

Zero Project

Almanac 2021

The work of the Zero Project from 2013 to 2021

- Research on Innovative Practices and Policies concerning employment, accessibility, independent living/political participation, education and ICT
- Building networks to strengthen innovations and innovators
- Organizing the Zero Project Conference and sharing the research with publications, partnerships, social and professional media, and on the web
- Creating measurable impact

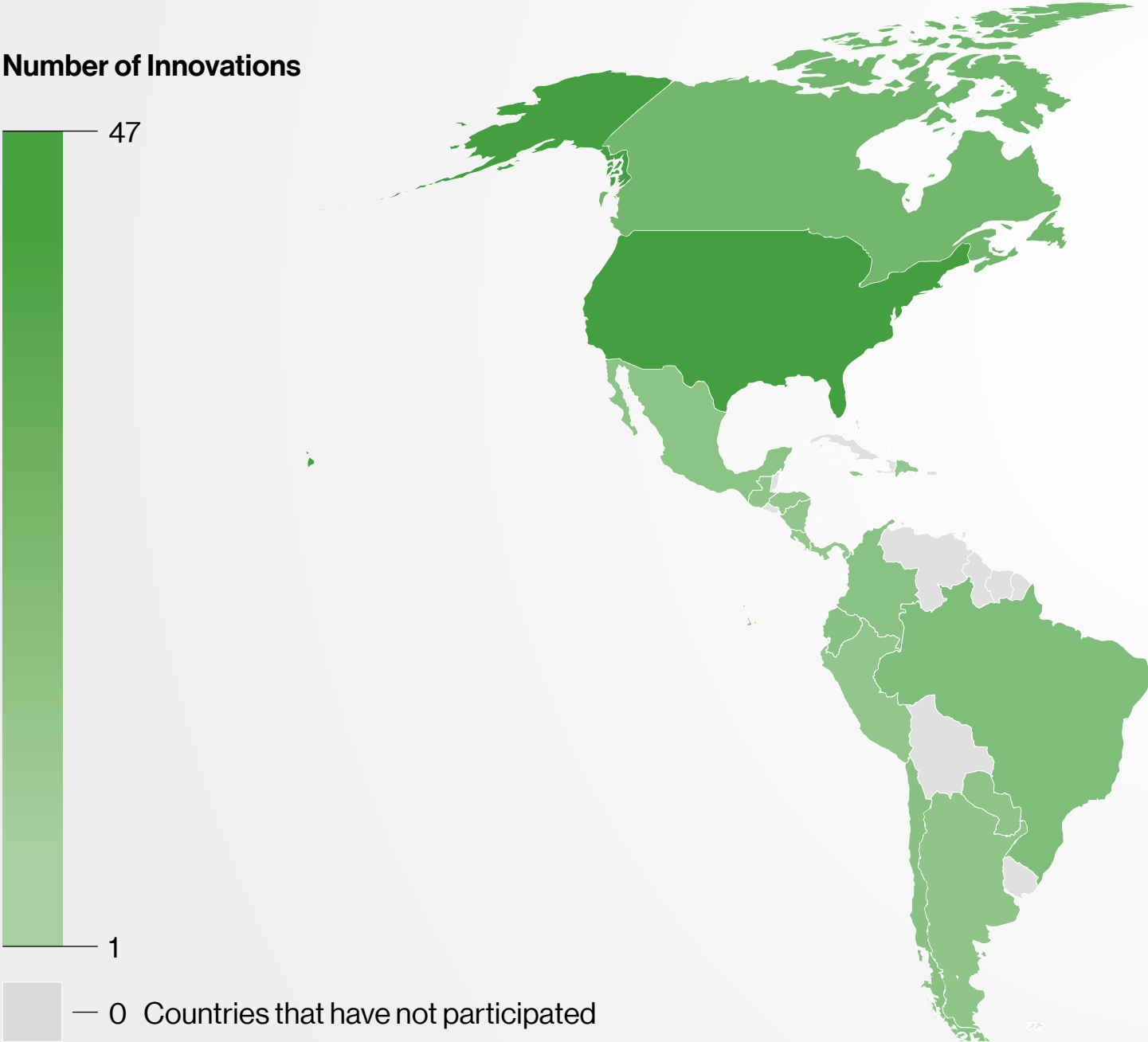


#ZeroProject

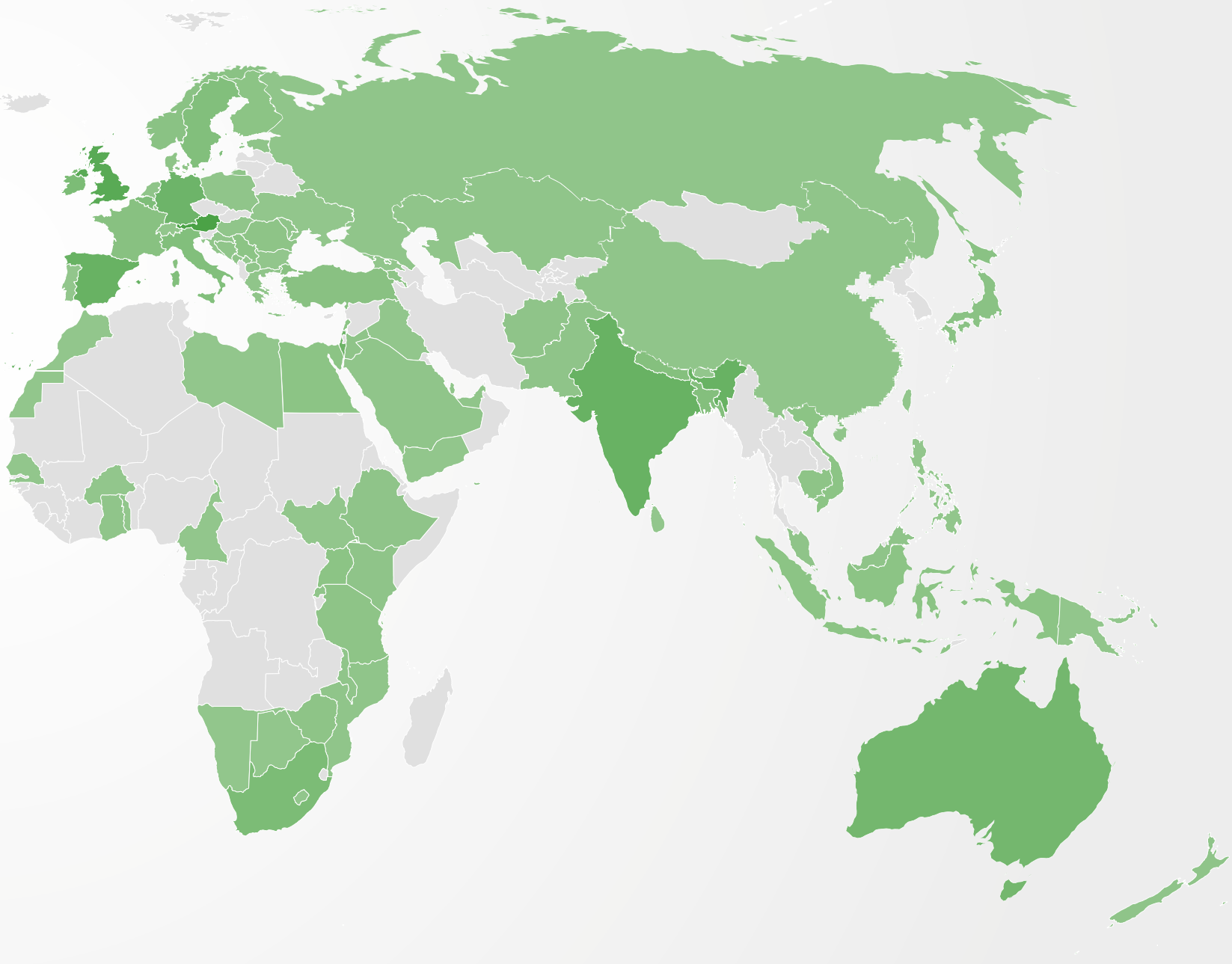
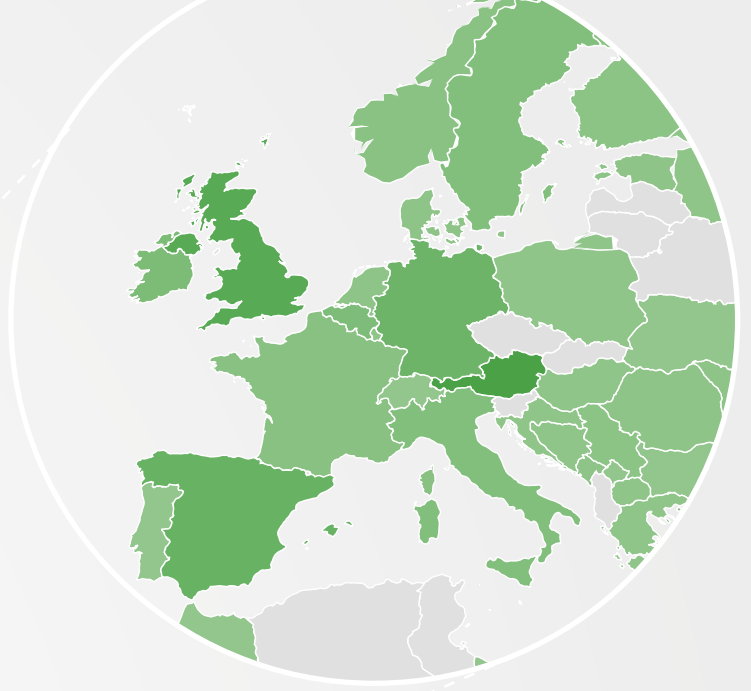
For a world with zero barriers

All Innovative Policies and Practices 2013–2021

Number of Innovative Policies and Practices by country that have been awarded from 2013 to 2020 (total: 580 from 118 countries)*



* The most recent research year 2020–2021 has not been added to this graph, which would add 82 Innovative Practices and Policies from 46 countries.



**For all persons with disabilities
and for all contributors to the
Zero Project, worldwide**



“The Zero Project network is a global practical arm for the main priority areas in need of barrier-removal vis-a-vis the CRPD, bringing together the voices, knowledge, people, and resources that are needed to ensure that communities become disability-inclusive and barrier-free.”

HRH Prince Mired Al-Hussein of Jordan

“The Essl Foundation and the Zero Project really get what Gallaudet University stands for.”

Bobbi Cordano, Dean, Gallaudet University, Washington, DC (at Zero Project Conference 2018)

“Zero Project makes the amazing innovation, progress, and benefit in our sector visible and recognized where inclusion happens – in mainstream society. Thank you!”

Klaus Miesenberger, Assistant Professor in Computer Science at the Johannes Kepler University of Linz

“The Zero project can clearly support us in getting to know the activities and good practices of other organizations that work for similar goals and target groups as we do.”

Ádám Kósa, Hungarian Association of the Deaf and Hard of Hearing, and Member of the European Parliament since 2009

“I deeply thank and also congratulate Martin Essl and his team for their impactful contributions to making this world a better place for so many people with disabilities around the globe.”

Joachim Schoss, Investor and Board Member, Founder of myHandicap Foundation and EnableMe

“Over a billion people experience some form of disability worldwide. All of them can benefit from digital innovation on a daily basis. The sharing of good practices is one of the critical steps towards strengthening the digital innovation ecosystem aimed at providing concrete solutions that meet the expectations of persons with disabilities.”

Jaroslav Ponder, Head of Europe Office, International Telecommunication Union

“Zero Project has created a community of friends who are glad and ready to help each other at any time. I see the Zero Project as a big convening power focused on innovating continuously and adapting to change.”

Yetnebersh Nigussie, GLAD (Global Aktion on Disability Network)

“The Zero Project has made amazing contributions and has raised awareness to ... our united ability to adapt to new global situations, even pandemics. We people (and I do not want to make a distinction between persons with and without disabilities) can design innovative education content and systems for our present and future well-being and for that of the planet.”

Daniela Bas, Director, Division for Inclusive Social Development, UN Department of Economic and Social Affairs (at Zero Project Latin America Conference 2020)

“The Zero project has an instrumental role in raising awareness about accessibility, including European accessibility policies and legislation, by sharing results globally.”

Inmaculada Placencia-Porrero, Senior Expert - Social affairs, Directorate-General for Employment, Social Affairs and Inclusion, European Commission (at Zero Project Conference 2019)

“Zero Project has been the meeting place of minds on disability issues and has made a difference for many organizations and individuals around the world.”

Luis Gallegos, Minister of Foreign Relations of Ecuador

“Competition is a good thing, but collaborating with a competitive edge is better, and for me the Zero Project has created a global family which has a very big vision to truly transform the lives of persons with disabilities in the world, and is welcoming of anybody and everybody who shares those values to help that change happen.”

Caroline Casey, Founder of the “Valuable 500”

“In ten years the Zero Project has become a global force for inclusion and a barrier-free world.”

Former US Senator Thomas Harkin (at Zero Project Conference 2019)

“I want to thank the Essl Foundation and the Zero Project for their continued commitment to a world without barriers, and to disabled people across all areas of life.”

Judy Heumann, activist and author of Being Heumann (at Zero Project Conference 2018)

“The ILO Global Business and Disability Network is excited to be able to collaborate with the 2021 Zero Project Conference, which will provide an exciting space to discuss innovative ways of promoting the inclusion of persons with disabilities, an objective that is even more relevant in the context of the COVID-19 pandemic.”

Stefan Troemel, Senior Disability Specialist at the International Labour Organization

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Articles about Innovative Practices and Policies: Friedrich Ruhm, Paula Reid

Contributions by: Andrés Beroggi, Thomas Butcher, Isabella Essl, Ricardo Garcia Bahamonde, Xin Hu, Wilfried Kainz, Anna Königseder, Seema Mundackal, Raza Niaz, Michael Pichler, Karin Praniess, Paula Reid, Carola Rubia, Ma. Ignacia Rodríguez Espinoza, Ernst Starhemberg, Loic van Cutsem

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Easy Language Text: Capito Niederösterreich

Photos of Zero Project Conferences: Pepo Schuster, Frank Garzarolli, Michael Hetzmanseder, Stefan Seidler. In Austria: Tim Dornaus and other photographers from regional partners in Austria

Austrian Conferences: Photos provided by regional Conference partners

Photos of all organizations mentioned have been provided by these organizations

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The Zero Project Almanac will be available as an accessible pdf-version from March 2021 at www.zeroproject.org/almanac2021 or by using the QR Code on the backpage.

Disclaimers

The views expressed in this publication do not necessarily reflect the views of the Essl Foundation or the Zero Project. The designations employed and the presentation of the material do not imply the expression of any opinion whatsoever on the part of the Essl Foundation concerning the legal status of any country, territory, city, or area, or of its authorities, or concerning the delineation of its frontiers or boundaries.

For more information on the Zero Project, visit www.zeroproject.org

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Zero Project

Almanac 2021

The work of the Zero Project from 2013 to 2021

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The Zero Project: A look back and a look forward

Martin Essl describes the background of the Essl Foundation, the history and present of the Zero Project, and the next steps into the future.

FOREWORD BY **MARTIN ESSL**,
FOUNDER AND PRESIDENT OF THE ESSL FOUNDATION

Remarkably, it has been four years since we published our first ever Zero Project Almanac, covering research from 2013 to 2016, which focuses on the four key issues of the United Nations Convention on the Rights of Persons with Disabilities (CRPD) and their implementation: Accessibility, Employment, Education, and Independent Living/Political Participation.

And now we are doing it again! In 2020 we have completed the second four-year cycle and were able to start the third cycle – on the topic of Employment. This all in a year that, given the COVID-19 pandemic, confronts the entire world with enormous challenges, but also offers opportunities.

Given the realities of 2020, I am all the more grateful and humbled that the Zero Project was able to host its largest conference ever at the end of February 2020 at United Nations Headquarters in Vienna. Just before we started to feel the full force of the novel coronavirus, we welcomed some 800 guests from 90 countries for a three-day programme, including the presentations of 80 Innovative Practices and Policies and countless discussions, workshops, and seminars around the subject of Inclusive Education. For the first time, there were also forums on Africa, youth, and start-ups, and more than 40 technology-innovators showcased outstanding apps, orientation and information systems, and database and online services for a world without barriers.

Timing could not have been fortuitous, and we were so blessed, as the vast majority of registered delegates were able to attend, and all returned home safely – just before the world started to ‘shut down’.

Zero Project’s vision and mission

Allow me to give a brief review of who we are and what we do. The Zero Project was launched in 2008 by the non-profit Essl Foundation and focuses on the rights of people with disabilities globally. In addition to the Essl



Martin Essl with Martin Habacher († 2019), social media-manager of the Zero Project, a well-known face to all Conference participants, who passed away much too early in January 2019.

Today, the Zero Project considers itself a global platform upon which the most innovative and effective solutions and new legislation to problems faced by persons with disabilities are searched, selected, shared, and disseminated.

Social Prize, which was launched at that time, the Essl Social Index was also created as a scientific way of comparing the situation of people with disabilities in various countries and how these countries are implementing the CRPD, which at that time had just come into force, via social indicators.

Sixty experts from 15 nations contributed to the Essl Social Index, the forerunner of the Zero Project, which was first published in 2010. The result was staggering. The Index clearly showed that people with disabilities did not have equal access in society in any way. The enormous international response finally led to the bundling of our activities in the Zero Project and its goal: For a world without barriers.

Today, the Zero Project considers itself a global platform upon which the most innovative and effective solutions and new legislation to problems faced by persons with disabilities are searched, selected, shared, and disseminated. Writing four years ago, our global network of experts numbered some 3,000. Now it totals around 6,000 from 180 countries worldwide. And looking forward, we envision it expanding even further.

“With Zero Project–Impact Transfer, in a six-month programme and with the support of mentors, ten initiatives are trained so that they can be transferred or replicated in other regions. Networking with scaling partners and our growing Alumni Community is also part of the programme.”

MARTIN ESSL

We have continued to expand and develop our close relationships with many partner organizations. These include UN agencies, international membership organizations, international funding agencies, DPOs and NGOs, companies and social businesses, foundations, professionals, academic institutions, activists, and others who share the common interest in identifying and scaling-up innovations that support the implementation of the CRPD.

Innovations for a “Society for All“

I am convinced that the application of innovations and new technologies will lead us a crucial step closer to a world without barriers. Each year, more than 1,000 experts from the Zero Project network vote for the most “Innovative Practices and Policies” from around the world, addressing one of the four core themes of the CRPD. In doing so, we follow a participatory and co-creative approach, for which the principles of “Nothing about us without us” and “Nobody left behind” are at the core. And for which the decisive criteria for selection are: Innovation, Impact, and Scalability.

The chosen Innovative Practices and Policies that are honoured with our Awards are highlighted at the annual Zero Project Conference at UN Headquarters in Vienna and in the Zero Project Report published to accompany the conference. More than 640 innovative solutions from 150 countries have been recognized since the first call for nominations in 2013. This Zero Project Almanac 2021 presents them to you in their entirety.

In addition, we disseminate these solutions-oriented approaches to decision makers and opinion leaders worldwide, and present the results of our research at various national and international conferences, such as at side events at the annual Conference of State Parties to the CRPD, held at UN Headquarters in New York. We are working hard to make Zero Project conferences as accessible as possible, and to this end we published the



Gerda and Martin Essl, Founder and Board member of the Essl Foundation

Conference Accessibility Guidelines in 2019. These guidelines are intended to make available to others what we have learned, by ourselves but also through our Zero Project network – and that we continue to learn – on the journey to a fully inclusive and accessible conference. Special thanks to our friends from Escola de Gente in Brazil and their contribution!

Impact Transfer and going international

As some of you may recall, back in 2017 the Essl Foundation joined forces with Ashoka – the global network of social entrepreneurs and a long-standing Foundation partner – to initiate the first Zero Project–Impact Transfer programme. Our aim was to internationalize highly innovative and scalable disability solutions for a barrier-free world, that is, to act as a kind of ‘accelerator’. To this end, ten initiatives are selected each year from all the Zero Project award winners. In a six-month programme and with the support of mentors, these initiatives are trained so that they can be transferred or replicated in other regions. Networking with scaling partners and our growing Alumni Community is also part of the programme. (See page 136).

Another big goal is to ‘internationalize’ our reach and influence. We are hugely excited that Fundación Descúbreme of Chile has become a strategic partner of the Zero Project since 2019 and is now a member of the Zero Project ‘family’. Together, we have been able to further expand the Impact Transfer programme; and reaching the 500 million Spanish-speaking people in their mother tongue has been something to which we have aspired for some time. We greatly look forward to working together, and I urge you to read more about the Zero Project-related activities organized by Fundación Descúbreme – from the conferences in Santiago de Chile to the Spanish translations of the Zero Project Report and this Almanac – in the Foreword of María Catalina Saieh Guzmán, the wonderful President of Fundación Descúbreme.

Activities of the Zero Project in Austria

Building on our network and growing expertise, further 'sub-projects' and formats have been developed in recent years to support the implementation of the CRPD, especially in Austria.

Since 2017 we have been organizing the Zero Project corporate and industrial sector dialogues, with which we have now been able to reach around 1,000 companies on the employment of people with disabilities. Together with the daily newspaper Die Presse we award the Austrian Leading Companies prize to those pioneering companies that actively work on behalf of fully inclusive employment, and we regularly design newspaper supplements on the topics of accessibility and inclusive employment. We have also been able to build valuable partnerships with regional NGOs and government bodies.

In 2019, together with Cisco Systems and the Cisco Academy as well as vocational schools and companies, we founded the first inclusive IT academy and completed a promising pilot project on data security with 14 participants (with five different disabilities). Of these, 13 passed the exam at their first attempt and the majority are already working. Building on this, we want to organize a job fair in 2021 to connect even more persons with disabilities with potential employers.

Among other highlights of recent years are the Austria-wide conference series "Self-Determined Living" and our projects on inclusive art and art education, working with renown strategy consultant and coach Doris Rothauer and her Büro für Transfer, who has graciously joined us as a pro bono mentor for the Impact Transfer programme.

One of the most exciting recent developments was the presentation of five innovations on the eve of the Zero Project Conference 2020 at the Austrian Parliament. The invitation was made by Wolfgang Sobotka, President of the Parliament, together with the Essl Foundation and the Sinnbildungstiftung. We were also invited to continue this unique form of cross-sectoral dialogue with leading policy makers in Austria.

Increasing impact through networking and digitalization

So, what of the future? I am happy to say that, despite all the difficulties we all may currently face, the future of the Zero Project is secure. We want to continue to work actively on the implementation of the CRPD by deepening existing partnerships and building new ones.

To that end, we have added exciting initiatives to our core activities. To better incorporate and make more widely accessible the expertise developed over the years and our network of actors from more than 180 countries and all societal sectors, we have embarked upon an ambitious project around digitalizing. The database already exists, and we are currently build-

ing the tools to make it effectively available to all. We also want to develop new formats of presentation and exchange based on the experiences of the last few years in order to increase the impact of the Zero Project and to reach even more people in the future.

Thanks and recognition

Let me conclude by extending a very personal thank-you to the many people who make the Zero Project possible, who actually are the Zero Project. This includes our growing network of experts as well as our Zero Project Ambassadors (see page 19), but also all our partners, mentors, and awardees as well as the many supporters from the fields of politics, business, culture, and society. The Zero Project is built on their great spirit and their commitment. I would also like to express my special thanks to Michael Fembek, Director of the Zero Project, and our entire team. Their tireless efforts ensure that the Zero Project grows and yet remains personal. Finally, and importantly, I also want to thank God for providing me with this wonderful task and for the opportunity of a meaningful life in which I can contribute my assets and knowledge for a world without barriers.

So, please do enjoy this Zero Project Almanac 2021, which has been produced in three languages (English, Spanish, and German) as well as in accessible versions, and is based on the international standards of the Web Content Accessibility Guidelines. I hope and trust that by reading it, with its amazing innovations from around the world, it will inspire you as much as it inspires us to participate in the implementation of an inclusive world without barriers.



The Zero Project team at the Conference 2020, with the partners from Fundación Descúbreme.

“A partnership for a world without barriers”

Promoting the inclusion of people with cognitive disabilities, sharing and promoting innovative solutions. Proud partner of the Zero Project.

FOREWORD BY **CATALINA SAIEH**, PRESIDENT OF FUNDACIÓN DESCÚBREME



Fundación Descúbreme is celebrating a decade of existence, a period in which we have strengthened our commitment to promote the inclusion of people with cognitive disabilities in all areas of human development. Ten years ago there was very little talk about inclusion in Chile. Very few persons with disabilities accessed the open labour market, and even less did persons with cognitive disabilities. Since then, our work has mainly focused on promoting the access of this group to inclusive and equitable employment, and it is a task that we continue to develop with enthusiasm and dedication.

However, one of the main barriers that people with disabilities face when they search for jobs is the lack of the necessary education and training for employment. That is why since 2019 we have also started to work on Inclusive Education, with the aim of supporting the educational system in Chile and bringing to Chile successful international experiences that can be replicated in our local scenario.

The past ten years have shown us how much we have advanced in our mission, but it has also shown us how many barriers we still need to overcome to achieve full inclusion of people with disabilities in Chile – and around the world.

Partnerships for mutual development

In our quest to promote the inclusion of people with cognitive disabilities in all areas of life we have built a series of alliances and partnerships with national and international organizations. These partnerships have allowed us to learn what is happening in other places and latitudes, and also to identify successful practices that can be adapted to our context and to build bridges for collaborative work.

We have found great partners in national organizations such as Red Incluye, Acción Empresas, Red de Empresas Inclusivas, Comunidad de Organizaciones Solidarias, and in public entities such as the Chilean Ministry of Labour and the National Disability Service, among others. We have also found great partners in international organizations, such as the Zero Project, Inclusion International, AESE, Pacto de Productividad, and Plena Inclusión,

just to name a few. Additionally, since 2018 we hold Consultative Status to the United Nations Economic and Social Council.

In this context, I would like to highlight our partnership with the Zero Project, which goes back to 2017 when our certification scheme creating job opportunities for young persons with intellectual disabilities – developed jointly with SKBergé, OTIC CChC, and Chilevalora – received a Zero Project Award.

You can imagine how proud we were to receive this award, especially because it confirmed that we were on the right track. Since then we have actively participated in the Zero Project's call and annual conferences, where we have met people and organizations from all over the world that have developed innovative and creative solutions to the barriers that people with disabilities experience in different contexts.

The Zero Project for Latin America and the Spanish-speaking community worldwide

When we approached the Zero Project with the idea to share and promote these solutions in Latin America and the worldwide Spanish-speaking community, we found a team committed to a world without barriers for persons with disabilities, and we also found dear friends in spirit with whom we share a mission, culture, and ambition to support people with disabilities in many ways.

Both Fundación Descúbreme and the Zero Project are deeply committed to eliminating the barriers that prevent the full inclusion of people with disabilities and, in this way, ensure the rights to education, employment, accessibility, and independent living of all people.

Our work is only possible because of the trust that the Zero Project has shown in us. For two years we have worked hard together in the hope that this effort will be able to create and strengthen a collaborative space in which organizations of and for people with disabilities can connect, share their knowledge, and build partnerships to continue making life better for persons with disabilities. Our joint efforts have resulted in much progress, and we look forward to many more years of working together.

The Making of the Almanac

How the Zero Project Almanac was made, and how to use it.

FOREWORD BY **MICHAEL FEMBEK**,

DIRECTOR OF THE ZERO PROJECT AND EDITOR-IN-CHIEF OF THE ALMANAC

Martin Essl, Founder of the Essl Foundation, together with the Foundation Board, gave the “go” by summer of 2019 to produce the second edition of the Zero Project Almanac.

Almanac 2013–2016 was released in early 2017, and covered the work of the Zero Project in its first four-year cycle. *Almanac 2021* was to be similar, but some major changes and additions were defined:

- (1) Cover the two four-year research cycles since 2013 (rather than just the second cycle since 2017);
- (2) Include an Annex listing short summaries of all Awardees since 2013;
- (3) Provide a parallel edition in German – with a third edition in Spanish to be published later in 2021, thanks to the partnership with Fundación Descúbreme;
- (4) Finally, after so many years of productive work, the narrative should focus even more on the impact of the Zero Project – on the progress, change, and opportunities that have been created by our collective efforts and contributions.

How the Zero Project Almanac was made, and how to use it

The Almanac is again structured along the four main themes of Zero Project research: employment, accessibility, independent living/political participation, and education. Additional chapters were added for ICT (now a permanent theme of research every year); Impact Transfer (the accelerator programme, launched in 2017); the Arts (because of the importance of the Arts for the Essl Foundation as well as for their cross-cutting nature); and a chapter on the regional activities of the Zero Project in Austria (of the Essl Foundation) and in Chile (of Fundación Descúbreme). As the final new contribution, *Almanac 2021* also includes an extensive Annex.

Each chapter is based on a clearly defined format:

- (1) in-depth case-studies of outstanding Awardees;
- (2) discussions between thematic leaders, or commentaries or interviews, for a deeper analysis of the topic;



“For research on the Almanac the new Zero Project database was invaluable, providing hundreds of photos, quotes, videos, and transcripts from speeches, presentations, and discussions – all opening up new opportunities for analysis and further research.”

Michael Fembek

- (3) a magazine-style collection of short profiles of our Awardees and the impact they have created (often based on working with the Zero Project); and
- (4) the work of the Zero Project itself ‘in pictures’.

For research on the Almanac the new Zero Project database was invaluable, providing hundreds of photos, quotes, videos, and transcripts from speeches, presentations, and discussions – all opening up new opportunities for analysis and further research.

To research our own impact, the Zero Project team conducted surveys both in 2019 and 2020 with Awardees and Conference participants, and received close to 200 completed questionnaires, which enabled detailed analysis. The Zero Project–Impact Transfer team continuously analyses its own impact on the development of its alumni, and a summary of their findings also appears in the Almanac. All case-studies and several interviews and comments have been newly researched for the Almanac, illustrated by graphic facilitation, infographics, and new photographs.

In total, more than 25 people were involved in the making of Almanac 2021 (see opening pages), working for eight months to bring it all together. Working with me as part of the core team were Friedrich Ruhm, who served as our primary author (providing new short summaries of all 662 Awardees of every year in both English and German); and Christoph Almasy, in charge of design, layout, and production.

The English and German versions of *Almanac 2021* were officially published for the (virtual) Zero Project Conference 2021 in February. The Spanish version will follow later in the year.

Facts about the Zero Project 2013–2020

ZERO PROJECT NETWORK

3,906

Number of persons active in the Zero Project 2013–2020

178

Numbers of countries with active members of the Zero Project network

INNOVATIVE PRACTICES AND POLICIES

580

Innovative Practices and Policies 2013–2020

82

Innovative Practices and Policies 2021

662

Total number of selected Innovative Practices and Policies 2013–2021

118

Countries of implementation of selected Innovative Practices and Policies

2,806

Total number of nominations 2013–2021

1,133

Total number of nominations that have been Shortlisted 2013–2021

CONFERENCE, MEDIA AND WEB

3,900

Registered Conference participants 2013–2020

105

Number of countries represented at conferences 2013–2020

1,580

Number of Speeches and Presentations at Conferences 2013–2020

41

Impact Transfer Alumnis 2017–2021, from 22 different countries

28

Printed publications 2013–2020 of the Essl Foundation

91

Presentations at third-party conferences, meetings, etc. 2013–2020

400

Number of videos produced by Zero Project 2013–2020 (estimate)

10,760

Facebook-Friends and Twitter Follower (January 2021)

536,778

Users of www.zeroproject.org from 1 Jan. 2014 to 1 May 2021 (“Sessions”)

Zero Project Ambassadors

This honorary title is awarded to people who have made an outstanding contribution to the Zero Project for a period of four years*.



Caroline Casey
Founder, The Valuable
500, Dublin/Ireland



Klaus Höckner
CEO, Hilfsgemeinschaft der Blinden
und Sehschwachen Österreichs,
Vienna/Austria



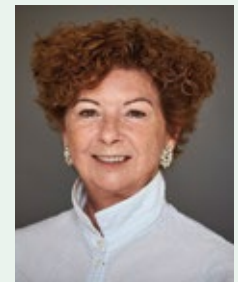
Michal Rimon
CEO, Access Israel,
Tel Aviv/Israel



Rupert Roniger
CEO,
Light for the World,
Vienna/Austria



Carola Rubia
Executive Director, Fundación
Descúbreme, Santiago de
Chile/Chile (since 2020)



Susan Scott-Parker
CEO and Founder,
Business Disability
International, London/UK



Luk Zelderloo
Secretary General, EASPD – European
Association of Service Providers for Persons
with Disabilities, Brussels/Belgium



Nevgül Bilsel Safkan
Vice Chair and General Manager
Sabanci Vakfi Foundation, Turkey.
(since 2021)

*) Initiated in 2019, all Zero Project-Ambassadors were awarded in 2019, except those where the year is mentioned.

The many faces of the Zero Project Conference

A selection of Zero Project keynote speakers, chairs, and presenters throughout eight years.





HRH Mired Al-Hussein



Daniela Bas



Wolfgang Sobotka



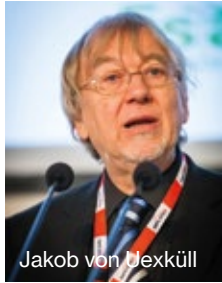
Betsy Beaumon



Melissa Malzkuhn



Jennifer Mizrahi



Jakob von Bexküll



Jody Heymann



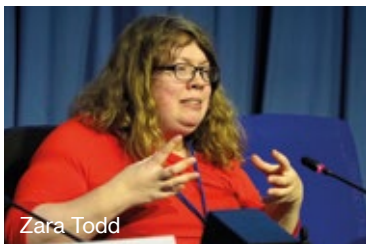
Hector Minto



Kalyani Khona



Hiroshi Kawamura



Zara Todd



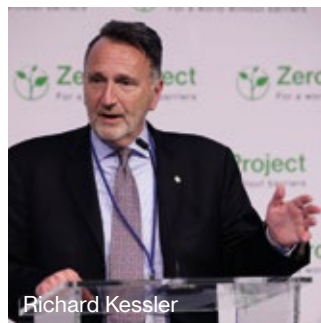
Marianne Knudsen (links) und Marijeta Mojasevic



Charlotte McClain Nhlapo



Jenny Lay Fleurie



Richard Kessler



Pat Romzek



Christopher M. Lee

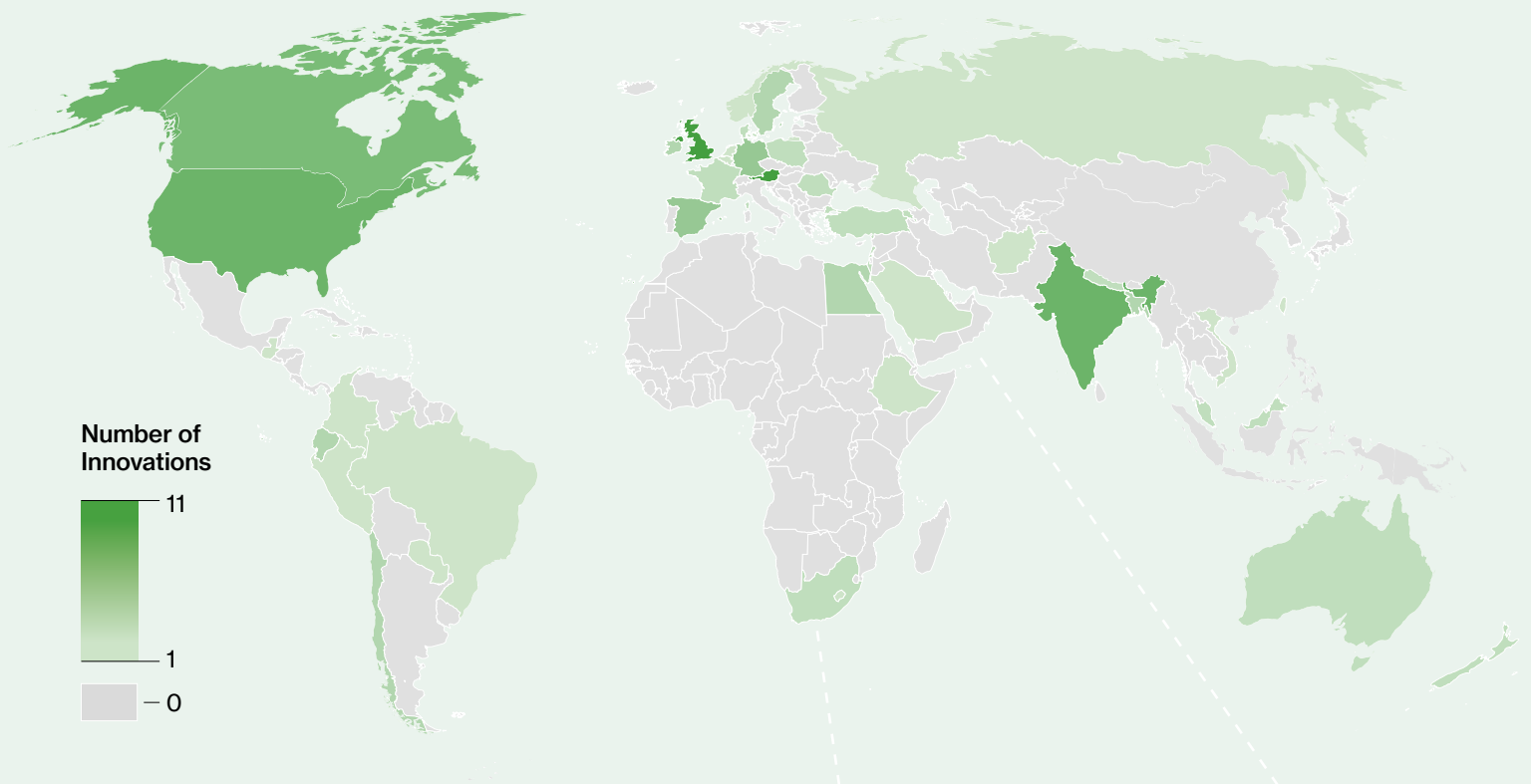
Innovative Practices and Policies in Employment per country

120

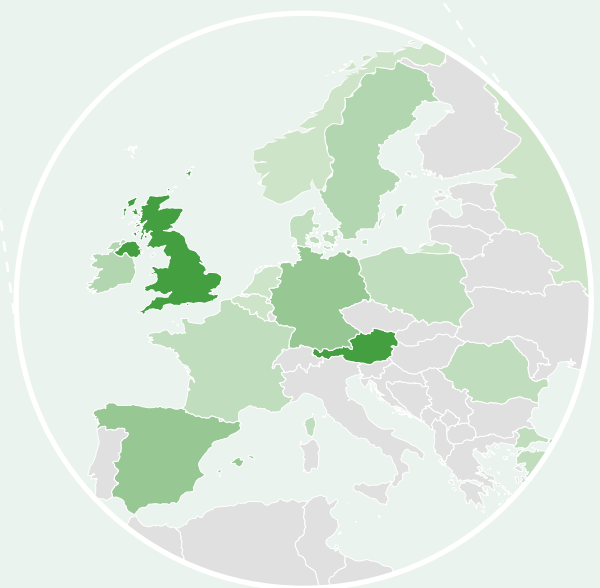
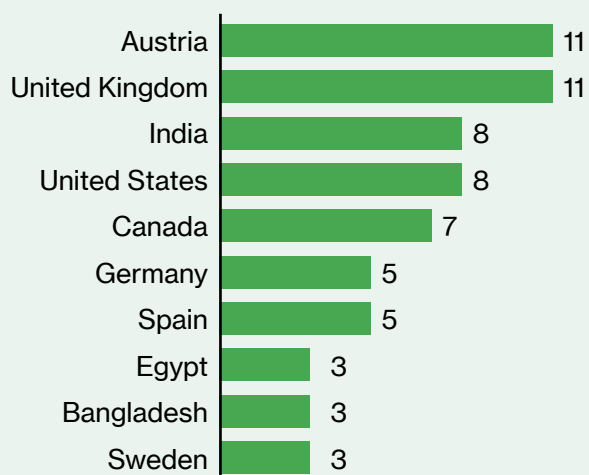
Practices and Policies

45

countries of implementation



Top 10 countries



INNOVATIONS IN

Employment

Focus of the Zero Project in

2013 & 2017

IN-DEPTH RESEARCH



Nicole Taylor is a single mother of three small children. She is also a US veteran and has a mobility disability. Before her admission into the “Bridge Academy” outside Detroit, Michigan (USA), she was unemployed. Shortly after her certification as a Cisco Certified Network Associate she was offered an internship. Today she works as a Network Security Analyst at Comerica Bank, the largest financial services corporation in Michigan.

Filling the talent-gap with certified IT-academies

Inclusive IT Academies offer people with and without disabilities the opportunity to enter the mainstream job market. The ever-growing demand for experts in ICT and digitalization makes the Bridge Academy programme a model of global interest.

COUNTRIES: **UNITED STATES AND AUSTRIA** ORGANIZATIONS: **CISCO AND IT-TRAINING ACADEMIES**

“While IT companies struggle to find talent, there are many people with disabilities who want these jobs and are capable of doing them. But what they need are the skills and experience to get these in-demand, high-paying knowledge worker jobs,” says Patrick Romzek, formerly the Worldwide Vice President of Market Development for Cisco and currently the CEO and founder of the US-based Three Talents LLC, which is striving to innovate and transform disability employment through inclusive IT Bridge Academies.

IT experts needed worldwide

As of summer 2020 there were around 1 million vacancies in the IT sector in the United States alone, and it is expected that the demand for IT experts will rise to 3.5 million in the coming years. The COVID-19 pandemic has given digital transformation a further boost.

