already more students are benefitting from an education system that is more inclusive, and students with disabilities can expect to be included in regular learning environments and to have a Personalized Learning Plan.

Transferability, scalability, and cost-efficiency
New Brunswick's Inclusive Education work serves as a model for others seeking to strengthen inclusion in public schools. In the last three years leaders in education from Québec (Canada), Spain, Switzerland, and elsewhere have visited New Brunswick schools to learn how teachers put into practice Policy 322.

A student, with her aid, takes part in the cooking class at Leo Hayes High School in Fredericton.

Every child is important to us, and that is why we fully embrace diversity and respect in our schools.

Brian Gallant,
Premier, New Brunswick/Canada

Policy 322 on Inclusive Education of 2013
Department of Education and Early Childhood Development, New Brunswick, Canada

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Sources: New Brunswick's Policy 322 on Inclusive Education, 2013: http://bit.ly/1H4eCSi, UNESCO/Emir Jaber al-Ahmad al-Jaber al-Sabah Prize, 2014: http://bit.ly/1Xt1tM4, Education Watch Update on Inclusive Education, Winter 2014: http://bit.ly/1KA9Ufh http://bit.ly/1KA9W6O

Boosting the employability of Costa Ricans with disabilities

COSTA RICA / MINISTRY OF WORK AND SOCIAL SECURITY

Costa Rica's National Plan for Work Inclusion of People with Disabilities comprises various measures to increase access to the open labour market for persons with disabilities countrywide. These include training, targeted employment services, and job intermediation. Initiated in 2012, the Plan has produced positive, quantifiable results.

In brief
Costa Rica's National Plan for Work Inclusion of People with Disabilities was adopted in 2012 to enable the acceleration of work inclusion of persons with disabilities by eliminating the most serious bottlenecks identified. It has five major objectives: boosting the employability profile of people with disabilities; increasing workplace demand; strengthening job intermediation services; encouraging development of enterprises by people with disabilities; and promoting institutional synergies and coordination of actions.

Innovative aspects

Coordination & monitoring: The Plan deals with such structural problems as the lack of coordination and monitoring by establishing an Inter-institutional Technical Committee on Employability for People with Disabilities, which oversees the Plan's general management, as well as Coordinating Committees for each priority area.

FACTS & FIGURES

- By 2014, 1,653 persons with disabilities received training services, and 49 started their own business or cooperative.
- The Network of Inclusive Business expanded to 58 members by 2014.
- The "Costa Rica Incluye" prize recognized 11 disability-rights friendly companies in 2013 and 14 companies in 2014.
- Disability-sensitive employment services facilitated 453 new employees.
- Two thirds of the Plan's budget for 2012 to 2015 – totalling $1,157,500 – came from the government.

Inclusive companies that provide real opportunities, decent work, and development for people with disabilities provide an important contribution to the welfare and prosperity of our country.

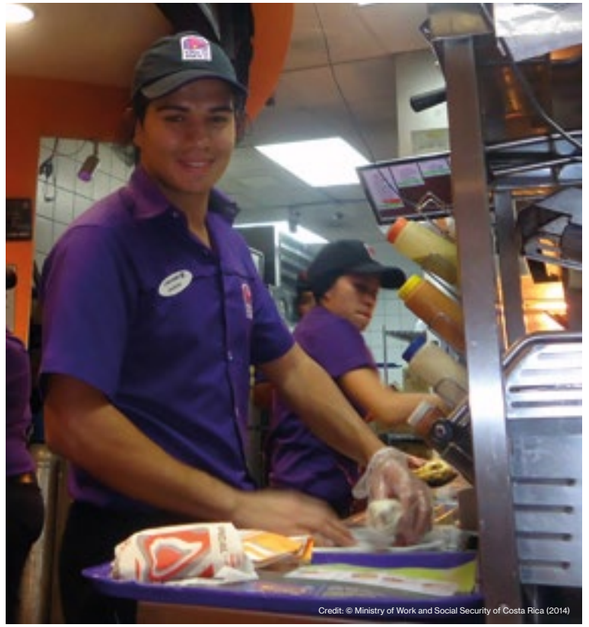
Alfredo Hasbum Camacho,
Vice Minister of Work and Social Security

Piloting programmes: The Plan encourages model programmes such as the creation of job placement networks for persons with disabilities at the local level and an entrepreneurship programme to encourage the development of enterprises by persons with intellectual and psychosocial disabilities.

Context
Despite adopting the International Labour Organization (ILO) Convention on Vocational Rehabilitation and Employment of Disabled Persons (Act. 7219) in 1991, 63.7 percent of Costa Ricans with disabilities were still not working in 2010. Since the entry into force of the Law 7600 in 1996, the education and training of persons with disabilities has increased. However, limited training opportunities and an ill-adapted curriculum were identified as principal bottlenecks in 2012.

To draft the Plan, the 'MDG Acceleration Framework' methodology was used, and four workshops and various interviews were held with representatives from organizations of persons with disabilities, government bodies, academia, non-governmental organizations, the business sector, and parts of the UN system (e.g., UN Development Programme and ILO).

Key features
Costa Rica's National Plan for Work Inclusion of People with Disabilities of 2012–2015 is a national non-legally-binding policy, overseen by the Ministry for Work and Social Security. The Plan's measures include, foremost, boosting the employability of people with disabilities through managing educational and training processes aimed at developing the basic skills necessary for their participation in the labour market. The Plan also aims to increase the workplace demand of people with disabilities through the involvement of inclusive employers; to strengthen job intermediation services through the creation of tools and networks; to encourage the development of enterprises through managing services that offer technical consultancy, skills training, and credit; and to promote institutional synergies and coordination of actions. The Plan provides for a precise schedule and resource matrix for its implementation.


Credit: © Ministry of Work and Social Security of Costa Rica (2014)

As a result of Costa Rica's National Plan, persons with disability work at Taco Bell and other food service companies.

Outcome, impact, and effectiveness
- 549 persons with disabilities have developed an income-generating activity.
- 1,653 young people with disabilities have improved their employability.
- Companies affiliated with the Network of Inclusive Business hired a total of 421 persons with disabilities from 2012 to 2015.
- A governance structure of five committees was established for implementing the Plan.

Transferability, scalability, and cost-efficiency
When it comes to the work inclusion of persons with disabilities, Costa Rica's National Plan tackles the most important bottlenecks. Its measures can be easily adopted by, and transferred to, other countries. The cost of implementation, divided by years, is rather low in comparison to its impact on the labour market situation.

National Plan for Work Inclusion of People with Disabilities of 2012-2015
Ministry of Work and Social Security, Costa Rica

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Sources: Costa Rica's National Plan for Work Inclusion of Persons with Disabilities, 2012-2015: http://bit.ly/1LYGFor
UNPRPD MPTF, Consolidated Annual Narrative Report, 2014: http://mptf.undp.org/factsheet/fund/RPD00

Access to higher education in Estonia

ESTONIA / MINISTRY OF EDUCATION AND RESEARCH AND ARCHIMEDES FOUNDATION

By providing training for entrants, study and career counselling, and scholarships, Estonia's Primus Programme has successfully acted as a real door-opener for numerous students with disabilities. The programme was funded by the European Social Fund and ended in 2015, but many measures continue to be implemented.

In brief
As a result of higher education reforms and with the help of funding from the European Social Fund, Estonia launched its Primus Programme, which was implemented from 2008 to 2015. The programme offered stipends and support schemes for students with special needs, arranged training sessions and seminars for freshmen, and developed student support services through a network of study and career counsellors. Since the end of the programme many of its measures continue to be implemented by the Ministry of Education and Research.

FACTS & FIGURES

- 65–90 scholarships were available per year, providing 220€/month to cover university-related costs for transportation, personal assistance, etc., and 550€/month to pay sign language interpreters.
- Starting in 2016 scholarships will be paid out of the Ministry's budget, varying from 60 to 510€/month.
- Counsellors were hired to support students with special needs, and these specialists continue to work even after the programme's formal conclusion.
- Universities have acquired accessible equipment and created accessible study materials and handbooks.

Innovative aspects

Universal Design: Thanks to technical solutions and the mapping of obstacles, Universal Design was implemented in many universities. Additional costs related to the accommodation of students with disability were reduced thanks to available scholarships.

Innovation: Audio learning materials and audio books were newly developed for students with visual impairments.

Counselling and support: Awareness was raised among counsellors regarding the special needs of students with disabilities. For instance, Tallinn University of Technology offered peer support by a qualified (former) disabled student with disabilities. Other universities (e.g., University of Tartu) merged the functions of tutors and support staff.

Context
Prior to the Primus Programme, skills in teaching and supporting students with disabilities were poor in Estonian universities. There were no disability counsellors, no scholarships, not enough technical tools, and little general awareness. A paradigm shift was initiated when in Estonia's Higher Education Strategy (2006–2015) prioritized access to higher education for learners with special needs, and in 2008 the Primus Programme was launched. All higher education institutions, as well as organizations of persons with disabilities and student unions, have participated in the strategy's development. A working group developed and proposed disability-related solutions (scholarship conditions, etc.).

Key features
Estonia's Primus Programme for Higher Education Quality Enhancement was a national non-legally binding policy, financed by the European Social Fund and the state budget, and implemented by the Archimedes Foundation. Among others, Primus arranged training sessions and seminars for freshmen with special needs, cooperated through a network of study and career counsellors to develop support services, and supported students with special needs with stipends and support schemes. Students with special needs could apply for scholarships covering regular support services (e.g., personal assistants) or for one-time grants. Primus expanded the range of students with special needs who received support while also involving students in providing services to students with special needs. Each partner informed the Archimedes Foundation of all learners with special needs, and on the basis of the data collected the management council approved the services to be provided.

Outcome, impact, and effectiveness
- A student reported that in his university the number of students with disabilities increased from 20 to 200.
- In 2011, the Estonian Union for Persons with Mobility Impairment awarded the Primus Programme with their annual "Aasta tegu" (Deed of the Year) Award.
- The scholarships for students with special needs are now funded by the Ministry of Education and Research, as of Act No. 178 of 2013.
- New policies for 2016–2021 will also pay attention to such special needs as autism, dyslexia, etc.

Transferability, scalability, and cost-efficiency
The Primus Programme is transferable to other countries wishing to enhance the performance and inclusiveness of their higher education institutions. Its total budget for 2008–2015 was €16.4 million, 95% of which came from the European Social Fund. The largest expenses were teacher training (€3.9 million) and student stipends (€1.9 million).

Credit: Andres Tennus

Gretel Murd, a deaf student from University of Tartu graduated as sign language interpreter. Primus Programme supported her studies with a scholarship of 510 euros per month (during the period 2012-2015)

It's difficult to put into words the beam in the eyes of people with disabilities who have found dignity, purpose, and independence in academic and personal achievements at a university they thought was not accessible to them.

Sven Kõllamets,
Counsellor for Students with Special Needs, TUT University

Primus Programme, 2008-2015
Ministry of Education and Research, Archimedes Foundation and partners, Estonia

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Sources: Overview of the Primus Programme, 2008-2015: http://primus.archimedes.ee/en
Guide to the Primus Programme, 2008-2015 (in Estonian): http://bit.ly/1LWVnQb

Inclusive Education rolled out throughout Ghana

GHANA / MINISTRY OF EDUCATION: INCLUSIVE EDUCATION POLICY

Ghana's Inclusive Education Policy, together with its comprehensive implementation plan (2015–2019), has introduced Inclusive Education in schools countrywide.

In brief
Ghana's Inclusive Education Policy provides a more harmonized and strategic approach to planning and financial prioritization in order to roll-out Inclusive Education activities on a wider scale and reach all learners with special educational needs. The policy is complemented by a comprehensive five-year implementation plan (2015–2019) that includes indicators, a timeframe, a budget, and responsible stakeholders for each action to be undertaken.

Innovative aspects

Social justice & cost-effectiveness: Inclusive schools are the most effective means to combat discriminatory attitudes and to improve cost-effectiveness of the entire education system.

Sensitization & training: Ghana's policy works well in a low-income context because it sensitizes parents, communities, and staff; trains teachers in early detection techniques; and sets up support services.

Inclusive Education is not a tragedy. Ignorance is.

Hon. John Majisi, Member of Parliament, Krachi Nchumuru Constituency, Ghana

Tracking of success: Monitoring and evaluation is undertaken at all levels: All annually reviewed planning documents of educational institutions have to include Inclusive Education issues, including an Education Management Information System.

FACTS & FIGURES

- The Inclusive Education programme expanded from 29 districts in seven regions in 2011 to 48 districts in all 10 regions by 2013.
- Key personnel from the Ghana Education Service as well as head teachers and teachers in 1,322 basic schools have been trained in Inclusive Education.
- Over 80,000 children have been screened.
- Education materials and assistive devices have been distributed to schools.
- A school monitoring and evaluation tool was developed and is now part of the policy scale-up process.

Context
Despite an overall increase in school enrolment in Ghana, some children continued to be left behind, particularly children with disabilities, who went either to segregated boarding schools or were not enrolled at all. In 2009, Inclusive Education was piloted in the Central, Greater Accra, and Eastern Region, and by 2011 it was implemented in 529 schools. To roll-out these activities, UNICEF, the Ghana Blind Union, and Inclusion Ghana commenced discussions with the Ghana Education Service, the Ministry of Education, and other stakeholders to develop a policy framework. The involvement of non-state actors was key to the policy's adoption, along with an accompanying implementation plan.

Key features
Ghana's Inclusive Education Policy of 2013 is a national legally-binding policy. To adapt the existing education system, special schools are transformed to serve as resource centres, school infrastructure is improved, and funding is provided. To promote a learner-friendly school environment, curricula and teacher training are reviewed and resources are provided. Staff, community, and media are also sensitized. Both private and public schools in Ghana must implement Inclusive Education and cannot deny admission. The responsibilities of ministries are clearly defined and the government is the principal funder. The implementation plan provides for the expected deliverables, including indicators, budget, timeframe, actors, and collaborating ministries or agencies. All institutions have to include Inclusive Education issues in their planning documents, which are reviewed annually. The policy will be reviewed every five years.

Credit: © Inclusion Ghana

A learner with autism supported by a caregiver, participating in mainstream school

Outcome, impact, and effectiveness
- Besides the key personnel from the Ghana Education Service (circuit supervisors, district Inclusive Education coordinators, training officers, and deputy directors), head teachers and teachers that have been trained and numerous parents have been sensitized on their roles and responsibilities to support Inclusive Education.
- Addressing the lack of data, UNICEF recently conducted an impact assessment, soon to be published.
- A 2014 doctoral thesis noted that there is evidence of acceptance of children with disabilities into mainstream schools in Ghana, but that a number of challenges remain.

Transferability, scalability, and cost-efficiency
Inclusive Education has been or is being adopted by most members of the United Nations. Before implementing Inclusive Education on a national scale, Ghana first piloted the policy and learned what works and what does not work. Other countries of the Global South can easily decide to follow Ghana's approach.

Inclusive Education Policy of 2013
Ministry of Education and Ghana Education Service, Ghana

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Sources: Media - UNICEF Ghana, 2014: http://www.unicef.org/ghana/media_8503.html
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Mandatory minimum standards for education in emergencies

INTERNATIONAL / INEE: MINIMUM STANDARDS FOR EDUCATION

Education during emergency situations provides physical, psychosocial, and cognitive protection that can sustain lives. Thanks to the INEE Minimum Standards for Education, which articulate the minimum level of educational quality and access, including for all children with disabilities, the provision of education in emergencies became mandatory worldwide in 2010.

In brief
The INEE Minimum Standards for Education are the global consensus for good practice in meeting the educational rights and needs of people affected by disasters and crises. The accompanying INEE Toolkit contains a variety of practical, field-friendly tools – including a Pocket Guide to Inclusive Education as well as a Pocket Guide to Supporting Learners with Disabilities – to guide educationalists, humanitarian workers, and government officials to put the INEE Minimum Standards (MS) into practice.

Innovative aspects

Universal tool for Inclusive Education: The INEE MS are the first and only global tools that articulate the minimum level of educational quality and access in emergencies through to recovery. They also express a commitment that education services shall be inclusive.

Result of a large consensus: The consultative process involved 3,500 individuals to ensure that the INEE MS represent the rights, lessons learned, and collective thinking of the global community. They support education in emergencies as a humanitarian response as well as an academic discipline.

Broad diffusion: The INEE Toolkit is available in a variety of languages (29) and formats, including to those without Internet access.

Context
The Inter-Agency Network for Education in Emergencies (INEE) is an open, global network composed of more than 11,500 individuals and 130 organizations working to promote education in crisis contexts. In 2003–2004, INEE facilitated a consultative process that engaged 2,250 national authorities, practitioners, and policy-makers from over 50 countries in the development of the original INEE Minimum Standards for Education. Building upon this experience, INEE conducted a similarly consultative update process in 2009–2010, in which 1,300 representatives from 52 countries participated. The INEE MS were founded on the UN Convention on the Rights of the Child and the Dakar 2000 Education for All goals. The standards development and implementation process has received financial support from international organizations and donors, and hundreds of additional organizations have made in-kind contributions.

FACTS & FIGURES

- Initiated in 2004, the INEE MS were updated in 2010.
- The INEE MS are available in 22 languages, and the Pocket Guide to Inclusive Education is available in five languages.
- The INEE MS and Toolkit, including 3,500 copies of the two pocket guides and 2,000 accompanying posters, have been widely distributed.
- According to a 2012 report, respondents use the INEE MS in 110 countries and territories, and 95% found them “Useful” or “Very Useful.”
- In 2015 the INEE Toolkit website received 20,000 visits from 178 countries, with 16,000 resources downloaded.

Key features
The INEE Minimum Standards for Education are an international non-legally-inding policy aimed at anyone working with education services in emergencies – whether through government, non-governmental, or international agencies. INEE’s Toolkit includes quick reference pocket guides that help practitioners to make sure that education in emergencies is accessible and inclusive. The 2009 INEE Pocket Guide on Inclusive Education first outlines principles for an inclusive approach, provides advice for actions at key stages of an emergency, and also looks at the issue of resistance to inclusion. The 2010 INEE Pocket Guide to Supporting Learners with Disabilities outlines constraints or concerns that teachers might have, and offers practical ways in which teachers working in crisis or emergency settings can include and support children and young people with disabilities. Both pocket guides are accompanied by implementation tools that include, for instance, a thematic issue brief, a poster, a list of relevant teaching resources, a Thematic Guide, etc.

Outcome, impact, and effectiveness
- The INEE MS and Toolkit are implemented by humanitarian agencies and organizations all around the world.
- According to a 2012 report, half of the 703 respondents had been trained on the INEE MS and used them to prioritize education in emergencies.
- Donors strengthened their emphasis on education quality outcomes, including by requiring funding recipients to adhere to the INEE MS. Some donors, including Norway and Finland, explicitly commit to the INEE MS in their humanitarian policies.

Transferability, scalability, and cost-efficiency
The INEE MS have been referenced in global frameworks, including the UN 2010 General Assembly Resolution on the Right to Education in Emergency Situations, which made the provision of education in all emergencies mandatory. Institutionalization and application of the INEE MS within an organization’s operation can be done with little to no cost. The standards have been contextualized in over 10 countries, and the process is currently ongoing in several additional countries.

Credit: © Aubrey Wade

A teacher with disabilities in an informal afternoon school, Kroo Bay, Freetown, Sierra Leone.

> The INEE MS have helped institutions raise the level of responsiveness to emergencies; for example, they have become a structural component of UNRWA’s education response in emergencies.
>
> Alberto Biancoli, United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA)

INEE Minimum Standards for Education: Preparedness, Response, Recovery and INEE Toolkit
Inter-Agency Network for Education in Emergencies (INEE); implemented by Ministries of Education, policy-makers, teachers, humanitarian agencies and humanitarian workers worldwide.

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Sources: INEE Minimum Standards for Education: Preparedness, Response, Recovery: http://bit.ly/1PNVMqN
INEE Toolkit: http://bit.ly/1Xt9PmZ; INEE Pocket Guide to Supporting Learners with Disabilities: http://bit.ly/1P0LMJ8
INEE- Education Cluster Education in Emergencies Training Package: http://bit.ly/1R8Ae5N

Inclusive Education in post-war instability

IRAQ / MINISTRY OF EDUCATION, AND UNICEF: INCLUSIVE EDUCATION PROGRAMME

The Inclusive Education Programme of Iraq's Region of Kurdistan demonstrates that with the help of inclusive learning materials and staff training early intervention and Inclusive Education are possible within post-war instability and dire economic conditions.

In brief
To roll-out its early intervention and Inclusive Education practices piloted since 2004, the Iraqi-Kurdistan Ministry of Education developed the Inclusive Education Programme of 2007, with financial and technical support from UNICEF. The programme involves replicating Inclusive Education and early intervention across the region, opening early intervention centres, developing materials, and training staff. Since 2007 considerable steps towards Inclusive Education have been made.

FACTS & FIGURES

- The initial programme has expanded to Dohuk, Hawler, Sulaimany, Kirkuk, and Koya.
- While in 2007 the programme reached 316 children through 42 schools and 62 teachers, by 2010 the figures increased to 2,051 children, 318 schools, and 400 teachers.
- In 2010 seven awareness-raising seminars were implemented as well as a school campaign.
- Six early intervention centres have been opened.
- The programme's training manual and curriculum have been modified, illustrated, and translated

Innovative aspects

Best use of limited resources: The programme effectively uses existing resources (for example, overstaffing in schools) combined with additional support or with minor modifications to facilitate access to education for children with disabilities.

Involving disability advocates: The participation of parents and disabled people's organizations has played a major role in awareness-raising.

Interregional cooperation: While most of Iraq is still very unstable, the Region of Kurdistan is comparatively secure, which allows representatives from the south and central areas of the country to visit and attend training courses there.

Context
Traditionally, Iraqi children with disabilities have been offered education in special schools, and were routinely denied access to mainstream schools. Furthermore, due to two decades of war and instability, Iraq's education system was greatly diminished. In 2004 the Ministry of Education of the Region of Kurdistan developed a pilot programme on early intervention and Inclusive Education, which was implemented in the city of Sulaimany. In 2007 the pilot programme was expanded and received funding and technical support from UNICEF and other partners. While Inclusive Education programmes were also implemented in other regions of Iraq, the most promising results were achieved in Iraqi-Kurdistan.