The enormous need for qualified personnel significantly enhances the willingness of companies to reach out to new groups of talent. Nonetheless, the absence of Inclusive Education in the IT field and the need to overcome the mind-set of some companies when it comes to employing people with disabilities remain major challenges. As the father of a son with Down Syndrome, Romzek knows this from his own experience. “People with disabilities want to be given the chance to prove themselves, just like others. I have seen this with my son, and it was he who inspired me.”

In the early 2010s, Romzek had been working in sales for more than 15 years at Cisco, a leading global manufacturer of network components. During this time, Romzek was Worldwide Leader of Cisco’s Cloud Sales Strategy, created the Cisco Special Children’s Network, served on the Cisco Disability Awareness Network Executive Committee, and was also engaged outside the company in his community in Michigan.

At that time, Cisco had already begun to approach people with disabilities as potential employees, with the largest pilot project in Bangalore, India,

“As soon as we gave them the skills, knowledge, and self-confidence, they excelled.”

PATRICK ROMZEK, FOUNDER OF THREE TALENTS AND INITIATOR OF THE INCLUSIVE IT BRIDGE ACADEMIES

where 34 people with various disabilities were recruited to work at a Technical Support Centre.

The success of the pilot was confirmed by a 2017 evaluation, which showed that the hiring of people with disabilities had improved daily team productivity by 250 per cent and the rate of requests that were successfully handled rose from 60 to 85 per cent. Dismissals and voluntary time off also declined. As Romzek recalls, “What we noticed was that many of the employees with disabilities lacked the training and experience for these jobs, but as soon as we gave them the skills, knowledge, and self-confidence, they excelled!”

How a Bridge Academy works

When Romzek retired from Cisco in 2017, he dedicated himself to his vision of a Bridge Academy that provides people with disabilities around the world with the opportunity to enter the mainstream job market with skills that were in demand.

The Bridge to Opportunity programme aims to establish training academies for people with disabilities that provide certification in the various IT professions. Serving as the basis for this programme are the courses of the Cisco Network Academy, which is a training and certification programme offered worldwide. Currently, more than 1.5 million people around the world are taking part in a Cisco Networking Academy programme; and since its founding in 1997, more than 10 million students have used this programme to develop skills that lead to meaningful IT jobs in over 180 countries and in 19 course languages.

As Romzek explains, the training in an inclusive IT Bridge Academy is supported by an innovative “community partnership ecosystem,” consisting of governments, employers, service agencies, and advocacy groups. This network is designed to ensure that the courses are free of costs for the candidates, and that they receive the corresponding support both during and after qualification in their professional careers.

Best case for inclusive IT training

The Essl Foundation was one of the first to take up this idea. From October 2017 to September 2019, the “Inclusive IT Academy” – supported by the Austrian Ministry of Economics – was realized as a best-case project in which 14 people took a course in cyber security and data protection. Twelve of the participants were people with various disabilities (Asperger autism,



“The Inclusive IT Academy,” a pilot in cybersecurity and data security Cisco-certified training, proved a great success, with 13 of the 14 participants receiving a certificate for the completion of the course.

mobile impairment, visual impairment, hearing impairment, and chronic illness), while two were people without disabilities.

Realization of the Inclusive IT Academy – with a total of 140 hours – took place at HTL Wien 3-Rennweg, a Secondary Technical School. The selection of the candidates as well as the design and implementation of assessment, job placement, and onboarding was done in cooperation with myAbility, an Austrian social business consultancy, and Specialisterne Austria, which trains and places people who are in the autism spectrum.

Guidance and evaluation available

The inclusive IT Academy was scientifically accompanied and evaluated by the Institute of Social Work and Social Management at FH JOANNEUM, the second largest university of applied sciences in Austria, located in Graz. Another ‘output’ of the pilot project is a guide directed at education providers who want to add inclusive courses to their course portfolio, as well as at companies that want to create inclusive jobs and employ people with disabilities (free for download at zeroproject.org/zero-project-it-academy).

The pilot proved a great success, with 13 of the 14 participants receiving a certificate for the completion of the Cisco Cybersecurity and DSGVO training course. In order to introduce these graduates into the job market, special measures involving internships, job placement, and onboarding were also developed as part of the pilot model. For example, companies that were involved in an early project phase were approached to offer internships; and by fall 2020 three participants were successfully placed in the job market.

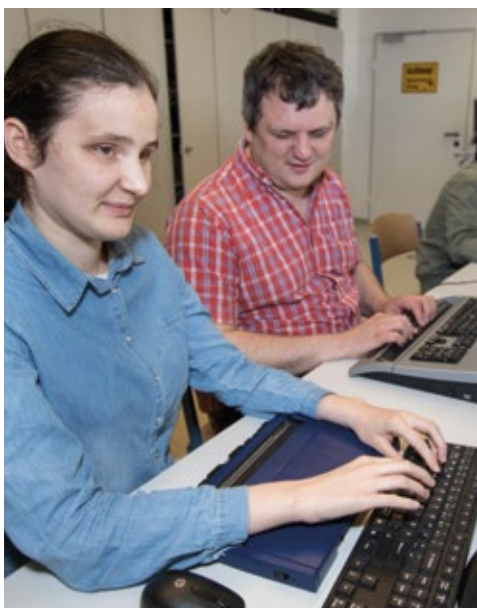
A 98 per cent completion rate

Also by fall 2020, three more prototypes based on the idea of the Bridge to Opportunity had been realized, and a total of 150 people with disabilities in the United States and Europe had already attended an inclusive IT Bridge Academy. Says Romzek, “The participants completed these prototypes with an average completion rate of 98 per cent and an employment rate of over 90 per cent.”

In addition, another nine academies are planning to launch the programme by spring 2021: five in the United States, two in Africa, and two in Bangladesh. For Romzek, the Bridge Academy is a model that can be implemented anywhere in the world, and for this purpose he has created what he calls a “playbook.” Further, he is convinced that the programme is also transferable to other curricula. For Romzek, three factors are crucial for success: funding, finding the right candidates, and job placement.

Costs and financing

As Romzek explains, “the funding has to be such that training is free for the candidates, many of whom live in poverty.” He estimates that, depending on the country, setup of a Bridge Academy and delivery of a first course is possible from as little as around \$80,000. “This includes the start-up costs and a first cohort of 15 to 20 participants. The running costs thereafter will be around \$50,000 to \$60,000, or €5,000 to €10,000 per participant.



The Inclusive IT Academy-Project in Austria has proven that people with various disabilities can successfully attend courses of the Cisco Academy.



Bridge to Opportunity opening ceremony in New York City (middle: Victor Calize, Commissioner at the Mayor's Office for People with Disabilities).

And who would pay for a Bridge Academy? Romzek has identified four possible groups: government programmes, private foundations, corporations, and developing country organizations. “Usually it will be a combination of these four funding sources,” he adds.

The investment will pay off in several ways: companies will get qualified and committed employees, and the participants who make it into the regular labour market will become taxpayers instead of recipients of public support. As Romzek calculates, “Using a normal tax rate of 20 per cent and an average salary of \$74,000 per year, the return on investment for a government is approximately 150 per cent in the first year!”

Assessment for people with disabilities

To identify the right talents, Romzek believes that classical recruitment methods are insufficient as they too often focus on education and experience and ignore what he calls the important “third talent”: determination, drive, integrity, and loyalty. Romzek notes: “People with disabilities may lack education and experience, but very often they are characterized by this third talent. I believe the third talent has more impact on our long-term success than the first two. In the Bridge Academies, we evaluate the third talent through interviews and subjective judgment.”

The Inclusive IT Academy in Austria has also developed its own assessment, which considers the requirements of people with different disabilities. So the application should not only be barrier-free, but should also have as low a threshold as possible while still meeting mandatory criteria. Michael Pichler, project manager of the inclusive IT Academy and former human resource manager, says that “even if the aim is to make inclusive training accessible to as many people as possible, there is no contradiction in setting mandatory criteria for participation. In any case, the assessment should focus on identifying strengths and not deficits.”

Job placement and company involvement

The third and perhaps biggest challenge is the job placement of successful Bridge Academy graduates. For Romzek, potential employers must become “proactive and enthusiastic supporters” and should be involved throughout the entire training cycle. “Early involvement benefits both the companies and the candidates. They get to know each other, and the employer can enrich the training by offering site visits to their facility and guest lectures.” This is a strategy that is likewise confirmed by the experiences and the evaluation of the inclusive IT Academy in Austria. As project manager Pichler notes, “The key to successful inclusion is to link participants in a training programme as early as possible with companies that are potential employers.”

An overview of the Bridge to Opportunity programme and other international success stories of inclusive IT Bridge Academies can be found at www.bridgetoopportunity.org.

“There are no more excuses, you cannot ‘unknow’ what you know”

Interview with Caroline Casey of Ireland – a disability activist, social entrepreneur, and moderator of the Zero Project Conference since 2012. In 2019, Casey was initiated into the Valuable 500, a global network of business leaders.

Interview by
Ricardo
Bahamonde,
November 2020.

Caroline, you have been initiated into the Valuable 500. What is it exactly?

Casey: There are three reasons why the valuable 500 was created. In the first place, it was created to address the global exclusion crisis facing 1.3 billion persons living with disabilities in the world, plus their families! The exclusion crisis is relatively unknown. Some statistics say that if you have a disability you are 50 per cent more likely to experience poverty and be unemployed, and that 90 per cent of children with a disability do not get into a classroom. This exclusion crisis is too large for governments or for international conventions to fix; it must be businesses, the most powerful force in the planet, that address it. Inclusive businesses can create inclusive societies.

Second, the Valuable 500 is here to provide the missing piece about inclusive business, which is to systemically integrate disability inclusion into business, and that means customers, suppliers, members of the community, and talent, because disability has been on the side-lines of business for too long, and has been out of the inclusion agenda in particular. Ninety per cent of companies declare they are “passionate about inclusion”; however, only 4 per cent actually work on disability inclusion. We believe that the key to unlock this door is in the hands of business leaders. Leaders make choices, and those choices end up building cultures. Therefore, the only way we can change this situation is by tapping business leaders.

Third, the Valuable 500 was created to help build a global community, a collective mass, aimed to harness the power of a collective that can drive system change from the approach of integration and intersectionality.

When did it all start?

Casey: The idea was launched at the World Economic Forum in 2019. The name “Valuable 500” refers to the critical mass we talk about and is a play on words of the Fortune 500: What would you do if you had 500 of the world’s most influential CEOs and leaders to commit to driving this system change?

And where is the Valuable 500 now?

Casey: Now, in November of 2020, we look at an exponential and unprecedented success of the Valuable 500. We are the fastest-growing CEO community in the world after the UN Global Compact, and we are moving



“I believe the big opportunity rests in the idea that it is about community, sharing, collaboration, creating safe spaces, innovating together, failing together.

Caroline Casey

from simply a campaign to creating a global system-changing company, which will go into Phase II next year. We are global, with 342 companies today from 31 countries and 52 sectors, totalling \$4.5 trillion in revenue, with some 12 million employees.

In addition, it is not only about employment alone; we are all about integrating the value chain. We are about reaching out to the supply and the value chain and to harness their power to drive system change.

Finally, we like to see the integration of intersectionality infusing business into strategy. The ecosystem around us is right at the heart of the Valuable 500, because the heart of the Valuable 500 is collaboration. It is completely based on collaboration.

Why, and how, do you think the Valuable 500 will change the world?

Casey: The job of the Valuable 500 is not to create jobs for persons with disabilities, but rather to work on the full economic participation and empowerment of persons with disabilities, and to radically transform the global business system.

Actually, there are a lot of good practices out there; lots of organizations that are our partners like Access Israel, Business Disability Forum, Ruh Global, Purple Space, etc. have been working with the business sector for decades and have built great practices. The problem is, those practices are just pockets, and are not systemically interwoven into the business

sector. Therefore, our job is to blow this system open and to highlight the extraordinary innovations, insights, and leaders that already existed before the Valuable 500 came along.

For example, Salesforce, when it joined the Valuable 500, said they had a lot to learn, so they appointed a Chief Accessibility Officer who reported to the board. Why is this important? Because Salesforce is following the same path that Microsoft did, creating the role of Jenny Lay Flurrie; we can see her influence and the measurable impact that she has created for change. Microsoft recently announced their first representation figures, showing that 6.1 per cent of their employees are persons with disabilities. If they did not have announced that, we would not see the true progress.

How does COVID-19 influence multinationals in this regard?

Casey: Through this pandemic the business system has flexed and changed, because the intention, the need, and the will were already there! Those businesses that flexed better were those that had the DNA inside themselves and had a holistic view of inclusion in the shape of practices, an outlook, or coaches, and so they adapted quicker.

We have been forced to look at what we already knew: the horrifying injustice and inequity that have been exposed in this pandemic. We cannot hide what we know now, so there are two things:

First, there is the moral obligation for each of us as an individual to be part of, and accountable for, creating an inclusive world as we emerge from this pandemic. However, businesses now know that they have an obligation towards the society they operate in because otherwise no one is going to tolerate this.

Second, the days of making the business case for disability inclusion are over. We do not need to continue saying “this is a market worth X trillion” or “this is about innovation and growth” – which it actually is, because a lot of the technology we use now was initially serving persons with disabilities.

Rather, I think the case we are now making is:

First, you need to future-proof your businesses. Second, you need to look at the risk: Where does the innovation come from? This is much about the next generations, who they buy from and where they work. We know they will not tolerate exclusion. And third, you need to realize that there are no more excuses, you cannot ‘unknow’ what you know, because we have all felt what it is like to be excluded, we have all seen change happen when it needed to, and we have all seen the different perspectives bring different solutions.

So our job now is to help businesses, not shame them, not cancel them, not be aggressively negative. I believe the big opportunity rests in the idea that it is about community, sharing, collaboration, creating safe spaces, innovating together, failing together. I believe that is the greatest opportunity that COVID-19 has brought us.

If a company is interested in starting a disability-inclusive employment policy, what would be your advice?

Casey: The first thing I would tell them would be, come join the Valuable 500! In practical terms, my advice would be:

- Talk with the leading disability inclusion organization in your country. Obviously, it

would depend on what part of the world you are in. If you are in Austria, you should pick up the phone to MyAbility, the organization in the German-speaking part of Europe that has the most practice in building competency and confidence into businesses. That is their job! If you are in the UK, you go talk with the Business Disability Forum. In Israel, it is Access Israel.

- Next, I would recommend that they find a company that is doing it well and ask them where to begin. There is no need to reinvent the wheel, and companies are willing to help each other. Asking for help is not a sign of weakness but shows resourcefulness and proactiveness.
- As a CEO, I would encourage my team to ask staff members, especially those with a disability: What shall we do about disability inclusion?
- Finally, I would recommend them to talk to Purple Space, an organization that is all about creating resource groups of like-minded people.

For you, what is the role of the Zero Project for business, and for the Valuable 500?

Casey: Competition is a good thing, but collaborating with a competitive edge is better, and for me the Zero Project has created a global family that has a very big vision to truly transform the lives of persons with disabilities in the world, and is welcoming of anybody and everybody who shares those values to help that change happen.

There is something very meaningful about being part of the Zero Project that shows the power of community, the desire to belong and do something purposeful with each other and sharing a journey for change.

The Zero Project is an incredibly special and unique family. I am immensely proud to be part of it, both as a member and as an Ambassador.

Social Media Wall: Proud Awardees of 2021

Pacto de Productividad
3. Diciembre um 01:26

El @zeroproject.org revelará los ganadores de este año el 3 de diciembre de 2020 a las 6:00 a.m. Bogotá -12:00 CET. En el Día Internacional de las Personas con Discapacidad, ¡no podemos pensar en un día mejor para celebrar los logros de nuestros ganadores!
-Ingrese en el siguiente enlace para ver los nominados: <https://zeroproject.org/zero-project-award2021/>
-Visita el sitio en Facebook: www.facebook.com/zeroproject.org/

EY Careers
3. Diciembre um 11:20

What a way to start a Friday! 🎉
A massive congratulations to **Inclusion TCD** who are one of the winners in the worldwide **Zero Project** for Innovative Practices in Employment and Civil Society for their work with EY! 🙌
The Trinity Centre for People with Intellectual Disabilities (TCPD) is a higher education programme and supports the transition to employment for people with intellectual disabilities. By 2020, six graduates will have completed paid internships in EY, four of whom have been offered permanent employment.

Sao Mai Center for the Blind
Gesam um 20:29

Một status chân tình từ người anh công sự của Sao Mai. Cảm ơn anh Tuấn nhiều!!
Ein wahrer Status von Sao Mai's Partner. Vielen Dank Tuan!!

KLAFjob - Job til mennesker med kognitive handicap
3. Desember um 11:22

KLAFjob - Job til mennesker med kognitive handicap har i dag - på FN's internationale handicapdag - modtaget en pris fra det globale anerkendte Zero Project for vores succesfulde resultater med at skabe stærke job for mennesker med kognitive udfordringer 🙌🙌
Vi er meget stolte over prisen og at være udvalgt blandt 475 nominerede fra 47 lande. Som en del af prisen bliver KLAFjob præsenteret på en stors international konference i februar 2021 afholdt af Zero Project 🌍

East Eagle Foundation @eefint - 10h
Congratulations @Kadiwaku! for being selected as a Zero Project Awardee 2020/21!
#ZeroProjectActionWeek #Awardees2021 #ZeroProject

Avalon Employment
@avalonemp

We are so excited to formally announce that we have been awarded the 2021 Zero Project Award! The Zero Project focuses on the rights of persons with disabilities globally. Learn more about the Zero Project here: zeroproject.org 🌍

Perkin
4. Diciembre um 19:22

We are honored to once again be a Zero Project Awardee for our Work Inclusion Solution with Star Data. We are so happy to be apart of the worldwide initiatives of creating an accessible and inclusive global community.
Full list of Zero Project Awardees 2021: <https://bit.ly/3gphuKc>
#workinclusion #inclusion #accessibility #personalfirst #inclusion

Dea Aman
@deaman

@IOTCD in association with @EY_Ireland has been selected as an awardee of the Innovative Practices in Employment and Civil Society by the @ZeroProjectorg 2021 - what a way to mark International Day of People with Disabilities.

Éntrole
3. Desember um 16:52

El reconocimiento de Zero Project, no es para una organización, es para todas las empresas y organizaciones que forman parte de esta AUAZNA! Para todas aquellas que trabajan día a día por un #MundoInclusivo Gracias por todo el compromiso! #ÉntroleLaInclusión

Karen Abulwera
@karenabulwera

Con inmenso orgullo comparto con ustedes la gran noticia de que nuestra iniciativa @centroderelevo recibió el premio @ZeroProjectorg 2021. Un reconocimiento al trabajo entre el @Ministerio TIC y @fenascol para facilitar la comunicación de las personas sordas a través de las TIC.



Savita Oshram
@OshramSavita

We are honored and beyond excited to announce that #Tadeo has been selected as an #InnovativeTechnology Awardee by the @ZeroProjectorg! Looking forward to the #ZeroCon21!!
#PurpleLightUp
#ZeroProject
#ZeroProjectActionWeek
#Awardees2021

Inclusion Europe
4. Desember um 15:10

Congrats to our member LEV for receiving great recognition from Zero Project for their project KLAFjob - Job til mennesker med kognitive handicap.
KLAFjob forms partnerships with various companies to identify and advertise jobs on the labour market. People with intellectual disabilities are then helped to apply for the most suitable job for them. Between 2014-2019, KLAFjob has successfully supported people into 3,664 jobs.

Krista All
@kristaall

When the way you do things is recognized internationally, it's a big deal! #SoProud 🙌🙌
#inclusion #AutismEmploymentPilot #zeroproject

Sense India
@senseindia

#InternationalDayOfPersonsWithDisability2020 just became an even more exciting day!
We won The Zero Project Award! (1/2)
To know more about this: bit.ly/3oe7D06
#senseindia #deafblindness
#NothingAboutUsWithoutUs #BuildingBackBetter

Jamba Hungary
4. Desember um 14:05

A Zero Project díjazottal közlé kerülnénk 🙌
A fogynékos emberek világának alkalmából kihirdették a 2021-es Zero Project legjobbjait!
🙌 A világ minden tájáról jelentkező 475 kezdeményezés közül, akik értékes munkájukat nap mint nap hozzátesszék a társadalomhoz, beválasztottak minket is a nyertes projektek sorába.
👉 2021 témája a Foglalkoztatás és IKT (Információ és Kommunikáció Technológia). A nyertesek közül 66 innovatív a foglalkoztatási szektorból, 16 pedig az IKT területéről került ki -ök mind foglalkozással élők emeireket támogatnak a világ minden táján.
Körik a linkre, ismerd meg a jobbnál jobb kezdeményezéseket és inspirálj!👉

ANDisability
@ANDisability

We are so proud to announce that our Stepping Into internship program has been selected as a @ZeroProjectorg Awardee 2020/21!
zeroproject.org/zero-project-a... #inclusion #ZeroProject #IDPWD

Seon Witznere
@seonwitznere

WE WON!!!! WE WON!!!!
Incredibly proud to announce Avalon Employment Inc. is one of the winners of the ZERO PROJECT announced today in Austria to help celebrate International Day of Persons with Disabilities!!
zeroproject.org #DisabilityDay #Employment

NYC MOPD
@NYCDisabilities

Today MOPD is proud to announce that our employment program NYCATWORK has received the Zero Project Award for 2021. As we celebrate the International Day of Persons with Disabilities we're thankful for this recognition and eager to continue our work #IDPD
on.nyc.gov/2VvZogN

Alex Richardson
@alexrichardson

nycgov: In NYC, we fight for disability rights every day.
Congratulations to @NYCDisabilities employment program NYCATWORK for receiving the Zero Project Award for 2021. We'll proudly continue to lead the world in inclusive opportunities for ALL.
#IDPD...

Tadeo officiel
4. Desember um 16:09

[CONCOURS] Nous sommes très fiers de vous annoncer que Tadeo est lauréat 2021 du concours international Zero Project qui récompense les initiatives #Inclusives en matière d'emploi et de nouvelles #technologies! Pour en savoir plus > <https://bit.ly/3ml7su>

Red-Apis
3. Desember um 14:07

Vi Sor es premiado y obtiene el premio Zero Project de la fundación @Beal de Austria.
Se trata del premio Zero Project, que reconoce a las mejores innovaciones y prácticas a nivel mundial que facilitan el acceso a las Personas con Discapacidad.

Digitalization creating jobs: Talents desperately needed

For several reasons, the ICT-sector is always in focus when it comes to employment opportunities for people with disabilities. Most importantly, there is a constant demand for talent. ICT is a growth sector unharmed by the COVID-19 crisis, and working with ICT enables persons with disability to focus on their many strengths. Read here about some pioneering solutions about job-creation in the ICT-sector, and about jobs based on innovative ICT-platforms (see also p. 24 on IT-academies).



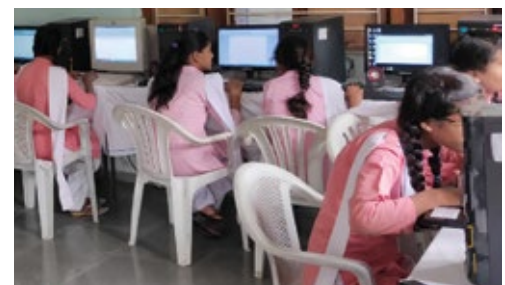
The Nhat Hong Centre (see picture), the Sao Mai Vocational & Assistive Technology Center for the Blind, and the Catholic Relief Services are all based in Viet Nam and are all Zero Project Awardees.



inABLE from Kenya supports specialized schools to teach students who are blind in assistive and digital technologies. The NGO not only equips the necessary infrastructure but also provides instructors and the training for teachers. For the students, inABLE has designed an assistive technology computer curriculum (Awardee 2020, Impact-Transfer Fellow).



Fable Tech Labs is a Canadian technology start-up launched in 2018, offering services worldwide. It employs people with motor and visual disabilities to offer digital accessibility testing, research, and quality assurance services to companies designing and developing digital products. Fable's online platform for making and reviewing requests for support is fully accessible, allowing people to work flexibly and remotely (Awardee 2021).



EnAble India is a large Indian NGO, with headquarters in Bengaluru but active across the country. It has developed the Educate Yourself Easily (EYE) Tool, a self-learning tool that teaches persons with visual impairments digital skills to prepare them for computer-based jobs (Awardee 2021).



Jobs for people with autism

Passwerk is a Belgian social enterprise established in 2008 that trains and hires people on the autism spectrum before leasing them to companies, and provides them with long-term job coaching (Awardee 2021).

Fully independent from Passwerk, Thorkil Sonne of Denmark has initiated Specialisterne, a similar model, and expanded to several countries, among them the United States and Austria. In Austria, Takeda Pharmaceuticals, with headquarters in Japan, is implementing the Specialisterne model. Thorkil Sonne received the Essl Social Prize to start Specialisterne in Austria in 2013.



DEPARTMENT OF LABOR, UNITED STATES

The power of the American Disability Act

Of all government ministries and departments globally, the US Department of Labour has won the most Zero Project Awards: a total of three, with one in 2020 (Pathway to Careers Programme) and two in 2021 (the State Exchange on Employment & Disability, and the Partnership on Employment & Accessible Technology). The American Disabilities Act of 1990, which celebrated its 30th anniversary in 2020, is the foundation of inclusive labor policies in the United States.



THE IMPACT OF THE ZERO PROJECT

“We continue to be amazed at the connections and information that we have gotten from being involved with the Zero Project. You hear the real voices of individuals to find solutions that work.”

Sean Wiltshire, Avalon Enterprises Inc, Canada

“Our organization participated last year in the Zero Project’s TopHouse project, together with our partner Fundació Support de Girona. In addition, the Zero Project’s ‘Inclusive IT Academy’ is of interest to us.”

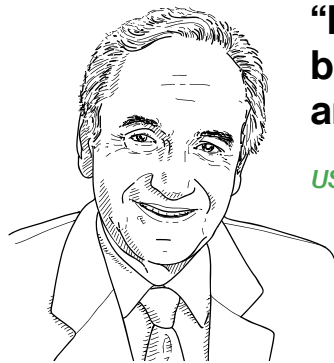
Hugo Rovira de Saralegui, Drissa Private Foundation, Spain

“In 2018 our BPASS Accessibility Test System was measurably recognized as an Innovative Practice and was included as a best practice example in the first UN Flagship Report.”

Patrick Dohmen, Europäisches Kompetenzzentrum für Barrierefreiheit e.V., Germany

“The Zero Project’s support had concrete effects and notably strengthened the visibility of the project, fostering exchanges of practices with partners and creating new opportunities with new organizations and donors.”

Annie Hans, Humanity and Inclusion, France



“In ten years, the Zero Project has become a global force for inclusion and a barrier-free world.”

US Senator Thomas Harkin

Harkin authored the Americans with Disabilities Act of 1990 and was its chief sponsor in the Senate. Harkin delivered part of his Zero Project Conference introduction speech in sign language, saying it was so his deaf brother could understand.

Corporate strategies: Good for you, good for the company

Several multinational and other large companies worldwide have developed inclusive employment strategies, sometimes embedded in the corporate mission to become accessible and inclusive for all customers and stakeholders (see also interview with Caroline Casey,” page 30). Awardees of the Zero Project use a variety of approaches – from online recruitment, assessment, and internships to job coaches, workplace adaption, staff training, and rehabilitation measures.



Walgreen, the major drug store and pharmaceutical retail company, has long implemented an inclusive employment strategy. Randy Lewis, Vice President of Walgreens until 2013, was invited by the Essl Foundation to Austria in 2018 to start a dialogue with Austrian retail and logistics companies, hosted by the Austrian Postal Company.



IKEA, the well-known Swedish furniture retail company, has won the Zero Project Award twice, with more Shortlists. In 2021, IKEA Russia won the Award for their cooperation with Abilympics, benefitting also their own inclusive employment culture. In 2019, IKEA Germany won an Award for their cooperation with Alsterarbeit, which runs a full department (recoveries) in one of their stores.



Wipro Ltd. is a global information technology, consulting, and outsourcing company based in India. In 2009 the company launched a formal Disability Inclusion Policy Framework and governance mechanism to create an inclusive environment within the company. (Zero Project Awardee 2013 and 2017, Shortlisted 2021).



The team of Includyme Inc. in Argentina, Zero Project Awardee 2020/21.

ONLINE RECRUITMENT VIA INCLUSIVE JOB-PLATFORMS

Fighting the digital gap in recruitments

Online recruitment has often become a barrier that cannot be overcome by persons with disabilities. Some recruitment websites cannot even be used with the screenreaders of persons with disabilities, or there are other technical obstacles. In most cases, the algorithms used by the IT-system rank applicants with disabilities low, making training and awareness-raising for employers even more difficult.

But some recruitment IT-platforms use an inclusive approach, and three Zero Project Awardees have developed systems that have proven to work for applicants with disabilities: Includyme Inc. from Argentina (photo at left), Egalité, Inclusion and Diversity from Brazil (also winner of the ICT – Innovation for Inclusion Prize), and the Riziko Source App from Kenya. DisAbility Recruiting from Austria (developed by myAbility in Austria ten years ago) is a Zero Project-awarded pioneer in that area.



Out of sheltered workshops!

Getting people out of sheltered workshops – a system of low-paid and low-prestige work disconnected from the open labour market that exists in Europe and many other countries – is the mission of a number of Zero Project Awardees.

In 2020/21, Lev – Inclusion Denmark has won an Award. Its Klapjob-model has already created more than 3,500 jobs for people formerly in Sheltered Workshops.

In South Korea, Sohwa Aram VR Centre is transforming existing Sheltered Workshops into inclusive vocational training centers. (Awardee of 2020/21, the first for a nomination from South Korea).



BBDN of Bangladesh, a network for businesses, NGOs, and DPOs working together, for example, in job-fairs.

USING THE RESOURCES OF EXISTING NETWORKS

Unions and associations in the driver seat

Neither employers' lobbies and associations nor those of employees are usually driving the change towards inclusive employment, having to serve many different interest groups. But there are some notable exceptions, with two of them also being awarded in 2020/21 by the Zero Project. The Bangladesh Employers Federation established the Bangladesh Business and Disability Network (BBDN) to create a more disability inclusive workforce in the country, based mainly on job-fairs. And the Mexican Business Council has initiated Alianza Éntrale, which provides resources and tools to companies. Among the tools is a labour inclusion index, as well as an open-source job platform.



THE IMPACT OF THE ZERO PROJECT

“The Zero Project has helped us grow by being recognized internationally. It boosted our belief in our corporate philosophy of creating value based on the insights of persons with disabilities, and it inspired us to develop other products.”

Toshiya Kakiuchi, Mirairo Inc., Japan

“I have been closely associated with Neha Arora (Planet Abled) and Pooja Rai (Anthills creation) who have been a part of the Zero Project in the past. They have highly recommended Zero Project as it has the potential to create immense value in the inclusion space by identifying brilliant minds passionate about inclusion.”

Alina Alam, MITTI Cafe, India

“In fact, it was in coming across the Zero Project’s 2017 Innovative Practices and Policies on Employment that we actually first developed the idea for the platform.”

Beth Kume-Holland, Patchwork Hub, United Kingdom

“In 2020, I took part as an exhibitor of the inclusive design project “In my shoes” in the Zero Project 2020 Conference. It was a fantastic experience meeting all the people from around the world with innovative ideas for solving different problems. The IT Academy made a great impression on me.”

Elizabeta Jovanovska, Brand Solution SPLLC, North Macedonia

Social business: The art of creating decent jobs for all

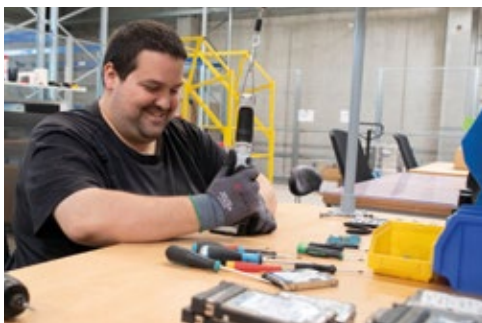
Social businesses are companies set up to serve a social or “green” purpose. Making a profit is necessary, but not the ultimate goal. A great variety of social businesses have been set up in recent years to provide jobs for people with disabilities. Find a selection of the Zero Project Awardees of 2021 here.



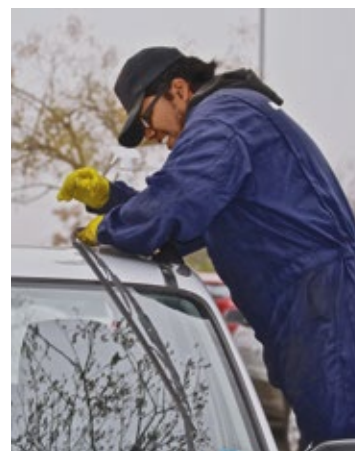
In India, since 2017, Mitti Café has been providing hospitality training and employment opportunities in accessible cafés established on the premises of educational institutions or private-sector companies. As of 2020 there are twelve Mitti Cafés, which are managed and staffed entirely by adults with disabilities.



In Ethiopia, Teki Paper Bags produces and sells paper bags of many shapes and sizes. Teki was developed for and by the deaf community and employs mainly young deaf women. Its official language is Ethiopian sign language. Founded in 2016, the organization has employed 18 people and has replaced over 1 million plastic bags.



AfB is Europe's first non-profit IT company, founded in Germany. AfB specializes in refurbishing and recycling IT hardware. The organization creates jobs for people with a range of disabilities in all areas of the company and offers competitive wages. As of 2019, AfB employed 200 people with disabilities.



SecoChile is an eco-washing service for cars, where most of the employees are people with disabilities. There are 45 registered (corporate) customers, serviced by 300 employees nationwide. The income is 15% above the minimum wage in Chile. In 2019 home washing service was implemented.

Self-employment, micro-enterprise, microfinance: Everything you need to be your own boss

In many low-income countries, NGOs and DPOs focus on opportunities for self-employment for people with disabilities, and on providing the support needed to start businesses even for those most vulnerable and most disadvantaged. Here is a selection of Zero Project Awardees 2020/21 working in that field, using different forms of support, sometimes providing micro-finance funding.



Since 2001 the Afghan Amputee Bicyclists for Rehabilitation And Recreation (AABRAR) has run a bicycle-training programme with a monthly intake of 20 participants. A trainer teaches the trainees how to repair and ride bicycles, which are modified by AABRAR's mechanics to accommodate the needs of the trainees' disabilities. By 2020, 7,000 people have been trained.



FUWAVITA was founded in 2018 by Aneth Geranda Isaya, the first deaf person to graduate from university in Tanzania. Aneth teaches women with disabilities to produce hand-crafts and food that they can sell. By 2020, 500 women with various disabilities and disadvantages had successfully completed the economic-generation training.



Sense International India provides vocational training and seed capital to adults with deaf/blindness, enabling them to launch a micro-enterprise. The NGO also trains vocational instructors. By 2020, 600 people have benefited; and since 2014, 130 people have received seed capital.



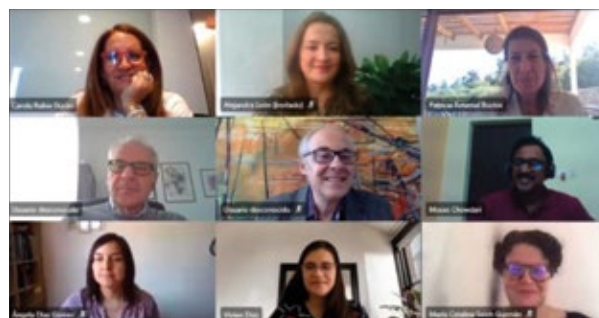
“Zero Project has changed the global conversations about disability inclusion. I learned about their efforts years ago and have watched them highlight best practices in developing and developed nations, bring together all the global stakeholders, encourage corporations to have more impact, and create a global community that is positively changing lives for persons with disabilities and their families all over the world.”

Debra Ruh, CEO, Ruh Global IMPACT, and author of the book Tapping Into Hidden Human Capital (2016)

NEW PRIZE TO SCALE INNOVATIONS IN CHILE

The first three winners of the ICT Innovation for Inclusion Prize

In 2020 the Zero Project has joined forces with Pacto de Productividad Chile, Fundación Descúbreme, and the Inter-American Development Bank in the ICT Innovation for Inclusion Prize. Out of the shortlisted nominations of the Zero Project 2020/21, a jury selected three winners of the ICT Innovation for Inclusion Award: Fundación ONCE from Spain for their 3D-print project; Egalité, Inclusion, and Diversity from Brazil for their online-recruitment tool; and Enable India for Educate Yourself Easily (EYE), the self-learning tool for the visually impaired. The Prize money will be used to scale these selected innovations in Chile.



The official announcement of the first winners of “ICT – Innovation for Inclusion,” via Zoom in December 2020.

“The biggest obstacles are the attitudinal barriers embedded in individuals, societies, and even religions.”

Senator Thomas Harkin on the obstacles to full inclusion and the importance of work for everybody. A summary from his keynote speech given at the Zero Project Conference 2019.

For persons with a disability, progress towards full inclusion and a barrier free world is agonizingly slow, and certainly common sense solutions such as Universal Design should have been adopted years ago. But as the lead Senate sponsor of the Americans with Disabilities Act, signed into US law in 1990, I can look back at 28 years of steady progress, including the adoption of the UN Convention on the Rights of Persons with Disabilities, which incorporates so much of the US law. While there is no excuse for less than rapid change in inclusion and a barrier-free environment, we must recognize that we are overcoming centuries of discrimination and a patronizing, sympathetic mind-set passed down from generation to generation against persons with disabilities.

When I am asked what are the toughest obstacles to remove for full inclusion, I respond that it is not the physical or structural barriers, but the attitudinal barriers embedded in individuals, societies, and even religions. I have a cartoon drawing that illustrates what I mean by this. It shows a schoolhouse in wintertime. There is snow everywhere, and in the corner of the drawing there is a young person in a wheelchair. There are other students in the drawing, and you see the custodian shovelling snow. The young person in the wheelchair says to the custodian: “Could

you please shovel the ramp?” To which the custodian responds: “All these other kids are waiting to use the stairs. When I get through shovelling them off, then I will clear the ramp for you.” The young person in the wheelchair then says: “But if you shovel the ramp, we can all get in!”

The point is well made: Clearing a path for people with special needs clears the path for everyone. Now, that custodian is probably not a bad person, but it’s the mind-set, the attitude that we have to overcome. The Americans with Disabilities Act had four goals: full participation, equal opportunity, independent living, and economic self-sufficiency. We have made progress, both in America and I think globally, on the first three over the past 28 years, but not on economic self-sufficiency. That is employment, jobs, careers, and professions for persons with disabilities.

Since my retirement from the US Senate we have established the Harkin Institute, and within the Institute we have organized the Harkin Summit, an annual international conference focused specifically on the employment of persons with disabilities in competitive, integrated positions. We have held three such conferences to date, and we are very honoured that Martin Essl and his team have attended each one.

“Clearing a path for people with special needs clears the path for everyone.”

Senator Thomas Harkin authored the Americans with Disabilities Act of 1990 and was its chief sponsor in the Senate. Harkin delivered part of his introduction speech in sign language, saying it was so his deaf brother could understand.



At our summit in 2017, I challenged the private and public sector to set a goal of doubling the rate of employment of persons with disabilities over the next ten years. Believe me, this is achievable. I recall a quote by an old friend of mine, Ambassador Juan Somavia from Chile, who served as Director-General of the International Labour Organization for many years. As he noted:

Every day we are reminded that for everybody work is a defining feature of human existence. It is the means of sustaining life and of meeting basic needs, but it is also the activity through which individuals affirm their own identity, both to themselves and to those around them. It is crucial to individual choice, to the welfare of families, and to the stability of societies.

I submit that independent living and political participation are closely intertwined with employment. As Ambassador Somavia said, work is crucial to individual choice. What is independent living but in essence the act of self-determination and individual choice. This is limited, if someone is dependent on welfare or generosity for a place to live. Likewise, work is a way for individuals to affirm their own identity – an identity not as a disabled person, but as a computer operator, as an office manager, as a machine operator, and so

on. Identity also comes from political participation. Political parties and most elected officials, I can tell you from experience, pay little attention to people who are not employed in some manner, other than students and the elderly. Happily, they do pay attention to them. And we are also seeing more young people with disabilities seeking and winning elective offices, proving that they are just as responsible and capable legislators and public executives as the non-disabled.

In my speech in the US Senate after passage of the Americans with Disabilities Act, I said the next step toward full inclusion must be the provision of personal attendant services for persons with disabilities so as to allow them to exercise individual choice, self-determination, and gainful employment. We have made slow progress in personal attendant services, but an argument can be made that if a person with a disability is working, then some of their tax money should be used for personal attendant services to enable them to live independently and to continue to work and pay taxes. It is what we call a ‘virtuous cycle’. Just as some tax money is used for roads, streets, and public parking garages so that the non-disabled can travel to and from a job, shouldn’t we do as much for persons with disabilities? Think about that.

The Zero Project Conference in 33 pictures

When inspiring people meet inspiring people, a world of its own exists for three days. These photos capture the spirit of the Zero Project Conferences.



Caroline Casey, Conference moderator every year since 2013.



The inclusive ballroom of 2015.



Michal Rimón from Access Israel, simulating barriers to education in a classroom.

Youth Forum at #Zero-Con20, with participants from Austria, Jordan, Norway, Kenya, Slovenia, Belgium and the United Kingdom



Participants from all over the world, with various disabilities and without.



Conference 2019

On their way to the Zero Project Conference in the UN Headquarters in Vienna!

Global exchange of ideas that work.