Key features
The Inclusive Education Programme of Iraqi-Kurdistan of 2007 is a regional, non-legally binding policy. Policies, processes, and guidelines were developed to support structures within the regional Ministry of Education and the general directorates of the region in implementing the programme. Early intervention programmes were developed with families. A comprehensive curriculum for teachers, including a variety of modules and a workshop, was also developed. Monitored by UNICEF, this training benefited from the expertise of local disabled people's organizations, which, for instance, helped teachers to practice sign language. Teaching support staff and supervisors received training on how to provide the necessary support to children with disabilities in schools. The programme primarily operates within existing school budgets. Additional activities require a specific request for funding through the general budget or via UNICEF. Occasionally, organizations assist with specific needs.

Credit: © Iraqi-Kurdistan Ministry of Education

A teacher in the governorate of Dohuk supports the learning and participation of deaf children in his classroom.

Outcome, impact, and effectiveness
- The complete ownership of the programme by the Ministry of Education has meant that there have been few issues with sustainability, with local ownership, with integration into existing parallel initiatives, and with rolling-out the programme.
- Modelling of inclusion and early intervention in local contexts has fostered resourcefulness and innovation among teachers.

Transferability, scalability, and cost-efficiency
The programme has the potential to be implemented in the rest of Iraq and in other countries in the Middle East. Notably, it was mentioned in the 2011 Alborz study (see below), which recommended that the Iraqi Council of Ministers should draw lessons from this experience.

Our beauty is greater with knowledge, learning shoulder to shoulder. Let education benefit all of us, from generation to generation.

Bekhal Jawdat,
Kurdish singer/songwriter and disability advocate

Inclusive Education Programme of 2007
Ministry of Education, Iraqi-Kurdistan, Iraq

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Sources: Alison Alborz, Establishing the foundations for an Inclusive Education system in Iraq, 2009: http://bit.ly/1ipc4aZ – 2011: http://bit.ly/20fuBc4, Karen Chesterton Khayat, People with disabilities in teacher training in Iraq, 2013: http://bit.ly/1KJV5Xu

Universal Design in Irish Tourism Services as a business case

IRELAND / NATIONAL STANDARDS AUTHORITY, CENTRE FOR EXCELLENCE IN UNIVERSAL DESIGN

Ireland's Standard on Universal Design in Tourism Services demonstrates that more accessible customer communications requires neither much staff training nor additional cost; indeed, it even provides business benefits such as increased sales by accessible online booking, clarity of menus, and fewer complaints.

In brief
Ireland's Standard on Universal Design for Customer Engagement in Tourism Services of 2013 is voluntary, and provides an industry best-practice reference on design requirements for the application of Universal Design by tourism service providers. It outlines Universal Design requirements that facilitate positive customer engagement through the provision of products and services for communications that can be easily accessed, understood, and used by tourism customers. For each section – written communications, face-to-face communications, electronic and web-based communications – the Centre for Excellence in Universal Design (CEUD) developed easy-to-use toolkits, along with four compelling business case studies.

Innovative aspects

Promoting the "easy wins": Rather than specific accommodations, such as Braille menus, the Standard and toolkits emphasize the many design adaptations that make customer communications more usable for all, such as larger font sizes, etc.

Usable by anyone: The toolkits offer easy to read and easy to understand guidance with images and checklists that show good and bad practices, and parts of these can be used immediately by staff with little or no training.

FACTS & FIGURES

- Evidence from four case studies confirms that following the guidance in the toolkits leads to tangible business benefits.
- An Irish hotel chain embedded Universal Design in their customer communications, resulting in an 85% customer satisfaction rating.
- A family-owned hotel improved the clarity of its menus, resulting in a 12% increase in sales per food server.
- A tourism company reduced the complaints it received by 6%.
- A bar, restaurant, and event venue increased online sales and bookings by 100%.

More customers & satisfaction: The benefits to a wide range of tourism businesses are derived from the competitive advantage received when addressing the needs of a naturally diverse range of customers.

Context
All businesses should be focused on meeting the needs of as many existing and potential new customers as possible. From the tourist's perspective, it is critical that providers communicate in an easy to understand way. In collaboration with the Centre for Excellence in Universal Design and Fáilte Ireland, the National Standards Authority of Ireland developed and published the Irish Standard (I.S. 373:2013 Universal Design for Customer Engagement in Tourism Services), along with a suite of toolkits that provide guidance to tourism providers on how to implement the Standard. Both were drafted through an extensive consultation process, and four case studies have showcased their compelling outcomes and impact.

I would absolutely recommend the toolkits for any tourism-related industry.

Ciara Lynch,
Human Resource Manager, Jurys Inn

A Viking Splash tour boat full of smiling passengers cruising in a sea-side canal basin.

Key features
Ireland's Standard on Universal Design for Customer Engagement in Tourism Services is a national non legally-binding policy that helps tourism service providers to meet their obligations under the Equal Status Acts (2000–2011) and the Disability Act (2005). It precisely describes the communication requirements for a diverse range of customers. Its definition of Universal Design extends beyond a focus on disability to include all people, regardless of their age, size, ability, or disability. The toolkits' guidance for use in written, face-to-face, and electronic/web-based communications is designed for the quick and easy training of staff, is practical, and can be applied at little or no additional cost. Furthermore, four specific case studies, including video interviews with tourism operators in Ireland, have quantified the business value of adopting a Universal Design approach to customer communications.

Outcome, impact, and effectiveness
- Clew Bay Hotel improved the readability of its menus, and increased sales per server from €8,507 to €9,521 (12%). Its improved website led to an increase of online booking revenue from €8,672 to €11,084 per month.
- Viking Splash improved face-to-face communication, resulting in an 18% increase in online revenue.
- Purty Kitchen embedded Universal Design into its website, resulting in an increase of 48% in email subscriptions and 104% in tickets sold online.

Transferability, scalability, and cost-efficiency
Ireland's Standard, along with its toolkits, can be easily adapted by others. Visit England, the English Tourism Authority, has adopted, rebranded, and reproduced the toolkits and has developed its own case studies. The European Network for Accessible Tourism includes the Standard and toolkits in its list of "good practices," and uses them as a reference in its training courses.

Irish Standard I.S. 373:2013 on Universal Design for Customer Engagement in Tourism Services, 2013
National Standards Authority of Ireland, Fáilte Ireland and Centre for Excellence in Universal Design, Ireland

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Sources: I.S. 373:2013 on Universal Design for Customer Engagement in Tourism Services, 2013: http://bit.ly/1PNWNyT
Toolkits: http://bit.ly/1LX3Kv0

In Italy, students with disabilities are not segregated

ITALY / MINISTRY OF EDUCATION

Inclusive Education in Italy is not only required by law and thus rights-based but is being implemented throughout the country, sustained by a firm national consensus for full inclusion. Fewer than 1% of all children with special needs are educated in segregated settings.

In brief
The Italian Framework Law for the Assistance, Social Inclusion, and the Rights of Persons with Disabilities no. 104 of 1992 deals with diagnosis, prevention, treatment, and rehabilitation, and addresses various services and support as well as the issue of social exclusion of persons with disabilities. In particular, the law provides that appropriate support must be provided in mainstream schools at all levels – e.g., specialized teachers, educational aids, and transportation and material assistance – with the collaboration of all public competent bodies and with the involvement of all those who have educational competences (teachers, assistants, families, etc.).

FACTS & FIGURES

- By 2010 the number of students with special needs educated in segregated settings was less than 1%.
- In 2010 approximately 189,563 students with special needs attended primary and secondary schools and 20,739 attended pre-primary education. University enrolment rose from 4,813 in 2001 to 15,884 in 2009.
- In 2009 there were almost 90,000 support teachers nationwide with an average satisfaction rating of 3.8 on a scale of 1 to 5.
- In 2003–2004, of 40,383 schools surveyed, 30.7% had accessible toilets, 29.7% had adequate doors, and 20.3% had lifts.

Innovative aspects

Innovating education: Pioneering is the creation of a new professional figure for learning support and the combination of clinical diagnosis, dynamic profile and tailored education plan to determine the potential of the pupil.

Broad collaboration: The wide-ranging cross-sectorial cooperation of all stakeholders – teachers, social/health service workers, parents, and students – paved the way for new approaches to teaching and learning.

A qualitative benefit for all: Italy's practice of Inclusive Education has led to lowering the limits of class sizes, revamping the curriculum, and implementing a system of national evaluations of all schools.

Context
In 1971 the Italian Law 118 granted all children with disabilities – except for the most severe cases – the right to be educated in mainstream classes. By 1977, Italy closed all special schools and its Law 517 prescribed that all pupils with disabilities should be included. In the 1980s, Inclusive Education was implemented in pre-schools and in secondary schools. In 1991 a commission, including persons with disabilities, started to draft the Framework Law for the Assistance, Social Inclusion, and the Rights of Persons with Disabilities no. 104 that was adopted by the Parliament in 1992. It was the first time that civil society, organizations of persons with disabilities, and families were fully involved in such a process.

Key features
The Italian Framework Law for the Assistance, Social Inclusion, and the Rights of Persons with Disabilities no. 104 of 1992 is a national legally-binding policy that prescribes that all children with disabilities are to be included in day nurseries, to attend schools (also private), universities and any other education provider, and to fully participate in school life. Refusals are met with prosecutions and the removal of funding. Once a person is recognized as a pupil with special needs, a tailored educational plan is defined by health service operators, specialized teachers, and a psycho-pedagogical expert, in collaboration with the parents. The plan is reviewed regularly. Furthermore, all services are coordinated, flexible timetabling is allowed, and schools are equipped with technical devices and specialized teachers for learning support (one for every two children) who define methods with class teachers. Provincial working groups and a National Observatory were established.

Outcome, impact, and effectiveness
- Italy is the European country with the highest inclusion of people with special needs in mainstream schools. There is consensus that both children with and without disabilities learn from each other.
- The overall assessment of school experience by persons with disabilities is very positive, with an average of 4 on a scale of 1 to 5.
- Concerns exist that Italy has still to overcome the micro exclusion that children with disabilities experience within inclusive settings. In 2015 the School Reform Law 107 intensified the quality of education support, and provided more resources and data.

Transferability, scalability, and cost-efficiency
Italy's legislation on Inclusive Education for all at every level is serving as a model for various countries undertaking school reform. Internationally, Italy engaged in the drafting of the UN Convention on the Rights of Persons with Disabilities, particularly its Article 24.

This photo has been taken in iA. Rosminiï Secondary Lower School during 2015 school year.

Inclusive Education is elementary for the development of human personality.
Italy has made enormous steps forward, but the many regulations in this regard deserve far more respect.

Salvatore Nocera,
Vice President, Italian Federation for Overcoming Handicaps

Framework Law for the Assistance, Social Inclusion and the Rights of Persons with Disabilities no. 104 of 5th February 1992
Ministry of Education, Universities and Research, Italy

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Sources: Framework Law for the Assistance, Social Inclusion and the Rights of Persons with Disabilities no. 104 of 5th February 1992: http://bit.ly/1Wjg2EN, European Agency for Special Needs and Inclusive Education, Italy's country profile: http://bit.ly/1Wjg5Ao

Changing exclusionary behaviour patterns through advocacy

MONTENEGRO / UNICEF AND GOVERNMENT OF MONTENEGRO

UNICEF Montenegro's "It's about Ability" programme – a nationwide TV and radio campaign from 2010 to 2014 – significantly improved the attitudes of Montenegrins towards Inclusive Education. Whereas in 2010 only 35% of the population found it acceptable for a child with a disability to attend the same class as their own non-disabled child, this figure increased to 78% in 2015.

In brief
The "It's about Ability" programme (2010–2014) consisted of a nationwide campaign that engaged government officials, celebrities, civil society, educators, and school children to increase awareness of the rights of persons with disabilities, and to support reform on Inclusive Education and de-institutionalization. This innovative approach – which involved young people both with and without disabilities as change agents –attracted a lot of public attention, and turned the campaign into a movement of social change as partners from all sectors and institutions were involved.

FACTS & FIGURES

- More than 100 partners from all sectors were drawn into a broad coalition for social change.
- A website with the surveys, promotional materials, stories, and videos is available.
- The percentage of Montenegrins who find it acceptable for a child with a disability to be the best friend of their non-disabled child increased from 22% in 2010 to 60% in 2015.

Innovative aspects

Unprecedented visibility: For the first time in Montenegro's history the campaign gave visibility to children with disabilities, who participated in the main national and international children's and art festivals, and who were regularly involved in consultations on campaign activities.

Their own voices: Young people with disabilities were the true leaders and key spokespersons of the campaign from the very beginning. They questioned their ministers and national and municipal parliamentarians about inclusive services.

Becoming a social movement: The campaign turned into a national movement for social change as partners from all sectors of society joined in.

Context
Like many other Eastern European countries, Montenegro inherited an underdeveloped system for equitable care of children with disabilities. A legislative reform was developed to address Inclusive Education and de-institutionalization. However, efforts to develop small group homes for children with severe disabilities failed due to hostility and prejudice by the hosting communities. To increase awareness of the rights of children with disabilities and to change social norms, UNICEF Montenegro launched in 2010 the Communication for Development campaign "It's About Ability." A participatory approach was applied from the beginning as disabled person's organizations, especially associations of parents of children with disabilities, and youth with disabilities were involved in all campaign stages and in its task force. Based on Knowledge, Attitude, and Practice surveys and in consultation with the task force, UNICEF Montenegro developed the communication strategy and revised it regularly.

Key features
UNICEF Montenegro's "It's about Ability" Programme of 2010 was an international non-legally-binding policy measure. Children were at the centre of the campaign and spoke on the most popular TV and radio shows, spurring discussions concerning inclusion right up to the national Parliament. A broad social mobilization campaign comprised numerous stakeholders, such as the media, private sector, and celebrities, thus fuelling donations, volunteerism, etc. Active school parliaments increased and more children learned about their rights; some became young TV reporters and some spoke in the municipal parliaments. UNICEF ran national advertisements (TV, billboards, newspapers, social media, posters in schools and health centres, etc.) stressing the dignity and potential of children with disabilities. To add to the momentum, celebrities were featured in advertisements and attended events, while UNICEF Goodwill Ambassador Rambo Amadeus produced a programme song called "It's about ability."

© Credit: UNICEF Montenegro/Dusko Miljanic

Young people with and without disabilities playing together.

Outcome, impact, and effectiveness
- There was a five-fold increase in the number of children with disabilities attending mainstream schools from 2009 to 2014.
- A quarter of the citizens who said they had changed their attitude under the influence of the campaign declared that they now communicated with children with disabilities more easily.
- In 2011 the campaign won the award for 'the best humanitarian action' in a competition organized by one of the country's leading national TV stations and newspapers.

Transferability, scalability, and cost-efficiency
UNICEF Montenegro's "It's about Ability" Programme is now being replicated in other Central and Eastern European countries. In three years more than $300,000 was invested in the campaign, which was presented as a good practice model at various international conferences and in the UNICEF flagship report State of the World's Children 2013.

Promoting positive images of children with disabilities and enabling them to express their own story is crucial to breaking down the barriers to their inclusion.

Benjamin Perks,
UNICEF Montenegro Representative

"It's about Ability" Programme, 2010–2014
UNICEF Montenegro, in partnership with Government of Montenegro, EU and others, Montenegro

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Sources: "It's about Ability" campaign page with surveys, promotional material, stories and videos: http://www.unicef.org/montenegro/campaigns_15881.html, UNICEF, State of the World's Children Report 2013: http://uni.cf/1fF9Ez6

Promoting school readiness and a head start for all

USA / DEPARTMENT OF HEALTH AND HUMAN SERVICES: HEAD START PROGRAMME OF 1965

Early childhood is the most critical phase of a child's development. The USA's Head Start programme, which promotes school readiness of children under five from mainly low-income families, is required to offer inclusive early childhood services and, since 2007, is mandated to ensure that at least 10% of enrolees are children with disabilities.

In brief
The Head Start programme was founded in 1965, was expanded in 1981, and was reauthorized in 2007. It is the largest federal programme to deliver high-quality early learning opportunities to low-income children under five, founded on the idea that every child deserves the chance to reach his or her full potential. The programme provides comprehensive early childhood education, health, nutrition, and parent involvement services. Since 1972 the programme had been required to reserve at least 10% of its enrolment opportunities for children with disabilities, with more specific requirements implemented as of 2007.

Innovative aspects

Equal opportunity for all: Head Start pioneered solutions to fight the effects of poverty and to build ladders of opportunity by empowering children and their families to foster positive parent-child relationships, to reach for economic and family stability, and to make connections to their peers and their communities.

Early identification: Head Start's emphasis on providing developmental and health screenings helps to identify disabilities.

Active recruitment: Head Start programmes actively recruit children with disabilities while also addressing the critical area of health and mental health.

FACTS & FIGURES

- In 2013–2014, Head Start served 1,076,000 children and pregnant women.
- In 2014, 12.2% of enrolees were children with disabilities (108,316).
- In 2010–2011, there were 17,974 local education agencies (LEA); 14,086 LEA Agreements to Coordinate Disabilities Services; 12,961 LEA Agreements to Coordinate Transition Services; 10,946 Pre-kindergarten Collaboration Resource Sharing Agreements; and 6,107 Part C Agreements to Coordinate Disabilities Services.

I'm a Head Start kid. And thanks to an excellent teacher, Mrs. Pack, I did get a head start. I learned to love learning, and that love has stayed with me my whole life. That's a foundation that all children can have.

Sylvia Mathews Burwell, 22nd Secretary of Health & Human Services (HHS), United States of America

Context
During the transition from pre-school to elementary school, children in low-income families are often disadvantaged, especially those with disabilities. Shortly after its launch in 1965, Head Start was expanded to a year-round programme. Since 1972 at least 10% of enrolment opportunities had to be reserved for children with disabilities. In 1994, Early Head Start was introduced, servicing children aged 0 to 3. The Improving Head Start for School Readiness Act of 2007 reauthorized the programme and required that at least 10 percent of enrolees are children with disabilities and that specific provisions be provided to support them with high-quality early learning opportunities. Since 2009 the Head Start Performance Standards have provided additional requirements applicable to both the Head Start and Early Head Start programmes.

Key features
The USA's Head Start Programme is a national legally-binding policy that promotes school readiness of children under five from mainly low-income families. While Head Start serves pre-school children, Early Head Start serves infants, toddlers, and pregnant women. Based on the "whole child philosophy," it comprises education, health, social, nutrition, as well as parental involvement services. Services are provided by a large variety of agencies (public, private, non-profit, and for-profit) to which federal grants are awarded directly. Since 2007 quality improvements have included a broader definition of disability, more accessible physical environments, stricter enrolment procedures, and better monitoring. Since 2009 grantees are required to develop a disabilities service plan, to actively recruit children with disabilities, to complete health and developmental screenings, and to create an individualized education programme for every child with a disability.

Head Start children with disabilities go for a walk with other children and adult caregivers.

Outcome, impact, and effectiveness
- As of 2015, Head Start has operated for 50 years. Today, all 50 U.S. states sponsor additional child care services and the majority of states sponsor pre-kindergarten programmes.
- Attendees of high-quality pre-schools – including Head Start enrolees – are less likely to need special education.
- Children enrolled in Early Head Start were more likely to receive early intervention services for children with disabilities than comparable children not enrolled in the programme.

Transferability, scalability, and cost-efficiency
In 2014 the total costs for Head Start and Early Head Start was approximately $8.6 billion, an increase of $1 billion since the programme's reauthorization in 2007. In 2015 a joint U.S. Policy Statement on the Inclusion of Children with Disabilities in Early Childhood Programmes highlighted Head Start's role as a fully inclusive early childhood programme offering comprehensive services. The Office of Head Start frequently hosts visiting delegations from other countries – recently from Australia, India, and Singapore.

Head Start Programme of 1965, reauthorized in 2007
Administration for Children and Families,
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Transatlantic e-Accessibility standards cooperation

USA AND EUROPEAN UNION: US–EU'S STANDARDS DIALOGUE ON E-ACCESSIBILITY

Standards for information and communication technologies (ICT) such as the web, e-documents, software, and other communication tools are one of the most powerful means of promoting accessibility. By aligning their accessibility standardisation policies, the United States and European Union can create enormous leverage for accessible technologies and possibly lay the groundwork for an international standard.

In brief
In 2004 the United States and the European Union initiated a process of cooperation to harmonize the standardisation of ICT accessibility requirements in order to avoid conflicts. Following Mandate 376 of the European Commission, the European Standardization Organizations adopted the first European Standard on e-Accessibility in 2014. The U.S. Access Board is still in the process of updating the requirements of its standards, which are part of their regulation issued in 2000 and to be finalized in 2016. The collaboration between the two administrations has resulted in standards that are closely harmonized and compatible.

Innovative aspects

First-time cooperation: In terms of scale, the US–EU cooperation in the field of ICT accessibility is outstanding. Since countries have unique regulatory and standards development processes, standards development takes a long time and the challenge is to ensure that the standards do not develop in different directions.

Context
Information and communication technologies are highly complex, as is the global nature of the ICT industry, which is characterized by fast innovation, a multiplicity of actors, and a general lack of awareness of ICT accessibility issues. To address the situation, cooperation between the United States and the European Union was initiated in 2004, with the aim to harmonize their ICT accessibility standards in terms of how digital applications and services – e.g., computers, smartphones/digital devices, ticketing machines, websites, emails – can be made accessible to persons with disabilities. In 2005 the European Commission issued Mandate 376, which led the European Standardization Organizations to set up a Joint Working Group. The Working Group included U.S. experts and developed the first European Standard on e-Accessibility in 2014 (EN 301 549). From its side, in 2006 the U.S. Access Board formed a federal Advisory Committee, which likewise included European experts, to update the requirements of Section 508 of the Rehabilitation Act and Section 255 of the Communications Act. After issuing advance notices of proposed rulemaking in 2010 and 2011, the Board consulted on the proposed rule (to be finalized by 2016). Disabled peoples organizations participated in both processes.

FACTS & FIGURES

- Regular meetings of transatlantic e-accessibility dialogue have been held (about 10).
- The U.S. Access Board published various drafts to facilitate alignment with the EU standards.
- As of 2014, the European Standard EN 301 549 is available, completed by an online toolkit (http://mandate376.standards.eu/) and an "Accessibility Requirements Generator," to help public administrations to get the exact information they need. The Standard will soon be available in the languages of 33 European countries.