Jenny Lay Flurrie (Microsoft), Michael Lorz (EnableMe), Martin Essl, Joachim Schoss (Founder of myHandicap and EnableMe).

Technology is key.



Richard Bernstein, Justice of the Michigan Supreme Court (U.S.), keynote-speaker of #ZeroCon17.



Regina Hausiku from the Government of Namibia, showing the Innovative Policy-Certificate.



Daniela Bas, UN Department of Economic and Social Affairs, during her keynote speech.



Franz-Josef Huainigg, inclusion advisor to the Austrian broadcasting company, ORF.



Petra Plicka, graphic facilitator, at work.



Connie Vandarakis, re-energizing the audience.



Israel meets Turkey: Access Israel and Sabanci Foundation.



Conference life in exhibition and main hallway.



Three leaders of the disability community: Charlotte McClain-Nhlapo (The World Bank Group), Judy Heumann (activist and bestselling author of "Being Heumann"), and Sylvana Lakkis (Lebanese Physical Handicapped Union).



Sign language interpreter at work.



Sensing journeys.



The participants of Brazil at #ZeroCon20, meeting their Ambassador.



The exhibition at the Zero Project, cutting edge technology presented and tried out.

China delegation, organized by Prof. Richard Trappl and Kathryn Johnson (second from right).

Accessibility is high priority.

High-level panel discussion: Janet E. Lord (Harvard University), Judy Heumann (activist), Diane Richler (prev. Chair of Inclusion International), Richard Rieser (World of Inclusion, UK).

Intense panel, with Tuomas Tuure (Abilis Foundation, Finland) far left.



The disability trail, organized by Access Israel.



Self-representatives participating.



Two U.S.-leaders meeting, reaching across the aisle: Sen. Thomas Harkin and Richard Kessler (Kessler Foundation), with Seema Mundackal and Michael Fembek.



After successful and intense work: The Zero Project–Impact Transfer community of 2019.



The Social Media wall of 2020.

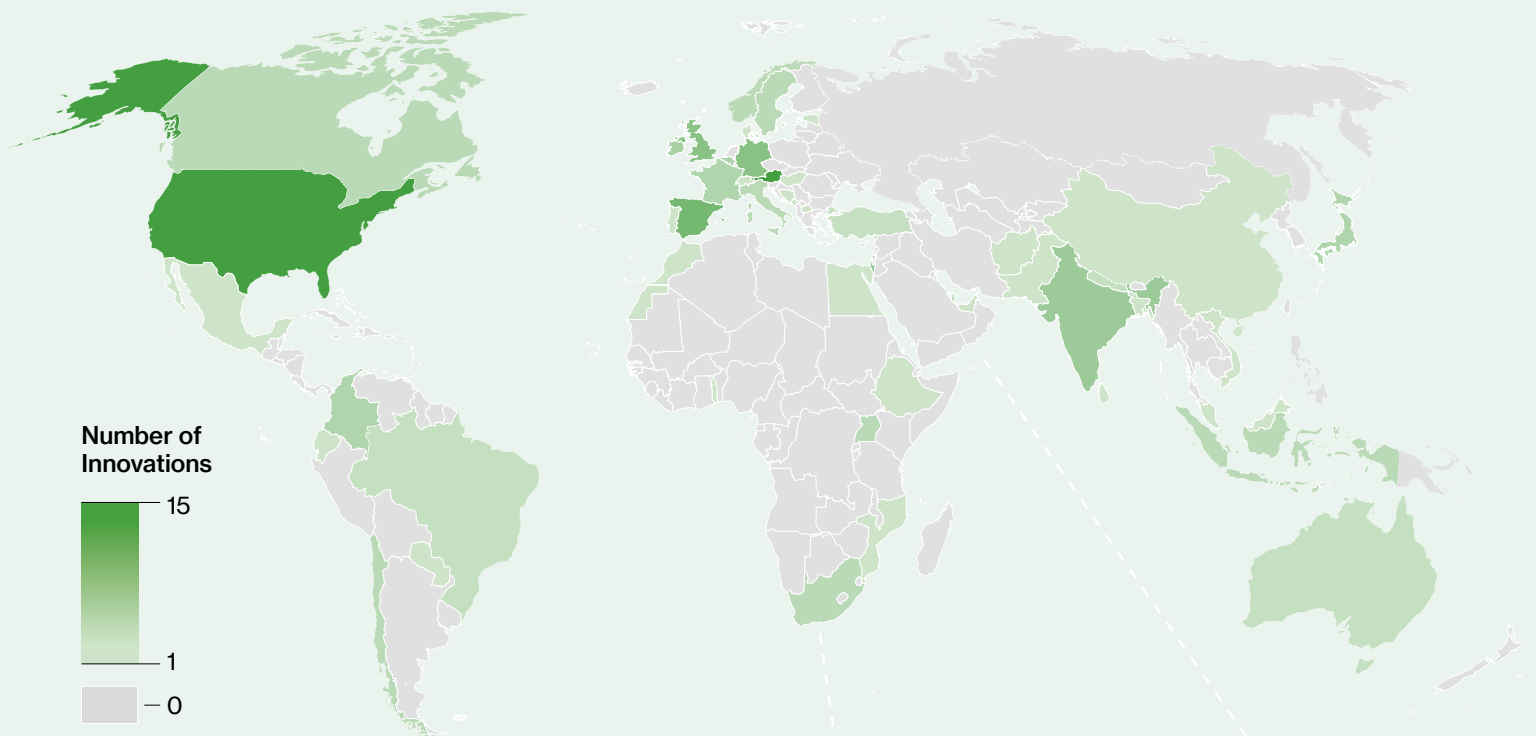
Innovative Practices and Policies in Accessibility per country

154

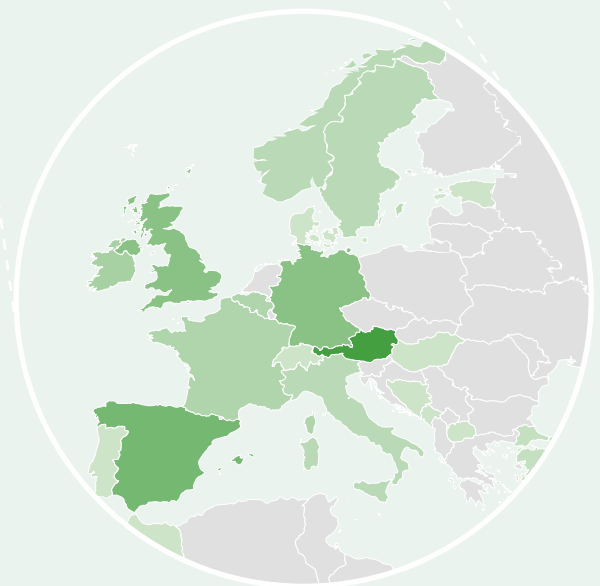
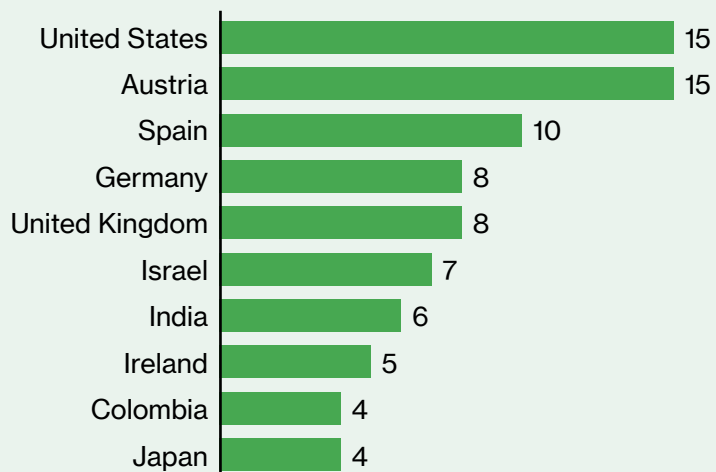
Practices and Policies

53

countries of implementation



Top 10 countries



INNOVATIONS IN

Accessibility

Focus of the Zero Project in

2014 & 2018

IN-DEPTH RESEARCH



In 2010, the barrier-free bus rapid transit (BRT) system service was introduced to transport fans of the 19th Football World Cup from Cape Town International Airport to the central business district and Cape Town Stadium. In the longer term, however, MyCiTi was the kick-off for a universally accessible public transport system in South Africa and on the African continent.

Kick-off for barrier-free mobility in Africa

In 2010, South Africa not only hosted the first Football World Cup on the African continent, but with MyCiTi in Cape Town it also introduced a universally accessible public transport system for the first time.

ORGANIZATIONS: MYCITI/CAPETOWN; DEPARTMENT OF TRANSPORT OF SOUTH AFRICA

On June 11, 2010, the starting whistle was blown for the 19th Football World Cup in South Africa, the first on the African continent. And just two weeks earlier, on May 29, the first barrier-free bus rapid transit (BRT) system, MyCiTi, went into operation in Cape Town. The BRT service was introduced to take soccer fans from Cape Town International Airport to the central business district and Cape Town Stadium; but in the longer term, MyCiTi was the kick-off for universally accessible public transport in South Africa and on the African continent.

Ten years later, the MyCiTi integrated public transport system comprises a network of 22 routes with 44 stations and has been used by more than 20 million passengers. Investment in MyCiTi to date amounts to over 10 billion rand (US\$604 million). A further 10 billion rand is planned for the next phase of expansion. Importantly, the concept of a universally accessible public transport system has become widespread because of the benefits that such a system provides to everyone.

First inclusive BRT system

The MyCiTi integrated public transport system was planned to be introduced in four phases, starting in 2009 and to be completed within 15 to 20 years. Investments have been and will continue to be made not only in stations and vehicles but also in technical innovations. For example, with MyCiTi has also come a cashless card system known as 'myconnect', a full-service website, and an app platform with real-time tracking of buses. The most ground-breaking innovation, however, is the fact that with MyCiTi – as well as with the Rea Vaya system in Johannesburg – a BRT system has been realized for the first time in South Africa and on the African continent.

MyCiTi's declared goal is a safe, reliable, cost-effective, and inclusive transportation network that reaches 75 per cent of the city's homes within 500 meters. For this purpose, a Universal Access Plan was established with the participation of people with disabilities.

“What does Universal Design cost? What does it cost to build a building safely so it does not fall down?”

GUY DAVIES, FOUNDER OF DISABILITY SOLUTIONS

Universal Design is not limited to making stations and buses accessible, but extends to the entire journey. This starts with finding information about the journey and access to bus stops prior to travel, and it continues with getting into the vehicle and taking the journey to one's destination. It offers the possibility to report problems, and for problems to be resolved.

Design for a seamless journey

One condition is that stations must be fully accessible for people with disabilities and allow them to get into the vehicles on a level surface. For this purpose, MyCiTi uses accessible vehicles, which are available in three versions: 18-meter high floor buses with two wheelchair positions; 12-meter high floor buses with one wheelchair position; and 9-metre low entry feeder buses with one wheelchair position. All these busses have been designed for complete level boarding with no gap between station and bus.

One characteristic of life in Cape Town is the long distances people have to travel to work and back. As Guy Davies explains, the reason for this is that in the past the cities in South Africa were expanded along the lines of apartheid, rather than growing more naturally over time. Davies is the founder of the consulting firm Disability Solutions Ltd., and was the main consultant to MyCiTi for the implementation of universal access.

In order to guarantee a seamless entry, special entry points were defined at the platforms, and boarding bridges are used at all stations to ensure a level, gap-free entrance to all passengers. Further, so-called 'Busboards' (Kasseler Kerbs) enable drivers to bring their vehicle very close to the bus stop without the risk of tyre damage. The bus stations have wheelchair-accessible toilets and wide entrance gates without turnstiles.

For people with impaired vision, tactile flooring makes it easier to find stations and platforms; and for passengers with a hearing impairment, induction loops are available at ticket counters. Stations as well as buses are equipped with audio LED screens to provide important information for travellers; and service information is also offered in a number of other formats, such as online or via the MyCiTi app. CCTV cameras in buses and at stations monitored by a control centre increase the sense of security for travellers and enable a quick response to problems.

A greater difficulty was the question of accessibility of the so-called 'last mile', the route to and from the stations. One idea was to use the Dial-a-Ride system that was already in place in Cape Town. This is a special



Walkways and crossings are major barriers for universally designed bus systems, and often need a lot of improvement.

service for people with disabilities who have no access to conventional public transport. Currently, Dial-a-Ride transports 350 regular users and potentially up to 2,270 passengers on an ad hoc basis. Due to demand, however, the service is overcrowded and new applicants must register on a waiting list. As a consequence, the Dial-a-Ride system was not available to cover the last mile of MyCiTi. Although not continuous, tuk-tuks and accessible mini-bus taxis were considered as alternatives. In addition, walkways and crossings were improved to such an extent that the stations could be reached as barrier-free as possible.

Common barriers in the mind

As is so often the case, the greatest hurdles that had to be overcome were those in the mind. Many of the professionals involved were very experienced in South Africa, and in designing public spaces and public transport, “but they had never considered accessibility or Universal Design previously,” reports Davies. “Often, we hit a wall with older engineers and architects telling us that they had been working in this field for up to 40 years, and ‘this was the way they do things in Cape Town or South Africa’.”

Another wall that had to be taken down was the fact that accessibility in South Africa is still seen by some as a “luxury for rich countries in the first world,” as Davies puts it. “To overcome this, we had to raise people’s awareness around accessibility, both in the number of people with disabilities and also how Universal Design is good design and benefits everyone.”

This makes it all the more important to bring different parties together at an early stage, emphasizes Amanda Gibberd, Director of Universal Design and Universal Access in Public Transport at the South African Department of Transport. Says Gibberd, “This was the first time in South



In fact, everyone living in a city benefits from efficient, environmentally friendly, affordable, and barrier-free public transportation.



To guarantee a seamless entry, special entry points are defined at the platforms and boarding bridges are used at all stations to ensure a level, gap-free entrance to all passengers.

Africa that a universally accessible means of transport was implemented as a mainstream service. These types of projects need the support and understanding of the disability sector, political leadership, national and local authorities, and external consultants. It is crucial for their success.”

‘Additional costs’ of accessibility

And what does Universal Design cost? According to Davies, a generally accepted figure is that if Universal Design is considered from the concept stages, it will generally add less than 0.5 per cent of the total capital cost. However, if Universal Design is dealt with by more expensive remedial work after the construction has finished, then the costs can mount up to over 10 per cent of total capital costs.

But Davies emphasizes that these figures do not take into account the many benefits of having a fully accessible public transport system: “I was following a group of people with disabilities to track their experiences both before and after MyCiTi started. Prior to MyCiTi, all of them only survived on their meagre disability pension, which they had to give to their family. But once they had access to an accessible, affordable transport service, their lives were transformed. They could access education, take part in social events, and many were able to find employment. So they have gone from being net recipients of funds to being tax payers themselves!”

Legal and financial arguments

Another aspect that should not be forgotten is that municipalities save themselves costly and unpleasant legal proceedings. As Davies explains,

“These types of projects need the support and understanding of the disability sector, political leadership, national and local authorities, and external consultants.”

AMANDA GIBBERD, SOUTH AFRICAN DEPARTMENT OF TRANSPORT

“Thankfully, the way the law has been written in South Africa, to discriminate against someone due to disability has to be treated exactly the same as if someone has been discriminated against due to their race.”

Davies is firmly convinced that if Universal Design is taken seriously as early as the concept phase, and thus ensures that a transport system is fully accessible, it also has immediate financial benefits for a city. In fact, everyone living in a city benefits from efficient, environmentally friendly, affordable, and barrier-free public transportation – particularly parents with children, young people, women travelling alone, and older people – both with and without disabilities.

Since Cape Town, Davies and his team have worked in other communities in South Africa. As to the ‘secret to success’ for achieving accessible public mobility, he believes there must be “a fundamental understanding of the issues and benefits of Universal Design from the decision makers on down. It has to be viewed as a key, fundamental element of any aspect of the system from concept through design to operation.”

What is a Bus Rapid Transit (BRT) system?

MyCiTi is Cape Town’s version of a bus rapid transit system, also known as a busway system. The first BRT system to cover the entire area of a major city was implemented in 1968 in Curitiba, Brazil, and since then similar systems have been implemented in almost 150 communities worldwide.

What distinguishes a BRT system from classic bus lines is that it is based on quality standards, defined by the following features:

- Bus lanes separated from individual traffic and other measures that favour the BRT system (traffic light priority, bus locks at crossings and junctions);
- Special buses (so-called articulated buses) with high transport capacity and a large number of doors for quick boarding and alighting;
- Raised bus platforms in the stations for high-floor vehicles or, alternatively, low-floor vehicles, both of which provide level access;
- Dense timetable with vehicle intervals of a few minutes, and greater distances between stations;
- Ticket sales outside the vehicle via a card-based tariff system, using modern technologies;
- Closed bus stations to facilitate transfers in busy areas and open bus stops in residential areas;
- Universal access as well as provision for non-motorized traffic and for pedestrians.

Urban planning: Accessible cities for all

Smart cities are not necessarily accessible and inclusive. Often, urban planners today zoom in on issues of climate change or smart energy grids, but are ignorant about Universal Design approaches that are useable by all. The Zero Project Conference 2018 had a special focus on innovative urban planning. Find here some selected Awardees.



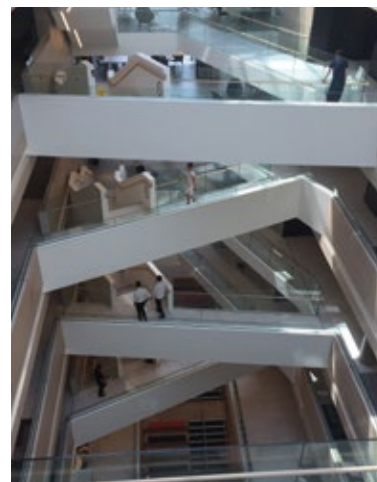
Victor Pineda of World Enabled has founded the “Cities 4 All” network (Photo: Keynote speech at the Zero Project Conference 2018). In its vision to incentivize and transform one hundred cities in the world to be more accessible, inclusive, and resilient, Cities 4 All has partnered recently with the Zero Project.



Telemark’s County Council, County Governor, Road Administration, and Trekking Association have stimulated the upgrading of walking trails from central urban areas to surrounding areas in Telemark county.



The Mary Free Bed YMCA is a 36-acre community centre supporting children, adults, and families in Grand Rapids, Michigan (United States). The facility was designed using the principles of Universal Design. Currently, the centre has over 200 adaptive sports athletes who access the YMCA for practice, tournaments, and fitness.



The new building of the Central Bank of Ireland is based on Universal Design in strategic policies, design and build, and operations.



A ‘buddy’ programme for travelers with and without disabilities

Planet Abled is a social business based in Delhi, India, that provides accessible travel solutions and leisure excursions for people with various disabilities, tailored to their individual needs. It also mixes and matches people of different disabilities and offers a travel buddy programme, whereby a fellow traveler with no disability assists the traveler with a disability. Since its start in 2016, 200 travelers with disabilities have used the Planet Abled services.

*Planet Abled, India,
Zero Project Awardee 2018 on Accessibility*



THE IMPACT OF THE ZERO PROJECT

“Our CEO, Dr Nasser Siabi, now sits on the Steering Committee for the Global Business Coalition for Education, as well as the International Labour Organization, advancing social justice for people with disabilities globally, as a direct result of the opportunities from the Zero Project.”

Stavroula Papageorgaki, Microlink PC (UK) Ltd

“Prominent universities now tap us for lectures and access audits.”

Erico Abordo, Architects for Accessibility, Philippines

“The Zero Project conferences and events have helped us in broadening our network substantially. We introduce those new acquaintances to our model and our social franchise system.”

Andreas Rothe, equalizent Schulung und Beratung, Austria

“My perception about issues on disability has completely changed.”

Joseph Agyei Danquah, CSIR-BRRI / KNUST, Kumasi, Ghana

“Other jurisdictions in Canada continue to approach Ontario about how we are removing and preventing barriers to accessibility.”

Susan Picarello, Assistant Government Minister, Ministry for Seniors and Accessibility of the Government of Ontario (Canada), Zero Project Awardee 2018 for the Integrated Accessibility Standards Regulation

THE STORY OF CHRISTINA, USER OF “INKLUSION MUSS LAUT SEIN!”

“I can still enjoy my passion for live Heavy Metal.”

Since 2008 I have been restricted to a wheelchair, which has changed the way I live my life. Or that is what I thought until I met a group of volunteers who have given me back my mobility to go almost anywhere and to enjoy the freedom of festivals and concerts! The team is always there to help me.

*“Inklusion muss laut sein! ,”
Germany (taken from Zero Project Report 2018)*

Towards accessible information on the Internet: Web standards and public procurement



Daniele Marano of Hilfgemeinschaft Austria, testing websites based on the WCAG standard.

On a public policy level, two important strategies support the accessibility of the Internet and, more specifically, of the World Wide Web and of services offered digitally by the public sector: (1) creating and promoting standards and norms for designing web-pages, as well as pdf-documents or mandatory accessibility features of files like audio-descriptions; and (2) procurement policies for the public sector that make the purchase of accessible equipment and systems mandatory.

The European Union and the United States have been awarded several times in the past years in this area, for example, for cooperation on e-Accessibility Standards (EN 301 549, Awardee 2016). The European Union passed a Directive (2016/2102, Awardee 2018) on minimum standards for web accessibility, called WCAG. The WCAG is now the fundament of standardization processes that have been initiated in several countries.



Inmaculada Placencia-Porrero of the European Commission, presenting the European Accessibility Act at a keynote speech at the Zero Project Conference 2018

Several Innovative Practices have been awarded that support website developers in the creation of accessible websites, among them User 1st of Israel (Innovative Practice 2018), Qatar’s National E-Accessibility Policy (Innovative Policy 2014), the Universal Design-based accessibility-policy of the City of Oslo (Innovative Policy 2018), and HearColors, a web accessibility company based in Mexico City for a project for improving web accessibility expertise in Latin America (Innovative Practice 2018).



“I could again move in my own house, and I will apply it to other spaces in the future.”

In October 2016, Bernadita Santa Cruz, then 24 years old, had an accident, and become paraplegic. The support of Corporation Ciudad Accesible (Zero Project Awardee 2018) became vital, with the renovation of her home based on its accessibility guides and manuals. Being a designer and architect herself, this will allow her to prepare other spaces wherever she moves in the future.

Based on the Life Story of Bernadita Santa Cruz, Designer and Architect, as printed in the Zero Project Report 2018



DARE Index of G3ICT

The DARE Index (Digital Accessibility Rights Evaluation Index), developed by G3ICT, features more than 110 individual country report cards, rankings, and analysis aimed at providing global benchmarks for disability advocates, governments, and private-sector organizations to assess their progress and identify opportunities in implementing digital accessibility for persons with disabilities.

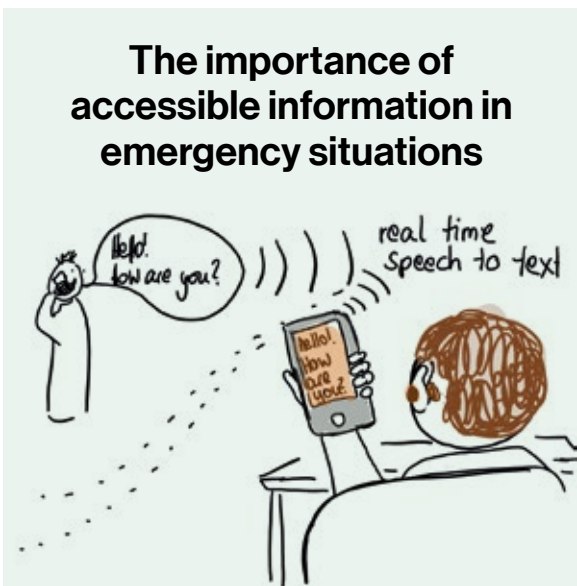
Francesca Cesa-Bianchi of G3ICT presents the DARE Index at #ZeroCon20



International Workshop for Graz-Reininghaus

In October 2018 the Zero Project team organized an international workshop and stakeholder dialogue to support the accessibility of the major Reininghaus-Gruende real estate development in the city of Graz (Austria). In the presence of Mayor Siegfried Nagl, officials from the municipality, and local self-representatives, Zero Project Awardees and other experts presented and discussed their innovative approaches:

- **Lea Gies** (Eine Mitte für Alle, Hamburg, Germany): Inclusive stakeholder dialogues
- **Sharon Yeheskel-Oron** and **Dafne Kleinman** (Beit Issie Shapiro, Israel): Inclusive playgrounds
- **Prof. Klaus Miesenberger** (Johannes Kepler University Linz, Austria): ICT-solutions
- **Holger Dieterich** (Wheelmap, Germany): Orientation systems
- **Eszter Harsanyi** (MagikMe, Hungary): Tools for children's playgrounds
- **Stefan Stiglbauer** (Aspern Development, Vienna): Co-moderation.



THE IMPACT OF THE ZERO PROJECT

“The Zero Project has inspired Lebenshilfe Tirol to some new projects, for example, a hotline to support community-based, independent housing and living.”

*Cornelia Schober, Lebenshilfe Tirol, Austria
(Co-Organizer of Zero Project Austria – Tirol Konferenz, 2015)*

“Specific policy work that the Zero Project has done, such as the rating-based training of accessibility assessors in Canada, has helped advance the accessibility of built environments for our community.”

George Mason, Fable Tech Labs, Canada

“In 2017, Migdal Or’s Call Center for Blind and Visually Impaired Users of Digital Assistive Technology won the Zero Project Award. Since then it has been published in every newsletter, presentation, and document regarding the Call Center, which contributed to its prestige and, therefore, public exposure and potential users.”

Tanya Korach, Migdal Or, Israel



Conference Accessibility Guidelines

Since the first Zero Project Conference 2014 in UN Headquarters in Vienna, every year the team has worked hard to improve the features and measures that support the participation of everyone who wishes to attend. The Guidelines – jointly developed with Escola de Gente from Brazil – are a first step on the journey of the Zero Project in this direction, which have become even more important since the COVID-19 crisis hit. Everyone is invited to join in the co-development.

The QR-Code leads directly to the online version of the Conference Guidelines.



The Disability Thematic Network of the EFC (European Foundation Centre, Belgium) has produced its own guidelines, based on the Zero Project Guidelines and adapted with the expertise of other foundations.

Behind the scenes of the Zero Project

The people behind the Zero Project, past and present, since 2010.



Zero Project Team 2017.



Carola Rubia (Fundación Descúbreme) and Martin Essl, announcing their cooperation at the Conference 2020.



Martin and Gerda Essl at a Conference.



One event that paved the way for the Zero Project: Ashoka Globalizer-Event in Vienna in 2010 at the ImpactHub, with Bill Drayton of Ashoka, Thorkil Sonne (Specialisterne), Caroline Casey (Valuable 500), and Andreas Reinecke (Dialogue in the Dark).



Ingrid Heindorf (World Future Council, partner of the Zero Project until 2017), with Michael Fembek at the UN Headquarters in Geneva, 2014.



Xin Hu, assistant data manager of the Zero Project, with Josef Zotter (Zotter Chocolades) at a team-building event in Summer 2020.

Martin Habacher († 2019) at work.

Fritz Ruhm, author and editor of Zero Project publications, with Lucille Sia, intern of the Zero Project team, and Natalie Haas from SuperSocial, Social Media-consultant.

Organizers of #ZeroCon19: Claudia Koch, Doris Neuwirth, Wilfried Kainz, Silke Ploder, Eva Maikisch.

In the Conference War-Room (Maria Ignacia Rodriguez, Fernanda Terminel Salinas, Anna Königseder, Isabella Essl, Tatiana Ayadi).



The dangerous life of photographer Pepo Schuster!

Seema Mundackl and Tom Butcher, rehearsing for the Award Ceremony.



The Zero Project World is connected (Caroline Wallner in 2018).

Martin Morandell organized the exhibitions of the Conferences in 2019 and 2020.



The Zero Project Teams of 2015 and 2019.



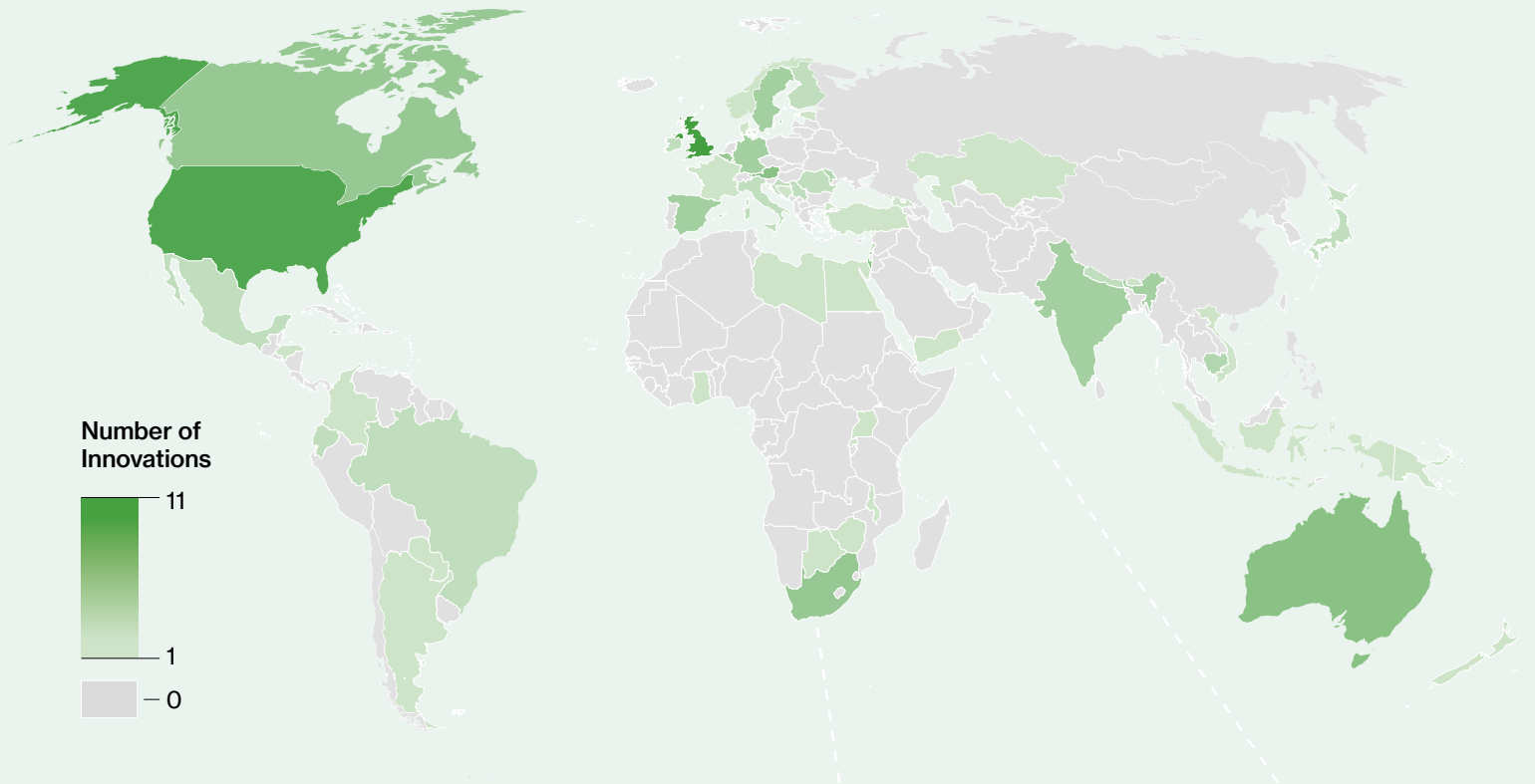
Innovative Practices and Policies in Independent Living & Political Participation per country

134

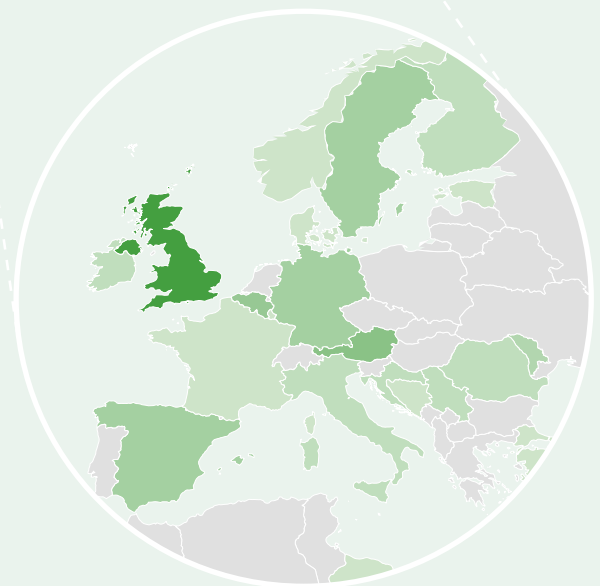
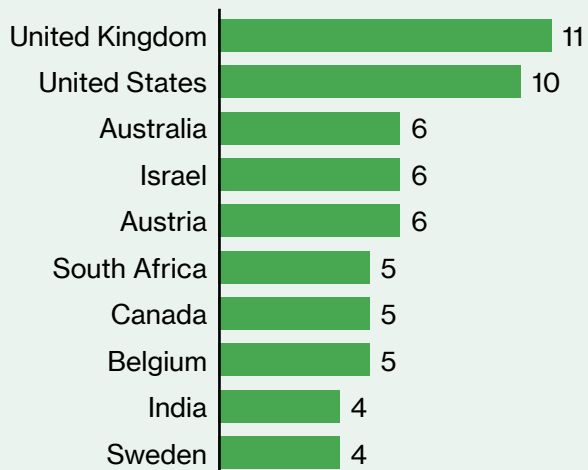
Practices and Policies

56

countries of implementation



Top 10 countries



INNOVATIONS IN

Independent Living & Political Participation

Focus of the Zero Project in

2015 & 2019

“For the system to work for me, I need to have a real choice”

Independent Living models, personal assistance, and personal budgets are around now for some years, at least in Europe and other high-income countries. Three academics present and discuss their recent findings and check the realities of living and working with personal assistants.

Panelists in this discussion:

Tom Shakespeare, Professor of Disability Research at the London School of Hygiene and Tropical Medicine.

Germain Weber, Professor Emeritus in clinical psychology at the University of Vienna; President of Lebenshilfe Österreich (Inclusion Austria).

Joris van Puyenbroeck, Lecturer and researcher at Odisee University College, Belgium.

Hosted by **Thomas Butcher,** Zero Project/Essl Foundation representative in the U.S. and international networks.

This discussion was held at the Zero Project Conference 2019 in Vienna, and has been edited and updated for print.

Butcher: I am here with several acknowledged and respected authorities in the sphere of personal assistance, budgets, budget management, and inclusion, all of whom have been recently conducting research on these subjects. Tom, do you want to start?

Shakespeare: Thank you. Yes, I have been doing research into independent living and personal assistants for the last few years. This is a phenomenon that you are familiar with in many high income countries and increasingly some middle income countries, where disabled people have personal budgets to employ workers to support them, or in some cases families have money to support their children with disabilities with personal assistance. It provided flexibility to disabled people living in the community and it promotes informality. Folks do not want to be in institutions. This is a more cost-effective and flexible way of enabling them to be empowered, rather than paying for a large state bureaucracy to administer and regulate their lives. Sometimes these assistants are recruited and their wages are administered through disabled people’s organizations.

The feedback from disabled people is very positive, as it enables them to participate in education, employment, and society. It is cash for care. Disabled people’s organizations have said: “Well, this removes the need for sympathy, for charity, for pity, and for emotion.” But our research showed that while it was very empowering, there is still emotion. It is a relationship between people, and relationships always include emotion. Whether or not your country is able to fund personal assistance or whether we are talking about family or community support, we need to pay attention to those emotions. That is what our study showed, as well as sometimes the ways those relationships can break down. We must empower disabled people, but not at the cost of the people who support them.

Butcher: Tom, could you add some of your findings on conflicts in these kinds of relationships.

Shakespeare: It is a human relationship. If you come from a family with no arguments, put up your hand. If you have never had a squabble with your neighbour, put up your hand. I see no hands! Yes, this is normal.



From left to right: Prof. Tom Shakespeare, London School of Hygiene and Tropical Medicine, United Kingdom; Thomas Butcher (Zero Project, Moderator); Joris van Puyenbroeck, Odisee University College, Belgium; Prof. Germain Weber, President of Lebenshilfe Austria

What are the sources of conflict? The first source of conflict is personal. You just don't get on. For example, in my country we have a thing called Brexit. Half of us are Leavers and half of us are Remainers. Families have been split. We are not all happy, I can assure you. Those sorts of disputes, disputes about religion or sexuality or anything else – you don't really want to work closely with somebody who differs from you so profoundly.

How can we solve this? Interview the people we work with, give them probation periods, accept that you are not going to get on with everybody – and that's fine. Just make sure that you can live separate but equal lives.

“Make sure you can live separate but equal lives.”

The second source of conflict is practical. Do you keep the cleaning products under the sink or do you put them on the top of the sink? Do you put the milk in your cereal bowl first or put it in afterwards? If you are working for me, I have ideas and I want you to do it my way. So in practical terms, you might say: “No, you don't bring me to the bath like that! You do it like this!” Practical disagreements, you need to get them sorted.

How do you deal with that? Probation period, clarity of instruction, a list of what I expect from you, and negotiation. “If you say you have the skills that are needed, I want you to have those skills – don't just lie about it. Otherwise you are out the door.”

The third source of possible conflict is proximity. “Oh my god, Caroline. We've been spending day upon day upon day together. I am so irritated with you. Even me, perfect me, is – you know – annoying you a little bit, because

we have spent too much time together.”

What is the solution? Holidays. Different staff for different days. And no, I would not call it the ‘naughty corner’. I would call it the ‘personal assistant room,’ where you might want a bit of space. We all want space from each other – in families and in support relationships, wherever we live. We want space.

Butcher: Tom, you are talking about ending, changing, and leaving. That implies that there is choice – on both sides of the relationship.

For personal assistance to work, we need to have a choice

Shakespeare: Yes, I need to have a choice. I might want Tom Butcher to work with me, but not you (pointing at someone in the auditorium). I’m sorry. I need to be able to choose: You both apply for the job and I decide that, because Tom and I have a great liking for Pilates, we belong together in a way that you and I don’t.

Now, if I live in a rural area, if the pool of personal assistants workers is small, then I might not have any choice at all. Then the cash for care and the personalization does not work. In order to make sure that we have enough workers in this field, we need to make sure they are respected, they have terms and conditions, and they have hourly pay that is

much better than working on the checkout in the supermarket. They are contributing emotionally and personally a great deal to our independence and empowerment, but we need to remember that they might need supervision, they might need a support group.

Butcher: Germain, tell us where your research has taken you, some of your findings in particular on the budget side.

Weber: Let me first relate something that Tom Shakespeare was addressing: “I am the boss.” Let me share with you briefly a memory. It was about 15 years ago when I had a meeting at the University of Birmingham. This was the first time within an EU project, coming from continental Europe, that we met those advanced disability conceptions in the UK. We were sitting there with self-advocates at the table. Their personal assistants were sitting in the second row and people with developmental disabilities, the self-advocates, were sitting at the table with us.

Sometimes a self-advocate, when he or she wanted to have support, would turn back and ask the personal assistant for something, or give him or her some orders, and then address us again. That was completely new to us, which one of the self-advocates realized, and said: “These health aid workers, you know, these guys here, they are our slaves.” He was smiling and they, the personal assistants, accepted it. Because, as Tom Shakespeare said,



“We are not ‘master and servant’, not ‘family’ – you are not part of my family. ‘Paid friend’ is a bit weird, but you are my ‘colleague’. We are in a shared enterprise. The enterprise is my independence, and that is also your job satisfaction, not only the cash.”

Tom Shakespeare



“According to the Basic Needs Theory, people need three things: Competence, autonomy, and belonging. “

Prof. Germain Weber

it is about emotions. Joking, positive jokes, are an expression of emotion, which is something that has to be included in such a relation. But let me go back to our current research that I want to present today. It is about basic needs, the Basic Needs Theory, and reflections on personal assistance and personal budget. The Basic Needs Theory is a motivation theory, designed in the early 1980s by (Richard) Ryan and (Edward) Deci, and it says that everyone aims for personal achievements, and they are developing during our life, and that we want to contribute and act personally.

From ‘I know what is best for you!’ to “What do you want to achieve?”

There are three basic needs of people. One would be competence. Everybody wants to be competent in what he or she is doing, to learn something, to get to do, to achieve competence, to be self-efficient, and to learn.

The second basic needs would be autonomy. That reflects on self-management, to set up the path of one’s own life by taking our own decisions about ourselves. The third is belonging, to be in a group and to participate.

Now, when we try to be helpful to others, any others, I could opt for a more paternalistic approach or I could opt for a more respectful, self-determined approach for that person. That is an ethical, a moral view and attitude that changes from “I know what is best for you” to asking the person “What are your

dreams? What do you want to achieve and what is good for you in your opinion?”

Enter the concept of abilities. We know many people have many abilities and can be very independent of other people. But, think twice: Although I am wearing eyeglasses, I would not get the label “disabled person,” but I still need support of some people even while I am sitting here. Imagine me having small children: I would need another person to support me while I am here to take over my responsibilities as a caregiver. My point is, everyone always needs some support like that.

Next, meet the people who have abilities that are not really visible, not present. The non-presence of these abilities does not mean that someone does not have them, but only that they are covered or hidden. On the other hand, of course, there are abilities that are missing, or that have been lost.

And there is the concept of impairment. With the lack of abilities, a person has big problems with participation, in a general sense. And immediately the need for support becomes obvious, and we start to define this person by that support needed to reach goals.

Butcher: And the question arises, what kind of support, and how much of it, right?

Weber: Yes. What is a good instrument to detect and assess in an objective way the needs for support of a person? We are developing an instrument for assessing the individual’s needs of support based on psychometric qualities, an instrument that is valid, reliable, and has a very good convergent view of different stakeholders in the process of defining the needs

of support of the person, and the person with disability has a big say later on.

Results of such an assessment could be expressed in the level and the intensity of support of that person, and of the level of competence. Coming from a human rights perspective, this can create a satisfying system of personal assistance and personal budget.

Butcher: Joris, how does your research fit in with what Germain and Tom have been telling us so far?

Van Puyenbroeck: We have recently completed a survey on how people experience the new personal budget system in the Flanders region of Belgium. We try not only to look at facts but also how people perceive the new system, how they cope with it, how they feel about it.

Our research is about the system itself. Do people with a disability have a right to a personal budget or not? And when they finally get it, how do they feel about the negotiations with care providers, when they try to get the support they need? What kind of information do they get from care providers, the government, or third parties?

People choose vouchers, not cash

In 2017 there were 37,327 who received some kind of personalized or 'graded' care in kind or a cash budget in the Flanders region. Over 10 years the Flemish budget for specific disability care increased from approximately 1 billion Euro to 1.5 billion Euro. That sounds great, but it is not enough. In 2017 an estimated 14,607 people waited for a care budget or a revision of their budget.

People can choose to have a direct payment in cash, a care voucher, or a combination of both. It is their own choice. But what we see in our system – because we still have a classic system of community care, not total institutions – is that people are more inclined

to choose a voucher. 87.5 per cent did.

Regarding the way people deal with this system, I want to highlight one of our major findings. We saw that a third of our respondents did not know basic facts about the system, because it is very complex. There are a lot of rules and criteria, based on an assessment, that people have to take into account: "Do I have a right? What kind of budget will I get when I complete my application, and such." The implications of a certain choice need to be understood fully in advance. People need to be better informed; that is a one major lesson from our research.

Another finding was related to the different perception of persons with disabilities themselves and the people who support them – the informal carers. We see that people with a disability are much more hopeful about personal budgets than their representatives. While the person with a disability dreams about autonomy and participation, informal carers have more worries about being able to control the way care is provided.

And finally, people with severe intellectual disabilities cannot always speak for themselves. Actually, they could if we took more time to hear their voices. But in these kinds of matters the family often tries to get the highest funding for their child, wants to have him or her protected and cared for when they will not be able to provide care anymore. The personal budget system can only work with support for decision-making within families.

Butcher: Thank you, Joris. Let us go back a little to emotions.

Shakespeare: What we are hearing from Flanders is that many parents of adults with intellectual disabilities are worried about them. Their emotion is fear – fear that so-called independent living makes their child vulnerable.

I think we need to ask people in the disability rights movement to show, explore, and promote situations where this empowerment actually minimizes the risk. Because we know



“While the person with a disability dreams about autonomy and participation, informal carers have more worries about being able to control the way care is provided for their child or loved one.”

Joris Van Puyenbroeck

there are risks in all settings. Institutions are full of abuse, and there is exploitation in all sorts of settings. We need to have some sort of regulations and some sort of brokerage. In Sweden, with their model, you have a person with an intellectual disability, you have their support workers, and then you have the JAG system [a service broker]. You make sure that it is a good relationship.

And sometimes, you know, a person could fall in love. After all, they spend so much time together. We had in our study one person who did fall in love with his personal assistant and then she left, because she was a student here for the summer. It was a tearful scene at the airport. I think we need to empower disabled people to understand these intense emotions and ensure that they can operate within certain boundaries.

There is also a risk of exploitation. We found unscrupulous care workers, who were basically abusing their clients, and we also found the other way around. Where you are a migrant worker, you have no rights, you live in my home, I pay you what is statutory, but no more. I dominate you, bully you, and you have no exit. Where would you go, except back to Bulgaria or wherever you come from? I think we need to avoid dependency altogether. The whole point of independent living is to reduce dependency.

Van Puyenbroeck: What I might add is the importance of person-centred planning before any assistance or care is provided. By that I mean the exploration of wishes and dreams,

as part of a process that can take months. The majority of people with a diagnosed disability or where disability is suspected have not taken enough time to consider what life they want and what support they need.

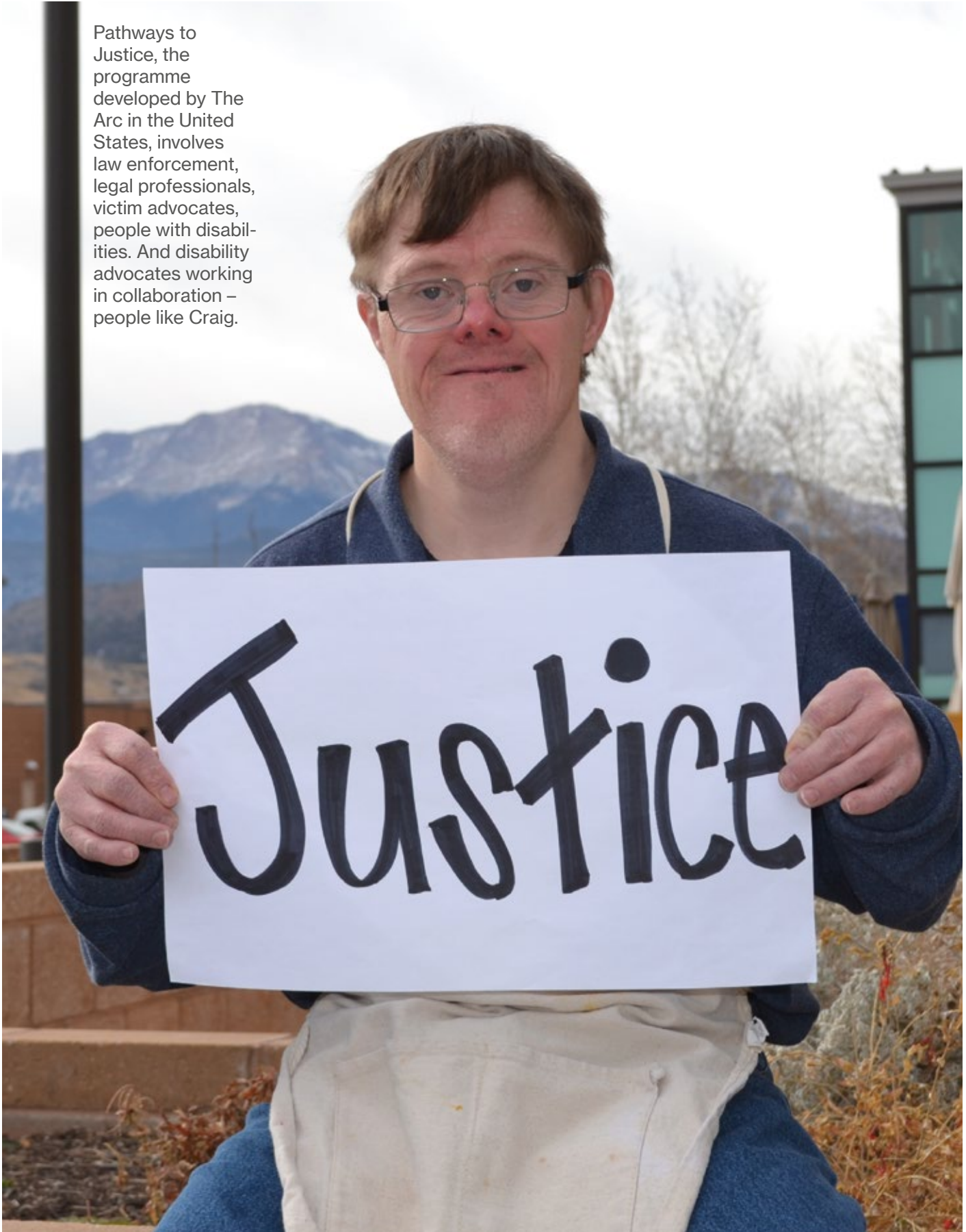
Generally, people are put off by the administration and the paperwork. They say: “Please, let somebody be there to advise me, to access my rights, somebody like a case manager.” Well, they don’t actually say that, but what they say is: “We talk to so many people. We hear so many different opinions from professionals (who have a certain interest in our budget). We want somebody who empowers us, who informs us correctly, because otherwise everything is much too complex for us.”

In Flanders, we have specialised services for supported decision-making when applying for a budget, and we have other specialised services for providing advice on spending the budget. What we do lack is continuous case management.

Shakespeare: Let me finish with a story from Iceland. There’s a young man with intellectual disabilities and he had a personal assistant. Somebody asked him: “What do you want to do when you grow up?” And he said: “I want to be a taxi driver!” And the person said: “Well, hang on a minute, you know, I am not sure if you can do that” He replied: “Of course I can. My personal assistant will do the driving and I’ll do the talking!” Because in his experience taxi drivers are most importantly the people who talk to you.

IN-DEPTH RESEARCH

Pathways to Justice, the programme developed by The Arc in the United States, involves law enforcement, legal professionals, victim advocates, people with disabilities. And disability advocates working in collaboration – people like Craig.



Four ways to improve access to justice for all

The chances of persons with intellectual or psychosocial disabilities to interact with the police and the criminal justice system are disproportionately higher than average, and the response of the system is often extremely discriminatory. Read about four projects that have started to change those systems.

COUNTRIES: **SPAIN, ISRAEL, UNITED KINGDOM, UNITED STATES**

ORGANIZATIONS: **PLENA INCLUSIÓN ASTURIAS, JDC, HEADWAY, THE ARC**

Over the last four years the Zero Project has awarded a number of projects working to ensure that persons with disabilities have equitable and effective access to justice. Four of them are presented as case-studies in this chapter.

Plena Inclusión Asturias: Court verdicts in easy language

Plena Inclusión Asturias is a regional office of Plena Inclusión España, a national Spanish NGO that works to support people with intellectual disabilities. Plena Inclusión considers access to justice as a primary right for people with intellectual disabilities, who often face discrimination across the justice system, such as regarding court verdicts, access to the police, and in administrative procedures.

Plena Inclusión Asturias identified that important written communications from courts were often complex and difficult to understand, particularly for people with intellectual disabilities. As Casilda Sabin, Chief Director at Plena inclusión Asturias, commented, “The richness of our language allows us to use it without the need to exclude or make people invisible, regardless of their abilities.”

In partnership with the Family Court in Oviedo, Asturias, the NGO started to draft copies of court verdicts in easy language for persons with intellectual disabilities. The initial pilot focused specifically on cases related to decisions about legal capacity. The court sent the relevant documentation to Plena Inclusion, which translated it into an easy-to-read format. This version was then validated by a team of experts, including persons with disabilities, and amended as needed until it was clear and understandable. Once finalized, it was once again reviewed by the court, before being shared with the recipient. This ensures that critical information, in this case regarding changes to determinations regarding legal capacity, is also available and accessible to the person it affects the most.

AAC can include body language; communication with graphics; or devices with symbols, words, letters, or icons that ‘speak’ through produced speech.

Plena Inclusión Asturias estimates that there are approximately 1,000 cases a year in Asturias alone related to changes in legal capacity. Following the successful pilot in the Family Court in Oviedo, an agreement was made with the provincial government to extend the programme to all 27 courts in the province in 2018, funded by the provincial government. Work was also done to extend the programme to include court summons as well as verdicts.

Since being awarded by the Zero Project in 2018, this work has been developed throughout Spain following an agreement between Plena Inclusión and the Consejo General del Poder Judicial (the Judiciary General Council), an autonomous constitutional body. The project has been a pioneer in Spain and Europe, and has generated a lot of interest from other agencies.

JDC: Finding the preferred method of communication

Since 2005, comprehensive legislation has been in place in Israel that requires accommodations to be made to make the criminal justice system accessible to persons with disabilities. One of the main changes introduced was that investigations involving persons with intellectual and developmental disabilities are handled by ‘special investigators’ who are appointed by the Ministry of Social Welfare, rather than by the police. However, the American Jewish Joint Distribution Committee (JDC) felt that there was still a gap in terms of providing for people who use augmentative and alternative communication (AAC). AAC can include body language; communication boards with graphics; or devices with symbols, words, letters, or icons that ‘speak’ through produced speech.

Working with the Israeli ministries for Social Welfare and Law, the Israeli National Insurance Institute, the Israeli police, and other non-profit partners, JDC developed the ‘Right to Be Heard’ project in 2012. In investigations involving persons who use AAC, a speech language pathologist (SLP) helps the investigator to gather information about the person involved, including the accessibility aids required, the person’s cognitive level and vocabulary, and his or her preferred methods of communication. The special investigator then decides whether an investigation can be conducted and, if so, the investigation is planned and carried out together with the SLP and with the use of specially developed tools.

Right to Be Heard was initially developed as a five-year pilot project, running from 2012 to 2017 with an annual budget of \$150,000. It has since



Communication boards with graphics is one of the tools used by the JDC's Right to Be Heard programme for those who use augmentative and alternative communication.

been adopted as a national service, financed by the government, and is available to anyone in Israel who needs it during an investigation. As Yifat Klein, Area Head of Person-Centred Programs at JDC, has noted, “We have learned a lot about the various needs of people with disabilities in the justice system. This programme was the first to start, and it has been followed by interesting work with the police and other areas of the Ministry of Law.”

Headway: Brain Injury Identity Card

Headway is a charity in the United Kingdom that provides information, support, and services to brain injury survivors and their families. Brain injury, which is a hidden disability, may affect a person's control of their emotions, memory, and ability to communicate effectively. Those encountering the criminal justice system may not have their injury taken into account, for example, if police officers believe someone is being evasive or refusing to answer. To address this problem, Headway's Justice Project produced a free nationally-recognized Brain Injury Identity Card, which assists with more appropriate treatment and support when people are in contact with the criminal justice system. The credit-card sized card explains the individual's circumstances, such as “I have speech difficulties” or “I have memory loss.” The card also provides the user with access to legal advice and representation via a 24-hour assistance number displayed on the card.

Cards are issued by Headway following confirmation from a clinical professional or a local Headway service or group that the person is a brain injury survivor. Headway worked with national policing bodies when devel-

oping the card; and as well as showing the Headway logo, the card also shows the logo of these agencies to give the card further credibility.

By end of September 2020, more than 8,000 Brain Injury Identity Cards have been issued across the UK. Notably, the free criminal legal assistance phone-line shown on the front of the card has received over 1,400 calls since the scheme was launched. One user commented that “I’m not good in crowded places and I dread going through airports as the stress brought on seizures. With my ID card, I found it helped with the service I received and saved me any embarrassment travelling. It’s made a big difference to my daily life.”

Since being awarded by the Zero Project in 2019, Headway continues to raise awareness of brain injury across the criminal justice system. The organization has delivered training to a number of criminal justice agencies in the UK, including the Crown Prosecution Service, police custody staff, and mental health teams, and has recently been commissioned to deliver training to prison and probation officers across England. Funding has also been allocated for Headway to produce and issue Brain Injury Identity Cards to prisoners upon their release. The project was shortlisted in the Law Society Excellence Awards 2019 in the Excellence in Access to Justice category.

The charity has also contributed to new Sentencing Council guidelines highlighting the importance of explicitly including the category of acquired brain injury and its effects, and providing a stronger definition of what acquired brain injury is. This guideline came into force in October 2020.



More than 8,000 Brain Injury Identity Cards have been issued in the UK already.



Ensuring that critical information, for example, regarding legal capacity, is also available and accessible to the person it affects the most.

The Arc's National Center on Criminal Justice and Disability

The Arc is a nationwide advocacy organization for people with intellectual and development disabilities in the United States, and since 2013 it has run the National Center on Criminal Justice and Disability® (NCCJD®).

People with intellectual and developmental disabilities face significant discrimination within the US criminal justice system, and are over-represented both as victims and in prisons and jails. The Center's Pathways to Justice® programme, which works with criminal justice professionals to address this problem through training and awareness-raising, was a Zero Project awardee in 2019, and also a participant in the Zero Project–Impact Transfer programme.

Pathways to Justice aims to improve the criminal justice system's response to people with intellectual and developmental disabilities through a multidisciplinary approach involving law enforcement, legal professionals, victim advocates, people with disabilities, and disability advocates working in collaboration. It is unique in addressing the needs of victims, witnesses, defendants, and prisoners with intellectual and developmental disabilities (IDD). Many programmes only address one of these groups, whereas The Arc sees the solutions to challenges faced by people with IDD across the criminal justice system as interrelated and requiring a holistic approach.

The programme, which is designed and delivered in partnership with people with intellectual and developmental disabilities, offers training and technical assistance to develop local Disability Response Teams, composed of criminal justice professionals and disability leaders. Following an initial local 'kick-off' training event, there is ongoing work to develop and sustain the work of the local Disability Response Teams. These multidisciplinary teams identify systemic problems in their local communities and use their different perspectives to develop practical solutions.

Examples include developing new local policing protocols and reviewing local police training curricula to improve interactions with people with intellectual and developmental disabilities. Some areas have developed lists of local organizations that can provide expert advice to criminal justice professionals or to defendants or victims with intellectual and developmental disabilities.

Since 2019, NCCJD has continued to be involved in a number of projects, including a three-year federal grant from the Bureau for Justice Assistance (part of the US Department of Justice) to partner with other organizations to create a national training curriculum for law enforcement on both IDD and mental health. It is also involved in an international resource hub on access to justice for people with disabilities supported by Open Society Foundations, and has been able to bring learning and contacts from its involvement in the Zero Project–Impact Transfer programme to that work.

Political participation: Now we are talking

Political participation is a fundamental right for persons with disabilities, from being fully included in political processes to elections that are equally accessible for all. Find here a selection of Innovative Practices and Policies that have made enormous progress in that regard.



Voting for All: Plena Inclusión presented Mi Voto Cuenta, an awareness-raising campaign to encourage those with intellectual disability to use their vote, as an Awardee of the Zero Project 2019. “This recognition has made Plena Inclusión a reference point in access to voting for this group, also outside of Spain, and has influenced political parties to increase their interest in easy reading as a tool to make their electoral programmes accessible,” says Santiago López Noguera of Plena Inclusión.



Accessible Elections: The International Foundation for Electoral Systems (IFES), headquartered in Washington, DC, developed a methodology whereby people with disabilities and their organizations are trained as official observers and use checklists to collect data on access to the electoral process. As of 2018, 13 countries had employed the IFES’s methodology, resulting in the formation of a free-to-download Election Access Observation Toolkit (Photo: a voter from an election in Indonesia, Innovative Policy 2019).



Co-creating New Regulations with Local Governments: Fundación Discapacidad y Desarrollo, a local NGO in the Loja province of Ecuador, works with local DPOs and representatives of four municipalities to identify the needs of disabled people and to address these needs through changes in local regulations (Innovative Policy 2019).



In the Voter Accessibility Programme, Brazil has consolidated several measures for accessible elections into a single normative instrument. The implementation of these actions has been producing great results. In the 2014 elections, 102,777 voters with disabilities went to the polls. In 2018 that number rose to 380,132 voters. Judge Fernando Mello presented the Innovative Policy 2019 at the Zero Project Conference and also had talks with Wolfgang Sobotka, President of the Austrian Parliament.



J. K. Rowling, founder of Lumos Foundation, meeting children from Moldova at a reception in London, attended by the Zero Project in 2015



Overcoming sexual traumas

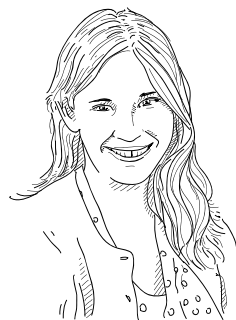
Four organizations in Colombia (Profamilia, ASDOWN Colombia, LICA, and PAIS) have developed the first training course and guidelines on capacity and sexual and reproductive rights for people with intellectual and psychosocial disabilities, targeting judges, health professionals, persons with disabilities, and their families. It was awarded an Innovative Practice in 2019.



JOHN, WITH HIS FATHER, AFTER LIVING 30 YEARS IN AN INSTITUTION

The Service Reform Fund of Genio Trust, Ireland

Genio Trust, an Irish NGO, specializes in transforming social services through strong partnerships with philanthropy and government, with whom they established the Service Reform Fund (SRF), Zero Project Awardee of 2019. The SRF Awards provide grant funding for projects that support persons with disabilities to move out of institutions and away from segregated day services into a community-based environment. From 2016 to 2018, 16 grants totalling €7.9 million were awarded, and 179 people moved into homes of their own. Taken from a Life Story of the Zero Project Report 2019.



“We have launched the IFES’s Election Access Observation Toolkit and used it, for example, in elections in Afghanistan. Election access observations are a great way to build the political leadership skills of DPOs. We are looking forward to announcing that the toolkit received a Zero Project Award.”

A message from Virginia Atkinson of IFES (The International Foundation for Electoral Systems) Zero Project Awardee 2019, before the official announcement of her Award in autumn 2018.

Awarded Movies at #ZeroCon19



Thanks to cooperation with Reelabilities, the inclusive movie festival in the United States, the Zero Project Conference showed a selection of awarded movies and short movies during #ZeroCon19 and #ZeroCon20. Among them: *Shakespeare in Tokyo* (see poster) and *The Guest Room*.

Supporting women's and girls' rights: The Her Abilities Awards, and more



A panel on women's with disabilities rights at #ZeroCon20, chaired by Yetnebersh Nigussie of the GLAD Network, the 3 Her Abilities Awardees of 2020, and Katrin Langensiepen, Member of the European Parliament

Her Abilities, the first global award launched by Light for the World, honours women with disabilities in three categories: health and education, rights and arts, and culture and sports. Light for the World chose the Zero Project Conference as the venue to announce and present the Awards since its launch in 2018–2019 and did so virtually in 2020–2021 (winners were not announced when the Zero Project Almanac 2021 went to print) in a very special Award ceremony as the closing event of the Conference.

Here is a list of the six great awardees of the first two years of the Award:

- Toyin Janet Aderemi is the first indigenous Country Representative of CBM Nigeria and the first person in a wheelchair to study and practice pharmacy in Nigeria (Her Abilities Awardee 2018–2019).
- Musola Catherine Kaseketi is a Zambian filmmaker and human rights activist. She is Zambia's first female professional film director.
- Ashrafun "Misti" Nahar is the founder of the Women with Disabilities Development Foundation in Bangladesh, and other associations.
- Nguyen Thi Van is co-founder of the nonprofit organization "Nghi Luc Song" (The will to live), as well as Chairwoman of the successful digital real estate company Imagtor.
- Maysoon Zayid, born in New Jersey (United States) to Palestinian immigrants, is an actor, comedian, and disability advocate – fighting hate through laughter.
- Liisa Kauppinen of Finland is fluent in Finnish, Swedish, English and American sign language, and International Sign, and became the first woman President of the World Federation of the Deaf in 1995.



From the Graphic Facilitation on the Session on Rights of Women at #ZeroCon19



Participation at #ZeroCon20

During the Zero Project Conferences 2019 and 2020, "Zero Project on tour" for self-advocates of Austria was organized by Petra Plicka. Since 2015, Petra (holding the sign) is also in charge of all the graphics and drawings done at the Zero Project Conference, supporting the accessibility of many sessions and presentations. The Almanac 2021 contains many of her graphic facilitations.



Vela Canada and the Microboard model

Vela Canada is a champion of the Microboard-model, an approach of consciously building formal connections around a person with disabilities, a unique and innovative vehicle for building, utilizing, and sustaining the social capital of persons with disabilities.

Vela Canada was an Awardee of the Zero Project in 2015 (with another Shortlist in 2019). Linda Perry of Vela Canada sees a lot of impact that the Zero Project created: "Others started watching out to learn more, to formally study our work, to assist us to expand our work in our home province. It made it easier for us to get funding to do a research project with a local university. And our government invested in researching a control group and our work for quality and cost comparisons."

"The Zero Project can clearly support us in getting to know the activities and good practices of other organizations that work for similar goals and target groups as we do."

*Adám Kósa,
Hungarian Association
of the Deaf and Hard
of Hearing and
Member of the
European Parliament*



THE IMPACT OF THE ZERO PROJECT

"We met Inclov India and got impressed by their results. Now we started our Kazakh dating club for people with psychosocial disabilities."

Anna Kudiyarova, Psychoanalytic Association, Kazakhstan

"In the last five years ZeroProject has given our accessibility projects recognition and credibility, which has led to international interest in our workplace accessibility project."

Ismat Juma, Network of Organizations Working with People with Disabilities, Pakistan

"Zero Project enabled us to present our innovative approaches in an international workshop and stakeholder dialogue. Even more, Essl Foundation and other Austrian foundations funded the first and so far only vocational training course for peer-to-peer-consultants in Austria."

Christiane Zimmer, Job-Fit für Menschen im Autismus Spektrum, innovia GmbH, Austria



Find more on TOPHOUSE and the TOPHOUSE-Report for download here:



Tophouse project

TOPHOUSE (Towards Person Centred Housing Services in Europe) is an EU-funded project that aims to define, refine, and formally establish the competences of professionals in the processes of assessment, housing, and support/care provision. The Essl Foundation was coordinator of the TOPHOUSE project, which ended in 2020, in a consortium with: EASPD (Belgium), ICSH (Ireland), Jugend am Werk Vienna (Austria) FT CG (Catalunya, Spain), ASPA (Finland), and Homeless Link (United Kingdom).



Movies, dance, and theatre: Everyone express yourself!

Taking an active part in cultural life, being part of movies, dance, and theatre productions at all stages – that is what many Innovative Practices and Policies are working on. Find a selection of outstanding Awardees here.



Respectability collaborates with Hollywood writers to promote positive, accurate, and diverse portrayals of disability. It has created the Hollywood Disability Inclusion Toolkit and the Emmy Award-winning TV show “Born This Way,” starring people with Down syndrome. (Zero Project Awardee 2019).



Theatre practitioner Augusto Boal developed Forum Theatre in Brazil in the 1970s in which scenes portray incidents of social injustice that are relevant to the audience. Keystone Moldova uses the Forum Theatre method in schools and kindergartens to increase awareness of discrimination and its impact.



DanceAbility International, founded by Alito Alessi in the United States, runs training courses for dance teachers, choreographers, therapists, and others who want to incorporate inclusive dance and movement into their work. Over 500 people with and without disabilities have been certified in the DanceAbility method in 35 countries.



Inclusive dating app, making international headlines

Inclov stands for “inclusive love” and is a matchmaking app for people with and without disabilities to make friends and connections. One of the profile items asks about disabilities, if any, including the level of dependency. Started in 2016, by 2020 it had more than 30,000 subscribers all across India. Inclov Founder Kalyani Khona was the keynote speaker at #ZeroCon 18.

Inclove creates international headlines, like the article in BBC news in 2018.



Personal Budget, progressing

Sweden is the pioneering country of Personal Budget, where the public sector covers 100% of service costs, and enables individuals themselves to purchase self-directed personal assistance services from public and private entities. Notably, the policy has created a demand-driven market for personal assistance whereby providers compete for customers (Innovative Policy Awardee 2015). Other awarded Policies come from Belgium/Flanders, Norway, Spain, and Israel.

KF Sports, an NGO from the province of Styria/Austria, developed the Unified Sports approach for unified sports events, in close cooperation with Special Olympics in Austria (Innovative Practice 2019).



Special Olympics focusing on inclusive sport worldwide

The Special Olympics organizations are long-term partners of the Zero Project, with the Zero Project also taking part in the Ministerial Conference: “Global Forum on Inclusion”, the Opening of the Special Winter Olympics in 2017 in Graz and Schladming (Austria).

Other Awardees from Special Olympics organizations are “Creating school communities of acceptance, inclusion, and respect” (Special Olympics Arizona), “Social inclusion through Special Olympics Unified Sports Recreation” in Turkey (both Awardees of 2015), and “Promoting Inclusive Sports in Schools” from KFSports in Austria (Awardee of 2019).



“We should have called it ‘Self-determination’ and not ‘Independent Living’. Independent Living sounds unrealistic to most people and not even desirable.”

Adolf Ratzka, one of the founders of the Independent Living-movement in Europe, from an interview in the Zero Project Almanac 2016

“There are not enough well-documented best practices demonstrating the value of cooperation.”

Interview with Yetnebersh Nigussie, a lawyer and disability rights activist from Ethiopia, of the Global Action on Disability Network.

Interview by
Ricardo
Bahamonde,
November 2020.

How can the role of civil society, self-advocates, disabled persons' organizations (DPOs), and their networks be strengthened in the future? Putting funding aside, what organizational measures would be needed?

Nigussie: I see that other civil society movements are a bit more organized than the disability movement. Unfortunately, I see a gradual shrinking of civil society in the world, which can be seen in the fragility of states, conflicts, and so forth.

The self-advocacy of the disability movement should be open to allow for the organic growth of the movement, including allowing the emergence of activists and advocates who individually are more charismatic than the organizations. The more organized the disability movement becomes, the better it can respond to the issues their members face. Better connection, coordination, and solidarity among civil society movements would make us more influential in terms of what we want to achieve.

We should allow changes to happen organically, and in their own context, without so much external intervention. We see too many developed country DPOs trying to apply to developing countries what has worked for them, and that is not necessarily going to work elsewhere.

We all talk about cooperation, getting out of our silos, etc. However, why is this happening so slowly, and everybody seems to be dragging their feet?

Nigussie: People only value cooperation when they have something to receive. Also, it is not easy to convince governments to work together. When you have populist governments taking power, governments that do not care about what happens in the rest of the world, cooperation is seriously compromised. Finally, there are not enough well-documented best practices demonstrating the real value and benefits of cooperation.

As someone with years of experience in working in international advocacy, where would you see that some progress has been made in the last five years? And where are you most frustrated?

Nigussie: In the last five years we have a lot of landmarks to celebrate in international advocacy, including having the OECD Development Assistance Committee (DAC) markers adopted as well as the adoption of the UN Disability Inclusion Strategy and the assignment of focal persons. (*Editor's*



“I think the disability movement must become a more diverse one, particularly more gender balanced.”

Yetnebersh Nigussie

Note: The OECD DAC helps to set international principles and standards for development cooperation.) I would like to have seen a universal ratification of the CRPD, and I think the disability movement must become a more diverse one, particularly more gender balanced.

What do you want to achieve with GLAD in the next three to four years?

Nigussie: I would like to see an increased and more diverse membership in GLAD. In our 2021–2023 Strategic Plan we are considering bringing in private-sector members.

Please give us one sentence or quote about the role and importance of the Zero Project to your work.

Nigussie: I see the Zero Project as a powerful open platform providing civil society, the private sector, and governments the means to learn from each other about accessibility and inclusion, creating a space for collaboration opportunities and to celebrate previous achievements. The Zero Project has created a community of friends who are glad and ready to help each other any time. I see it as a huge convening power focused on innovating continuously and adapting to change.

Yetnebersh Nigussie is a lawyer and disability rights activist from Ethiopia. In 2017 she was awarded the Right Livelihood Award for “her inspiring work promoting the rights and inclusion of people with disabilities.” Since 2020, Nigussie has served as IDA-Senior Manager of the Global Action on Disability Secretariat.

The **Global Action on Disability Network (GLAD)** is a coordination body of bilateral and multilateral donors and agencies, launched in 2015. The permanent co-chair of the GLAD Network is the International Disability Alliance. The rotating co-chairs are the UK Department for International Development and the Ministry of Foreign Affairs of Norway.

Worldwide presence of the Zero Project

The Zero Project team is invited to speak and participate in many conferences, congresses, and meetings worldwide.



Michael Fembek at the UN HABITAT III Conference in Quito, Ecuador, in a meeting with UN General Secretary Ban-Ki Moon.



During a Conference in Tel Aviv of Access Israel: Frank Hoffmann (Discovering Hands), Galia Granot (Ruderman Foundation), Martin Essl, Isabella Essl, and Michael Fembek.

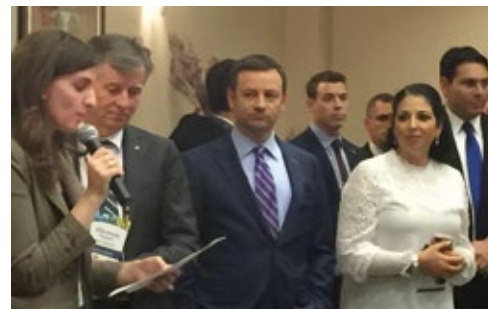
The international delegates at the Access Israel Conference 2019.



Meeting of Disability Thematic Network of the European Foundation Center in Brussels, Belgium, with Prof. Tom Shakespeare as guest speaker.



Martin Essl visiting Beijing and Changchun, a trip organized by Kathy Johnson of the Confucius Institute and St. Cloud University (United States)



Michael Fembek presenting at the Ruderman Summit in Boston, with Jay Ruderman and Shira Ruderman.

Michael Fembek, Martin Essl, and Ingrid Heindorf, meeting Stefan Troemel of the ILO (International Labour Organization) at the ILO in Geneva 2016.



Martin Essl speaking at a side event of the UN Conference of State Parties, chaired by Akiko Ito (UN Department of Economic and Social Affairs) and H.E. Luis Gallegos.

Wilfried Kainz with the team of ENOSH Israel at the conference: "Good practice Services: promoting human rights and recovery in mental health" in Trieste in September 2019, organized by Trieste Mental Health jointly with WHO.



Michael Fembek at L'Oreal headquarters in Paris 2014, Jean-Paul Agon, CEO of L'Oreal, and Stephanie Oueda, then inclusion-manager of L'Oreal.



Not every moment at a Zero Project Conference is serious! Seen here: Michael Fembek with H.E. Luis Gallegos of Ecuador and with Tom Butcher (Zero Project Team).



Visiting the headquarters of Beit Issie Shapiro in Israel, jointly with a delegation from Austria, with Georg Schön and Gregor Demblin.



Michael Fembek meeting with H.E. Lenin Moreno in Geneva in 2015, then Special Envoy of the General Secretary of the UN, now the President of Ecuador.



The Zero Project presented at the GATE Conference of the WHO headquarters in Geneva, July 2017.

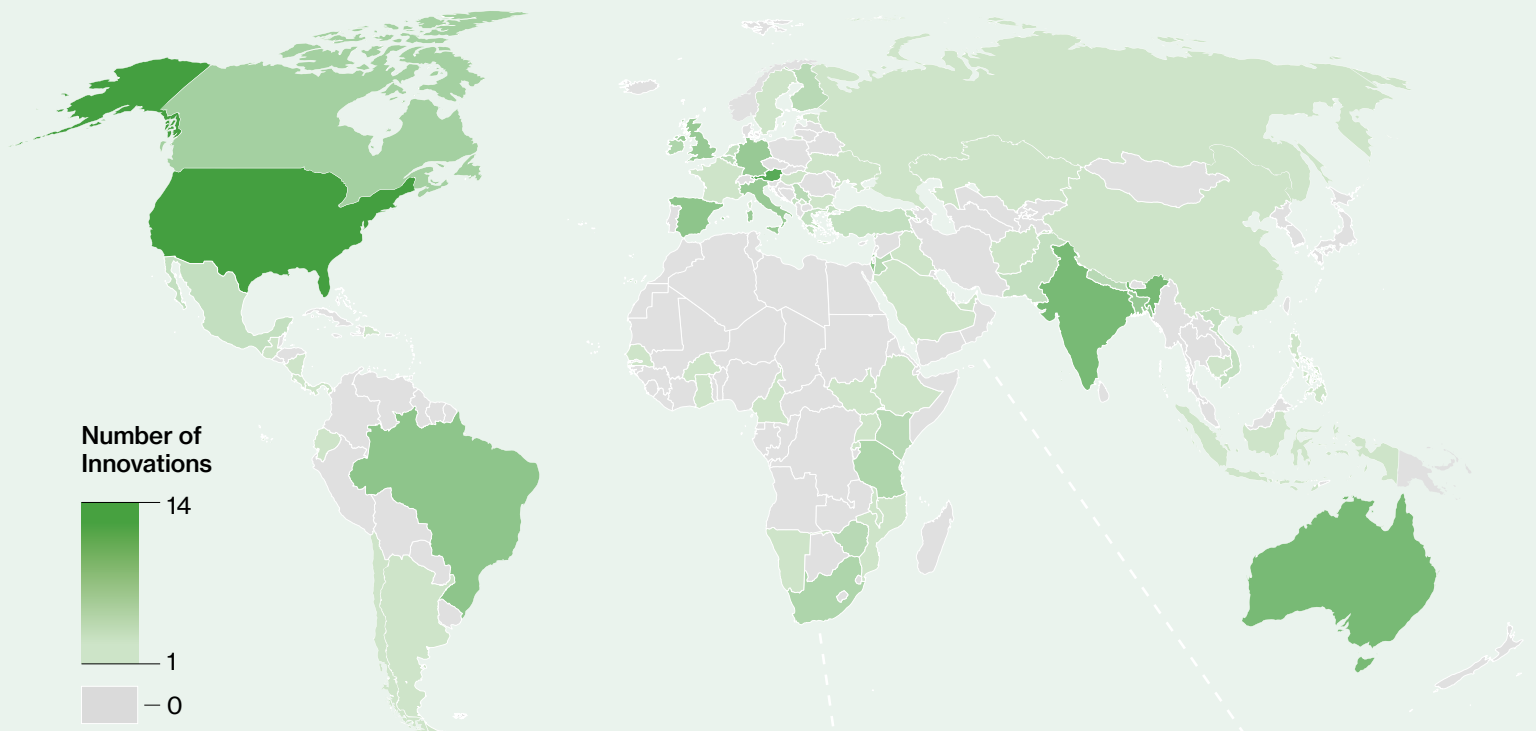
Innovative Practices and Policies in Education per country

182

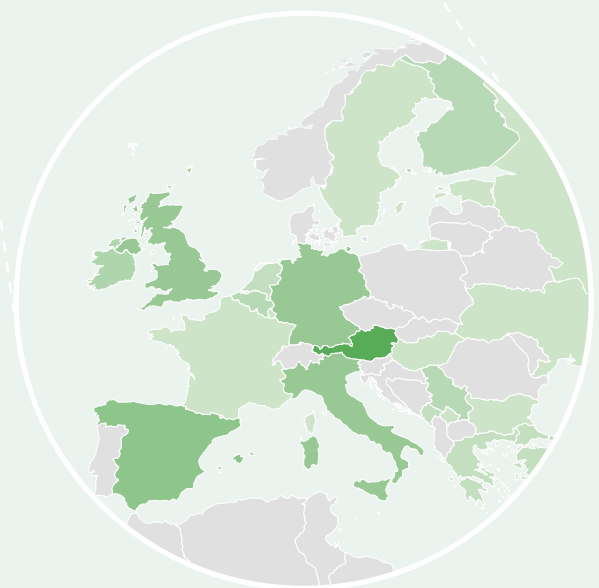
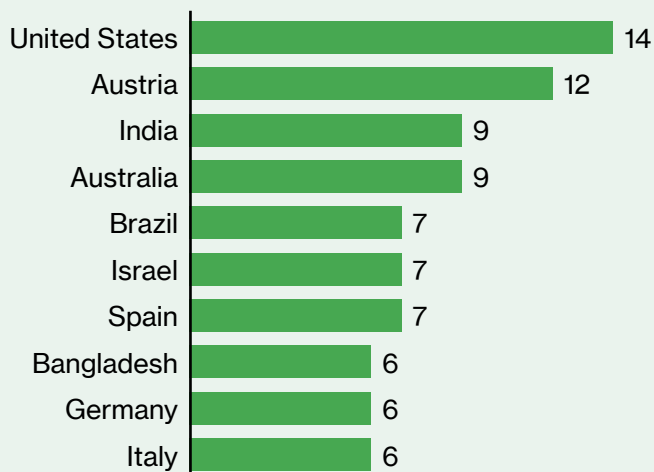
Practices and Policies

69

countries of implementation



Top 10 countries



INNOVATIONS IN

Education

Focus of the Zero Project in

2016* & 2020

“We need to show parents what is possible!”

What are the fundamentals of Inclusive Education? What are the talking points? And how do we get there? A summary of a high-profile “couch discussion” from the Zero Project Conference 2020.

Panelists in this Discussion:

Nafisa Baboo

Director of Inclusive Education at Light for the World

Albert Brandstaetter

General Secretary of Lebenshilfe Austria

Artemi Sakelariadis

Director at the Centre for Studies on Inclusive Education

Hosted by **Michael Fembek**, Director of the Zero Project/ Essl Foundation

Fembek: Let us start by finding out what the principles are that everyone agrees on when it comes to Inclusive Education. We agree, for example, that it is about having rights and not about welfare or charitable work. We talk about equal opportunities for all. And we all agree that these goals and others, such as inclusion in the labour market or independent living, can only be achieved by inclusion in the regular school system.

Further, we agree that we are talking about using person-centred approaches, using adapted or additional learning materials, about reasonable accommodation of the classroom, about teacher training, adapted curricula, and the use of technology that creates the inclusion, equality, and accessibility in the school and the classroom that we all wish for.

Baboo: What I think we all agree also is that Inclusive Education is quality education that will end exclusion. It's also a way of ending the learning crisis. Because we know that when we train teachers in teaching strategies – such as play-based learning or designing lessons that are interactive fun, when you use graphics, roleplay, and demonstration – it is not just interesting and exciting for students to engage and learn, but it also makes a lesson accessible for a child who is, for example, blind or deaf.

People also need to realize that it is not just about disability, it is so much more. There are so many positive things that Inclusive Education can bring to create quality education and an inclusive society.