Key features
The US–EU's Standards Dialogue on e-Accessibility, launched in 2004, is a bilateral policy measure that in the United States is legally binding (standard and regulation), while in the EU it is a voluntary standard (thus not legally binding). Close collaboration ensured that both policies are aligned across a number of important aspects. For instance, like Section 508 of the U.S. Rehabilitation Act, which requires that federal agencies procure accessible products, the European Standard on e-Accessibility (EN 301 549) may be used by public bodies in the EU to define accessibility characteristics of ICT. The updated European Public Procurement Directives of 2014 requires public procurers to take into account accessibility criteria when drafting the technical specifications of the products and services they purchase, as does the European Structural and Investment Funds Regulations. In addition, the currently discussed proposal for a European Accessibility Act includes the possibility of using standards as guidance to facilitate conformity by industry. Both standards contain equivalent requirements for the accessibility of user interfaces and refer to W3C/ WAI/ WCAG 2.0 as the de facto global standards for harmonisation of web accessibility. Further, both took the functionality approach towards ICT (instead of the product-by-product approach) and insist on the interoperability with (and among) assistive technologies.

Outcome, impact, and effectiveness
- Two closely harmonized and compatible standards benefit at least 80 million persons with disabilities in the European Union, and 56.7 million in the United States.
- Public procurement amounts to € 1 trillion per year; and an increasing amount of these funds are invested in accessible technologies.
- Aligned standards remove ambiguity, streamline transatlantic trade in accessible ICT solutions, and create greater incentives for business to invest in new innovation.

Transferability, scalability, and cost-efficiency
When governments procure only accessible ICT, they put enormous pressure on the industry to offer accessible products, since most manufactures will not produce separate products for governments and non-governmental purchasers. Both standards can also be used by private entities. At the European level, the currently discussed proposal for a European Accessibility Act includes the possibility of using voluntary standards to give presumption of conformity with the accessibility requirements. It refers to relevant existing European Mandates on accessibility standards including Mandate 376, which resulted in EN 301 549. In addition, the US–EU cooperation on e-accessibility recently became part of the Transatlantic Trade and Investment Partnership negotiations. An international standard may be the appropriate next step for a truly international approach to e-accessibility.

Alejandro Moledo, European Disability Forum, at the final conference of the ICT4IAL project - www.ict4ial.eu

Ambitious accessibility standards supported by public procurement policies are the key drivers for an inclusive society. Harmonising these ICT standards will lead to an unprecedented quantity and quality of accessible technologies that are available to all.

Rodolfo Cattani,
Secretary of the European Disability Forum, Italy

Mandate 376; European Standard on e-Accessibility EN 301 549 of 2014
European Commission, European Union

Proposed rule for 508 Standards and the 255 Guidelines of 2015
U.S. Access Board, USA

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http://ec.europa.eu/social/main.jsp?catId=1137

Sources: CEN-CENELEC-ETSI, European Standard on e-Accessibility EN 301 549, 2014: http://bit.ly/1MSXUHm
U.S. Access Board, Proposed rule for 508 Standards and the 255 Guidelines, 2015: http://1.usa.gov/1kQBa4s

Life Stories from Canada, Estonia, Ghana, Iraq, and Costa Rica

Credit: Dick & Andrea Allen

THE STORY OF DICK AND ANDREA ALLEN

“Greer is not marginalized, but inspiring others”

We have been gifted with two beautiful daughters: Sydney and Greer. Sydney flew through the public school system from kindergarten through grade 12 in a relatively uneventful way, as did Greer. What’s exceptional about Greer’s experience is that she has Down Syndrome. Years ago, she never would have been afforded the opportunity to follow in her sister’s footsteps like many younger siblings dream to do. What’s even more exceptional is that Greer not only followed her sister’s footsteps in many regards, attending the same elementary and secondary schools, but she also paved her own path, participating in even more school activities than had her sister, and as such is today a capable, confident, and contributing member of our community. Because of New Brunswick’s Inclusive Education policy, Greer attended regular classes, received the necessary support, and participated fully in all school classes, activities, and clubs. In elementary school she participated in the drama and reading clubs and was acknowledged with a Bravery Award. Now in her final year of high school, she has:

- celebrated being a “Four Year Vet” in the annual high school musical production
- held leadership positions in the Best Buddies Programme
- developed lifelong friendships
- lived an ordinary life

Who could ask for more?
Many people who have taught Greer or had her in their clubs have commented on what she had added to the respective group and its dynamics. She has often been acknowledged for adding joy to the group, bringing people together and inspiring others to conquer challenges. We are thankful for Inclusive Education, which has enabled Greer to thrive rather than be marginalized as have many before her and many in other less progressive places.

THE STORY OF SVEN KÕLLAMETS

“They find dignity and a sense of purpose”

I have been working as a counsellor for students with special needs since 2010. I see on a daily basis how many of my students now continue to university, because they have noticed that others have been able to succeed in that environment. It is a wonderful feeling to see the beam in their eyes thanks to their newly found dignity, sense of purpose, and independence when they realize that an academic life at a university is truly accessible to them. At awareness-raising events, I have met students, cloakroom staff, and even cleaning ladies who have come to me to say how great it is that there are so many students with disabilities studying at Tallinn University of Technology (TUT) I have seen students with neck injuries able to study alone, to live in dorms, and to put on clothes with the help of a motorized bed. They are happy, independent, and capable of pursuing their futures and careers as valuable members of society.
I suppose one has to have lived in a post-Soviet state to realise how remarkable it is that in such few years both the older and the younger generation have seen and welcomed so many changes as part of their everyday life. By providing funding to people with disabilities and by giving them a push to try something that had previously been considered unthinkable and too expensive, the Primus programme has achieved a lot: greater awareness, accessibility, and joy for people with disabilities.

THE STORY OF KOFI

“My class became a virtual sea of pictures.”

Credit: Inclusion Ghana

On weekends I reflect on my weekly activities. While reminiscing, my thoughts turned to a particular student who had caught my attention. I had not realized how long I had been serving as a special educator at the Anglican Primary School till my encounter with a young boy who was using a hearing aid. He approached me and we had a bit of a conversation.
As I reminisced, in my mind’s eye I could see him as he shyly walked into class with his head low and his face expressionless. I remembered the confusion in his eyes and his state of utmost isolation because he could not hear well while I taught the day’s lessons. Gradually, I developed techniques to coax him out of his shell and to help him with his studies. My class became a virtual sea of pictures, as I used a lot more images to communicate. I recalled how I vehemently opposed the administrative decision to send him out of the school. My insistence led to the admission of a few other students like him, and soon my class had become inclusive. Other teachers learned from my example and more children like Kofi had the chance to become educated. Today, he stands before me a beneficiary of Inclusive Education. He had come to express his gratitude after learning how instrumental I was in getting him an education at the fundamental level.

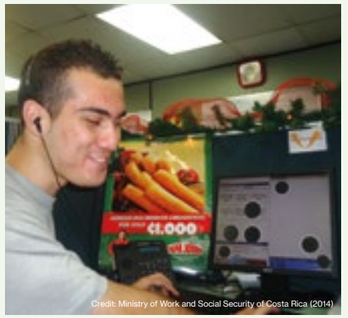
THE STORY OF A TEACHER AND HIS PUPIL WITH AUTISM

“The student even got a role in a music clip!”

I participated in a training course to be a support teacher for children with disabilities in the city of Erbil. I was placed in a school and assigned to work with a child with autism. I found the behaviour of the child very challenging. Hearing about my situation, officials from the Ministry of Education came to visit our school. They spoke for a long time with me, the family, and the school leadership about the rights of this child. They also came to the classroom, gave practical advice, and promised follow-up visits and support. Realising the importance of my job, I persevered.
The student is now fully accepted in the school and making progress in the classroom. He has demonstrated a musical talent and even has a role in a music clip made to raise awareness of autism (*http://bit.ly/1S41uF1*). Now, even if you asked me to leave, I would do the job voluntarily.

THE STORY OF JOSE

“Now I feel useful!”


Credit: Ministry of Work and Social Security of Costa Rica (2014)

This is my first job! I feel very happy because they have accepted me as I am. Prior to becoming a Loan Officer at BAC Credomatic I had been searching for work for many years, but no company would give me the opportunity to show my full potential because of my disability. My family has always been supportive, but life has not been shiny all the time. A few years ago I had to leave my university studies because I did not have enough money to cover the expenses. I felt very frustrated, but I never gave up. One day I applied for a job in a company that opened its doors to many unemployed persons with disabilities like me.
Since that day my life has changed a lot. Thanks to this opportunity, I was able to finalize my university degree in Accounting and to have sufficient economic stability to help my mother with the household expenses. Now I feel useful. Now I realize that I can manage many administrative tasks and can take on additional responsibilities because I have acquired new knowledge in the banking area. Now I see a future that before I never imagined. I see myself growing into new positions in the company, having new opportunities, and learning more every day.
I hope my story can inspire more companies to believe in the potential of people with disabilities.

Annex

Indicators

Analysis per question, per region and the complete list of responses

Practices

Factsheets of all 86 Innovative Practices 2016, listed by country

Policies

Factsheets of all 12 Innovative Policies 2016, listed by country

Network

The Reseearch Network and acknowledgements to partners and contributors

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Social indicators: Analysis of questions

All answers by all respondents summarized and analysed by most “Yes” and “No”

All answers by question	Main article of UN CRPD	Yes	Yes with qualifi-cations	No	N/A	Number of resp-ondents*	Indicator
1. Newly constructed buildings	Accessibility	45%	32%	23%	4%	190	**0,6**
2. Time frame for existing buildings	Accessibility	22%	19%	59%	3%	173	**0,3**
3. Urban transport system	Accessibility	3%	42%	55%	3%	182	**0,2**
4. Emergency early warning system	Emergency	8%	29%	63%	8%	170	**0,2**
5. Sign language recognition	Political Participation	25%	38%	38%	7%	175	**0,4**
6. Publicly available websites	Political Participation	13%	28%	59%	6%	177	**0,3**
7. Inclusive primary education	Education	39%	52%	8%	3%	189	**0,7**
8. Alternative testing methods for students	Education	14%	54%	32%	10%	176	**0,4**
9. Data on university graduates	Data	5%	30%	65%	10%	169	**0,2**
10. Accommodation in the workplace	Employment	21%	33%	46%	5%	180	**0,4**
11. Data on state employment	Data	14%	35%	51%	6%	174	**0,3**
12. Increase in employment	Employment	22%	17%	60%	19%	162	**0,3**
13. Data education/employment	Data	21%	29%	51%	9%	180	**0,4**
14. Umbrella organizations existing and funded	Implementation and Monitoring	31%	35%	34%	7%	172	**0,5**
15. CRPD focal points installed	Implementation and Monitoring	18%	45%	38%	11%	173	**0,4**
16. UN CRPD accessible format	Implementation and Monitoring	9%	30%	60%	13%	169	**0,2**
17. Legal framework	Education	23%	55%	22%	7%	170	**0,5**
18. Responsible Government Agency	Education	57%	33%	10%	9%	172	**0,7**
19. Public Funds	Education	17%	49%	35%	9%	168	**0,4**
20. Stakeholder Involvement	Education	24%	47%	29%	14%	169	**0,5**
21. Data on preschools and kindergarten	Data	11%	37%	52%	19%	166	**0,3**
22. Data on primary and secondary school	Data	13%	45%	42%	37%	163	**0,4**
23. Accessible schoolbooks	Education	9%	53%	38%	13%	163	**0,4**
24. Funding for reasonable accomodation in schools	Education	9%	40%	50%	7%	163	**0,3**
25. Foreign students	Education	11%	30%	59%	11%	117	**0,3**
26. Compliance with ISO 21542:2011	Accessibility	2%	21%	78%	10%	156	**0,1**
27. Compulsory teacher training	Education	17%	35%	48%	10%	160	**0,3**
28. Data on teacher training	Data	6%	47%	47%	12%	156	**0,3**
29. Female university graduates	Education	9%	22%	69%	12%	144	**0,2**
30. Data on vocational training	Data	6%	20%	74%	14%	155	**0,2**