Brandstaetter: I think it is also common ground now, at least among this panel, that people with intellectual disabilities have and should have equal rights with all other pupils. But that is easily said, and the reality is very different. Here in Austria we still have many special education schools, and we still do not have a common understanding of intellectual disability within our society. Some teachers say, for example: We still need special education units, because we don't have full accessibility in regular schools. Some parents say: We do not have a real choice, because you can choose between a regular school, which is not completely accessible, and where not all of the teachers are educated in Inclusive Education; or you can choose a school with very small classes, with eight or ten pupils and two teachers, with lots

This discussion was held at the Zero Project Conference 2020 in Vienna, and has been edited and updated for print.



From left to right: Albert Brandstaetter (Lebenshilfe Austria); Artemi Sakellariadis (Centre for Studies on Inclusive Education, United Kingdom), Michael Fembek (Essl Foundation, moderator), Nafisa Baboo (Light For The World, South Africa)

of therapeutic possibilities, maybe even with a swimming pool, and with full-day education and not only half of the day. Then the choice for parents is easy. We do not blame them. So here is my vision: Every person with disabilities should have the same possibilities in schools. But that will be quite a long while away.

Nobody ever planned this dual education system

Sakellariadis: When the idea that all children should go to school was introduced in Western Europe at the end of the 19th century, social values were very different and disabled people were thought to have no place in society or in its institutions. Schools were set up as institutions for the majority of children, without anyone thinking at that time that disabled children are entitled to an education as well. In the years that followed, separate special schools sprung up out of charitable or other independent initiatives. A dual system of education was established, with mainstream for most and separate special schools for others, not because anybody ever sat around the table and planned this. It just evolved in this way.

Right now, we still have this dual system; and in most countries education practice is out of sync with current education law. If we all understand that some mainstream schools are not well prepared to be providing for all children, then we have a choice of what we do in response.

Baboo: What I find very interesting is what people now regard as a premium private education for the affluent: Montessori schools or Steiner schools. These teaching philosophies, which are very child-centred, were developed

by studying how children with intellectual disabilities learn. Many inclusion experts feel that we need to bring more focus to the quality teaching approaches associated with Inclusive Education. Because it is not just about a minority or a small group of people and their inclusion, it is a way of educating all children.

Children's rights, not parents' rights

Fembek: Let us now touch on some of the aspects that not everyone agrees on. If I may quote, for example, the General Comments on Inclusive Education in the CRPD, Article 24, many States Parties are failing to make appropriate provision for persons with disabilities, in particular persons on the autism spectrum, those with communication impairments, and those with sensory disabilities in it. It also mentions the need to ensure “that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.” I could phrase this differently and say: Since, realistically, it will never happen that enough teachers in regular schools are able to teach in Braille or in sign language and a lot else they will never be taught, there is a need for additional special

training even outside formal school settings. Is there this need for outside training, additional training? And related to that, I would like to ask a second question: If I look at the human rights perspective, does that mean parents, or the children themselves, have a right to exclude their children from regular schools and stick to special schools, if they want to?

Sakellariadis: We have to remember that children's rights are children's rights. Sometimes there is a misconception that their parents have this right. Of course, while the child is young, decisions are being made about their education. Parents are the best advocates of what is right for the child.

We must also not forget the intentions of those who wrote Article 24. I was reading a chapter of a fascinating book recently that details the involvement of the Centre for Studies on Inclusive Education in writing Article 24. During many of the earlier Ad Hoc-Committee Sessions there were a lot of different opinions of whether separate special schools should be put forward as an alternative or not. In the end the consensus was that they should not – that Inclusive Education should be put forward as the only goal.

Baboo: What we really need to remember is: What is the end goal of education, right? It is to make sure that we have adults who can contribute to society, who feel part of society. There are no separate societies for blind



“Often we hear in discussions that there will always be a few who cannot be included in our school system. I say no. Everybody has to be able to use and attend our educational system.”

Albert Brandstaetter, Lebenshilfe Austria



“There is nothing that happens in a special school that cannot happen in an ordinary school. “

Artemi Sakellariadis, Centre for Studies on Inclusive Education, United Kingdom

people, or for deaf people. We all go to the same shops and we work in the same offices, and obviously will do so in the future. That is the dream. We want to create an inclusive society with children learning together, playing together, working together, right? Of course children need support, and the support should be in place. But people, experts, can come to a school and provide that support.

Our partner in Ethiopia, the Rehabilitation Service for the Deaf Association, supports deaf students in regular schools. We have teachers who are teaching diverse classrooms of children, both hearing and deaf, and things are going well there. All the children are interested in learning sign languages, lots of acceptance and joy in the classroom. It's possible. I think that we also need to show parents what is possible and help them to advocate for that, so that regular schools can transform.

Support is about persons, not places

Fembek: I would like to summarize this correctly. What you are saying is that as long as it is in a regular school system, in a regular classroom, additional support can be given and should be given, but it should not be a separate setting. That's the distinction.

Baboo: Absolutely. Support is not a place; it is a person with expertise.

Brandstaetter: Yes, because that is a way to get rid of the dilemma of parents having to

choose whether to go to the regular system or a special education system. It is just to create one system, where children or young adults will go and attend a good inclusive educational setting.

We need to create a system with good support not only from teachers but also from social workers or assistants in the schools. Because not everything has to be done by teachers. Teachers need to have at least the basic training on Inclusive Education, whereas other teachers with special education training can support their colleagues. When we create such a system, parents will be able to choose willingly or can say: Yes, I can trust the school, I can trust the university, that my child, my young son and my young daughter, can attend them.

Sakellariadis: We have become accustomed, as a culture, of accepting that it is okay to send some children to a separate school. But we have economic migrants moving to our countries and children who do not speak the native language, yet they are supported through interpreters to access the curriculum. I think that is exactly what we should be doing for everybody else.

What I failed to say earlier is that choice happens in a context. If we want to give parents a real choice, we have to make sure that every local school can respond to the needs of any learner. Without that the promise of choice, there is only a hollow promise. To give an example: If I give everybody in this room a

choice of whether they want to sit on a blue chair or a red chair, what would happen to those who want a red chair? There are no red chairs in this room. That is not a choice. That is the situation that some parents find themselves in. They are invited to choose between mainstream and special schools in places where no mainstream school feels able to include their child. If we want to give parents real choice, we have to make sure that the options we are giving them actually exist.

Baboo: We always forget that the children themselves can offer support to other children. I think that they are such a great untapped resource. People say: "Classrooms are so big, there are so many children!" But we also have to see that there are so many helpers; there are so many children who can support one another. We see this in lots of our Light for the World-programmes, with great examples of children actually leading the way. They accept diversity so much easier and are welcoming to those who are said to be different. I think we should learn from children, because if we give children with disabilities the choice, they would choose to be with their peers – other children without disabilities.

Brandstaetter: I completely agree. I think this capability approach is one of the biggest resources we have. We still have not really ex-

plored its possibilities. For example, in Austria sign language is an acknowledged language. Why not train it in school from the very beginning, to all pupils? Other ways of communication, like easy to read texts or Braille, could be learned from their peers, by the teachers, and so on. I think this could enrich our educational system much more than to say: Oh, that would be a problem, because it's too costly.

Children need to support each other

Sakellariadis: Just one more thing I would like to add. We've got accustomed to accepting what I think is actually discriminatory. The intention has always been to give additional support to children, in other words, to offer support in addition to what all children receive in education. But by sending some children to separate special schools, we are actually offering alternative support, something else instead of the education other children have. There is nothing that happens in a special school that cannot happen in an ordinary school.

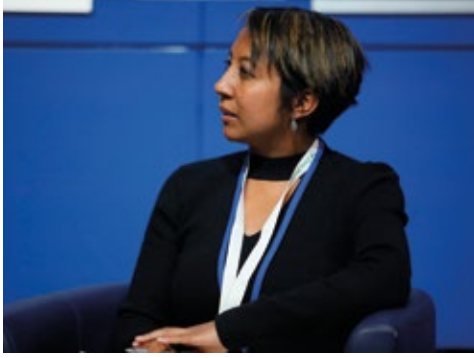
Fembek: Let us move now to the third part of this discussion. It was mentioned already several times that when we talk about Inclusive Education this is not a greenfield operation. We don't start from scratch; we have to change an existing system. On the other hand, in most countries there is a budget for education. Even the poorest of countries have one. What would be your suggestion to move from the current situation of having both mainstream and segregated systems to the common goal that we all share?

Brandstaetter: I think most important is to break down the barriers in our heads. When we say all, it has to mean all, really all – including those students and young people with very high and complex needs. This is very important, because very often we hear in discussions that there will always be a few who cannot be included in our school system.

The Inclusive Education Initiative of the World Bank Group developed an issues paper that includes a good analysis of the landscape and guidance necessary to ensure the inclusion of girls and boys with disabilities.



It can be accessed at:
worldbank.org



“Private education models for the affluent, like Montessori or Steiner – these teaching philosophies were developed by studying how children with intellectual disabilities learn.”

Nafisa Baboo, Light for the World, South Africa

I say no. Everybody has to be able to use and attend our educational system, and at the same time have a focus on personalized careers in education. Focus on person-centred trainings, person-centred curricula and examination settings, which can do quite a lot.

This also means that we must invest much more in the training of teachers and of trainers for them to know about Inclusive Education. Next we have to create a very good assistance system within the regular schools. And the existing special education units in our mainstream school systems need to open themselves up to becoming part of the regular school system, with leaders who encourage other schools to open up.

Fembek: Where would you start to change? The legal systems, the funding systems?

Sakellariadis: I think change happens top-down. I would go to policy makers and I would really want to make sure that the intention is very clearly stated and a strategy put forward for developing more Inclusive Education. But I think change also happens from the bottom up. My experience is that people have not really grappled with these questions; and once you put forward the children's rights perspective, people will agree.

Baboo: To realise Inclusive Education on the ground, we need financing. And I am really happy about the World Bank commitment to make all education projects disability inclusive by 2025. That is great, and we should make sure that any donor who funds education

should make all the programmes disability inclusive.

We are always asked in proposals: “How is your project gender sensitive or sensitive to the environment?” When people apply for funding, you should ask: “How will your project in education support children with disabilities?” When there is a project looking at improving mathematics or literacy, they must be disability inclusive. They have to report on it. That is really important, because then we will see the traction – real progress. Governments should also make sure that disability is mainstreamed in all aspects of the education sector plan – when they look at teacher training, when they look at how they are developing their workforce and the institutions tasked with educating teachers. We have a really good opportunity at the moment with the Sustainable Development Goals. There are only another 10 years to go.

Sakellariadis: I'd like to add something. I would like to put together two of the comments that Nafisa Baboo made. Because on the one hand finances are absolutely important in developing inclusion, and on the other hand, you mentioned the importance of having other children, non-disabled children, as an important learning resource. I want us all to remember that financial and human resources are equally important. And so, if the funding is not available, that does not mean we cannot have inclusion. If we do not do anything until we can do everything, we end up doing nothing.

IN-DEPTH RESEARCH



People with intellectual disabilities lecturing students. Who would be better qualified to teach about accessibility and inclusion?

First-hand lessons in Inclusive Education

The Institute for Inclusive Education trains people with disabilities to become educators who teach students and others about accessibility and participation. With a flexible train-the-trainer approach, the model can be replicated worldwide.

COUNTRIES: **GERMANY** ORGANIZATIONS: **INSTITUTE FOR INCLUSIVE EDUCATION, DRACHENSEE STIFTUNG**

“What I know and what I am able to do, only I know, and only I and no one else in the world is able to know – because I am unique!” So declared Samuel Wunsch in the Austrian Parliament, where he spoke as a participant in a forum titled “Education – Inclusion – Digitalisation: International Impulses in Parliament.” The event, which took place at the invitation of the President of the Austrian Parliament, Wolfgang Sobotka, was held one day before the opening of the Zero Project Conference 2020.

Impressive words in any case, but they become even more powerful coming from Samuel Wunsch, a person with intellectual disabilities. As Wunsch explains, “This is Samuel Wunsch, just as he is. I really keep saying this over and over again. Sometimes my colleagues at work are a little annoyed by it. But it is important for me.”

Wunsch’s colleagues, like him, are so-called Bildungsfachkräfte – education specialists with disabilities who have been trained for three years to become qualified to bring their lives, their needs, and their views closer to other people – primarily students at colleges and universities, teaching and management staff, but also to companies. Wunsch and his colleagues were qualified at the Institute for Inclusive Education, an independent scientific institution affiliated with the Christian-Albrecht-University of Kiel in Schleswig-Holstein (a German federal state).

Qualification and a regular job

The Institute for Inclusive Education was founded in 2016 by the Drachensee Foundation, which is also its shareholder. Founder of the Institute – and since 2019 also director of the Drachensee Foundation – is Jan Wulf-Schnabel.

Wulf-Schnabel first came into contact with the inclusion of people with disabilities in the course of his work as a university professor for theories of social work. As he recounts, “There was a work group of the Drachensee Foundation, initiated by a social pedagogue, through which people with disabilities went to the University of Applied Sciences (the Fachhochschule)

in addition to their participation in a workshop, and there they spoke about their life and their environment. The approach that people with disabilities do this themselves was as simple as it was brilliant.”

In order to establish the ingenious idea in the long term, Wulf-Schnabel developed a model project that – for the first time worldwide – was to bring together three goals. In his words: “First, education is a demanding profession that has to be studied. Second, to ensure that it does not remain a ‘fair-weather project’, the teaching performance must be implemented on a permanent basis. And third, the education professionals must be empowered in such a way that they are employed as a regular workforce.”

From pilot to start-up

The pilot project took place from 2013 to 2016, during which time six people with intellectual disabilities were qualified as education specialists. Initially, the successful graduates were employed by the Institute for Inclusive Education, but since then the education specialists in Schleswig-Holstein are employed directly at the university and paid directly by the state. Wulf-Schnabel explains the pros and cons of each: “Employment at the Institute involves less bureaucracy and is faster. Employment at the university has a higher status and offers more job security.”

In 2016, Wulf-Schnabel became an Ashoka Fellow, the world’s first and largest network that promotes social entrepreneurship. “With this, the topic of social impact and the transformation of the university system was added to the Ashoka agenda very strongly,” he explains. Currently, the Institute for Inclusive Education in Schleswig-Holstein has 18 employees, six of whom are Bildungsfachkräfte, and five new university locations are being established nationwide. By the end of 2023 there should be at least 10 to 15 such locations, with some 60 to 90 education specialists.



Jan Wulf Schnabel of Drachensee Stiftung, speaking in the Austrian House of Parliaments in February 2020, presenting the Inclusive Education model.

Samuel Wunsch, Bildungsfachkraft (education specialist)

Samuel Wunsch, 36, was born in a small town near Cologne, Germany, and has three disabilities: a motor dysfunction in his wrist, a severe learning disability, and a psychological impairment. Nevertheless, he grew up trilingual and found friends as a child. As Wunsch recollects, “My friends knew that I was different, perhaps not completely healthy, but this was never a problem.”

From school to workshop

Only when he entered a special school in Hamburg did he first experience “a lot of discrimination and violence.” At the age of 15 he left his parents’ home, moved to Kiel into an assisted living group, and again attended a special school. This was a time that he also remembers as “very heteronomous.” He was refused entry to a vocational training centre for people with learning difficulties, so he switched to a workshop. “It was only there that I really became aware of my disability and that there were also others,” he recalls. For more than ten years, Wunsch worked in a cable assembly department. As he says, “All in all, this was a great time. I soldered, worked with transistors, built ship’s horns, and learned a lot.”

From workshop to university

As good as those days were, Wunsch wanted to advance his career. One day, he saw a notice on the notice board that candidates were sought for qualification as an education specialist. As Wunsch explains, “What is not so nice about the workshop is that you have hardly any possibility to earn your own living. For me, this was a chance to change my life – maybe to change something for others as well – and the prospect of a self-determined life where I could fulfil one or the other dream.”

More skill than confidence

Out of more than 20 candidates, Wunsch becomes one of six selected for the first full-time qualification of people with disabilities as an education specialist. The main difficulty was to relearn how to learn, and also how to translate technical terms into a simple language. “There were words that were difficult to translate, but after the first exam I realized that I could do more than I thought I could – and this has



Samuel Wunsch addresses the Austrian Parliament.

“To be unique, that does not only refer to me. Everybody is unique, and that is good.”

continued to develop.” And this progress, he emphasizes, does not apply only to him, but should be taken as a generalization. “My lecture in the Austrian Parliament shows that people with disabilities can do more than they give themselves credit for, and more than others give them credit for.”

Uniqueness makes diversity

But what does it mean for Samuel Wunsch to be unique? “I would like to put it this way,” he begins. “To be unique, that does not only refer to me. It is important to me that it refers to every person. Everybody is unique, and that is good. Unique is good because it is the diversity that defines society and life itself. If I imagine the opposite... it would be terribly boring if we all looked the same, wore the same clothes, listened to the same music, or drove the same car. Each of us thinks differently, feels differently, looks differently, and lives differently. This is also why, for me, there are actually no people without disabilities and people with disabilities.”

“Bildungsfachkräfte know inclusion from their own experience; that is something that people without disabilities do not know.”

JAN WULF-SCHNABEL, FOUNDER OF THE INSTITUTE FOR INCLUSIVE EDUCATION

Experts on inclusion and simplification

Initially, teaching activity was limited to the areas of pedagogy and care, but since then administration has become a major topic, including police and higher services as well as all social professions. In addition to invitations from professional schools and universities, more and more invitations are coming from management consultants or directly from companies. Says Wulf-Schnabel: “Bildungsfachkräfte know inclusion from their own experience; that is something that people without disabilities do not know. An increasing number of companies want to integrate this expertise into their application-oriented processes, for example, to reach other target groups, such as older people, by reducing the complexity.”

Scaling and costs of an institute

The roll-out of an Institute for Inclusive Education is based on an individual cooperation agreement. Explains Wulf-Schnabel, “Project sponsors can choose whether they want to take the inclusive ‘all-round happy package’ or whether they just wish to access certain modules and counselling services.”

Wulf-Schnabel says that to establish an Institute for Inclusive Education (in Europe) “on a greenfield site,” you have to anticipate total financing of 1 million Euro over 3.5 years. “For such an institution you need personnel, information technology, and barrier-free equipment. One million Euro over 3.5 years is a good investment in making a real impact on behalf of a world without barriers.”

Training with a lot of practice

The three-year training is designed as a dual system whereby the prospective Bildungsfachkräfte are already teaching while they are being trained. During this period and for some time thereafter the education specialists are accompanied by pedagogical-personal assistants.

The formats and the scope of the teaching activities vary greatly. Notes Wulf-Schnabel, “Depending on the curriculum, we check where the topic of diversity and inclusion is relevant.” In Schleswig-Holstein, for example, students studying to become teachers are required to complete an educational unit with the education specialists both at the beginning of their training and again before starting the so-called “Referendariat” (a teaching practice at the end of their studies). In other areas, it can be a single lecture.



The three-year training is designed as a dual system whereby the prospective Bildungsfachkräfte are already teaching while they are being trained.

Employment of education specialists

The Ministry of Science is responsible for financing the trained education specialists – exactly the same way as other university teachers are paid. In Schleswig-Holstein, the budget amounts to around €500,000 per year. This is used to cover the costs of the six Bildungsfachkräfte, a pedagogical director, an education coordinator, and two pedagogical-personal assistants who are needed because of the different locations where the education specialists work. For lectures or seminars outside the university sector, fees are charged based on the rates for educational or coaching services common in the country.

Political support is the decisive factor

The demand is impressive in Germany and internationally. For example, education professionals have already been to conferences and universities in Vienna, Madrid, Manchester, and Moscow, but COVID-19 has currently put a brake on the transfer of experience. Furthermore, political support is needed to establish an institute in a new country. Currently, this is the case in Austria, where there is great interest from universities in Graz and Vienna, but no political decision to move forward. As Wulf-Schnabel notes, “This is a special project for universities that they cannot cover from their regular budget. And that requires political foresight and the courageous decision to invest in inclusion and real impact.”

Education for all: Hundreds of shades of inclusion

The Zero Project has researched and awarded numerous projects worldwide that tackle Inclusive Education and inclusive schools. Here is a selection of them, showing especially the variety of solutions that exist.



As an example of those many Innovative Practices working on supporting students with disabilities: VAST (Vocational Advancement and Skills Training) Academy, a department of Houston Community College in the US state of Texas, gives students with intellectual and developmental disabilities the option of continuing their education after high school through a comprehensive post-secondary transition programme. Since its founding in 1990, VAST Academy has catered to more than 4,000 students (Zero Project Awardee 2020 and 2021).



As an example of those Innovative Policies achieving Inclusive Education: The Italian Ministry of Education, Universities, and Research has a long history of supporting Inclusive Education, with inclusive schools being introduced as early as 1977. New reforms were introduced in 2017 and adapted in 2019, with a focus on the evaluation of school inclusiveness, the training of staff, equipment, the promotion of inclusion groups, and the improvement of the accessibility of school buildings. The photo shows the Italian President Sergio Mattarella receiving young people with disabilities, recognizing the importance of this legislation (Zero Project Awardee 2016 and 2020).



Bildungsdirektion Wien, the Vienna Schooling Authority, has launched a pilot for making schools more inclusive for children with autism. In this pilot-project children with autism are accompanied from kindergarten onwards by trained teachers and by mentors who also assist parents with out-of-school issues. In school, special learning materials and mentors working with regular teachers are provided to facilitate the inclusion of children with autism. Being an Awardee in 2020, Bildungsdirektion Wien was invited to join an Erasmus+ Project of the EU, and started cooperation talks with organizations from Canada, Brazil, Croatia, and other cities in Austria.



Another Innovative Policy on the country-state level comes from Queensland, Australia (Zero Project Awardee 2020). The Inclusive Education Policy, implemented in 2018, is designed to ensure that all children and young people in Queensland attend their local state school. Each institution is allocated appropriate resources and funding. Individual support during implementation is provided by regional inclusion coaches.



Direct support of the Essl Foundation for “One Class For All”

Light for the World, an international NGO based in Austria and a multiple Zero Project Awardee, has launched an ambitious education programme in Burkina Faso named “One Class For All”, which creates fully inclusive primary schools by teacher training, additional learning material, and – in a second step – also moved towards online learning and ICT-based teaching support. The Essl Foundation joined a consortium of other foundations from Austria to support “One Class For All” and collectively gave grants exceeding €350,000 from 2017 to 2021.

“The Zero Project Conferences have been very useful for me and my university. For example, Walk from Ireland and the Institute for Inclusive Education from Germany became partners in Erasmus+ Projects!”

Antonio-Luis Martínez-Pujalte, Universidad Miguel Hernández de Elche, Spain



THE IMPACT OF THE ZERO PROJECT

“We were called by our governmental team for social inclusion to disseminate our Android app, and we started collaboration talks with the University of Punam, India, the Ministry of Namibia, and with Global Ramp from Israel.”

Ksenija Lalovic, Faculty of Architecture, University of Belgrade, Serbia

“As a direct result of our participation in the Conference 2016 and the opportunity to present our inclusive Early Childhood Development programme, we met representatives of Plan International, which resulted in a joint project in Mozambique. This in turn resulted in further projects with Light for the World Mozambique in capacitating their provision, repair, and maintenance of wheelchairs.”

Danika Schultz, Shonaquip Social Enterprise/ Uhambo Foundation, South Africa

“We started a collaboration with programmes in Scotland and Australia. We were also invited to Israel, Jordan, and Chile.”

Aaron Markovits, Taft College, United States

Mais Diferenças growing in Brazil – and starting in Mozambique!

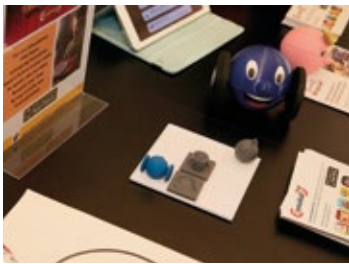


Projeto Brincar is a project implemented by the São Paulo-based disability NGO Mais Diferenças, in partnership with Fundação Volkswagen and São Paulo’s Municipal Secretariat of Education. Educators and families are trained in accessible and inclusive pedagogical practices

based on Universal Design principles to make early childhood education more inclusive for children with disabilities living in São Paulo. In 2019 the project had already reached more than 500 schools. After attending the Zero Project Conference 2020 as an Awardee, Mais Diferenças has now joined forces with Light for the World and carries out a joint programme in Mozambique, and will present it to more organizations in there, according to Carla Simone de Mauch of Mais Diferenças. At the same time, the impact of the Award was also felt in Brazil itself: “It has strengthened our role as one of the most important social private investors in Brazil acting in this field, besides the media coverage and the attendance of the Brazilian Ambassador during the ceremony in Vienna,” says Vitor Neia of Fundação Volkswagen.

Another word for inclusive pedagogical practice: Fun!

Innovations in non-formal education: Learning by playing



Above: Co-creating digital games with Univali.
Left: Ballyland supports children who are blind to learn digital skills with animations, 3D-print, app-coding, and a range of other tools.

The importance of informal education is constantly growing, with digitalization as one of its main drivers, and great inclusive solutions existing already:

- Univali (Brazil, Awardee 2020): Through the framework of the “I’ve made my game,” children with and without disabilities are encouraged to create digital games together. This collaborative process allows children to be involved in intellectual and affective activities of negotiation, ideas development, results analysis, and interaction.
- Sonokids (Australia, Awardee 2020) has developed Ballyland, a range of gamified educational software programmes and apps. These support children who are blind or visually impaired to acquire foundational technology skills that enable them to use computers and mobile devices and to practice orientation, spatial awareness, memory, and listening comprehension.
- Scify (Greece, Awardee 2020): “Games for the Blind” is a series of free electronic games designed for blind children as well as an online platform to create and share their own game. The games are designed to familiarize children with computers and to allow them to practice their hearing and other skills while having the option to play with their peers. G3ICT and the Zero Project organized a series of webinars in the summer of 2020 on inclusive educational ICT, with one of them featuring Vassilis Giannakopoulos from Scify
- Social Skills Animation (Serbia, Shortlisted 2020) is a computer-based application that allows the user – a therapist or a trained parent or other service provider – to create instantaneously tailor-made animations, supporting a child with intellectual disabilities to develop social skills.

Vocational training career plans – and dancing



From a Graphic Facilitation of the Zero Project Conference 2020: How vocational education works, based on individual career plans.



COVID-19 and Inclusive Education

The Rodrigo Mendez Institute of Brazil, winner of two Zero Project Awards in 2020, published a report on the influence of the COVID-19 pandemic on Inclusive Education, based on research in 23 countries, and with a focus on guidelines and manuals for training educators and municipalities.

www.institutorodrigomendes.org.br



Educación Inclusiva and Zero Project – Latin America Conference

In the summer of 2020 the Fundación Descúbreme, a strategic partner of the Zero Project, published the first Zero Project Report in Spanish, on Inclusive Education (Educación Inclusiva). In November 2020, Fundación Descúbreme also organized the first Zero Project-Latin America, again with a focus on Inclusive Education. More than 1,500 participants had registered for the online event.



Elli, beneficiary of the KVPS Programme in Finland

“On the Verge of Adulthood” from KVPS Finland (Zero Project Awardee 2020) supports people with intellectual impairment in the phase of becoming adults. The picture shows Elli from Viitasaari: “We made new friends and started activities like Laughing Yoga.” (A quote from her Life Story in the Zero Project Report 2020).



THE IMPACT OF THE ZERO PROJECT

“I’m writing a blog on Inclusive Education for the (British) Equality and Human Rights Commission website and will draw on the Conference in advising the EHRC on their work on education.”

Liz Sayce, London School of Economics, United Kingdom

“We have not received an Award, but by attending the Conference we were able to identify new partners critical to enhancing our disability-related programming.”

Edward Winter, Senior Technical Advisor for Social Inclusion, World Vision, Uganda

“Our 2017 Zero Project Award influenced funding for the Institutes. We are now the largest in-school transition programme in the United States. We were able to secure private grants from State Farm Insurance and Wells Fargo to support new transition services, like drivers’ education and financial literacy training.”

Joy Kniskern, Georgia Committee on Employment of People with Disabilities, Inc., United States



King Abdul Aziz University, Saudi Arabia

In 2020, King Abdul Aziz University (KAU) in Jeddah won the Zero Project Award for its Innovative Practice to empower students with special needs. Says Dr. Wajdi Wazzan, Vice Dean for Students with Special Needs of KAU: “The award had an excellent impact on our efforts to enhance the life of persons with disabilities in the university, and we are building on that success. Winning the Zero Project and the media coverage we received have encouraged the university top officials to be on the frontier in all aspects that could enhance the life of people with disabilities. We have received approval to establish the first institute in the Middle East – called Institute to Empower Persons with Disabilities – geared towards including persons with disabilities in higher education. The institute will be a beacon for research in the region. We are planning to staff the new institute with qualified disabled persons from all over the world.”



Turning special schools in education centres in Zimbabwe

In 2018 CBM, in partnership with the Jairos Jiri Association, began converting three special schools into Inclusive Education centres, also serving as an education platform on inclusion for local governments, companies, and schools while working closely with the community (Zero Project Awardee 2020).

A press release of Access Israel and Manzil of the United Arab Emirates

Access Israel & Manzil (UAE) join hands to share knowledge and experience to better the lives of persons with disabilities, enabled by the Zero Project Conference 2020.



Michal Rimon
CEO, Access
Israel, Tel Aviv/
Israel



**Ayesha Saeed
Husaini**
Founder &
Director, Manzil
Center, United
Arab Emirates

Tel Aviv/Sharjah. *For the first time since the historic signing of the peace treaty between Israel and the UAE on 13 August 2020, Access Israel, an Israeli NGO, will host Manzil, an organization from the UAE. Both organizations are joining hands to share knowledge and experience to better the lives of people with disabilities and the elderly, the largest minority in the world, focusing on challenges we are all facing during the COVID-19 pandemic.*

The two organizations met at the beginning of 2020 at the Zero Project Conference in Vienna. The Zero Project and its annual conference bring together accessibility leaders and organizations from all over the world to learn from one another and to share best practices. Held at the United Nations Headquarters in Vienna, the conference creates an opportunity for people to meet, discuss, and learn from one another and thus advance accessibility and inclusion. It embodies the United Nations Sustainable Development Goals for global partnership, equality, accessibility, and inclusion for all.

Manzil was awarded as one of the Zero Project's Innovative Practices for 2020 for their project PRIDE (People Receiving Independence and Dignity through Empowerment). Manzil was also selected as one of the ten best practices globally to be mentored by the Ashoka Foundation to replicate PRIDE.

Michal Rimon, CEO of Access Israel and a Zero Project Ambassador, was one of the mentors who sat with the awardees and was especially impressed by Dr. Ayesha Saeed Husaini from Manzil and her team.

This press release
was released on
October 19, 2020

At the beginning of the year the organizations could just dream of joining hands and working together to promote this issue, influencing people with disabilities in both countries. The peace agreement between Israel and the UAE, however, opened the doors to working together on important topics, such as accessibility and inclusion for people with disabilities. Once it was signed, Access Israel reached out and invited Manzil to speak at their upcoming webinar – the first open event in which the two civil society organizations are joining hands and cooperating to create better accessibility and inclusion in both countries.

Since the beginning of the pandemic, Access Israel's global Eco-System has been hosting international webinars on various topics concerning COVID-19 and people with disabilities. At these webinars, hundreds of participants from over 70 countries learn from one another how best to overcome the challenges that COVID-19 creates for people with disabilities.

Access Israel's global Eco-System is hosting its 5th International Webinar on 20 October 2021, which will focus on “Employment of people with disabilities – Challenges, solutions, technologies, and best practices.”

At this webinar Dr. Ayesha Saeed Husaini, Founder and Director of Manzil, an organization promoting accessibility in the UAE, will be speaking about their employment programme for people with disabilities. It is exciting for both Access Israel and Manzil to cooperate on such an important topic and lead the path to a strong bond between Israel and the UAE. The two organizations are proud to lead the way on the path towards an historic partnership in accessibility in the Middle East, to fulfil the UN Sustainable Development Goals, and to work together to create a world that leaves no one behind.

The Ministry of Foreign Affairs of Israel has recognized the special potential and importance of this collaboration, and as part of the Ministry's efforts to promote and foster relations between Israel and the UAE in all fields it is actively partnering with the two organizations in creating, leading, and promoting this webinar (including its simultaneous translation to various languages). Israel's Ambassador to the United Nations in Geneva, Mrs. Meirav Eilon Shahaar, will deliver the opening remarks.

Michal Rimon
CEO, Access Israel

Dr. Ayesha Saeed Husaini
Founder & Director, Manzil Center, UAE

Media Coverage of Awardees and Speakers

Many awardees and speakers of the Zero Project Conference receive a lot of media attention from their national and regional media. Find here a selection of articles from mainstream media worldwide.



Local media coverage in Mozambique on ADPP, Awardee of 2020.



Business Mirror of the Philippines, report about Save the Children, Awardee 2020.



Report from Discapnet, an online publication from Spain, on the Spanish Awardees of the Zero Project.



Kronen Zeitung, a leading Austrian daily, reporting about Pädagogische Hochschule Salzburg, Awardee 2020



Online daily newspaper from the Dominican Republic, about INAIFI, Awardee 2020.



The awarded project from Univali University of Brazil, receiving regional media attention.



liveMint, a business publication from India, covering the Award for Planet Aabled, the inclusive travel service, in 2018.



Richard Bernstein, a blind Supreme Court Judge of Michigan/United States and keynote speaker of Zero Project Conference 2017, featured in profil, the leading political weekly magazine in Austria



A magazine from Brazil, covering the Award for a national education programme of the government



Pedius from Italy, a two-time Zero Project-Awardee, receiving attention from a lifestyle journal in Hong Kong.



King Abdul Aziz University's Award in 2020 received a lot of media attention in the Arab world, here in Arabnews.



A report from Times Indonesia on the Award for PSLD UB, Awardee of 2020.



emol, an economic publication from Chile in English, covering the 2017 Award for the Chilean National Training Institute.

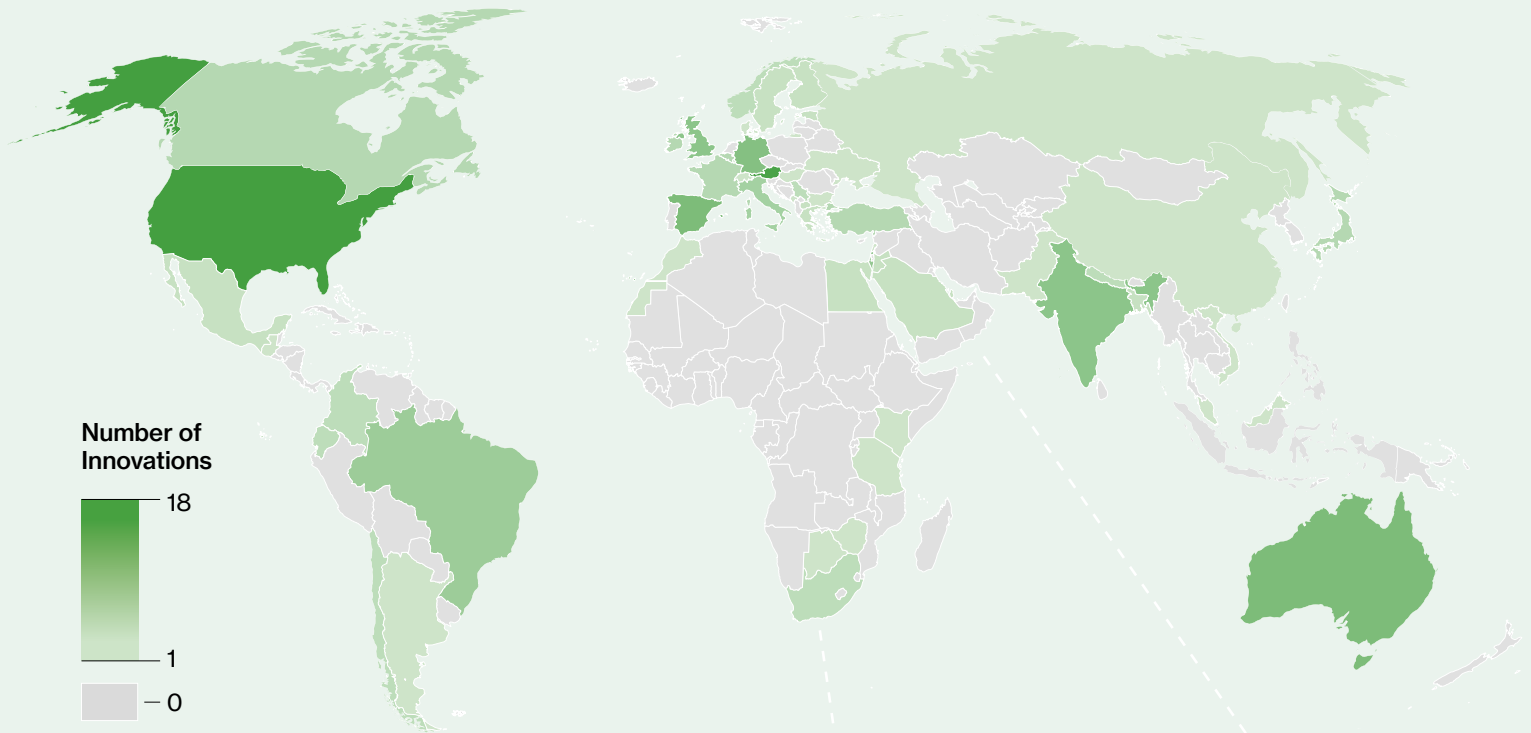
Innovative Practices and Policies on ICT per country

197

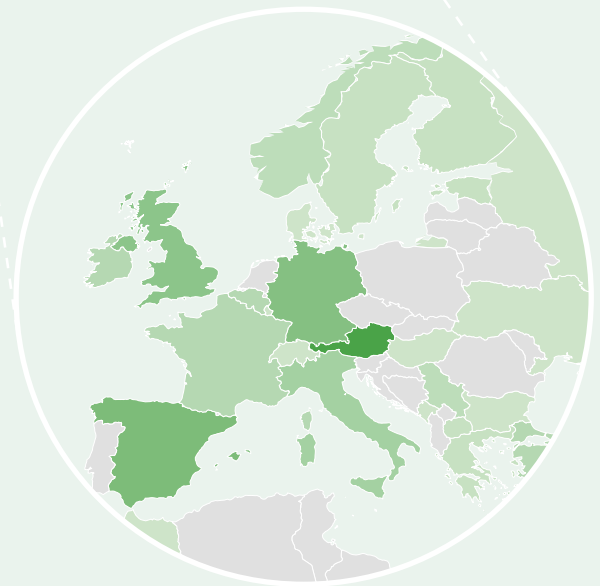
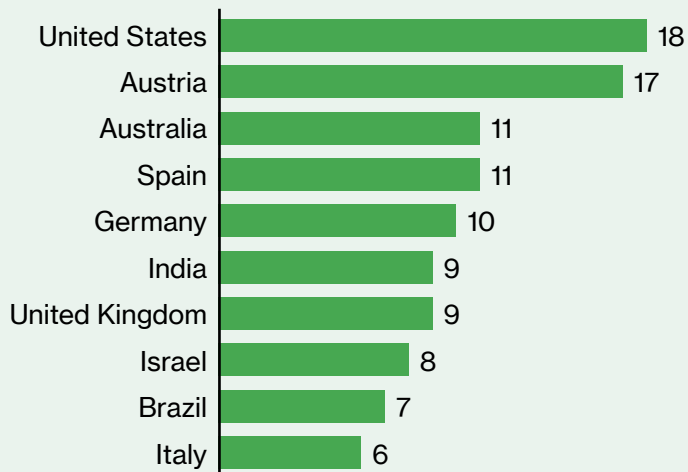
Practices and Policies

56

countries of implementation



Top 10 countries



INNOVATIONS IN

Information and Communications Technology (ICT)

2013–2020

“Devices and interfaces will be mainstream and affordable”

Brain-Computer-Interfaces, Artificial Intelligence, Natural-User-Interfaces, drones, smart homes and smart cities – three experts forecast a future where high-tech-solutions enable a truly inclusive and accessible society.

Panelists in this discussion:

Christopher M. Lee, international expert in the field of accessibility, author, public speaker on learning disabilities and assistive technology.

David Banes, independent consultant with over 30 years' experience of supporting access and inclusion through technology.

Rodrigo Huebner Mendes, business consultant, runs an institute that is focused on guaranteeing that any child with a disability can have access to a quality education in a mainstream school.

Hosted by **Michael Fembek**, Director of the Zero Project/ Essl Foundation.

This discussion was held at the Zero Project Conference 2020 in Vienna, and has been edited and updated for print.

Fembek: This session is all about high-tech solutions, futuristic solutions. Rodrigo, here is a video that shows your brain, recorded two days ago. Can you tell us more about what we are looking at?

Huebner Mendes: Last year I received an invitation from TV Globo, the largest TV channel in Brazil, and they invited me to drive a Formula One car using my mind. I was sitting inside a race car, using a helmet that was specially developed for me to command the car only with my mind, my thoughts and emotions. I remember the scene when the team leader came to me and asked me: “Rodrigo, are you okay? Can we start?” Suddenly, it was only me, the car, and the track.

This car had no pedals, no steering wheel, and I used a brain-computer interface to control three commands: to accelerate, to turn right, and to turn left. There are five electrodes that capture the electricity of my brain, and I had to learn to associate some thoughts or some brain patterns with these commands.

At the beginning I tried to think about those three actions, but it did not work, probably because the computer could not differentiate them. Coincidentally, I was reading a book about Universal Design for Learning. The authors of the book explained that when we use different senses – vision, hearing, tasting, etc. – we activate different areas of our brain. After some weeks of training, I could control those three actions quite well. In order to accelerate, I thought that I was celebrating a soccer goal, and this refers to vision. In order to turn right, I thought that I was eating a delicious food, which refers to tasting. And in order to turn left, I thought that I was holding a bicycle handle bar, which refers to touching. I still remember how this feeling was. And it worked! After I gave the first command (to accelerate), the car started moving very fast. It was an amazing experience to drive again.

Fembek: Thank you, Rodrigo. Here we have another visualization of what a brain computer interface means. Christopher, what are we looking at here?

Lee: When studying areas of the brain of people with cognitive disabilities, we see different areas of the brain lighting up. For example, we know that the brain map patterns of those with learning disabilities can show neurolog-



From left to right: Rodrigo Huebner Mendes, Rodrigo Mendes Institute, Brazil; Christopher M. Lee, G3ICT, United States; Michael Fembek, Zero Project (Moderator), Austria; David Banes, Consultant, United Kingdom

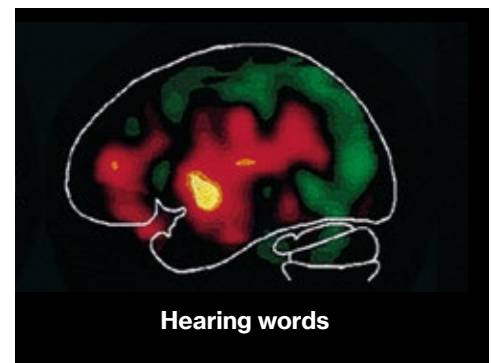
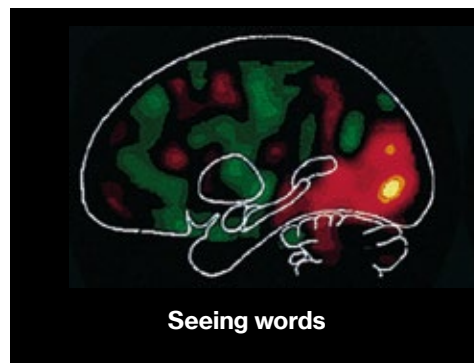
ical malfunctioning. Brainwave patterns, for people with cognitive disabilities can show inefficiency in that part of the brain.

Banes: We did some work a few years ago, working with patients who had far progressed with conditions such as motor neuron disease, ALS, and so on. There was a theory around at the time called the “death of self,” which is when you can no longer communicate with the outside world, that the isolation led to a rapid deterioration of health and to your passing away.

One of things that the brain/computer interface has given us is the opportunity to give those people very simple commands – “yes” and “no” – and to link that to an AAC (Augmentative and Alternative Communication) device. By a simple thought process, active or inactive, people could still communicate, and they could still control their environment, just by a single, simple thought pattern. That helped avoid the “death of self” and allowed people to interact until their bodies could no longer support them. Now that, for me, worked with people with the greatest level of need. And if technology can unlock at that level, the potential of technology for all of us is unbelievably significant.

Lee: With Augmentative and Alternative Communication devices, the pricing has come down some. However, there are now a variety of apps that are low cost and provide options, especially iOS, for speech and language providers and consumers.

Two pictures from Brain Computer Interfaces showing brainwave patterns. People – like Rodrigo – can learn to use these patterns to steer devices, but also to communicate by a simple ‘yes’ or ‘no’, thus avoiding the “death of self” for people who normally cannot communicate any more.



Fembek: This brings us to the next key term, Artificial Intelligence – AI – and the autonomous vehicle.

Banes: Artificial Intelligence – machine learning – loves data. It loves lots and lots of data and it analyses that data to predict, to anticipate, and to transform that data in new ways. At a basic level, we can get traditional text transformed into speech. We can also get speech transformed into text, and we saw how crowdsourcing allowed us to improve that.

Google used to do this as part of their security. You will remember that when you used to sign into Google you had to recognize and type words, and one of them was a clear word and one of them was an unclear word. The unclear word was being used by Google to improve the quality of their automatic character recognition. Every time you typed it in you were adding to that dataset. AI lets us take that much further, now that we have those datasets.

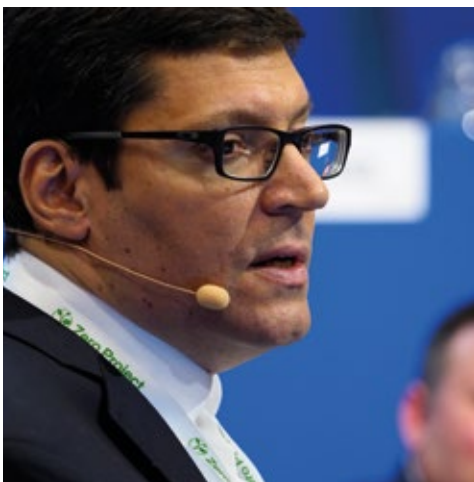
Microsoft is now utilizing AI to automatically tag images and describe them. All I need to do is to check that those descriptions make sense. In Office 365, that is all we need to do.

There are lots of areas where AI is beginning to enhance the way in which we interact

with the world, for instance, with people who use alternative and augmentative communication. If we go to a restaurant we can say we recognize the location, we know that the last ten times you went to this restaurant you ordered these three foods. There is a pretty good chance you are going to order one of those three again. Let us call up the communication board that relates to this location, predict your behaviour, and make that available to you. You can always switch off and use something else.

It might be that you are going to meet somebody who you have met before and your communication system knows when you meet Rodrigo or Chris. The last three times you met you talked about these subjects. Let us predict that and give those as your first options. By predicting and anticipating behaviour, we really start to speed up the communication process.

That is still not the end, however. We can link that up mechanically into the concept of autonomous vehicles. They have been tested with people with no sight, because what it does is gather data from sensors from all the vehicles and objects around you for object avoidance. It then takes that a stage further and plans out your route and drives you from A to B. Here is the thing: If we can do that with



“There are amazing alternatives that we can offer to teachers in terms of planning classes, in terms of thinking about different strategies, pedagogical approaches, so that everyone can really learn.”

Rodrigo Huebner Mendes



“Our concept of Universal Design is no longer about making a place or a tool fit for the person in a wheelchair. It is: Anybody with a voice, with a gesture, or with a touch can control this environment. “

David Banes

cars, we can apply exactly the same technology to our wheelchairs. Our mobility becomes much more possible, feasible, and autonomous as a result of the technology.

Lee: David, what you just talked about I have seen in the United States, at Georgia Tech University. A professor and his grad students invented an AI machine – a learning robot teaching assistant. This professor had his graduate students use the IBM Watson platform to develop a virtual robot called Jill Watson.

The idea was that Robot Jill would handle online questions that were being submitted by the students enrolled in the computer science course. What was interesting is that the students had no idea that Jill was a robot, as she was using machine learning to respond and answer student questions. Through machine learning, Robot Jill improved to around, I believe, a 65 percent accuracy rate. When the students found out, they were shocked.

Huebner Mendes: There are amazing alternatives that we can offer to teachers in terms of planning classes, in terms of thinking about different strategies, pedagogical approaches, so that everyone can really learn.

But I think it is also important to remember that the technology by itself is not enough to promote and include society. If we really want to build an inclusive organization, an inclusive school, or an inclusive country we have to involve everyone. We have to be willing to observe our attitudes, to recognize

our mistakes, and to change the way we act. Looking at the Paralympics, for example, in my opinion it is useless to be involved and to feel inspired if, on the next day, we continue to live our lives exactly the way we have always lived – without changing our point of view, without changing our procedures, and without changing the way we organize our society. Technology can help a lot, but I think we will only win the game if we adopt a collective outcome, if we implement a collective transformation. And this process involves everyone.

Fembek: On to the next technology with a high potential of disruptive change – the drones.

Lee: There are so many exciting things going on with drone technology. Investment in research around drones is around seven billion US-Dollars a year. Drone technology is being used in both private and public industry. It is being used everywhere, from journalism schools to sport reporting events.

There is research being done at George Mason University in the United States. People are still sceptical of drone’s technology, due to the ethical, privacy, and warfare unmanned aerial vehicle history issues. In schools, however, drone technology is becoming part of teaching already. We are seeing the technology help students with eye-hand coordination.

Fembek: That lead us directly to NUI, natural user interfaces.

Lee: A NUI is an interface that is effectively invisible and remains invisible as the user

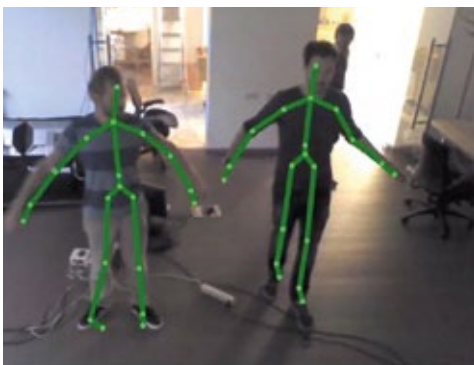
continuously learns increasingly complex interactions. Common modalities include touch, voice, and gestures.

The advantage of NUIs is that the user interaction feels fun, easy, and natural, unlike graphical user interfaces which mainly happen through a mouse and a keyboard. Interfaces designed well can quickly transition from novice to expert using a device. Examples of NUIs include the touchscreen iPad or the Amazon voice-controlled Echo. NUIs play a role in gaming. Microsoft has done research into NUIs with the Microsoft Kinect console which senses the user's motion, allowing them to interact with the content on the screen via movement.

Fembek: And now, the end of our race, smart homes.

Banes: Smart homes allow us to link technology together through sensors and to control the environment in which we live. We can use a natural interface, such as our voice, with something like the Amazon Echo, where we say "Alexa, turn on the lights," and the lights get switched on.

But we can also use a natural interface to control the environment in which we live, and we are already starting to see more and more people with a disability making great use of



NUI, Natural-User-Interfaces enables users to control, interact, and learn through gestures, brain-computer interaction, voice, or virtual reality applications.

this, whether it is through a touch device like a tablet, through their voice, or even through gestures and so on.

When we combine all these things together, we give people much greater autonomy in their own home. People with little or no vision can control their environment automatically. People with physical disabilities do not need to find switches anymore.

Now this gets really interesting, because we no longer need to adapt the physical environment, such as by bringing light switches lower to be easier to reach. Our concept of Universal Design is no longer about making it fit for the person in a wheelchair. Our concept of Universal Design is: Anybody with a voice, with a gesture, or with a touch can control this environment.

When we take that even further, and we go full circle back to Artificial Intelligence, we can predict behaviour. We can predict that you are five minutes away from home: let us set your front door to unlatched, let us turn your lights on, let us bring the temperature up. I switch the kettle on, so when you come through your door those things are already in place. If you do not want them, just swipe or speak to instruct something else to happen.

Prediction and anticipation allow us to do those things, but let us take that further. That does not have to be your own home – that can be the classroom, as Christopher and Rodrigo have said. It can be your workplace. If you want more inclusive hotel rooms, why not have a voice control in every room that switches on the lights, that calls for assistance, and so on?

These technologies are not expensive! When we talk about accessibility gaps, digital divides, often cost is the thing which comes to mind. But these devices, these interfaces, are mainstream. These are things that anyone and everyone is likely to start to use in the future at home, when they travel, and so on. That brings down the cost markedly and makes them accessible for many.



“The advantage of Natural User Interfaces is that the interaction feels fun, easy, and natural – unlike graphical user interfaces which mainly happen through a mouse and a keyboard.”

Christopher M. Lee

When we start to link these concepts together, we can move from smart homes; we can link our smart home data to transport data. Then we get alerts and advice in our home to tell us that the bus will be available in ten minutes. It is time to start moving. We can get that data feed to tell us what the weather is like, if it will take us longer to get to the bus stop to get to work. We can draw from those data sets to anticipate, predict, and guide us as to what will work well.

Finally, we start to move into a smart city. But those are based on smart communities, not on smart technologies, going back to Rodrigo pointing out that technology is not the only cause of societal change.

Huebner Mendes: Just to reinforce this matter of cost. This device that I used is affordable at less than 400 USdollars. A few years ago we could only get this kind of images of the brain in hospitals or in science labs, and now we can do that at our homes. Much more important than talking about the fun side of these things is to talk about the importance of the autonomy that they can bring us.

Fembek: Final question about COVID-19. Will it speed up the development, because technology is much more mainstream in the office, at home, in school? Or will it slow down, because of the economic crisis and other disruptions?

Lee: What we know from past pandemics is that people with disabilities find it harder to access critical supplies, such as technology that enables them to be independent.

Banes: I think that the idea of a ‘new normal’ is likely to be based upon a blended approach with greater consideration for social distance integrated with the need for interaction, including personal and physical interaction. With increasing, but not all, interactions happening online, we see that technology has a vital role to help bridge the gap. Mainstream technology is taking advantage of some of the emerging trends to become more inclusive technologies, such as voice control, automation, and auto-captioning, allowing for more inclusive online interactions.

Equally we are seeing a need for resilience in public services and consumer products, services that can be maintain and sustained during a crisis. Emerging technology plays a vital role in building resilience into services and into the provision, training, education, and identification of technology to meet needs, etc.

COVID-19 has introduced unanticipated stress into our systems, and the capacity for services to survive that stress appears to be dependent upon the extent with which they can blend virtual approaches into practice. To do that effectively, remote sensors such as those used by the Internet of Things and AI to automate and predict needs are becoming critical to design.

From virtual social and everyday services to assessment and training for provision, those emerging technologies are making a significant difference in ensuring that support remains active for those in need.

IN-DEPTH RESEARCH



Carlos Pereira, CEO and founder of Livox, developed the app to liberate people who, like his daughter Clarinha, cannot speak. Hence, the name Livox: Liberdade for 'freedom' and Vox for 'voice'.

For children, another way to speak and communicate

Livox is a digital tool that allows people without the ability to speak to communicate using virtual cards with pictures or short sentences. Livox is currently distributed only through the Google App Store, but the company is seeking regional distributors for further internationalization.

COUNTRIES: **BRAZIL, UNITED STATES AND OTHERS** ORGANIZATION: **LIVOX INTERNATIONAL LLC**

“During my daughter’s therapy sessions I encountered older children who were unable or were barely able to communicate with their environment,” begins Carlos Pereira, CEO and founder of the Brazilian social enterprise Livox International LLC. “When I asked their parents about how their kids were when they were my Clarinha’s age, who was born in 2007, they answered: ‘Just like Clarinha’. That’s when I realized that if I wanted a different result for my daughter, I had to do something different.”

That “something different” was the creation of an app that would come to be known as Livox – a name derived from the two words Liberdade (for freedom) and Vox (for voice). Being a software developer, Pereira began work independently and later worked with a team of technicians to create a product that, in his words, would “set people with disabilities free through communication.” The target audience consisted of those who, like Pereira’s own daughter, are unable to speak due to a disability such as autism, ALS (amyotrophic lateral sclerosis), Down syndrome, cerebral palsy, or other learning difficulties.

The search for a cure

Clarinha was born with cerebral palsy, and as a result she can neither walk nor communicate verbally. After a problem-free pregnancy, this was a terrible shock for Pereira and his wife. Due to a medical error, Clarinha had been without oxygen for a while, resulting in brain damage. Because they didn’t know if she would be able to speak at some point, the parents took Clarinha to therapy, but they quickly realized that this was not the answer.

Pereira conducted extensive research, and finally came upon a stem cell therapy that was reported to be successful. The problem, however, was that the treatment cost about \$40,000, and Pereira and his wife had very little money. That was when he created a video on YouTube called “One Real for One Dream” (with 1 Brazilian real worth about 20 US cents). Pereira recounts: “We received a lot of attention, were in newspapers and on TV,

“I saw her frustration when she couldn’t do something and the joy when something would work out.”

CARLOS PEREIRA, FOUNDER OF LIVOX,
ON HIS DAUGHTER CLARINHA AS AN IMPORTANT COACH

and we got the \$40,000 from nearly 200,000 donors.” But while the treatment brought Clarinha improvement, it did not bring her healing.

Developing and practicing in one

Happily, the media coverage reached outside Brazil, and Pereira received an offer from a major donor to provide him with all that was needed for a modern rehabilitation centre. Pereira approached the local authorities, who were not interested in the project, so he accepted the offer in his personal capacity, gave up his job, and opened a rehabilitation centre in his hometown of Recife with patients from age eight months to 80 years old and with a wide variety of disabilities.

At the same time, he pursued his idea of developing a software programme that could give Clarinha a voice. This software would allow her to select virtual cards via an app, which could then be shown or read aloud to others. The cards would show pictures of objects, places, or even emotions as well as illustrated short sentences such as “I want ... ” or “I am ... ”.

While developing the app, the therapy centre became an important source of inspiration as well as an instant testing environment. This real-life approach is also what sets Livox apart from all other apps and platforms attempting to do something similar. To give an example: Clarinha, due to her mobile limitations, cannot touch a screen precisely with just one finger; she needs more space for this. So Pereira created an algorithm called Intelli-Touch that analyses the touch on the fly. If it notices that the touch is imperfect because of too many fingers, involuntary touches, or dragging fingers, etc., it corrects the imperfect touch automatically. And people who cannot or do not want to use their fingers or hands can operate the Livox app even by blinking their eyes or using one or more switches.

Where inspiration came from

In addition to Clarinha, it was the late astrophysicist Stephen Hawking who inspired Pereira in his long nights of research. Hawking had lost the ability to speak due to his ALS disease and had to use a speech computer from the age of 43. Recalls Pereira, “In an interview he once said that he felt very alone because people often were not patient enough to wait until he had the chance to answer.” With Livox the time for an answer is accelerated by means of Artificial Intelligence. Livox can follow conversations. For example,



Livox can also be customized to five types of disability or learning level: perception, vision, hearing, speech, and general behaviour.

if the app recognizes that Pereira asks his daughter if she wants sugar in her tea, it immediately suggests by means of pictures whether she wants no sugar or one, two, or three sugar cubes. Livox also learns from its users. Thus, Livox can also suggest cards to its user that may suit the place and time of day.

A three-in-one tool

During installation the Livox app can be adapted to the specific user's requirements, for example, by adjusting the size of the cards and changing the contrast. But Livox can also be customized to the type of disability or learning level. There are five categories that are defined using different criteria. "The five categories are perception, vision, hearing, speech, and general behaviour," explains Pereira. As a result, Livox can also be used to improve individual skills.

For monitoring the learning progress, a web portal is available for parents, therapists, or other authorized persons, which allows for the generation of statistics and analyses.

For Pereira, Livox is therefore three things at once: an alternative form of communication for people without speaking skills or with intellectual disabilities; a training tool and resource for caregivers; and, finally, a curated content store.

A lot of users make a lot of content

The Livox Content Store offers a variety of content that can be loaded into the app. Many of these options were not created by Livox, but by people who developed them with the help of the 'Content Creator' and who share them with others through the store. The content, which is mostly designed as small games or quizzes, ranges from pets and their sounds to a mini-programme by which users can select what they would like to eat from the Subway sandwich chain. Other content, which includes typical street sounds such as car horns, can also be used to test the user's hearing and perception skills. Users can even upload their own books, music, or educational content via self-created "communication cards", and thus make them usable via the app. This allows users of Livox to participate in school lessons, and teachers can use the Content Creator as a teaching tool. Notably, all uploaded content is reviewed and approved by Livox before being activated.

As of fall 2020, more than 100 of these mini-programmes were available for Livox users, most of them in English, though some also in Spanish and Arabic. "If someone wants a programme in another language," notes Pereira, "with a little technical understanding it is easy to translate the English version. They can save the translation for themselves in the app or upload it to the store to make it also available to others."

You've got mail – from Google

Originally working in Brazil, it was not easy for Pereira and his wife to finance their work. Today, the Pereiras live in the United States and work from there on the further development and global distribution of Livox.



The Pereira family now lives in the United States.



Livox includes an algorithm called IntelliTouch, which makes it useable also for those who cannot precisely use just one finger.

An important role in this was played by the search engine Google, which learned about Pereira's work and has supported him with a non-refundable grant of \$550,000. Pereira was also invited to the Google I/O developer conference in San Francisco in 2015.

"As a programmer, it had always been a dream of mine to attend this conference. But you can only get to this event by invitation," explains Pereira. One day that invitation came by email. In it Google explained that they would like to invite him and his family to present Livox at the I/O conference and that they would like to send a team to create a small film clip. (Note: The video is available at Youtube).

Because of the spread of Android devices, especially in lower income countries, as well as technical flexibilities, Livox is currently only available through the Google Play Store. An iOS-Version for Apple devices is planned.

The cost of the app depends on the country in which the user lives. In the United States the basic version costs \$499 for the first year (as of autumn 2020), but in other countries it costs considerably less.

How to become a Livox distributor

As of autumn 2020, Livox has more than 25,000 users in 11 countries and is compatible with 25 languages. However, to enable the global distribution of Livox, Pereira needs local or regional distributors. Says Pereira: "Although Livox is accessible to everyone through the App Store and is easy to install as well as easy to operate, we need partners who can provide help and support to users in their respective languages."

Such distributors can be therapy facilities, hospitals, schools, NGOs, or even public institutions. The tasks of distributors include the regional sale of licenses for the use of Livox and the annual updates, as well as training and consulting – both on-site and online – with 30 to 50 per cent of the revenues generated going to Livox. In return, Livox provides distributors with the necessary technical training and ongoing support. Further, distributors get access to a control portal to manage licenses and customers. "This is our proposal, which we have put together in a special document along with sample calculations," says Pereira. "But we are always open to other forms of cooperation."

Currently, the distribution partners in Brazil with the most licenses are the Ministry of Education, the Ministry of Social Affairs, and regional authorities. For the Middle East, a joint venture exists with a partner that serves Egypt, Djibouti, Jordan, Morocco, and Saudi Arabia. There are also pilot projects in other countries and regions.

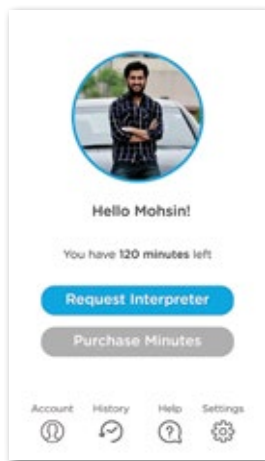
As of late 2020, as part of Impact Transfer, the Essl Foundation and Ashoka joined forces with the Future Learning Lab of Pädagogische Fachhochschule in Vienna and the ÖIBF (Österr. Institut für Berufsbildungsforschung) to initiate a pilot project with a clear goal: Starting Livox in Austria!

More information: livox.com.br.

Watch the Livox-video with Google: youtube.com/watch?v=8GN8xJeOm9c

Sign language via video: Your interpreter always at hand

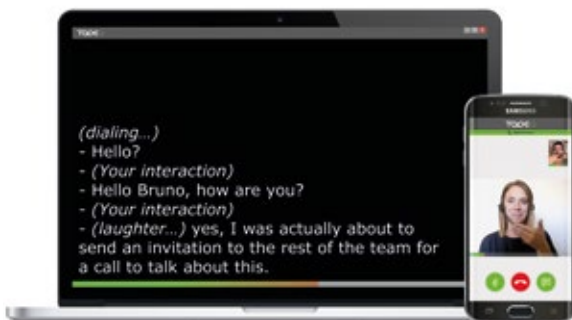
The combination of sign language interpretation and video transmission – for example, via smartphones or laptops – makes sign language significantly more available and affordable. Solutions now exist and prosper in many countries, but with a variety of service and funding models. A selection of Zero Project Awardees of 2020/21.



DeafTawk is a for-profit start-up technology company based in Islamabad, Pakistan. It has developed a mobile application that connects deaf users with certified sign language interpreters in real time through video calling.



Red Apis, a tech company based in Santiago de Chile, started Vi-Sor, a video interpretation system. It links users to interpreters who enable communication in various languages, including sign language. In 2020 the Vi-Sor system is offered in 11 languages and is used in classrooms, companies, and government services.



Tadeo is a for-profit company based in Paris. It offers a communication platform where trained operators provide simultaneous transcription and video sign language interpretation to support communication between people who are deaf and their non-deaf colleagues, customers, and partners.



Federacion Nacional de Sordos de Colombia, an NGO, initiated 'Centro de Relevo' (Relay Centre) in 2011, which enables a channel of communication between deaf and hearing people via Colombian sign language interpreters. It is free for users and is available 24 hours a day.



The daily news, comprehensible for all readers



atempo, a social business from Austria, has initiated a cooperation with APA the Austrian news agency, and ORF, the leading broadcasting and news-provider in

Austria. Top Easy (Zero Project Awardee 2018) provides news in easy language, which are shown in the text-message service Teletext as well as in orf.at, the online service of ORF, and constantly updated.

A similar service is provided by NewzHook from India: easy access to news for persons with hearing and visual impairments as well as intellectual disabilities, which creates its own content and is not translating or adapting mainstream news (Awardee 2018).

How everyone can control a mouse

Irisbond Primma (developed in Spain) is a system whereby a simple and intuitive interface allows users to access any Windows computer application accurately through eye movement (Awardee 2016, second picture from top).

- With the IntegraMouse, developed by Lifetool from Austria, a computer can be operated with the use of one's mouth whereby minimal movements of the lips are enough to move a cursor. (Awardee 2018, second picture from top)
- Feelif devices (developed in Slovenia) are special tactile grids that enable the user to literally feel what is on the screen.
- Brain Hero (developed by myMind of Austria) is a neurofeedback training. The child controls the training only with concentration and relaxation in a defined brain region.



“Zero Project is a true testimony of the famous Afghan proverb ‘Drop by drop forms a river’ scaling up social and digital innovations.”

Chapal Khasnabis, WHO, Head of Access to Assistive Technology and Medical Devices Unit



THE ORCAM AS A GAME CHANGER

A camera on your glasses for reading, orientation, and face-recognition

OrCam MyEye enables people who are blind or visually impaired to instantly and discreetly read text from any surface as well as to recognize faces and objects. The device consists of a camera and a microphone mounted on the frame of a pair of eyeglasses and a little box-like base unit that can be clipped to a belt.

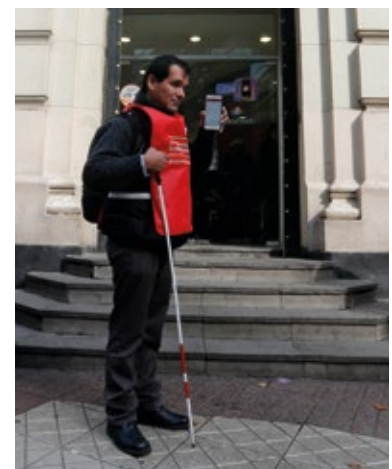
The cover of the supplement to the Austrian daily “Die Presse” on December 3, 2020, on inclusive employment, co-organized by the Essl Foundation, showing the owner of a newsstand with visual disabilities, who is an OrCam user.



Orientation systems: Now, you can go your own way

Apps that enable everyone to leave their house independently are a major trend in ICT-accessibility. They support various forms of disabilities, with a focus on those who are blind or visually impaired, but also for wheelchair users or persons with intellectual disabilities. Many have been awarded and shortlisted by the Zero Project in the past years. Find here four outstanding apps and services.

PoiLabs, a tech start-up based in Istanbul, Turkey, launched an indoor navigation system to make large and complex spaces such as shopping malls, universities, airports, and museums accessible for users who are blind or visually impaired. The system uses a combination of beacon devices, algorithms, and real time voice-guided navigation on a mobile application like phones or tablets (Awardee 2021).



The Lazarillo app, developed in Chile, uses audible messages to provide users with information about their location, pointing out street junctions and reporting on places of interest, such as businesses, institutions, etc. If required, it can also guide the user to a specific point (Awardee 2018).



Wayfindr, developed by the Royal Society for the Blind in the United Kingdom, initially for Underground stations in London, wants to establish an Open Standard that helps manufacturers create consistent and reliable wayfinding products. During the Zero Project Conference 2016, where Wayfindr won an Award, they were approached by the International Telecommunication Union (ITU), and in March 2017 it was approved by the ITU as Recommendation ITU-T F.921. It is the first Open Standard for indoor audio navigation. The ITU hopes that the development of this new standard will accelerate the universal adoption of indoor audio navigation as a mainstream feature of built environments and public transportation infrastructures.



Holger Dieterich (picture) and Raoul Krauthausen of Sozialhelden, an NGO from Berlin (Germany), developed wheelmap.org, an app for wheelchair-users and other persons with limited mobility, whereby they can evaluate wheelchair-accessible places (Zero Project Awardee 2014). By 2020 more than 1 million places can already be found in wheelmap.org. Sozialhelden has now developed accessibility.cloud, an open data exchange service that brings together different data sources on accessibility in one common data format.



THE IMPACT OF THE ZERO PROJECT

“The Trust for the Americas has been honored to receive the Zero Project Award on previous occasions. We have shared the news of this Award with our high-level Board of Directors, donors, local partners, and our followers on social media. The Award has given us international recognition for our best practices on accessibility, technology, and employability.”

Veronica Philippe,
The Trust for the Americas, United States/Argentina

“While Mencap has never worked with the Zero Project, we were recently informed about the great work you do for people with disabilities. As an organization we want to learn and know what the most innovative and effective solutions to problems that persons with disabilities are facing globally and to share our knowledge and skills with our peers.”

Suzanne Tollerton,
Royal Mencap Society, United Kingdom

“We believe that our Zero Project Award has increased our visibility and credibility. In addition to the blind users we had in more than 70 countries in our F123 Access project and the many media appearances observed on our site (F123.org), our success can also be observed in our most recent awards, like Expo Live Global Innovator at Expo 2020 Dubai, and the 2016 W3C Accessibility Award.”

Fernando Botelho, *Project Manager of F123, Brazil*

“Receiving the Zero Project Award was a real push both for our public reputation and for motivating our members and employees.”

Birgit Rothenberg,
Technische Universität Dortmund, Germany

3D- Print: Individualized and affordable

3D-Print has enormous potential that some innovative organizations are already using.

- ‘My Human Kit’ (based in France) produces low-cost technical aids, and free and open source individual solutions, primarily for persons with physical disabilities, made with low-cost materials (Awardee 2021).
- Jaipur Foot Organization provides free prosthetic devices and applications, and by 2019 about 60,000 people had received specially designed prosthetic devices, wheelchairs, etc., mainly in rural areas of India and in 27 other countries (Awardee 2018).

“Sharing of good practices is one of the critical steps towards strengthening digital innovation ecosystems, which in the end are able to provide digital solutions meeting the expectations of persons with disabilities.”

Jaroslav Ponder,
Head, Europe Office, International Telecommunication Union



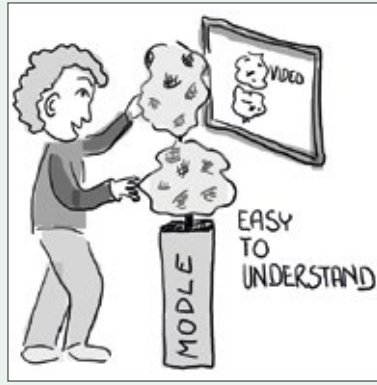
One digital platform for all books, in five formats

Benetech’s software platform renders books and other print materials into five accessible digital formats (currently almost one million books). The organization works with 900 publishers and NGOs. Membership in Bookshare is free for eligible US students, while individuals from the US and other countries pay up to a maximum of \$ 50 per year.

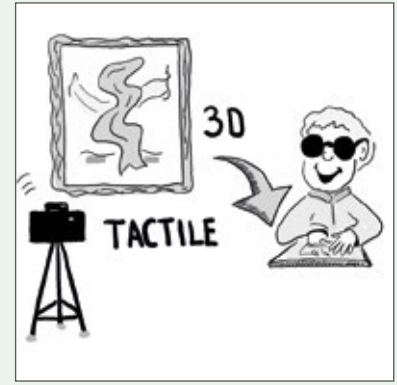
Betsy Beaumon of Benetech, *presenting Bookshare during her Keynote speech at #ZeroCon20*



truly inclusive



easy to listen to



tactile and tangible



accessible for all



easy to read



communicated in different formats



participatory



audio-described



people with disabilities as guides

Arts – inclusive and accessible

Arts and museums, music and festivals, theatres
and the accessibility of cultural sites

Innovations of the Zero Project

2013–2020

“With art, barriers can disappear and bridges be built!”

Inclusive art and museums is not only about ramps and tangible pieces of art. Not only about offering art education for people with disabilities, but also by people with discussion. Read here a fully inclusive discussion on this visionary topic.

Panelists:

Nils Wöbke, head of Capito Mecklenburg-Vorpommern and initiator of the project ‘New Ways to Art,’ Germany

Rotraut Krall, art historian and head of the accessible art mediation programme, Kunsthistorisches Museum Vienna

Stefanie Wiens, art mediator, cultural manager and Founder of “Platz da!,” a company for inclusion counselling and accessible cultural mediation, Germany

Silja Korn and **Patrick Marx**, art mediators and experts, “Platz da!”

Hosted by:

Doris Rothauer, independent art consultant, Austria

This discussion was held virtually via Zoom. Silja Korn is blind, Patrick Marx is deaf. An interpreter for German sign language translated the joint video interview into English.

Rothauer: We are talking about a specific aspect of inclusive art education, namely, to involve people with disabilities as early as possible in the development of new concepts, methods, and approaches, and to offer art education not only for but also by people with disabilities.

Let me begin with Nils Wöbke. As part of a pilot project with the Kunstmuseum Schwerin, you have started a qualification programme that trains people with disabilities to become professionals in the art field and then refers them to museums. So what is the innovation here, why is it so exceptional?

Wöbke: Inclusion in museums has long been a topic, but always with the expertise of the existing staff. Our concept is to use people with disabilities as art mediators, and thus to give them a new role. This pursues the innovative approach of not only creating temporary inclusive offers but of employing people with disabilities permanently in the museum as part of the regular staff. Through these daily encounters, awareness in the institution is changing towards the realization that inclusion is not only a temporary, project-related offer but a permanent topic that also has an effect internally, on the institution itself.

Rothauer: Stefanie Wiens, in your team, too, people with different disabilities work as experts. What do you see as innovative and new about it?

Wiens: What is innovative is the holistic approach of “Place there!,” as our team consists of people who encounter obstacles in all areas – hearing, seeing, moving, and learning. By addressing as many senses as possible, such as sight, hearing, smell, taste, or touch, everybody is able to participate. The principle of multi-senses and multilingualism is decisive for the success of the joint work in our team, but also in the teaching formats. The employees with disabilities are empowered as workshop leaders and instructors to carry out the teaching formats themselves. Instead of offering a special guided tour for blind visitors, we address sighted, visually impaired, and blind visitors equally with a format that is conducted by a blind guide in tandem with a guide from the museum.

Rothauer: Rotraut Krall, the Kunsthistorisches Museum is also following the approach of involving people with disabilities in the development of inclusive

art mediation services, for example, in the EU project ARCHES, in which a total of 12 international partners have participated in order to develop accessible technologies for art teaching. In your opinion, what distinguishes this approach?

Krall: I knew the concept from Germany, where museums have offered guided tours in sign language for deaf people. In our project, on the other hand, we took several disabilities into account and brought them together to form a development team, and that was really new. None of the museums involved in this international project had any previous experience with this collective combination of disabilities. Our team at the KHM, including myself, had serious doubts at first whether this could work at all. We intuitively formed groups with the same types of disabilities during the first workshops, but quickly realized that this would not allow the team to grow together.

Rothauer: What convinced you that bringing together different disabilities in one team makes sense?

Krall: In spite of the great challenges and efforts that the merger has entailed, the feedback from the group has been overwhelming. The cognitively impaired, for example, were surprised to learn how difficult it is to walk through the world as a blind person and vice versa. This broke the ice. Everyone helped everyone and everyone grew together.

Rothauer: Nils Wöbke, who do you work with and how do visitors react to guides who have a disability?

Wöbke: We have people with learning difficulties, mental and emotional disabilities, mobility impairments, and currently one deaf person in our pilot team. Our experience is very positive. The formats we develop are in demand. Visitors who intentionally join such an offer are more open-minded from the outset. We very often experience respect and admiration for the fact that people who have a completely different everyday life are able to convey art in museums. The way in which they approach art gives visitors new perspectives and insights, not least because other methods are chosen that are less fact-oriented and allow more room for emotions and other life experiences. The visitors are grateful for this!



“This pursues the innovative approach of not only creating temporary inclusive offers but of employing people with disabilities permanently in the museum as part of the regular staff.”

Nils Wöbke

Rothauer: Who is the majority accepting this offer, people with no disabilities or people with disabilities?

Wöbke: Our pilot was mainly attended by people with no disabilities. This may be due to the night-time formats, the unrestricted mobility, the financial resources, or simply to interest and curiosity. We think that's a good thing, because it's all about the change of awareness and the interaction.

Rothauer: Stefanie Wiens, who carries out the mediation formats for you and who is mainly using this offer, visitors with or with no disabilities?

Wiens: Our mediators face obstacles in all areas, that is, blind, partially sighted, deaf, hard of hearing, and movement-impaired people as well as people with learning difficulties. Also, the target groups of our offers are inclusive – both people who do or do not meet barriers in all the fields listed above. Interestingly enough, however, in our country so far more people with no visible disabilities are taking up the services.

Rothauer: Silja Korn from the team “Platz da!,” you are blind, you are an artist and an art mediator. What value does art have in your life, and why is it so important to be able to share the experience of art with all people?

Korn: Everyone has something to say. It does not matter whether I am black, white, or green; whether I am blind or not. Everyone

has something to say and everyone expresses themselves in a different way. It is important to support people in their efforts to express themselves, and this is done through art, through sharing about it.

In exhibitions that I guide, at first people are uncomfortable because they know I am blind. But when we start talking about colours, how to mix them, about the different colourings that result, they forget about my blindness. People then become more open, no longer have the inhibitions to meet us. If you can't make eye contact, people don't even know how to address this woman now. By dealing with art, this barrier disappears. You build a bridge.

Rothauer: What can you give and teach to people with no disabilities?

Korn: They learn how I understand art, how I approach art. They see, for example, that I look at art with my hands or that I smell it. And by asking what that looks like, I get answers that I need for my perception. It is a mutual learning. I learn to ask the right questions and my counterpart learns to concentrate on the essential, to look closely. People usually run through exhibitions just to have seen everything, and when they are outside they have not seen anything. Through us they learn to look more closely.

Rothauer: That also means taking the time to look closely.



“No matter what kind of disability or no disability people have, I think it is important to bring them together. Not to separate them. That you offer a solution for everyone.”

Patrick Marx



“By addressing as many senses as possible, such as sight, hearing, smell, taste, or touch, everybody is able to participate.”

Stefanie Wiens

Wiens: Yes, visitors enjoy approaching an exhibition with all their senses and taking their time. For example, when Patrick Marx, our deaf mediator, gives a guided tour, then we concentrate on individual works of art. We take a lot of time for them. It's not about the general overview, but about focusing on individual works with more of our senses and taking more time for them.

Rothauer: Patrick Marx, why is art so important in your life and how do you experience art?

Marx: I haven't been aware of art for a long time, it was only with "Platz da!" at the HKW (House of World Cultures in Berlin) that I realised what art actually means, and the many beautiful things there are in it. I was involved in the project as a guide, together with my interpreter, Nicole Maresch. In the run-up to the exhibition we worked out what the show and the works of art mean. I was given a lot of explanations, and this is how art became accessible to me for the first time. I still remember many of the objects that were exhibited and which really impressed a lot. I had never known anything like that before, because there was no chance to get to know art.

Rothauer: Did that change your life?

Marx: Yes, definitely! I have met people who were very open and without prejudice, and so friendly. That was new for me.

Rothauer: How do people react to your guided tours? What affect does this have on them?

Marx: No matter what kind of disability or no

disability people have, I think it is important to bring them together. Not to separate them. That you offer a solution for everyone. Deaf people need sign language, and it is important to promote it and not to keep it under wraps. If you communicate this openly, then everyone can use it. When the group is mixed, everyone benefits and can learn something new, such as sign language. Sign language can also be visually interesting for people who don't know it, and they take something new with them.

Wiens: At that time we also signed every name of an exhibition room and asked the participants to imitate these signs. This brought a physicality to the tour that was unexpected and unfamiliar, yet everyone took part. What is touch and smell for Silja is visual for you, Patrick. That's why you very quickly developed your passion for visual art, and you were able to pass it on to the visitors.

Rothauer: Rotraut Krall, how can you apply the experience gained in the ARCHES project to involve people with disabilities already in the development of inclusive placement services beyond the project itself?

Krall: We too are now following a self-determined, holistic approach to our guided tours. For example, cognitively impaired people work in tandem with us to design tours for people with disabilities, with the specific descriptions of objects that these people need. In these tours, time and again people without disabilities also take part. I can only recommend this grouping! Although it means additional work

and intensive preparation and consultation on the part of the art education department, it is worth it, both in terms of the people and the content.

Rothauer: To what extent does it change the outcome if people with disabilities are already involved in the design and development?

Krall: Thanks to this approach, we have been able to get much closer to the real needs that every person with a disability has and also to the variety of needs that we were not aware of before. We have been able to get much deeper into the feelings of other people, which we would not have been able to experience without their support.

Rothauer: Why is a self-determined approach and access so important for people with disabilities? What is the added value for them?

Krall: For people with disabilities a lot is decided over their heads. They are not involved beforehand, and then things simply do not work out the way they need to. A good example of this are structural disability-friendly measures, which often ignore the real needs. Involving people with disabilities in inclusive offers from the outset, in a participatory way, should be a self-evident fact for all of us, because they live self-determined lives and make decisions in their daily lives. So why not also when dealing with art.

Rothauer: Nils Wöbke, apart from the qualification of the mediators, what has to be taken into consideration with such offers and what is necessary on the part of the museums?