Ten Social Indicators with most “Yes”	
18. Responsible Government Agency	57%
1. Newly constructed buildings	45%
7. Inclusive primary education	39%
14. Umbrella organizations existing and funded	31%
5. Sign language recognition	25%
20. Stakeholder Involvement	24%
17. Legal framework	23%
12. Increase in employment	22%
2. Time frame for existing buildings	22%
10. Accommodation in the workplace	21%

Ten Social Indicators with most “No”	
26. Compliance with ISO 21542:2011	78%
30. Data on vocational training	74%
29. Female university graduates	69%
9. Data on university graduates	65%
4. Emergency early warning system	63%
12. Increase in employment	60%
16. UN CRPD accessible format	60%
25. Foreign students	59%
2. Time frame for existing buildings	59%
6. Publicly available websites	59%

Questions 1 to 16 are answered annually and cover important Articles of the UN CRPD. Questions 17 to 30 are changed annually and cover the annual topic of the Zero Project, which in 2015–16 was Education. Since most of the questions are relevant to more than one Article, decisions were made by the Zero Project where to attribute them. Indicator: Yes=1, Yes with Qualifications=0.5; No=0; N/A=not counted.; Total Number: N.A. (not available were not counted)

Social indicators: Regional differences

All 30 Social Indicators analyzed by regions and country groups

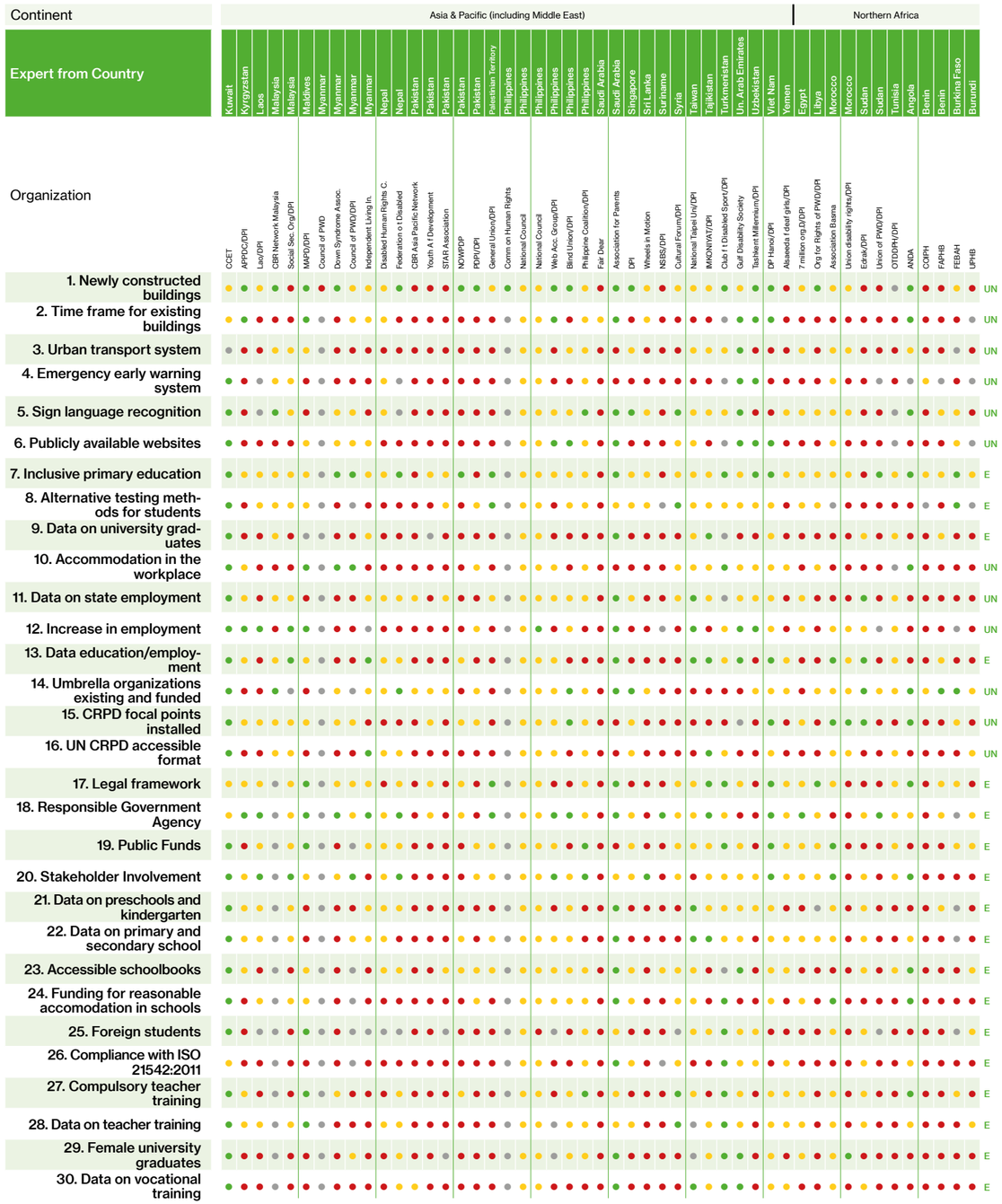
	Europe	North America	Latin, Central America & Caribbean	Asia & Pacific (in-cluding Middle East)	Northern Africa	Sub-Saharan Africa	Oceania	UN CRPD ratified	OECD member	EU member	ASEAN member
1. Newly constructed buildings	0,71	0,90	0,58	0,29	0,42	0,49	0,58	0,61	0,74	0,70	0,71
2. Time frame for existing buildings	0,35	0,63	0,40	0,22	0,00	0,23	0,35	0,31	0,44	0,36	0,43
3. Urban transport system	0,38	0,50	0,28	0,20	0,21	0,10	0,21	0,24	0,40	0,40	0,23
4. Emergency early warning system	0,23	0,75	0,22	0,43	0,08	0,13	0,41	0,21	0,43	0,24	0,19
5. Sign language recognition	0,65	0,75	0,33	0,26	0,33	0,33	0,45	0,44	0,71	0,83	0,46
6. Publicly available websites	0,44	0,63	0,24	0,64	0,08	0,15	0,25	0,28	0,45	0,43	0,40
7. Inclusive primary education	0,72	0,88	0,67	0,34	0,50	0,63	0,71	0,67	0,61	0,67	0,60
8. Alternative testing methods for students	0,61	0,75	0,38	0,17	0,17	0,32	0,30	0,40	0,61	0,67	0,39
9. Data on university graduates	0,27	0,75	0,13	0,33	0,14	0,14	0,35	0,18	0,40	0,31	0,17
10. Accommodation in the workplace	0,63	0,75	0,38	0,36	0,08	0,25	0,30	0,39	0,62	0,63	0,30
11. Data on state employment	0,48	0,63	0,18	0,37	0,29	0,19	0,23	0,31	0,62	0,56	0,37
12. Increase in employment	0,30	0,13	0,17	0,41	0,42	0,31	0,06	0,32	0,40	0,29	0,35
13. Data education/employment	0,56	0,88	0,24	0,35	0,43	0,16	0,25	0,34	0,73	0,65	0,37
14. Umbrella organizations existing and funded	0,56	0,50	0,38	0,38	0,50	0,64	0,45	0,49	0,57	0,75	0,50
15. CRPD focal points installed	0,43	N.A.	0,46	0,24	0,50	0,34	0,64	0,44	0,40	0,42	0,57
16. UN CRPD accessible format	0,55	N.A.	0,20	0,45	0,21	0,08	0,30	0,27	0,44	0,56	0,37
17. Legal framework	0,53	0,88	0,59	0,67	0,36	0,47	0,55	0,51	0,54	0,47	0,46
18. Responsible Government Agency	0,84	0,88	0,81	0,36	0,50	0,70	0,86	0,73	0,86	0,83	0,75
19. Public Funds	0,50	0,88	0,35	0,46	0,36	0,35	0,59	0,41	0,55	0,53	0,42
20. Stakeholder Involvement	0,43	0,50	0,50	0,28	0,43	0,48	0,68	0,49	0,43	0,44	0,71
21. Data on preschools and kindergarten	0,39	0,75	0,25	0,40	0,17	0,18	0,50	0,28	0,52	0,40	0,29
22. Data on primary and secondary school	0,39	0,50	0,30	0,37	0,29	0,22	0,60	0,35	0,52	0,40	0,36
23. Accessible schoolbooks	0,50	0,63	0,32	0,26	0,14	0,27	0,27	0,35	0,55	0,59	0,35
24. Funding for reasonable accomodation in schools	0,37	0,75	0,36	0,15	0,21	0,22	0,30	0,30	0,45	0,37	0,42
25. Foreign students	0,34	0,75	0,22	0,22	0,17	0,23	0,25	0,24	0,60	0,55	0,20
26. Compliance with ISO 21542:2011	0,12	0,50	0,09	0,31	0,07	0,08	0,05	0,12	0,15	0,04	0,15
27. Compulsory teacher training	0,42	0,50	0,43	0,28	0,21	0,29	0,44	0,35	0,40	0,47	0,29
28. Data on teacher training	0,34	0,25	0,32	0,20	0,21	0,26	0,33	0,31	0,28	0,31	0,38
29. Female university graduates	0,22	0,50	0,17	0,21	0,29	0,13	0,19	0,21	0,36	0,25	0,27
30. Data on vocational training	0,22	0,25	0,07	0,00	0,14	0,10	0,17	0,16	0,23	0,21	0,18
Average Indicator	0,45	0,64	0,33	0,32	0,26	0,28	0,39	0,36	0,50	0,48	0,39
No of questionnaires per region/country group	37	5	26	66	7	42	12	168	34	25	17

Social Indicators: All responses to all 30 questions, from 129 countries

Continent	Europe																																		North America		Latin, Central America & Caribbean
Expert from Country	Albania	Austria	Austria	Austria	Belgium	Belgium	Bosnia-Herzegovina	Bulgaria	Croatia	Croatia	Cyprus	Estonia	Finland	Greece	Ireland	Ireland	Italy	Malta	Moldova	Moldova	Montenegro	Montenegro	Netherlands	Poland	Romania	Serbia	Spain	Spain	Sweden	Sweden	Sweden	Sweden	Switzerland	Ukraine	Ukraine	United Kingdom	United Kingdom	Canada	United States	United States	United States	United States	Antigua A Barbuda	Barbados	Barbados	Belize
Organization	MEDPAK	ÖAR	SLI OÖ	Lebenshilfe Salzburg	Phiwi	n.a.	"Lobas" Tuzla	Psychological center/DPI	Network of Education P C	Center Validus/DPI	ESF CYPRUS	Min. Education/Research	Aspa Foundation	IASIS NGO	Donegal Centre for IL	Sound Advice	CISP/DPI	National Commission	Centre Legal Assist./DPI	Ass. Rehabilitation/DPI	Union p. limited ab./DPI	Bureau for education	Union of the Blind	inclusieNederland	Polish Disability Forum	3Decembrie autoregr.	Little People of Kosova	Fundación Tutelar	Fundación Sidar	JAG Association	Institute f Dis Research	SPSM	Swedish Disability Org.	avanti donne	DPI Kharkiv	Int. Protect P. Rights/DPI	Inclusion Europe	RNIB/DPI	Karten Communications	USAID	Highline College	USICD/DPI	GPCWD	Association o P w D	National Org o t D	Could for the Disabled	BAPDA	
1. Newly constructed buildings	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	UN
2. Time frame for existing buildings	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	UN
3. Urban transport system	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	UN
4. Emergency early warning system	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	UN
5. Sign language recognition	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	UN
6. Publicly available websites	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	UN
7. Inclusive primary education	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	E
8. Alternative testing methods for students	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	E
9. Data on university graduates	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	E
10. Accommodation in the workplace	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	UN
11. Data on state employment	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	UN
12. Increase in employment	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	UN
13. Data education/employment	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	E
14. Umbrella organizations existing and funded	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	UN
15. CRPD focal points installed	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	UN
16. UN CRPD accessible format	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	UN
17. Legal framework	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	E
18. Responsible Government Agency	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	E
19. Public Funds	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	E
20. Stakeholder Involvement	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	E
21. Data on preschools and kindergarten	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	E
22. Data on primary and secondary school	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	E
23. Accessible schoolbooks	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	E
24. Funding for reasonable accomodation in schools	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	E
25. Foreign students	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	E
26. Compliance with ISO 21542:2011	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	E
27. Compulsory teacher training	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	E
28. Data on teacher training	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	E
29. Female university graduates	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	E
30. Data on vocational training	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	E

| Continent | Latin, Central America & Caribbean | | | | | | | | | | | | | | | | | | |

All answers to all questions (continued)



All 86 Innovative Practices 2016

Listed by country of origin from A to Z

Title	Country	Organization
Creating mainstream schools in a war-torn country	Afghanistan/ Sweden	Swedish Committee for Afghanistan
Training the teachers and their trainers in Inclusive Education	Armenia	Bridge of Hope
Developing indicators for Inclusive Education in the Pacific Region	Australia	Monash University
Picture my Participation!	Australia	Child and Adolescent Health Service
University experience for persons with intellectual disabilities	Australia	Centre for Disability Studies
Providing live transcripts of lessons and instant feedback to teachers	Australia	Access Innovation Media - The Visible Classroom
A toolkit giving children a voice who do not want to speak	Australia	Deakin University
Creating smart accessible media using Robobraille	Austria	Hilfsgemeinschaft - RoboBraille
Real jobs after being trained i a real bakery	Austria	Caritas & Gragger Bakery: BACK´mas Vocational Training
Easy to read newspaper articles, written by persons with learning difficulties	Austria	Jugend am Werk
An All-Stakeholder-Approach towards Inclusive Education	Austria	Chance B Holding
Prevent bullying against women with learning difficulties	Austria	Ninlil
A tablet that creates Braille, graphics and maps	Austria	BLITAB Technology
Promoting innovative assistive technologies internationally	Austria	University of Applied Sciences - AsTeRICS Academy
A computer mouse steered with the mouth	Austria	LIFEtool - IntegraMouse3
The sign language Avatar Project	Austria	signtime
Accessible learning materials for students with visual impairments	Bangladesh	YPSA (Young Power in Social Action)
Creating a role model of Inclusive Education	Bangladesh	Plan International
Holistic approach towards inclusive schools in Bangladesh	Bangladesh	Leonard Cheshire Disability
Briding the gap to the IT Industry	Belgium	IBM - EnAble India
Supporting teachers with excellent reports on children´s improvements	Belgium	VCLB Gent
Jobs in kindergartens and elderly care for persons with intellectual disabilities	Belgium	Konekt - LetsCo!
One children book in nine accessible formats	Brazil	WVA Editora
Multi-Stakeholder approach towards Inclusive Education in Burkina Faso	Burkina Faso	Ocades Tenkodogo and Light For The World
Inclusive Education for children who are blind or deaf, in Cambodia	Cambodia	Krousar Thmey
A sign language curriculum especially for parents	Canada	Carleton University
Supporting architects and urban planners to understand accessibility	Canada	GAATES
All you need to know to open the door to the labour market	Finland	Aspa Foundation
Finnish antibullying program for schools going international	Finland	University of Turku - KiVa
E-Learning for teachers, carers and families	France	La Fondation des Amis de l'Atelier
Step by stop towards an inclusive university	Germany	TU Dortmund - Dortmund Center for Disability
Persons with learning difficulties as IT Trainers	Germany	PIKSL
New museum experiences for persons with learning difficulties	Germany	PIKSL
Remote speech-to-text and sign language interpretation	Germany	VerbaVoice
English skills for persons with learning difficulties	Hungary	GNW
Indian campaign to educate children with visual impairment going global	India	ICEVI - Global Campaign on Education
Guidelines and Toolkits towards fully accessible schools	India	Samarthyam
Studying law for all students from underprivileged communities	India	IDIA Charitable Trust
Vocational training leading directly to jobs in the open labour market	India	Youth4Jobs Foundation - Parivartan
Creating a more accessible Ireland for children who are deaf	Ireland	Ministry of Education - Sound Advice
Fully accessible websites, automatically created	Israel	User1st

Title	Country	Organization
Teaching sign language to everyone, in an entertaining way	Israel	Access Israel
Using iPads to create multiple information channels	Italy	Centro Leonardo Education
Video-Interpreting Service for sign language and foreign languages	Italy	VEASYT Live!
Music as education and communication tool for students with Autism	Italy	Istituto Comprensivo Via Dei Boschi
Simulating a supermarket as a learning environment	Italy	ISTITUTO C. Colombo
Video Emergency Line for Persons with Hearing Impairments	Jordan	Higher Council For Affairs Of Persons With Disabilities
Creating inclusive pre-school institutions	Kosovo	Save the Children
Training carers, family and staff via a web platform	Luxemburg	Association des Parents d'Enfants Mentalement Handicapés
Assistive technologies and teacher training in mainstream schools	Macedonia	Open the Windows
How to teach students with and without disabilities equally	Mexico	Universidad Tecnológica Santa Catarina
Accessible textbooks for all blind students using Android technology	Nepal	Action on Disability Rights and Development
Using courts and litigation for the right to Inclusive Education	Netherlands	Dutch Association for Disabled Children: In1School
Creating communities for early childhood interventions	Nicaragua	ASOPIECAD
Adding Universal Design in the curricula of ICT students	Norway	Oslo and Akershus University College
Quality healthcare and counseling through video technology	Pakistan	DoctHERs
Access to education for refugee children	Rwanda	Initiative for Refugees living with Disability
Training and employment of youth with disabilities in several African countries	Rwanda, Ethiopia and Kenya	Light for the World - EmployAble
E-Learning platform for learning materials in Audio and Video	Serbia	Milan Petrovic School - Milance
Finding employment by training and job rotation	South Africa	The Living Link
Improving speech by visualizing it	South Africa	ADJ Electronics - Bellen Speech Visualizer
Stimulation kit and training for caregivers	South Africa	Uhambo Foundation - Ndinogona Stimulation Pro-gramme
Teaching blind students in regular school classes	Spain	Fundacion ONCE´s Educative Model
Breaking down barriers to scientific knowledge	Spain	Universidad Complutense Madrid
Learning to manage one´s own personal finances	Spain	Fundacion ONCE
Controlling the computer with eye movements	Spain	Irisbond
Using technology in the classroom as a support for all students	Sweden	The Swedish Agency for Participation
Using technology to support blind learners on all levels of education	Tanzania	Tanzania League of the Blind
Creating a role model for Tanzania`s Inclusive Education policy	Tanzania	Add International
Social inclusion through Special Olympics Unified Sports Recreation	Turkey	Special Olympics Europe/Eurasia
Training teachers to keep children with disabilities in school	Uganda	Uganda Society for Disabled Children
Preventing Bullying in English Schools	UK	World of Inclusion Limited
Reducing all forms of prejudice-based bullying	UK	Centre for Studies and Inclusive Education
Enable visually impaired people to travel independently	UK	Royal London Society for Blind People - Wayfindr
Itinerant Teachers deliver Inclusive Education in Togo	UK	Handicap International
Sign language interpretation on video for customers	UK	Barclays Bank - SignVideo
From hidden children to Inclusive Education in the Ukraine	Ukraine/Canada	The Canadian Centre on Disability Studies
Creating school communities of acceptance, inclusion and respect	USA	Special Olympics Arizona
A curriculum for the UN CRPD in already six languages	USA	University of Syracuse - Burton Blatt Institute
One accessible textbook platform for all universities	USA	AMAC Accessibility Solutions
Analyzing the whole policy framework to identify barriers towards inclusion	USA	TASH
The million-user online platform, strengthening Latin American DPOs	USA/Latin Ameri-ca and Carribean	The Trust for the Americas - POETA
Low cost technology for young people with vision impairment	Vietnam	Nhat Hong Center
Transforming special schools into early intervention centres	Vietnam	Medical Committee Netherlands-Vietnam
Inclusive school systems rolled out in Zimbabwe	Zimbabwe	Leonard Cheshire Zimbabwe Trust
Integrating Inclusive Education in local communities in Zimbabwe	Zimbabwe	Jairos Jiri Association