Wöbke: The requirements for museums are thus clearly growing, because the institution as a whole must be thought of as inclusive. There must be motivation and open-mindedness, curiosity, interest – from both sides, from the museum and from the mediators who are to be qualified. It takes a special quality of relationship to trust each other. And you have to clarify the framework conditions, both organizationally and financially. At Capito, we have built up excellent resources

and know-how for this purpose, and we also provide advice.

Rothauer: What are the most important lessons from the pilot?

Wöbke: To make guided tours always accessible to several senses and to insert a special biographical element in order to enable the participants to change their perspective. For the preparation, it is important to know the target group that is registering. What previous experiences do the participants have, what specific needs and limitations.

Rothauer: Rotraut Krall, what lessons have you learned?

Krall: Do not refuse to take on major new challenges from the outset, but think about them, take a deep breath, accept them, try them out. I am happy that we had the courage to do this, and I can only recommend to everyone, when implementing major projects in the disability sector, to design and set up the process in a participatory way.

Rothauer: Stefanie Wiens, based on your experience, what needs to be considered and what is important for the institutions?

Wiens: Time is an essential factor. As you can see from the organization of this inclusive interview alone, everything takes longer because it requires translation, assistance, file format conversions, and much more.

Rothauer: What do you wish for the future so that you can make your work even more sustainable and expand it?

Wiens: I hope that things will continue as they have been up to now and that including art mediation is the prelude to a holistic change in cultural institutions. The inclusive idea must spread to all departments. Only then will we be truly successful, because inclusion is a cross-disciplinary issue. We always encounter great openness in the mediation departments, but I also need the director, because he or she must provide resources so that inclusion can be reflected in the entire structure of the institution through



“I am happy that we had the courage to do this, and I can only recommend to everyone to design and set up the process in a participatory way.”

Rotraud Krall

professional support of the opening process. At the moment I am negotiating between different realities.

Rothauer: Nils Wöbke, does your project have the chance to become a standard in museums?

Wöbke: Yes, because the impact of the pilot project shows the potential of this type of art education. The work involved is very extensive at the beginning. For a group of six to eight people with disabilities to be qualified, it takes about half a year of preparation time, that is, we are talking about around 450 hours. But once these people have the basic qualifications, other formats can be developed much faster. In the future, we want to standardize and scale the learning units and workshops that we have developed for the pilot. It is a curriculum that we can then offer to many museums.

Rothauer: Rotraud Krall, from your perspective, what is the future of inclusive art mediation and what do you wish for?

Krall: I am worried that with the COVID-19 pandemic, the inclusive art mediation will fall behind because the lack of money in muse-

ums is striking. And we should be open and alert to technological support, which must go hand in hand with participatory approaches. There will be a lot of movement in the future, and I hope that we will continue to find innovative partners who are willing to break new ground with us. Computer scientists and technicians should also think inclusively and develop in a participatory way.

Rothauer: Silja Korn and Patrick Marx, what do you wish for the future?

Korn: My wish is that inclusion is no longer an issue where you have to do a lot of persuading, but that inclusion is simply there and is lived in the art institutions. Then consulting services from “Platz da!” would be a natural part of these institutions and people with disabilities would work in all departments.

Marx: I would like all offers to be available in sign language and that all people can get to know sign language and become interested in it. I would like to see such simple communication possible for everyone! As Silja said, we are all different, all people are different and this should be taken into account.



Doris Rothauer is a consultant, coach, expert, and author connecting the creative and social worlds and supporting impact through creativity. She believes in the change-making power of art and creativity and aims at designing and fostering cultural impact with her work. After 15 years of experience as an art manager in renowned art institutions, she is running her own agency, Bureau for Transfer, focusing on impact consulting and building strong eco-systems for change makers in the arts. Since 2020, Doris Rothauer supports the ESSL Foundation in its programmes to support inclusion and accessibility in museums and arts in general.

Inclusive arts and museums: Touch, feel, understand!

Museums and art collections, the old-fashioned style, are almost inaccessible to people with any kind of disability. As a consequence, an unaccountable number of projects are currently working to promote inclusion and accessibility for all. The Zero Project has awarded outstanding solutions since 2014.



The Fundación ONCE International Contemporary Art Biennale is an inclusive art exhibition recognizing artists with disabilities and presenting them in an accessible way. The Biennale, which attracted 185,000 visitors in 2016, shows different forms of artistic expressions and offers art related side activities (Awardee 2018).



The Museum of Modern Art in New York City (known as MoMA) offers a variety of programmes and services to ensure the accessibility of the museum and its collection, including tours for visually impaired persons that provide the opportunity to touch and experience the art, as well as programmes for visitors with dementia (Awardee 2014 and 2018).



Salzburg Museum is translating its introductory and accompanying texts to exhibitions into easy language and thus also seeks to make a statement regarding the institution's fully inclusive nature. The service is not only intended for a minority group but is part of the museum experience for the general public (Awardee 2018).



The book "Seeing Differently Together" developed by Kunsthistorisches Museum Vienna (Austria) allows blind people and those with visual impairments access to two-dimensional artwork (paintings, graphics). Thanks to the audible information, people can experience the work on their own (Shortlist 2018).

So many paths lead towards more accessible museum experiences

The Zero Project has awarded or shortlisted various models that support inclusion and accessibility of visual arts and museums:

- Manchester Museum (United Kingdom): The “Probos unit” offers the chance to have a tactile experience of museum objects through fingertip discovery. The system features high-quality 3-D scans and offers additional multimedia information and the possibility to zoom in or out (Awardee 2014).
- AKIM Israel aims to increase knowledge of those working in museums about accessibilities for people with intellectual or developmental disabilities. Training and support are provided in order to adapt or create accessible installations. Since the initial phase ended, AKIM has continued to train staff in other leisure organizations (Awardee 2020).
- Fundación Arte Sin Fronteras from Bogotá (Colombia): The Life Project – The Arte y Talentos Especiales programme, aimed at young people with disabilities, strengthens their social skills and develops new ways of expression to communicate their ideas. Through teaching strategies, where the individual is the focus of all activities, it develops training methodologies in plastic arts, digital media, music, dance, and theatre (Shortlisted 2020).
- Vem CA of Escola de Gente (Brazil) is a knowledge-base focusing on the accessibility of cultural activities. Persons with and without disability have the opportunity to know when, where, and what accessibilities are used in cultural programmes: museums, theater plays, etc. It is possible to look for circus shows with sign language or know in which art galleries a person in a wheelchair can move autonomously (Shortlisted 2020).



The Capito Guides

Full inclusion will only be reached when persons with disabilities are embedded on all levels of art exhibiting and education. The Capito Guides have been awarded in 2020, where people with intellectual disabilities are trained as museum guides (see more in the discussion on page 126 and in the Impact Transfer section of this Almanac).



ESSL COLLECTION IN THE ALBERTINA MODERN

Dialogue with museum management and staff

Albertina Modern, a new museum in Vienna in the (completely refurbished) Vienna landmark building Künstlerhaus, is the new home of the Essl Collection of Contemporary Art. In order to support the management and staff of Albertina in creating an accessible museum, the Essl Foundation organized a dialogue, including people with various forms of disabilities.

Dialogue in Albertina Modern, January 2020

Promoting accessible ideas with a museum network

The Balkan Museums Access Group (BMAG) is a permanent working group of the Balkan Museum Network committed to increasing accessibility of museums for everyone, and especially for deaf and disabled people. BMAG is a peer-learning group of individuals, constantly learning and putting a social model of disability into daily museum practices. BMAG has the experience and accessibility knowledge to implement accessibility features in museums; and as of late 2017 it started conducting accessibility surveys in museum in order to identify, prioritize, and remove barriers. BMAG has been recognized as an innovative practice by the the Zero Project, an initiative of the Essl Foundation (from the website of the Balkan Museum Network, www.bmuseums.net).

The Zero Project Anthem

For the occasion of the Zero Project Conference 2018, the artist Georg Weilguny composed the Zero Project Anthem. He also conducted the premiere at UN Headquarters in Vienna, February 2018.

Zero Project Anthem

(We all need) education, employment, accessibility
Independent living and political participation
Innovative practices and innovative policies
A network of civil society

1. If you see me
Take me
Just the way I am
We could change the world
Because we understand
If we both are part of the same society
I could be – I could be me.

*Refrain: Zero barriers
Zero walls
Zero borders
Zero bonds
Zero limits
by reaching our aim*

Zero Project – the dignity of man

2. If you give me
Chances
And take me by the hand
If you let me grow
If you let me be
If we all give up our partiality
I could be – I could be free.

Refrain: Zero barriers...

No barriers to people with disabilities
a network of civil – civil society.

Zero Project – the dignity of man

Pictures from the premiere at UN Headquarters in Vienna, Austria, and by the International School of Tel Aviv, Israel. This was organized by Access Israel, which has trained some 1,100 individuals of many languages and countries in sign language.



The official video
of the Zero Project
Anthem is a mix of
these performances:
[watch on youtube](#)

Engaging with the arts

The Essl family is well-known for its outstanding collection of contemporary art. Martin Essl, founder of the Essl Foundation, uses this expertise by adding this additional dimension to the mission of the Zero Project.



Workshop of the Essl Foundation with the Albertina Modern Museum in Vienna, the permanent home of the Essl Contemporary Art collection since 2020, with management and staff of Albertina.



“Zero Project Wesen,” an accessible artwork by Emmerich Weissenberger, on permanent loan to the United Nations Office in Vienna since 2018.

Tactile art in Haus der Philanthropie, the office of the Essl Foundation.



Unveiling of the “Zero Project Wesen” in February 2018 by Dennis Thatchaichawalit of United Nations Office in Vienna with Gerda and Martin Essl.

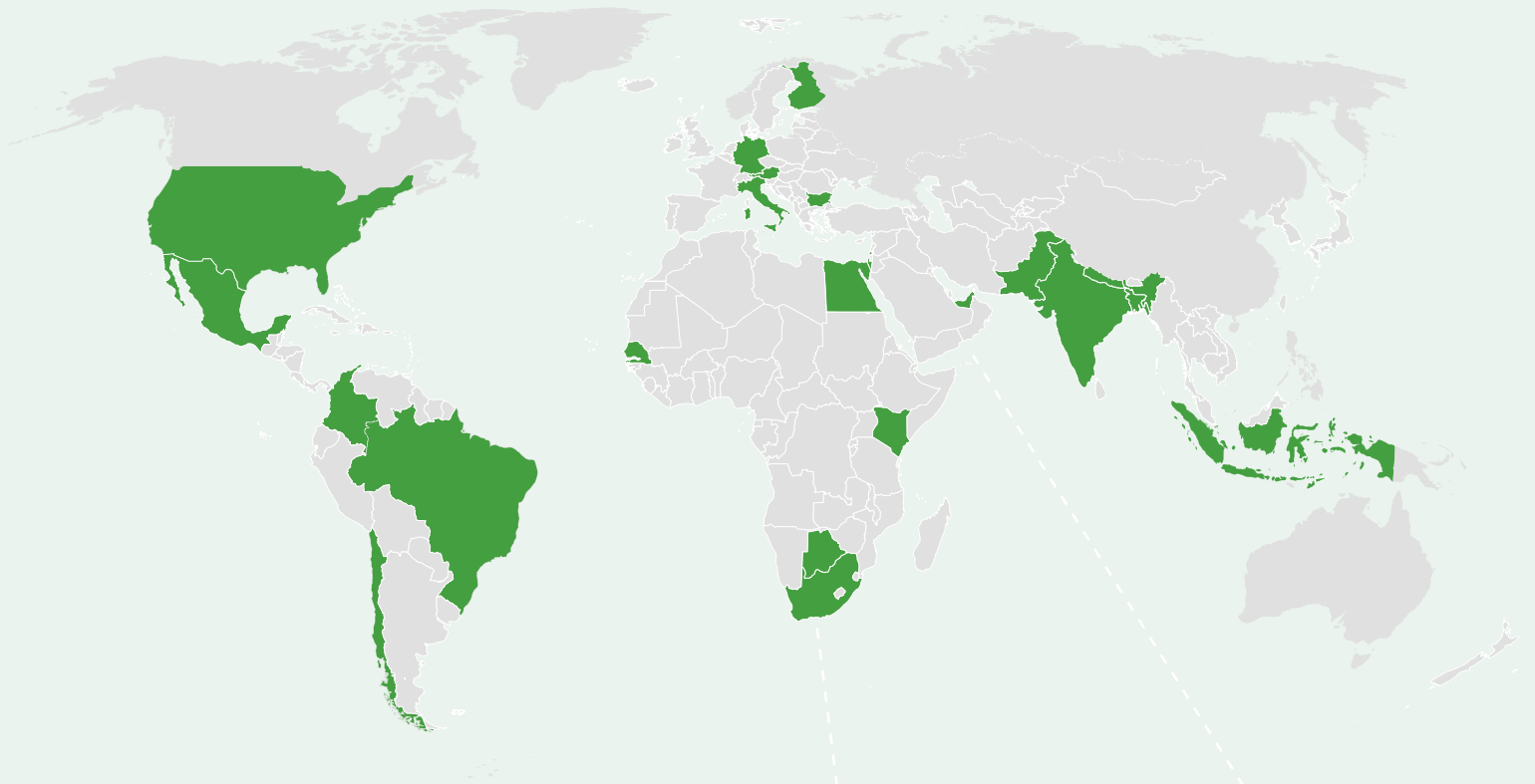


Peter Lohmeyer, reading poetry at the Salzburger Festspiele 2020. He also performed at the at the Salzburger Festspiele, and he also spoke at the presentation of the 1st COVID19-Landmark in Austria an artwork dedicated to victims and heroes of the COVID-19 pandemic, initiated by Martin Essl.



Art workshop with Emmerich Weissenberger, the artist of the “Zero Project Wesen”, an accessible artwork, and the 1st COVID19-Landmark in Austria with the Zero Project team, 2019

Each year, 10 Awardees of the Zero Project (in 2019: 11) are selected to join the Impact Transfer, the Project's accelerator programme, jointly organized with Fundación Descúbreme and Ashoka

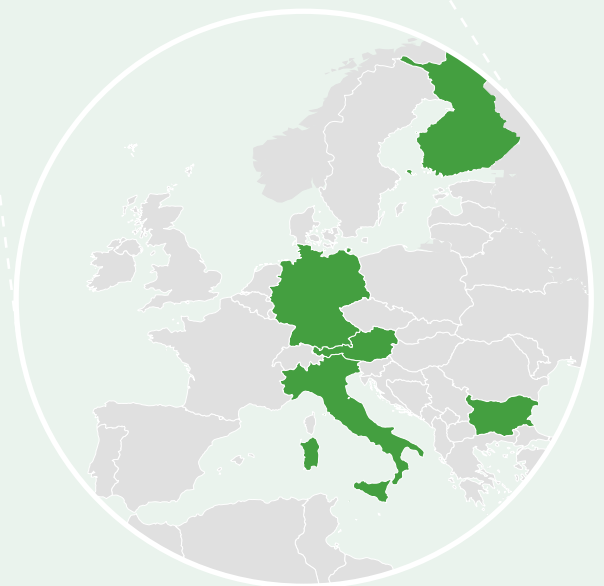


41

participants

22

countries



ZERO PROJECT

Impact Transfer

The work of the Zero Project–Impact Transfer programme

2018–2021

Overview: All alumni of the Zero Project–Impact Transfer 2017/18 to 2020/21

Named are those people who actively participated in the Zero Project–Impact Transfer. Some have left their organization since then.

Name	Country	Year	People in the lead*
2017/18			
capito & Austrian Presse Agency / Top Easy	Austria	2017/18	Walburga Fröhlich, Alexandra Roth, Christian Kneil
EnAble India / Enable Vaani	India	2017/18	Julian Tarbox, Shanti Raghavan
Jaipur Foot	India	2017/18	Pooja Mukul
Suryakanti Foundation	Indonesia	2017/18	Anna Alisjahbana, Ilse Nelwan, Dewi Hawani Alisjahbana
Beit Issie Shapiro / Friendship Parks	Israel	2017/18	Sharon Yeheskel-Oron, Dafna Kleinman
Karuna Foundation / Inspire2Care	Nepal	2017/18	Deepak Raj Sapkota, Betteke de Gaay Fortman, Yogendra Giri, Annet van den Hoek
Gallaudet University / VL2 Storybook Creator	United States	2017/18	Melissa Malzkuhn
Museum of Modern Art (MoMA)	United States	2017/18	Lara Schweller
Understood.org	United States	2017/18	Kevin Hager, Mimi Corcoran, Shelly London
World Access for the Blind / Flashsonar	United States	2017/18	Daniel Kish, Brunhilde Merk-Adam
2018/19			
kinderhände	Austria	2018/19	Anna Reiter, Katharina Schalber, Barbara Schuster
Solar Ear	Botswana	2018/19	Modesta Nyirenda
Escola de Gente / Accessibility Promotion Agents	Brazil	2018/19	Pedro Prata, Alan Thomas, Claudia Werneck
Asdown Colombia, Profamilia, LICA and PAISS	Colombia	2018/19	Mónica Cortés, Natalia Acevedo, Diana Moreno
Greta & Starks / GRETA app	Germany	2018/19	Seneit Debese, Robin Salomon
Enosh / Seeds of Wellness	Israel	2018/19	Liron David, Sally Ross-Bihari
FightTheStroke / Mirrorable	Italy	2018/19	Francesca Fedeli
Unidos	Mexico	2018/19	Liliana Perez, Mariana Lopez, Mayté Cardenas
DanceAbility International	United States	2018/19	Alito Alessi, Connie Vandarakis, Maja Hehlen
Empowerment Through Integration	United States	2018/19	Sara Minkara, Heather Fuentes, Anna Barbosa
The Arc's National Center on Criminal Justice and Disability	United States	2018/19	Leigh Ann Davis, Ariel Simms
2019/20			
Livox	Brazil	2019/20	Carlos Pereira
Association for Shared Learning ELA / One School For All	Bulgaria	2019/20	Margarita Asparuhova-Kandilarova, Lilia Krasteva-Peeva, Liliya Vasileva
Universidad Andrés Bello	Chile	2019/20	Maria Theresa von Fürstenberg, Victoria Parker
KVPS / On the Verge of Adulthood	Finland	2019/20	Petra Rântamaki, Kirsi Konola
capito Mecklenburg-Vorpommern	Germany	2019/20	Nils Wöbke
Amar Seva Sangam	India	2019/20	Sankara Raman Srinivasan, Sankar Sahayaraj, Ayesha Beevi, Rajeshwaran Senthilnathan
Nayi Disha Resource Centre	India	2019/20	Prachi Deo, Ambika Srinivasa
inABLE	Kenya	2019/20	Irene Mbari-Kirika, George Siso
Humanité & Inclusion Senegal	Senegal	2019/20	Vieux Inssa Sane, Sandrine Bohan Jacquot, Francesca Piatta, Catherine Gillet
Manzil Center	UAE	2019/20	Ayesha Saeed Husaini, Samar Addasi
2020/21			
myAbility / Talent® Programme	Austria	2020/21	Katharina Schweiger
PFDA Vocational Training Center	Bangladesh	2020/21	Sajida Rahman Danny, Nusrat Jahan, Asib Nahim
Egalité	Brazil	2020/21	Guilherme Braga
JAMBA – Career for All	Bulgaria	2020/21	Iva Tsoleva
Seco Chile	Chile	2020/21	Rodrigo Carvajal, Francisca Alegria
Helm	Egypt	2020/21	Amena El-Saie, Ramez Maher, Mai Tayel
EnAble India / Educate Yourself Easily (EYE)	India	2020/21	Moses Chowdari, Manisha Gupta, Rituparna Sarangi
Youth4Jobs Foundation / College Connect	India	2020/21	Meera Shenoy, Ramesh Duraikannan, Rajiv Nair
DeafTawk	Pakistan	2020/21	Ali Shabbar, Wamiq Hasan, Abdul Qadeer
I Love Coffee	South Africa	2020/21	Gary Hopkins

Quotes from proud mentors and programme partners

Mentors support the Zero Project–Impact Transfer programme by providing expertise, consulting, or networking. Programme Partners support the replication of our Alumni in new geographies.

“I love the diversity that the Zero Project attracts, and I enjoy the new perspectives that it generates for me. It is rare that a programme reaches so many high-quality initiatives around the world.”

Karin Schetelig, Mentor

“My experience with the programme and its participants has been extremely fulfilling and an opportunity not only to give but also to receive. It is a process of co-learning and co-creating.”

Philipp Haydn, Mentor

“As a generalist NGO working in 100 countries, the Zero Project–Impact Transfer programme has helped us find new and innovative partners that can help us address the needs of people with disability more effectively.”

Edward Winter, Senior Technical Advisor for Social Inclusion, World Vision

“We are very proud of our long-lasting partnership with the Zero Project, which helps organizations to strengthen their scaling capacity, and builds an ecosystem of replication partners all over the world.”

Loïc van Cutsem, Impact Transfer Lead, Ashoka Austria

“Being inspired by new perspectives and different ways of doing things is a privilege the Vienna Social Fund is happy to share with a worldwide community. It unites us in our purpose to fuel inclusion of people with disabilities.”

Robert Bacher, Fachbereichsleiter, Fachbereich Behindertenarbeit, Mobilität und Beratung, Fonds Soziales Wien

“Zero Project–Impact Transfer is a powerful programme that eliminates the barriers that limit inclusion, and we are proud partners in expanding it to Latin America.”

Carola Rubia, Executive Director, Fundación Descúbreme

“Stop re-inventing, use proven solutions – ready to scale”

Zero Project–Impact Transfer is all about replicating outstanding innovations in other countries, training the innovators and engaging with mentors and replication partners supporting the process. In this discussion, experienced partners share learnings and encourage more stakeholders to join in.

Panelists in this discussion:

Stephan Dertnig using 25 years of learning from the deficiencies of the corporate world to empower impairments of the real world, Mentor of Zero Project–Impact Transfer

Nevgul Bilsel Safkan, Sabanci Foundation, Scaling and Replication Partner of Zero Project–Impact Transfer and Zero Project Ambassador

Julian Tarbox, Alumni of Zero Project–Impact Transfer

Loic Van Cutsem, Ashoka Austria, head of the Zero Project–Impact Transfer programme

Hosted by **Paula Reid**, Zero Project

This discussion is a summary of a webinar held in August 2020, shortened and adapted to print.

Reid: To get us started – what are the benefits of replicating and scaling social innovations? Why are we doing all this?

Safkan: At the Sabanci Foundation we have been supporting organizations for over ten years, and disability is one of our target areas. We see disability organizations working hard, but they do not always have the time to think about new and creative solutions – they are focused on fundraising and survival.

At our first Zero Project Conference we were so inspired and wished we could have these amazing projects in Turkey and make our partner organizations aware of them. When the Zero Project–Impact Transfer started, it was our chance to do that. Our goal was to be open and creative and look for solutions that do not exist in our own country and that we had no time and no expertise to work on ourselves.

I should also add here that when we talk about replication and scaling, it need not always be about real implementation in Turkey or in any new country, but can also be about bringing different stakeholders together to discuss learning, experiences, and ideas. That can also have a significant benefit.

Tarbox: For me it is about bringing good ideas from one location to another, in particular in technology. A lot of NGOs are experts in delivering services in their local context, but do not realize what is out there in terms of digitalizing their work. For example, Enable India has several platforms, such as Enable Academy and Enable Vaani. Being able to talk to NGOs and help them understand what is available has been really interesting.

In particular, we have learned that not every solution is suitable for every location. For example, Enable Vaani is suitable for areas with high telephone use and limited access to computers, whereas Enable Academy works in areas with high Internet access. Being able to connect NGOs in different locations to solutions that work best for them is an idea that has been inspiring me for the last couple of years.

Dertnig: Coming from 25 years in the corporate world, it is strange for me to ask why we should scale and replicate. My answer would be: Why not? In

the corporate world, once something is invented the only question is: Which market can we bring this to next? But the approach to this in the social world is sometimes a lack of professionalism, for example, when identifying new geographies or selecting partners. You can have a charismatic founder that has built the NGO, but is not willing to hand over an innovation to a partner organization or does not feel comfortable working outside their own geography.

However, pure logic tells us that if we really want to solve social problems, and not just serve egos, we need to roll out these solutions. For organizations like Sabanci Foundation – working with so many local organizations who could support implementation – I would even see it as an obligation.

Sometimes, NGOs believe that their way is the only way to do things

Safkan: True. However, we sometimes struggle to find partner organizations in Turkey that are willing to act as implementation partners of innovations coming from outside, as they themselves believe that their way is the only way to do things. So there is a lot that could be learned from the more corporate approach of identifying the best, fastest, smartest solution so that we do not waste time.

Van Cutsem: I agree with the points made on efficiency – we are not always being efficient in the sector. We tend to reinvent things when there are proven solutions that can be packaged, adapted, and replicated.

That being said, replication is not necessarily always the right approach to scale impact. From our Ashoka thinking, it should be put into the perspective of the overall system that you are seeking to change. What is the scale of the problem you want to address and what is your endgame? Which system are you trying to change?



“Replication is not necessarily always the right approach to scale impact. You need to make sure it is the right strategic decision, taking into account that your organization, staff, and leadership are ready for it.”

Loic Van Cutsem, Ashoka Austria

Replication can be one approach, but having your solution adopted by government or influencing policy are other ways to pursue this. Replication really needs to be a strategic decision. This decision is a really difficult one. You need to make sure it is the right approach, taking into account that your organization, staff, and leadership are ready for it.

I know that Julian has been working for two years on this transition, and how you prepare yourself to scale. This is a really, really important step.

Reid: So once you have decided that replication is the right approach, what factors contribute to successful scaling or replication?

Tarbox: I would like to name a few key elements – not necessarily in order of priority. First is choosing the right partners. We have examples where we have done this successfully and taken our time and we are happy with how it is working. In other circumstances we have not taken that time and got overly excited about promises made and the opportunities offered, and it has been a disaster. It is critical to take your time and make sure your values and culture are aligned with your designated partner.

Second, your own structure has to be ready and able to replicate, or at least be reflective and understand whether you have the capabilities to replicate. We left the Zero Project Conference very enthusiastic and full of high hopes, but looking back I see that was naïve. Still that was positive, since also the period of naiveté has been a good learning experience.

So, what were the things to look like in our own organization? For example, is someone in the organization going to be working on it full time? Is this their only role, or are they responsible for 10 other things at the same time? Who is paying their salary?

Third, be flexible and open to adapt to local specificities. We are currently working on replicating Enable Vaani, our mobile phone-based information sharing service, in Mauritius. We think it could work well there, but have re-



“Be sure you understand what your model is, and that it is ready for replication. Invest all the time necessary to find the right partner and to adjust your model to the new geography. If you do this, you can get great benefits. If you do not do it, you will lose a lot of time.”

*Stephan Dertnig, Consultant and Zero Project-
Impact Transfer Mentor, Austria*

alized that our cost structure does not fit for such a small population, as the upfront costs are the same regardless of the target population size. So we had to look at ourselves, analyzed the problem, and realized that some of the things that we put aside in India would work well in a tiny location. In our case, developing a smartphone application rather than a telephone service is perfect for a country like Mauritius, where there is a disabled population of 65,000 compared to 65 million in India, and the cost structure for an app is completely different. So, we did it and we will launch the app within three or four months from now.

Dertnig: I am coming back to Loic's point on readiness – if your model does not work in your own country, do not start replicating somewhere else. It is like running away from your own problems, and that is one of the biggest mistakes. And as Julian says, it is important to have people in the process who are willing to learn and who are able to hand things over correctly. That is one of the biggest success factors, alongside being able to clearly describe your model, why it works, and knowing how it is financed and what it delivers.

If your model does not work in your own country, do not start replicating somewhere else

Safkan: I totally agree with Julian – he used all my keywords! The most important one is choosing the right implementation partner. When we look at the list of the Zero Project–Impact Transfer projects every year, for example, we talk about each of them and decide which ones could be a priority for Turkey. We also prefer models that we could advocate for to a government ministry, for example, because we do not see this simply as a one-year project, but more long term.

For this to be successful, we need to choose the right partner and the right replication model. The implementation partner has to be flexible and enthusiastic about doing something new. As we have our grant programme, we often look at the organizations that we already support as possible local replication partners. We can easily talk about working on something new with them because we already have a relationship and trust.

One of the key issues for us is language, because many of the NGO leaders here in Turkey do not speak English, so we always take part in the meetings and often provide translation and all the necessary communication support. It is also very important to manage expectations. Sometimes – in the excitement of getting something started – we bypass this step, but I think it is crucial for a healthy relationship. It could be about money, it could be about recognition, or it might be about the duration of the relationship, but each partner should talk clearly about their expectations and understand each other. You also need to be realistic about timeframes – it is not just one or two months, but sometimes can be two years.

Reid: What challenges have you faced when trying to scale, and what have you learned?

Dertnig: One thing I have seen when scaling innovation are fundamental differences in how disability is viewed and support is paid for, for example, between the United States and Germany or Austria. This can have a huge impact on your model. With Livox, one of the projects I mentored, schools in the United States seem to pay for assistive communication devices to support students with disabilities. In Austria and Germany, individuals can have these devices covered by insurance, but not at the school level. This really affects your sales strategy. So it is important to know the situation in countries you want to replicate in, because you might have a situation where the innovation itself could work, but the financing model will not.

Van Cutsem: To pick up on that, I often see projects rush too quickly into delivering a solution and scaling it, and not spending enough time upfront on analysing the scale of the problem they are trying to address, and the differences between systems. And if systems are very different, you need to be clear on whether replicating is the right thing at all.

Tarbox: One of our biggest learning is also the funding strategy. We can make Enable Vaani self-sustaining and generate revenue, but we have not been able to identify how to reliably cover upfront costs without applying for funds to support implementation.

This has also to do with our difficulties to explain our model to potential funders. What we do – it is not an app, it is not a website. It is a unique platform catering to people who want to communicate through voice, so describing it to a funder in 30 seconds can be challenging. If I were doing it over again, I would spend a lot more time really defining it, the problem it solves, how it fits into the existing ecosystem, and we might have had a little bit more success early on.

Safkan: When we learn about the Zero Project–Impact Transfer projects at the Conference, their presentations are well organized and clearly communicate their work. The problem starts when we try to explain the models to



“It is also very important to manage expectations – in terms of money, of recognition, of the duration of the relationship.”

Nevgul Bilsel Safkan, Sabanci Foundation, Scaling and Replication Partner of Zero Project–Impact Transfer, Turkey



“Do not rush. You might feel you have to do everything in one or two months, but it is better to take a step back and develop a plan.”

Julian Tarbox, Enable India, Zero Project-Impact Transfer Alumnus

our partners at home, and create excitement about them in Turkey, because we obviously do not have the same passion as they, and we might miss things. Also, as a donor organization, we do not always know everything that is happening on the ground, so when we hear about something great we do not always know if it already exists in Turkey.

There was one model we were interested in bringing to Turkey, but our partners told us they were already doing something similar and so we could not create the energy for them to adopt this model. To solve this problem, we have started organizing annual philanthropy seminars over the last two years focusing on disability, bringing international models together with Turkish organizations so they can learn about them face-to-face.

As funders, we should ensure that our international partner that we want to bring to Turkey knows enough about the situation in Turkey so they can suggest adaptations themselves, rather than us as donors, taking the model and trying to do all that work ourselves.

Public administrations should acknowledge the role they can play, and the unique resources they can bring to the table

Reid: Any final piece of advice to entrepreneurs, funders, or partners?

Van Cutsem: As Nevgul mentioned earlier, my message to funders would be that there needs to be more medium to long-term thinking and that funding is also needed to support organizations to transition to scale – for example, the upfront costs, preparation, and development that Julian mentioned. Also, public administrations, which we have not touched on much in our discussion, need to acknowledge the role they can play and the amazing resources they can bring to the table to help replicate solutions in their local context.

Safkan: Social entrepreneurs should be proactive: if you are sure you want to replicate your model in a specific country, go for it. Do not wait for donors to contact you. If you have already had a conversation, be the first to follow up as you know they are interested. You can also be proactive in finding local implementation partners and bringing a joint proposal to a funder; you do not have to rely on a funder to connect you.

The impact of the Zero Project– Impact Transfer programme



AMAR SEVA SANGAM, 2020

Expanding in India and beyond with World Vision

Amar Seva Sangam developed an app connecting rehabilitation specialists to community workers so quality early intervention therapies can be delivered to children with developmental delays in rural areas. In November 2020 it launched a partnership with Tamil Nadu state government to increase usage of the app and to roll out an Early Intervention project statewide. After meeting World Vision at Zero Project Conference 2020, Amar Seva Sangam is now also working with them to expand the app to additional states in India as well as to Albania and Ethiopia.



GALLAUDET UNIVERSITY, 2018

From the United States to Turkey

Based in Washington, DC, the Motion Light Lab at Gallaudet University's VL2 Storybook Apps Training programme develops bilingual resources to support literacy and to provide sign language exposure for deaf children. Following the 2018 Zero Project Conference, the Sabanci Foundation in Turkey connected Gallaudet to Boğaziçi University, a major research institution in Istanbul, and provided funding for replication. The programme is now up and running, with bilingual children's stories being developed in Turkish and Turkish sign language. Motion Light Lab is also working with Panama and Thailand in developing bilingual storybook apps in their languages.



CAPITO AND APA, 2018

From Austria to Germany

Top Easy is an easy language news service developed by the Austrian Press Agency (APA) in partnership with capito, an organization in the Austrian atempo group that specializes in making complex information accessible. Awarded by the Zero Project in 2018, the service is now available on the website of Austria's national broadcaster ORF, and by September 2020 was reaching some 500,000 people a month. A similar project is now being started with capito in Germany with the German Press Agency.



GRETA & STARKS, 2019

With impact-funding, from Germany to 30 countries

After meeting at the 2019 Zero Project Conference, social impact investor Joachim Schoss committed to financially supporting Greta & Starks to expand their GRETA mobile app internationally. The app makes cinema screenings accessible by providing audio description and captioning through a person's smartphone without needing extra equipment. Although affected by COVID-19 cinema closures, Greta & Starks has now signed letters of cooperation with partners in more than 30 countries across Europe, Latin America, Africa, and Asia.



ENABLE INDIA, 2018

From India to Ethiopia

EnAble India's mobile phone-based information sharing service 'Enable Vaani' connects users from the disability community who can listen and respond to recorded voice messages on topics such as education, employment, social opportunities, and more. EnAble India is replicating this service in Ethiopia, together with the Ethiopian Centre for Disability and Development and Ethio Telecom, Ethiopia's main telecommunications corporation. It is also starting the process of replication in Mauritius with the Global Rainbow Foundation. You can find out more about Julian Tarbox's experience of scaling on page 140.

More stories of Zero Project Alumni

You can read more about some of our alumni in other chapters of the Almanac: capito Mecklenburg-Vorpommern's training for people with disabilities to become museum guides (chapter 6) Livox's alternative communication software (chapter 5), and The Arc's National Center on Criminal Justice and Disability and its work on improving the response of the criminal justice system to people with developmental and intellectual disabilities (chapter 3).



Find more on all Impact Transfer alumni at www.impact-transfer.org/zero-project



KARUNA, 2018

Public-Private Partnership in Nepal to scale nationwide

The Karuna Foundation Nepal has developed a cost-effective community-based rehabilitation programme in collaboration with the local government. It strengthens the current health care system by employing local health workers to provide door-to-door care and enhances maternal and childcare to prevent disability by birth or stunted growth. The provincial government adopted the programme and committed themselves to implementation with all 117 municipalities and co-funding of €9.2 million, and the Karuna Foundation will exit after 2.5 years of support in each municipality. Karuna is also working with the Swiss foundation EnableME on a pilot to develop an information portal on different kinds of disabilities and services in the local context and language of Nepal, as well as exploring collaborations with organizations such as MomsBelief and Nayi Disha from India, which they met through the Zero Project.



WORLD ACCESS FOR THE BLIND, 2018

From the United States to Austria and Norway

Zero Project–Impact Transfer alumnus and Ashoka Fellow Daniel Kish founded Visioneers to support the international replication of his Flashsonar technique. This is a navigation technique for people who are blind using tongue clicking and echolocation. Visioneers currently has established entities in Austria and Norway with the support of local partners and provides services to over 40 countries through a training-of-trainers model.

EMPOWERMENT THROUGH INTEGRATION, 2019

Growing in the US and in Lebanon, moving to Ghana

In 2019, Empowerment Through Integration (ETI) was awarded by the Zero Project for its life-skills programmes for young people with visual impairments and their families in Lebanon. Since being awarded, ETI has further developed its training offerings, including a specialized e-learning programme for families and professionals supporting young people with visual impairments. As well as launching in the United States and Lebanon, in 2021 the e-learning will also be available in Ghana for the first time.



THE STORY OF DONAT – JAIPUR FOOT, 2018

How an Indian model changed the life of Donat in Rwanda, via Austria and Kenya

In 2018, Jaipur Foot was selected for the Zero Project–Impact Transfer. At the Zero Project Conference 2018, Pooja Mukul from Jaipur Foot met Alexander Ertler, a mentor on the programme. A few months after the conference, Pooja received an email from Alexander introducing her to Michael Mullan, Chariman of DG-Breitenfurt, who had just returned from Rwanda where he had met Donat, a young man who had been paralyzed at the age of one and then lost both his legs to an infection, resulting in amputation. Through contact with the Ubumwe Community Center, supporting Donat in Rwanda and prosthetic centres in Africa, Pooja arranged for Donat to be fitted with artificial limbs for no cost at the Jaipur Limb Center in Nairobi. However, it was very difficult for Donat to travel to Nairobi, as he did not have any identification documents, did not speak the language, and would need a Yellow Fever vaccination. Pooja connected Zacharine at the Ubumwe Community Center to K. P. Doshi, who ran the centre in Nairobi, and the process of getting papers, vaccinations, and a translator was set in motion. This communication started in May 2018, and in November of that year Donat was fitted with artificial limbs.

For the first time in his life, Donat was able to stand and walk on his own two feet. He then went on to participate in a vocational training programme in tailoring and knitting and is currently working and supporting his mother.

As Pooja says, “Impact need not always be evaluated by large numbers, and this is the story of the impact that the Zero Project and Ashoka Austria can have. Helping one person may not have changed the world, but it did change the world for this one person – Donat.”

“When your idea becomes society’s new pattern!”

A commentary by Bill Drayton for the Zero Project Almanac 2021

Missing a major turning point is a big mistake. Seizing it opens all doors.

We all know – or at least intuit – that we are in the turning point years from a world organized for repetition (think assembly lines and law firms) to its opposite. Today our reality is defined by the fact that both change and interconnectedness are accelerating exponentially, with each fuelling the other. The transformative power of these two accelerating forces makes this the Himalayas of turning points. Do you sense more and more, bigger and bigger changes coming at you every year, for example, climate, Artificial Intelligence, empathy, even family patterns? This turning point is both the biggest opportunity and the biggest risk for the disability community.

It is also Ashoka’s central focus. With roughly 4,000 of the world’s best social entrepreneurs, Ashoka is uniquely positioned both to see the forces at work and to guide them to the good.

The individual Ashoka Fellows are extraordinarily powerful. Within five years of their election, 74 per cent have already changed national and/or international policy.

We are far more powerful together. Fellows help one another and collaborate. This ranges from a local-to-global mutual help security system to thinking and then entrepre-
neuring together in an area of common focus, for example, disability.

The Fellows are probably the best focus group in the world for defining the future. When you see a pattern in what they are

championing, it reflects a shared prediction of what the world will need. No entrepreneur will bet their life on an idea if they don’t have confidence it is going to fit what the world will need 15 or 20 years hence. (The only thing that brings an entrepreneur life satisfaction is seeing that their idea has become society’s new pattern.)

For example, over 90 per cent of the 1,300 Fellows focused on young people put them in charge, which is exactly what those young people need. They must practice and practice changemaking if they are going to be able to be contributors in a world where value comes from creating, adapting to, and serving change. In the health area, the Fellows overwhelmingly put the patient and their family, friends, neighbours, and peers in charge. Again, a fit.

Finally, over the last several years we have learned how to help society to quickly see its new strategic reality – and then the specific needed, attractive, feasible changes. This includes helping some of the most powerful Big Game players relevant to each needed framework change to see the new strategic reality, to avoid slipping into irrelevancy, and instead to help lead the transition to the organization’s and society’s huge benefit. We are organizing in the same way for the same purpose in major metro areas. Having these most powerful, relevant forces adopt “everyone a change-maker” as their core strategy constitutes a giant jujitsu.



“In an everything-changing world, it is beyond urgent that we make sure that everyone has the ability to give, to be powerful – that is, to be a changemaker.”

Bill Drayton is the Founder and Chair of Ashoka: Innovators for the Public, an organization dedicated to finding and fostering social entrepreneurs worldwide.



Bill Drayton receiving the Essl Social Prize 2010, to initiate Ashoka Globalizer, a milestone in the cooperation between Ashoka and the Essl Foundation

All of us at Ashoka love working with the Zero Project’s extraordinary community, the Essl Foundation, and (most especially) our Fellow spirit, lead entrepreneur, and friend – Martin Essl. Together we can seize the historical opportunity. We can ensure that the long-disadvantaged are not pushed sharply further down and away. Instead, we can help them leapfrog over the old barriers – because the world is desperate for people who have the changemaker’s ability to contribute in a world of change.

Our ability to do so has to begin with understanding the historical forces before us. Why is income distribution getting worse everywhere in the world? Why over just the last six or seven years has “us versus them” politics swept across the globe? These trends are facts. And they are global facts not rooted in the peculiarities of any one country or culture.

Here’s why: The world is increasingly divided by “the new inequality.” Those who have enough of the necessary new skills are engaged in the new economy/society or game. They are doing very well. There is no job shortage here. There is a bidding war for anyone who can play.