All 12 Innovative Policies 2016

Listed by country of origin from A to Z, with a brief description

Title	Country	Brief Summary	Name of Policy
Brazil's billion dollar National Plan for Inclusive Education	Brazil	Inclusive Education cannot be provided in a vacuum. From physically accessible education infrastructures to school transport, from assistive devices to knowledgeable teachers, and last but not least cash support for deprived parents and their out-of-school children. In a comprehensive and ambitious manner, Brazil's National Plan 'Living without Limit' addressed all these issues.	National Plan of Rights of Persons with Disabilities 'Living without Limit', 2011
Canada's New Brunswick forbids segregated education	Canada	Canada's Province of New Brunswick adopted a legally-binding policy on Inclusive Education in 2013. It sets out clear and easy-to-follow requirements for all public schools, installs education support teams, and defines Personalized Learning Plans. It forbids segregated settings and targets all children, not only those with disabilities.	New Brunswick's Policy 322 on Inclusive Education, 2013
Boosting the employability of Costa Ricans with disabilities	Costa Rica	Costa Rica's National Plan for Work Inclusion of People with Disabilities comprises various measures, countrywide, to increase access to the open labour market for persons with disabilities. They include training, targeted employment services and job intermediation. Initiated in 2012, the Plan has produced positive, quantifiable results.	National Plan for Work Inclusion of People with Disabilities, 2012-2015
Access to higher education in Estonia	Estonia	By providing training for entrants, study and career counselling as well as scholarships, Estonia's Primus Programme has successfully acted as a real door opener for numerous students with disabilities. The programme was funded by the European Social Fund and ended in 2015, but many measures are continuously implemented.	Primus Programme for Higher Education Quality Enhancement, 2008-2015
Inclusive Education rolled out in whole Ghana	Ghana	Ghana's Inclusive Education Policy, together with its comprehensive implementation plan until 2019, has introduced Inclusive Education in schools countrywide. The programme has expanded from 29 districts in seven regions in 2011 to 48 districts in all ten regions by 2013.	Inclusive Education Policy, 2013
Mandatory minimum standards for education in emergencies	International	Education during emergency situations provides physical, psychosocial and cognitive protection that can sustain lives. Thanks to the INEE Minimum Standards for Education, which articulate the minimum level of educational quality and access, including for all children with disabilities, the provision of education in emergencies became mandatory worldwide in 2010.	INEE Minimum Standards for Education: Preparedness, Response, Recovery and INEE Toolkit, 2004
Inclusive Education in post-war instability	Iraq	The Inclusive Education Programme of Iraq's Region of Kurdistan demonstrates that early intervention and Inclusive Education, with the help of on inclusive learning materials and staff training, are possible within post-war instability and dire economic conditions. By 2010, the programme reached 2,051 children, 318 schools and 400 teachers.	Inclusive Education Programme of Iraqi-Kurdistan, 2007
Universal Design in Irish Tourism Services as a business case	Ireland	Ireland's Standard on Universal Design in Tourism Services demonstrates that more accessible customer communications neither do require much staff training, nor are they costly; they even provide business benefits, increasing sales by accessible online booking, clarity of their menus and reducing complaints.	Irish Standard I.S. 373:2013 on Universal Design for Customer Engagement in Tourism Services, 2013
In Italy, students with disabilities are not segregated	Italy	Inclusive Education in Italy is not only required by law and thus rights-based, but is being implemented throughout the country, sustained by a firm national consensus for full inclusion. Less than one percent of all children with special needs are educated in segregated settings.	Framework Law for the Assistance, Social Inclusion and the Rights of Persons with Disabilities no. 104, 1992
Changing exclusionary behaviour patterns through advocacy	Montenegro	UNICEF Montenegro's « It's about Ability » Programme - a nationwide TV and radio campaign in Montenegro from 2010 to 2014 - improved substantially and sustainably the attitudes of Montenegrins towards Inclusive Education. Whilst in 2010 only 35 percent of the population found it acceptable for a child with disability to attend the same class with theirs, this increased to 78 percent in 2015.	UNICEF Montenegro's It's about Ability Programme, 2010
Promoting school readiness and a head start for all	United States of America	Early childhood is the most critical phase of a child's development. The USA's Head Start programme, that promotes school readiness of children under 5 from mainly low-income families, is required to offer inclusive early childhood services and, since 2007, has to ensure that at least 10 percent of enrollees are children with disabilities.	Head Start Programme, 1965, reauthorized in 2007
Transatlantic e-Accessibility standards cooperation	United States of America & European Union	Standards for information and communication technologies such as web, documents, software, and communication tools, are one of the most powerful tools towards accessible technologies. By aligning their accessibility standardisation policies, the US and EU will create an unmatched leverage for accessible technologies and possibly lay the groundwork for an international standard.	EU: Mandate 376 and European Standard on e-Accessibility EN 301 549, 2014; US: Proposed rule for 508 Standards and the 255 Guidelines, 2015

Research Network of the Zero Project

List by country to all nominators, evalulators and questionnaire respondents

Afghanistan		
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Albania		
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Ingrid	JONES	Partnere per Femijet
Ismailaj	NDREK	Albanian National Concil
Zela	KOKA	MEDPAK
Angola		
Silva Lopes Etiambulo	AGOSTINHO	ANDA
Antigua a. Barbuda		
Leslie	EMANUEL	Association of Persons with Disabilities
Argentina		
Karina	PUDOR	Iguazú Argentina C.E.E.S.A.
Armenia		
Armen	ALAVERDYAN	Unison NGO
Marine	MALKHASYAN	UNDP
Susanna	TADEVOSYAN	NGO "Bridge of Hope"
Australia		
Benjamin	QUANSAH	Good Shepherd Community Services
Cher	NICHOLSON	ASSET & HCSCC
Christina	RYAN	Advocacy for Inclusion
Graeme	SMITH	Ability Research Centre
Keith	MARTIN	Epic Assist
Stian H	THORESEN	Curtin University
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Angela	WROBLEWSKI	IHS
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Daniele	MARANO	Hilfsgemeinschaft
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Hans-Jürgen	GROSS	Groß Consulting
Hansjörg	HOFER	Federal Ministry for Social Affairs
Helga	FASCHING	Universität Wien
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Johanna	MANG	Light for the World
Karin	ASTEGGER	Lebenshilfe Salzburg
Klaudia	KAROLINY	Selbstbestimmt-Leben-Initiative OÖ
Klaus	HÖCKNER	Hilfsgemeinschaft
Klaus	MIESENBERGER	Johannes Kepler Universität Linz
Markus	PRÖLL	Xcessity Software Solutions
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Martin	SCHENK	Diakonie Austria
Max	RUBISCH	Sozialministerium
Michael	ALTRICHTER	Speed Beteiligungen
Norbert	KRAMMER	VertretungsNetz - Sachwalterschaft
Otto	LAMBAUER	Caritas Wien
Paul	ELLMAUER	Lebenshilfe Salzburg
Richard	WIMBERGER	Bundeszentrum Inklusive Bildung
Rotraut	KRALL	KHM
Sabine	NEUSÜSS	Stadt Salzburg Magistrat
Sandra	EDELMANN	DisAbility Performance
Shadi	ABOU-ZAHRA	W3C Consortium
Slavi	SLAVEV	BLITAB Technology GmbH
Susanne	GRABENHOFER	Selbstbestimmt Leben Steiermark
Thaddäus	PROMBERGER	Selbstbestimmt Leben Steiermark
Walburga	FRÖHLICH	atempo GmbH
Walter	WASNER	Ministry for Transport, Innovation, Tech.
Azerbaijan		
Davud	RAHIMLI	UDPO
Davud	RAQIMLI	UDPO
Davud	REHIMLI	UDPO
Firuza	BABAYEVA	Society "For International Coopration"
Bangladesh		
Abdus	SATTAR DULAL	BPKS
Salma	MAHBUB	PNSP
Barbados		
Colbert	ASHBY	Barbados National Organization
Roseanna	TUDOR	Barbados Council for the Disabled
Belgium		
Alex	VERHEYDEN	ADO Icarus
Gauthier	DE BECO	University of Leeds
Luk	ZELDERLOO	EASPD
Martine	AITKEN	incluD-ed
Silvia	BALMAS	European Foundation Centre
Sonja	DESIMPEL	
Yves	VEULLIET	IBM
Belize		
Roxanne	MARIN	BAPDA
Bénin		
Abdel Rahman	OUOROU BARE	COIPH
Géronime	TOKPO	Fédération des Associations
Théodule	MAGAN C. M.	MIWADAGBE
Bhutan		
Sanga	DORJI	DPAB
Bosnia-Herzegovina		
Jasminko	BIJELIĆ	"Lotos" Tuzla
Brazil		
Joelson	DIAS	Barbosa e Dias Advogados Associados
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HRH Princess Latifa	AL-SAUD	Saudi Association for Parents of PWD
Senegal		
Gorgui	DIALLO	Action Enfance Senegal
Ibrahima	BOB	British Embassy Dakar
Yatma	FALL	Federation Senegalaise des Associations
Serbia		
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Somalia		
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Javier	ARROYO MÉNDEZ	ASPAYM-Madrid
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Tiina	KIVIRAND	Ministry of Education and Research
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After attending the Zero Project Conference in 2015, we formed a relationship with Ms. Mona Abdeljawad, co-founder and president of the Rights and Development Centre in Amman. 'Together, we organized a workshop entitled "The Voice of Change: Creating a positive image about effective engagement with people of special needs within their communities." As the Zero Project strongly emphasizes forming partnerships with other organizations, we invited six students from the International Academy, Amman, to attend the workshop, and these students were then tasked with spreading awareness about people with physical disabilities at their school.

Rana Matar, King's Academy, Jordan

After attending the Zero Project Conference, #ASPACEnet has been growing and has added new beneficiaries to the project.

Alba Porta, #ASPACEnet, Spain

After the Zero Project Conference in Vienna we were invited to two national conferences, in Steiermark and Tirol, where we received a big response from the public. We have received invitations to present the project in various forums. One of our participants from the first training session will be invited to many committees to report on his experiences.

Elisabeth Komp,
Caritas Köln, Germany

As a direct result of our nomination and attendance at the Zero Project Conference in Vienna, we were invited by colleagues in Austria to become co-applicants in a new project called AMBAVis, which successfully received two years' funding through the European Commission's Erasmus+ programme.

Sam Sportun,
Manchester Museum, United Kingdom

Part of the impact of our relationship with the Zero Project can be seen in the call centres and the free public digital classrooms of the city of Medellin, because 100 percent of our rooms (54 telecentres) have installed a kit, allowing access to ICT in poor neighbourhoods of the city and in the rural areas.

Hincapie Corrales, Discapacidad, Colombia

The Zero Conference made it possible for us to build an international network of experts and partner organizations, which led to the founding of DisAbility Performance, the first Corporate Disability Network in the German-speaking region.

Gregor Demblin, Disability Performance Austria

Barclays first attended the Zero Project in 2014 and have benefitted greatly from the partnership since then. Most notably, with regards to one of our flagship events of 2015: an inaugural business-to-business event in New York last July in celebration of the Americans with Disabilities Act's 25thAnniversary. Early connections quickly turned into meaningful relationships; and one partner, Scytl, the inclusive voting experts, participated in the event on the day. The event attracted a huge amount of interest from very senior representatives from across the New York-based corporate world and local government.

Kathryn Townsend, Barclays Bank, United Kingdom

Many thanks for your great efforts to highlight all these excellent best practices on issues of disability mainstreaming, rights, inclusion, and accessibility.

Mohammad Loutfy, LPHU, Lebanon

This Zero Project Conference was by far the best conference I ever attended on accessibility. I left Vienna feeling very inspired; full of ideas and contacts.

Felipe Ellena,
Theatro Escola de Gente, Brazil

In 2015, after participating in the Zero Project Conference, we were pleased to see that local media, particularly a newspaper for teachers that is distributed across the country, published an article about the award and the children who took part in the Zero Project event. One of the journalists visited the inclusive school and talked to the self-advocates who had made their voices heard in Vienna. Later in the year, the same newspaper dedicated further coverage to Lumos' achievements in the field of Inclusive Education.

Reports from Lumos Moldova

Facts & Figures

More than 3,000 experts from all sectors of society are part of the Zero Project Network.

More than 160 countries have been covered by the Zero Project Indicators.

More than 300 Innovative Policies and Practices have been awarded from 2013 to 2016.

More than 2,500 persons have participated in Zero Project Conferences since 2013.

Join the Zero Project Network!

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