But then there is the other part of humanity. They do not have these new abilities. Whereas those in the new game are helping one another get better and better at it (that’s what you have to do in a team of teams), those who are not in the new game only fall further behind faster and faster. Not only can

this part of the population not play in the new game, but the old society/economy of which they are a part is dying faster and faster.

In 2000, the high changemaker density areas of the United States and the rest of the country had roughly the same economic output per capita. Sixteen years later, the high changemaker areas had twice the economic output per person of the declining parts of the country. With less and less demand, salaries are going down, not up. Hence, the income inequality everywhere, regardless of the nature of the economy or ideology. In other words, the people on the wrong side of “the new inequality” are being crushed. This is unethical. In part they blame themselves for their failed lives (thus the use of drugs, poor eating habits, failed families, etc.). Such populations also need scapegoats to blame. And the demagogues oblige.

In an everything-changing world, it is beyond urgent that we make sure that everyone has the ability to give, to be powerful – that is, to be a changemaker.

By ensuring that everyone affected by disability has this now absolutely essential set of abilities (not hard), we will have done the most important thing we can for the field. And we will have made a huge contribution to building a world where everyone can express love and respect in action, a world where there is no possibility of the problems outrunning the solutions, and a world where everyone needs everyone else to be as powerful (that is, equal) as possible.

The Award Ceremonies 2014–2020 in fast-forward

Since 2014 the presentation of the Zero Project Awards has been a highlight of every Zero Project Conference.*



Chencho Dorja of Khesar Gyalpo University of Medical Sciences of Bhutan (2019)



Le Thi Kim of Nhat Hong Center for the Blind and Visually Impaired in Viet Nam (2017)



Gerard Craddock of Centre for Excellence in Universal Design in Ireland (2014)



Samir Easid and Sabah Al-Zraiqt of Arab Episcopal School Irbid in Jordan (2020)



Dean Bobbi Cordano and Melissa Malzkuhn of Gallaudet University in the U.S. (2018)



Klaus Peter Höckner of Hilfsgemeinschaft der Blinden und Sehschwachen in Austria (2016)



Delegation from Save the Children Philippines (2020)



Marcia Rioux of York University in Canada (2017)



Delegation from Bogazici University, Faculty of Education in Turkey (2019)

*) The Awards are handed over by Martin Essl, Michael Fembek and other members of the Zero Project team, or from Zero Project organizational partners. Until 2017, Jakob von Uexküll of World Future Council joined the Handover Ceremony. In 2020, it was Carola Rubia from Fundación Descúbreme.



Janet E. Lord of American University College of Law and University of Maryland, U.S. (2016)



Yasunobu Ishii of Nippon Foundation a. Ky Yiu Cheng of Centre for Sign Linguistics (2018)



Delegation from Humanity & Inclusion Senegal (2020)



Delagation from Lumos Foundation project in Bulgaria and Moldova (2019)



Katherine Townsend of Barclays Bank in the United Kingdom (2014)



Sabina Lobato Lobato of Fundación ONCE (2016)



Mohammed Ali Loutfay and Sylvana El-Lakis of Lebanon (2018)



The Zero Project team (2016)



Deborah Tigere of CBM in Zimbabwe (2020)



The delegation of Mom's Belief in India (2019)



Lydia Shula (middle) of MIUSA in the U.S. with Virginia Shula of New Zealand (2019)



Ramez Maher and Amena El-Saie of Helm in Egypt (2017)



Leah Maxson of USAID in the U.S. (2017)



Robert Palmquist of Speechgear and his daughter from the U.S. (2020)



Connie Vandarakis and Alito Alessi of Danceability in the U.S. (2019)



Paula Toukonen and Jyrki Pinomaa of ASPA Foundation in Finland (2016)



Lasanthi Daskon of IFES in Sri Lanka (2018)



Jamie Bolling and colleague of the Swedish Agency for Participation and ENIL (2016)



A delegation from the UNICEF country office in Montenegro (2018)



Masahito Kawamori of ITU in the U.S. and a representative of Wayfindr in the United Kingdom (2018)



Brigitte and René aan de Stegge, Founder of Karuna Foundation, with their team from the Netherlands and Nepal (2017)



UN Flagship Report mentions 50 Awardees

The UN Flagship Report on Disability and Development 2018 was published by the United Nations Department of Economic and Social Affairs, supporting the commitment of the United Nations both to the Sustainable Development Goals (SDGs) and the CRPD. On almost 400 pages it is a wealth of data where the 17 SDGs and the goals of the CRPD meet. 50 Awardees of the Zero Project are mentioned as “Current practices.”

[Download the UN Flagship Report on Disability and Development 2018 from www.un.org/disabilities](http://www.un.org/disabilities)





Rupert Roniger of Light for the World, after handing over the Zero Project-Ambassador Certificate (2019)



Josep M. Sole, Ferran Blanco Ros and Gloria Cerrato of Support Girona in Catalunya/Spain (2019)



THE IMPACT OF GETTING AN AWARD

Ivana Kovacévic

In 2020, Ivana Kovacévic and the Mathematical Society of Serbia received and Award for “Final Exam – A Platform for the Equal Inclusion of Students in the Educational Process.”

The impact on the project was enormous, as she wrote to Zero Project as early as May 2020:

- *This platform (with our other platforms) is recommended by the Institute for Improvement of Education as an educational tool for distance learning for all pupils and students in Serbia*
- *It was presented at the first online conference in Serbia in the time of COVID-19 (<http://edtech.center/en/conference-2020/>)*
- *Many important institutions wrote about the project and its Award, including the Government of Serbia; the Ministry of Trade, Tourism, and Telecommunications; the Mathematic Faculty of the University of Belgrade; the Mathematical Society of Serbia, Tanjug, and others.*

And – I have been selected as a Global Teacher Prize 2020 Top 50 finalist!



The team of JDC (Jewish Development Council) with Galia Granot (Ruderman Foundation) from Israel (2019)



Sharon Yeheskel-Oron, Jean Judes and colleague from Beit Issie Shapiro in Israel (2018)

CAREER PATH INCLUSIVE

A video of deaf sign language interpreters

Joana Kinberger of equalizent, in cooperation with Duooo Films, produced a video about deaf sign language interpreters, at work at the Zero Project Conference. Watch it at https://youtu.be/J6w_7P1Tw4I



A german version of the Ballyland app

The Ballyland app (“Sonokids,” Zero Project Awardee 2020) teaches children with visual impairments the usage of iphones and ipads. There is now a version in German, organized by Martin Morandell (“smartinlife”) and performed by the blind musicians George Nussbaumer, Max Böhme, Roland Kalusa, and Lisa Schrammel. Download it in the Apple App Store!



AMI Podcast from #ZeroCon20

In 2020, Andy Frank recorded dozens of interviews at the Zero Project Conference, and published them as a podcast series. Search for AMI live and Zero Project in Podcast stores.

Zero Project Austria

Activities of the Zero Project and
of the Essl Foundation in Austria

13 good Practices from Austria in inclusive employment

One of the core activities of the Zero Project in Austria is to find, connect, and support employers with an inclusive approach. This is mainly done with the Zero Project-Unternehmensdialoge, an annual supplement in the Austrian quality-newspaper *Die Presse*, and a special Award for “Austrian Leading Companies.” A selection of employers that have been covered by the Zero Project in Austria (and more to find on the Zero Project-Youtube channel).



The Upper Austrian seminar **Hotel Wesenufer** on the upper Danube successfully employs people with disabilities in all service areas on a large scale.



The **Marien Apotheke** in Vienna is known far beyond the borders of Vienna: Specialist advice by deaf pharmacists for a large target group that particularly appreciates and gratefully accepts the service.



Discovering Hands: Competent breast cancer screening by specially trained blind palpation examiners.



Sonnentor: The well-known producer of organic teas and spices from Lower Austria is living sustainability also through an inclusive workforce: People with disabilities work in all areas.



At Zotter Chocolate Manufactory in Riegersburg, Styria, two employees with disabilities are working in the production department and two in the dispatch department. A woman who is deaf offers special tours for people with hearing impairments and another employee has special spelling skills to assist with proofreading texts. "Maximising humanity is certainly the greatest profit," says founder and CEO Josef Zotter.



MVG is a department of the Ministry of Finance of Austria, which is in charge of licences for "Trafiken" – popular outlets selling tobacco, lotteries, and paper goods. MVG is reinvigorating its historic social entrepreneur-network that favours persons with disabilities. By 2019, 1,252 persons with disabilities ran a Trafiken (53 percent of all Trafiken).



Bistroflitzer is an inclusive small business that provides a mobile snack service in the administrative building of the provincial government of Carinthia. The project creates a win-win situation for everyone: For people with disabilities, it offers jobs with fixed salaries and social insurance; and for the employees of the provincial government, it provides home-made and regional, organic food. Inclusive employment projects of this kind enable savings to be made in the social sector while at the same time adding value to the national economy. Since March 2020, eleven people with disabilities have been working in the project on a part-time basis and are employed by the non-profit enterprise Autark. The employees are accompanied in their work by three assistants. Plans include expanding the range of services and supplying more facilities.



The company **Chance B** in Styria wants to become the largest employer for people with disabilities in the region and to be able to offer employment for all talents. Each job in the company is based on the individual strengths of the person. Jobs range from working in public relations, accounting, computer technology, as a workplace facilitator or welfare specialist, to working in the car pool, doing wood processing, or cleaning and housekeeping. "Work for all means matching talents of people with tasks of the company, which requires education for all," says Eva Skergeth-Lopič, managing director of the Chance B Group of Companies.



Billa is one of the two major retail chains in Austria and employs people with various forms of disabilities. The activities are as diverse as the people themselves. From picking goods in the online shop, to various activities in the stores, in shelving, the delicatessen area, at the checkout or as a manager of one of these units or a whole branch. At the headquarters in Wiener Neudorf (near Vienna), additional office jobs are offered, as well as jobs in warehousing and logistics. With their "Haus Aktiv," Billa and Merkur (a sister retail chain of Billa) have started a vocational training project for future cashiers and sales assistants with disabilities. Including training rooms equipped with a cash register system and sales shelves, participants receive theoretical and practical training to prepare them for their everyday work.

Takeda Austria, the pharmaceutical company headquartered in Japan, cooperates with myAbility, ÖZIV, and Specialisterne to promote disability-inclusiveness, as part of a broad diversity and inclusion strategy.



A total of 43 employees with limited hearing or with intellectual disabilities are currently employed by **McDonald's** franchisee Andreas Schwerla. Their tasks include taking care of the dining area, cleaning activities, and managing the various stations in the restaurant. A crew trainer (for instruction and training of deaf employees) and a part-time shift leader who supports the restaurant management are also members of the team. In the long term, career opportunities for employees with disabilities are to be expanded significantly and more training opportunities will be created. Technical support should also be expanded. With this open-minded and inclusive approach, McDonald's franchisee Schwerla hopes to serve as a role model for other businesses.



At **Raiffeisen International**, a leading banking group, people with various disabilities are employed in different areas of the company as skilled and valuable workers. For example, employees from the autism spectrum are mainly deployed in IT and risk management in accordance with their special abilities. They are in charge of software testing, data analysis, and report development, among other things. To Raiffeisen it is important to integrate employees with disabilities into day-to-day operations and to avoid creating isolated areas.

Verbund, the leading Austrian electricity supply company, aims to break down barriers and at the same time adapt the working environment to the individual needs of its employees. To achieve successful employment of people with disabilities it is key for managers to operate beyond their comfort zone and that all employees have the opportunity to put aside their preconceptions. The company wants to remain committed and is planning further training and awareness-raising measures on the issue at the management level.

Dialogues, Media, Awards and hands-on work in Austria

The Zero Project in Austria focuses on Conferences (“Dialogues”) showcasing good-practices for the business sector and regions, sponsors the “Austrian Leading Companies Award” with the leading newspaper “Die Presse”, produces its own series of newspaper-supplements, and funds the launch of innovative pilot projects within Austria.



Every year since 2017, Zero Project highlights outstanding inclusive companies in each federal state of Austria and awards them with the Special Prize of the renowned Austrian Leading Company Award 2019, Bank Austria won the Award in Vienna. Above: Martin Essl with Bank Austria-Matthias Raftl, Head of Media Relations, Sonja Bergaus, and Christian Schinko, Disability Management.



Various supplements with the newspaper “Die Presse.”



Johanna Mikl Leitner, Governor of Lower Austria, at the Zero Project Business Dialogue 2017 in St. Pölten, with Martin Essl.



Randy Lewis (far left), the well-known pioneer for inclusive employment from the United States at the Zero Project Sector Dialogue 2018 “Logistics & Retail” together with Federal Minister Margarete Schramböck (3rd from left) and all other keynote speakers at the headquarters of the Austrian Post AG (find the speech of Randy Lewis in the Zero Project-Youtube channel).

Zero Project
Corporate
Dialogue
2018 in the
Redoutensaal
Linz.



Graduates of the inclusive IT-Academy at the presentation of the Cisco Diploma Certificates on "Data-protection & IT Security" in June 2019 together with the teaching staff, the Cisco Management, and the Key-note Speaker Susan Scott Parker, hosted by Magenta, the telecom provider.

The annual meeting of the partners of our corporate dialogues as a side event of the Zero Project Conference held in Vienna's UN City has become a regular feature. Here, the 2020 meeting with the Head of Section from the Ministry of Social Affairs – Manfred Pallinger.



Barbara Schmidt, Managing Director of Energie Österreich at the Zero Project Sector Dialogue 2019 at EVN headquarters, with Michael Pichler, who chairs all the activities of the Zero Project in Austria.



Susan Scott-Parker, Zero Project Ambassador, speaking at the IT-Academy presentation in Vienna.



Stakeholder dialogue in the context of the new urban district project in Graz – Reininghaus. The picture shows Mayor Nagl (centre) with the international key forces behind the project.



Raffeisen International Bank invited high-level delegates of the Zero Project Conference to a dinner in their headquarters in Vienna, both in 2017 and 2020. Picture left: Andreas Gschwendtner, Member of the Board of RI, with Andrea Sihl-Weber, Head of Sustainability, and Martin Essl. Right: Daniela Bas of UN DESA addressing the audience.



2019: Presentation of the "Austrian Leading Companies"-Special Prize to dm Drogerie Markt in Salzburg.



Prominent participant at the Zero Project Conference: President of the Austrian Parliament Wolfgang Sobotka.



in 2015, the Zero Project organized a tour through Austria's country states capitals to promote innovative concepts of independent living and political participation. Above, a photo from the Klagenfurt Conference 2015, with Herbert Pichler (now President of the Behindertenrat of Austria) and Joris van Puyenbroeck of Belgium/Flanders, discussing the personal budget model.



A packed auditorium at the 2019 Health Sector Dialogue in Vienna



2020: For the first time, the international Zero Project Conference starts with a kick-off event entitled “Education – Inclusion – Digitilization” at the Austrian Parliament. In the Plenary Hall of the Austrian Parliament, five innovators of the international Conference presented their outstanding innovations, followed by an all-stakeholder-dialogue with representatives and self-advocates from civil society, the education sector, parliamentarians, foundations, and others: Speechgear, Sonokids, Livox, and Orcam as IT-driven innovations, and Institute für inklusive Bildung as a model driven by the changing of systems, curricula, and paradigms.



A long-term supporter of the Zero Project: the Governor of Upper Austria Reinhold Stelzer at the Zero Project Business Dialogue 2018 in Linz.



Eine Stimme für alle: In 2016 the Essl Foundation joined a consortium that explored that barriers that people with intellectual disabilities face in surveys and elections, together with the Ministry of Science, the NPO-Institute of the Vienna University of Economics, and the National Austrian Statistics Authority (Statistik Austria).

Zero Project Latin America

A report on the Zero Project
activities by Fundación Descúbreme

About the Zero Project for Latin America and the Spanish-speaking community of the world

In 2018 the Essl Foundation and Fundación Descúbreme entered a long-term partnership to expand the Zero Project's mission of a world without barriers to the Spanish-speaking community worldwide.

Since 2018, Fundación Descúbreme and the Essl Foundation have been closely collaborating to promote the Zero Project in Latin America and the Spanish-speaking community worldwide. This task is of great importance, as the Zero Project is a renowned platform that identifies and promotes solutions that make life better for persons with disabilities around the world.

Until 2017 the Zero Project awarded initiatives from Latin America, but they were not many. This could be explained by two main reasons: one geographic, one linguistic. First, the community of social innovators in Latin America was not as aware of the Zero Project as were their counterparts in other countries or continents. Second, and perhaps more important, the language barrier kept information about the Zero Project from many local organizations that do not speak English.

About Fundación Descúbreme

Fundación Descúbreme is a Chilean nonprofit organization founded in 2010 with the mission to promote the inclusion of people with cognitive disabilities in all areas of human development. To achieve this purpose, Descúbreme has focused on promoting the rights of this group, especially the rights to employment and education, as well as encouraging good practices regarding cognitive disabilities and social inclusion, both nationally and internationally.

During these ten years of experience, Descúbreme has established a series of efficient and sustainable models that support people with disabilities in areas such as inclusion in the open labour market, training for employment, consultancy to companies wishing to diversify their workforce, education, social investment, research, and advocacy. Notably, the organization has also influenced relevant public policies.

Descubreme has also formed a series of alliances and partnerships at the national and international level with likeminded organizations that make inclusion possible at a broader level. At the national level, alliances with organizations such as Red Incluye, Acción Empresas, Red de Empresas Inclusivas, and Comunidad de Organizaciones Solidarias, as well as with public entities such as the Chilean Ministry of Labor and the National Disability Service, among others.

At the international level, Descúbreme holds Consultative Status to the United Nations Economic and Social Council on disability issues and has allied with organizations such as the Zero Project, Inclusion International, Association of People Supporting Employment First, Asociación Española de Empleo con Apoyo, Pacto de Productividad, and Plena Inclusión to further this collaborative approach.

In 2017, Descúbreme was recognized with a Zero Project Award on Inclusive Employment for its programme that created job opportunities for young persons with disabilities through training and certification of labour skills. This scheme, named Inclusive Cycle, was jointly developed with SKBergé, OTIC CChC, and Chilevalora, and aimed to expand the organization's frontiers and to become a best practice of a successful programme on inclusive employment that could serve as an example to organizations dealing with similar topics.

Highlighting this award is essential to this narrative, because it became the turning point for the collaboration between the Zero Project and Fundación Descúbreme. Once Descúbreme became aware of the true size of the Zero Project platform, the quality of the organization's work, and the knowledge of the experts behind the solutions, the opportunity for collaboration became evident. From its beginnings, Fundación Descúbreme has strongly endorsed the creation and dissemination of valuable information and the identification of good practices that could be replicated in Chile.

Development of the alliance

Of course, the partnership of Zero Project and Descúbreme did not happen overnight. It was Carola Rubia, Executive Director of Fundación Descúbreme, who approached the Zero Project in 2018 with the idea of sharing and promoting the various solutions identified by the Zero Project with Latin America and all the Spanish-speaking communities in the world.



During the #ZeroCon20, an Off-Agenda Spanish-speaking session was held to engage the active community in the collaborative approach for Latin America and the Spanish-speaking world. Many of the experts and organizations present at that session were later invited to speak in the Zero Project Conference for Latin America and the Spanish-speaking world.



It took some time for both organizations to get to know and trust each other. A team from Descúbreme visited Vienna several times to learn, exchange experiences, and connect with the Zero Project's team. (Michael Fembek and Carola Rubia)



During the Zero Project Conference 2020 on Inclusive Education, Carola Rubia was awarded as a Zero Project Ambassador, recognizing her outstanding contribution to the Zero Project. (Carola Rubia, Martin Essl, and Caroline Casey)



Thanks to the collaboration between Descúbreme and the Zero Project, the Zero Project's Report on Education was published in Spanish for the first time ever. More info at zeroproject.org

It took some time for both organizations to get to know and trust each other. A team from Descúbreme visited Vienna several times to learn, exchange experiences, and connect with the Zero Project's team, and additional conversations were held in New York between Catalina Saieh, Martin Essl, and Michael Fembek. These conversations revealed that both organizations shared a mission, a culture, and the ambition to support persons with disabilities in many ways.

In 2019 the two organizations made the decision to truly work together, making this partnership the first regionalization of the Zero Project. This collaboration aims at expanding the Zero Project's mission of a world without barriers to Latin America and the Spanish-speaking community worldwide.

Why Latin America and the Spanish-speaking world?

One of the first issues that Descúbreme acknowledged, by getting to know further the project and the community around it, was that the organizations working for disability inclusion in Latin America were, in general, not aware of the existence of the Zero Project. This meant that much of the work for inclusion done in these latitudes was underrepresented in the Zero Project's annual call for nominations, and consequently that these organizations were not part of its global network, thus missing valuable opportunities for collaboration.

The second matter addressed by Descúbreme was the inherent value of the information collected and shared by the Zero Project for its community around the world. This information was made available in English, as this is the official language of the project. However, adult proficiency in English in Latin America is low, meaning that even if the information were published, it was not truly available for everybody.

Thus, this double gap became a challenge: How could the Zero Project and Descúbreme jointly reach the community of social innovators working for inclusion in Latin America and the Spanish-speaking world? It became immediately evident that having Spanish as an additional language in which information

was shared would be helpful to reach more people who worked for inclusion around the world, thus increasing the value of being part of such a community. But why Spanish language? Because Spanish is the most spoken language in the Americas, with about 422 million speakers; and it is also the mother tongue of 8 per cent of the population in the European Union. Together, it is estimated that around 480 million people speak Spanish as a native language, making it the second most spoken language after Mandarin Chinese.

The Zero Project for Latin America and the Spanish-speaking community worldwide

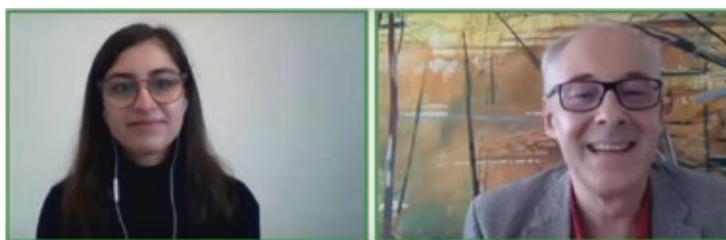
The two gaps identified – geography and language – became the pillars for our joint work. The strategic long-term partnership focuses on four main fronts: 1) strengthening the community of social innovators working for disability inclusion in Latin America; 2) increasing regional and linguistic representation in the Zero Project platform; 3) creating content and communication channels managed in Spanish language; and 4) organizing an annual Zero Project Conference in Chile for the Spanish-speaking community worldwide.

Descúbreme has also joined forces with two additional key programmes to fulfil these objectives. First, with the joint Zero Project/Ashoka accelerator programme Zero Project–Impact Transfer, designed to enhance the replication of proven and highly effective solutions that improve the lives of persons with disabilities. Second, with Pacto de Productividad Chile, the Zero Project–Impact Transfer, and IDB Lab – the innovation laboratory of the IDB Group – to create the “ICT – Innovation for Inclusion” programme, aiming to replicate technological innovations that support the employment of persons with disabilities in Chilean companies.

Outcomes to date

It is fair to say that the cooperation is already bearing fruit. Thanks to the partnership, Latin America is the region with the highest growth rate in the number of nominations received, from less than 10 per cent prior to the call for the 2019 project to over 17 per cent in the last two calls for nominations (on Education and on Employment and ICT). This increase can also be seen in the number of Latin American awarded initiatives, as well as the strengthening of the local community willing to be a part of the Zero Project Network and to share information about it.

Additionally, on 18–19 November 2020 the first Zero Project Conference for Latin America and the Spanish-speaking community was held in a completely online format, covering the topic of Inclusive Education. This Conference brought together close to 70 experts – almost all of them coming from Latin America and Spain – to discuss innovative practices and policies that promote access to inclusive and quality education for persons with disabilities. The agenda covered topics such as accessibility, technological innovations, data to support Inclusive Education, and public policies in response to the current global health situation.



On 28 July 2020 the Zero Project Report on Education was launched for the first time in Spanish. A webinar was held for the occasion, in which the state of Inclusive Education in Latin America was identified.



A virtual, accessible platform.

For the Conference, the team worked on the development of a virtual, accessible platform that allowed not only the streaming of the sessions but also the interaction of the participants and the sharing of content developed by expert organizations and speakers, among others. The Conference received over 1,500 registrations from 52 countries, despite its regional and linguistic emphasis, and had around 700 participants each of the two days.

Finally, since 2020, Pacto de Productividad Chile, Fundación Descúbreme, the Zero Project, IDB Lab, and Impact Transfer have joined forces to create the first version of the “ICT – Innovation for Inclusion” programme. Promoted by Fundación Descúbreme and the IDB Lab, the initiative seeks to encourage public-private partnerships at the national level to consolidate a collaboration platform for the effective articulation of the actors within the inclusive employment ecosystem. Led by Pacto de Productividad, the programme aims to implement technological innovations that support the employment of persons with disabilities. Three innovations – identified in the last Zero Project Call for Nominations on Employment and ICT – have already been chosen to implement their solutions in Chilean companies during the second semester of 2021. The organizations behind these solutions will receive support from members of the Pacto de Productividad Chile network, as well as acceleration support from the Impact Transfer programme to clarify their replication model and needs. The work developed by the programme and its partners will be showcased during the Zero Project Conference 2021 on Employment and ICT.

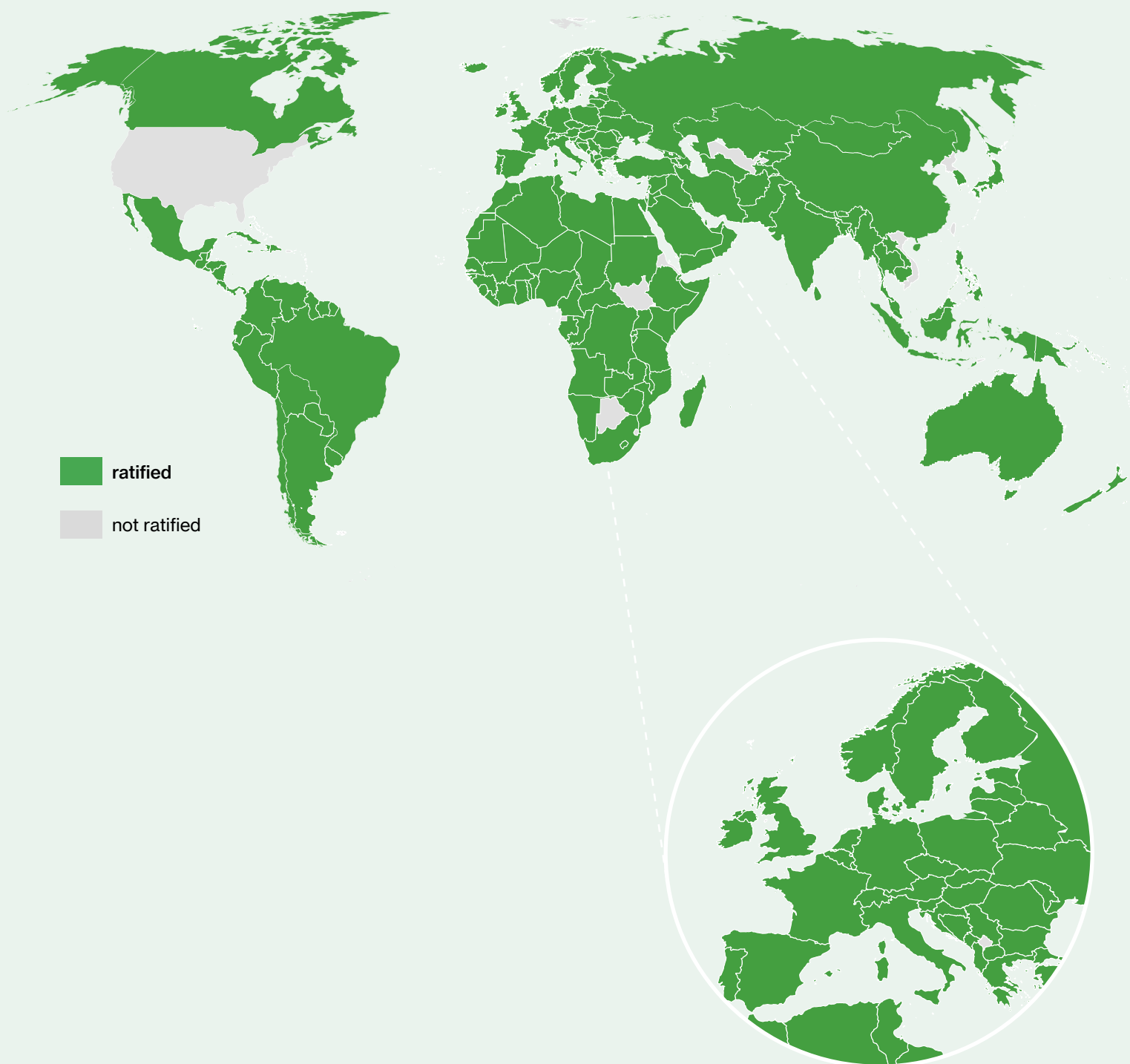
Challenges for the future

Both Fundación Descúbreme and the Zero Project are deeply committed to eliminating the barriers that prevent the full inclusion of people with disabilities and, in this way, to ensure the rights of all people to education, employment, accessibility, and independent living. For two years we have worked hard together in the hope that this effort will be able to create and strengthen a collaborative space in which organizations of and for people with disabilities can connect, share their knowledge, and build partnerships to continue making life better for persons with disabilities. These two years of work have shown us how much we have advanced in our mission, and how many barriers we still need to overcome to ensure the full inclusion of persons with disabilities in Latin America and the world.

Ratification of the Convention on the Rights of Persons with Disabilities (CRPD)

184

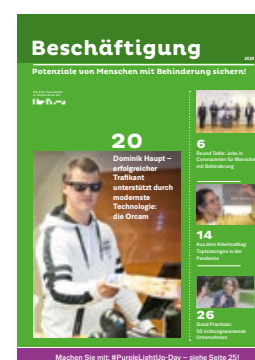
countries



Annex

Publications of the Zero Project 2013–2020

All publications of the Zero Project. The QR-code directs you directly to the PDF.



Name of Publication	Language	Year of Publication
Supplement “Die Presse”: Beschäftigung	german	2020
Guidelines for Accessible Conferences	english	2020
Zero Project Report 2020 (english edition)	english	2020
Zero Project Report 2020 (spanish edition, with Fundación Descúbreme)	spanish	2020
Zero Project Report 2019	english	2019
Inklusive Ausbildung, inklusiver Arbeitsplatz – so kann’s gehen! (Endbericht IT-Academy Project)	german	2019
Inclusion in training, inclusion at work – make it happen! (The inclusive IT-Academy: Final Report)	english	2019
Supplement “Die Presse”: Barrierefrei	german	2019
Supplement “Die Presse”: Beschäftigung	german	2019
Zero Project Report 2018	english	2018
Zero Project Analysis on Accessible ICT (with EASPD)	english	2018
Supplement “Die Presse”: Arbeitsleben	german	2018
Supplement “Die Presse”: Barrierefrei	german	2018
Zero Project Almanac 2013–2016	english	2017
Zero Project Report 2017	english	2017
Zero Project Civil Society Survey 2017	english	2017
Supplement “Die Presse”: Beschäftigung	german	2017
Zero Project Report 2016	english	2016
Zero Project Analysis On Early Childhood Intervention (with EASPD)	english	2016
Zero Project Report 2016 (Summary in Japanese)	japanese	2016
Zero Project Report 2015 (english edition)	english	2015
Zero Project Austria 2015 (german edition)	german	2015
Zero Project Report 2015 Austria	german	2015
Zero Project Report 2014	english	2014
Special Report On ICT Policies (with G3ICT)	english	2014
Zero Project Report 2013 (english edition)	english	2013
Zero Project Report 2013 (german edition)	german	2013
Zero Project Report 2013	english	2013

Top Page-View of Zero Project Awardees

Number of page-views from www.zeroproject.org, Jan 2013 to April 2020

Views	Project, country, and year
7.915	Ministry of Education/Forum Italiano sulla Disabilita: Non-segration policy towards students, Italy, 2016
6.310	Ministry of Children, Equality and Social Inclusion: Universal Design in Non-Discrimination Law, Norway, 2014
5.261	Trieste Mental Health Department & WHOCC: De-institutionalisation and community living, Italy, 2015
2.415	Uganda Society for Disabled Children: A fully inclusive and accessible school in Uganda, Uganda, 2014
2.354	Ministry of Education and Early Childhood Development New Brunswick: Forbidding segregated education, Canada, 2016
2.263	Disabled Peoples Organisations Denmark: The most accessible office building in the world, Denmark, 2014
1.992	City of Berlin, Senatsverwaltung für Stadtentwicklung und Umwelt: Mandatory Barrier-free Construction in Berlin, Germany, 2014
1.807	ATOC – Association of Train Operating Companies: Web-based tool to plan access to railway stations, United Kingdom, 2014
1.696	ECDD – Ethiopian Center for Disability and Development: Guidebook on an accessible Ethiopia, Ethiopia, 2014
1.528	Jaipur Foot Organisation: Providing free adaptations and prosthetics for amputees and persons with mobility issues, India, 2018
1.487	Manchester Museum: Haptic and tactile museum experience, United Kingdom, 2014
1.481	Discovering Hands: Blind women as experts in detecting breast cancer, Germany, 2013
1.391	Callan Services for Disabled Persons: Inclusion of children and youths with hearing impairments, Papua New Guinea, 2015
1.347	Independent Living Institute: The Right to a Personal Assistance Budget, Sweden, 2015
1.306	MOMA – Museum of Modern Art: Inclusive art education at the MOMA, United States, 2014
1.291	National Union of Disabled Persons of Uganda: Electoral quota for persons with disabilities, Uganda, 2015
1.204	Swedish Labour Committee: The Employment Protection Act No. 80, Sweden, 2013
1.170	City of Kuala Lumpur: Monitoring and Enforcing Accessibility, Malaysia, 2014
1.038	Centre for Disability in Development: A comprehensive training and transition model involving hundreds of partnerships, Bangladesh, 2017
999	Social Security Organisation (SOCISO): Return succesfully to work, Malaysia, 2013
985	PO-Skåne: Personal Ombudsman, Sweden, 2015
963	Diseno Universal Tecnoayudas, Corporación Discapacidad: Digital inclusion kit for persons with disabilities, Colombia, 2014
962	Tanzania League of the Blind: Using computers to support blind learners, Tanzania, 2016
946	Samhall AB: Personal development through employment, Sweden, 2013
915	Ministry of Education: Brazil's Billion Dollar Plan for Inclusive Education, Brazil, 2016
887	Deaf Can Coffee: Training professional baristas in the Caribbean, Jamaica, 2017
883	Mencap – Changing Places Consortium: Accessible and spacious toilets in public places, United Kingdom, 2014
870	Ministry of Children and Education/Municipalities: The Act on Secondary Education for Young People with Special Needs, Denmark, 2013
856	Vela Microboard Association: Small non-profits for supported decision-making, Canada, 2015
820	Assistive Technology Development Organization (ATDO): Evacuation manual in DAISY multimedia format, Japan, 2014
794	ColorADD Miguel Neiva & Assoc. Lda.: Colour identification system for the colourblind, Portugal, 2014
785	Sozialhelden e. V., wheelmap.org: Interactive city map for wheel chair accessibility, Germany, 2014
773	National Action on Physical Disability: Mandatory Accessibility Standards, Uganda, 2014
770	Telemark County: Making footpaths accessible for leisure and daily use, Norway, 2018
767	EMT – Empresa Municipal de Transportes de Madrid: Visual and accoustic information on public busses, Spain, 2014
765	Ministry of Human Resource Development – Implementation of the Marrakesh Treaty: Copyright Exception for Accessible Formats, India, 2014
760	Cape Town's Inclusive Design of the Bus System, South Africa, 2014
744	Fundacion ONCE: Public-Private Partnership for Accessibility, Spain, 2014
740	Mom's Belief: A programme that creates neurodevelopmental profiles and customized education, India, 2019
727	Shekulo Tov: Universal training and job services for persons with psychosocial disabilities, Israel, 2017
725	Genashtim Innovative Learning Pte Ltd.: Inclusion in a virtual organization, Singapore, 2013
689	Lumos Foundation: Returning children to their families and an inclusive environment, Moldova, 2015
646	Ghana Education Service/Special Education Division: Inclusive Education roled out in the whole country, Ghana, 2016

Speeches and Presentations by the Zero Project

Invitations by partners of the Zero Project to speak, present, co-host, or moderate at their conferences, seminars, and webinars, from 2011 to November 2020

Date	Location	Conference Organizer	Conference Name	Presentation by
18–19-11.2020	Santiago, Chile	Fundacion Descubreme (Virtual Conference)	Zero Project Conference Latin America	Martin Essl
20.10.2020	Tel Aviv, Israel	Access Israel (Virtual Conference)	Access Israel's 5th International Webinar	Wilfried Kainz
08.09.2020	Tel Aviv, Israel	Access Israel (Virtual Conference)	Access Israel's 4th International Webinar – Ministry of Education from around the world	Michael Fembek, Martin Essl
15.07.2020	Tel Aviv, Israel	Access Israel (Virtual Conference)	Access Israel's 3rd International Webinar	Michael Fembek, Martin Essl
08.07.2020	Vienna, Austria	Zero Project jointly with IAAP, G3ICT (Virtual Conference)	Zero Project, IAAP Webinar #3	Michael Fembek, Seema Mundackal
01.07.2020	Vienna, Austria	Zero Project jointly with IAAP, G3ICT (Virtual Conference)	Zero Project, IAAP Webinar #2	Michael Fembek, Seema Mundackal
24.06.2020	Vienna, Austria	Zero Project jointly with IAAP, G3ICT (Virtual Conference)	Zero Project, IAAP Webinar #1	Michael Fembek, Seema Mundackal
05.06.2020	Vienna, Austria	Wirtschaftsuniversitaet Wien (Virtual Conference)	Teach for Austria – Exec Academy	Michael Fembek
07.05.2020	Tel Aviv, Israel	Access Israel (Virtual Conference)	Access Israel's 2nd International Webinar	Michael Fembek, Martin Essl
09.03.2020	Vienna, Austria	International Center New Media (Virtual Conference)	WSA Global congress Vienna 2020 – Hack the gap	Paula Reid, Wilfried Kainz
02.12.2019	Istanbul, Turkey	Sabancı Foundation	12th Sabancı Foundation Philanthropy Seminar	Paula Reid
5–7.12.2019	Malta, Malta	ITU	Speaker in Conference: “Partnership for Accessible Europe”	Michael Fembek, Seema Mundackal
19–20.11.2019	Brussels, Belgium	EFC Disability Thematic Network	Annual meeting of the Disability Thematic Network	Michael Fembek
24.10.2019	Geneva, Switzerland	ITU	International Telecommunications Unit Workshop, Speaker in Workshop “Innovative Digital Solutions for an Accessible Europe”	Michael Fembek, Seema Mundackal
3–4.10.2019	Helsinki, Finland	EASPD	EASPD Annual Conference – Staff matters; Chaired session on “Role of the leadership in creating human rights-based services”	Wilfried Kainz
23–26.9.2019	Trieste, Italy	ASUIT Kongress	Mental Health Trieste; Speech on “Supported decision-making and personal budget models”	Wilfried Kainz
01.07.2019	Geneva, Switzerland	International Labour Organization (ILO)	The International Labour Organization (ILO) and the Inter-Parliamentary Union (IPU) Zero Project Meeting	Michael Fembek
10–13.06.2019	New York, United States	UN DESA, Austrian Mission and others	11th UN Conference of State Parties (COSP), Side Event “Community-B Development” and “AI”	Wilfried Kainz
22–24.5.2019	Paris, France	EFC	EFC Annual General Assembly Liberté, égalité, philanthropie!	Michael Fembek
06.05.2019	Rome, Italy	ITU	ITU Regional Development Forum for Europe (RDF-EUR)	Michael Fembek
23–27.04.2019	Tel Aviv, Israel	Access Israel	Access Israel 7th International Conference – The Future of Accessibility	Martin Essl, Michael Pichler
8–9.4.2019	Paris, France	GUDIN	GUDIN – Global University Disability & Inclusion Network	Martin Essl
13.12.2018	Vienna, Austria	ITU, EU Kommission and UNOV	ITU (International Telecommunications Unit), Conference: “Accessible Europe”	Michael Fembek
29–30.11.2018	Warsaw, Poland	EVPA	European Venture Philanthropy Association Annual Conference	Michael Fembek
20–21.11.2018	Brussels, Belgium	EFC	Disability Thematic Network – Annual Conference	Michael Fembek
14–17.11.2018	Washington, DC, USA	The Harkin Institute, Drake University	Harkin Summit	M. Fembek, M. Essl, M. Pichler
16.11.2018	Vienna, Austria	EDF	European Disability Forum Meeting in Vienna on ICT, AI, and persons with disabilities; MF and WK chaired sessions	Michael Fembek, Wilfried Kainz
14.11.2018	Vienna, Austria	GEWINN Magazine	Gewinn Info Day, info booth	Michael Fembek, S. Mundackal, P. Reid
4–5.10.2018	Barcelona, Spain	EASPD	European Association of Service Providers for Persons with Disabilities Annual Conference – Michael chaired session	Michael Fembek, Wilfried Kainz

Date	Location	Conference Organizer	Conference Name	Presentation by
28–30.8. 2018	Alpbach, Austria	Europäische Forum Alpbach	Alpbach Conference Walk und Talk auf der Alm – Thema: Diversität: Moralische Selbstverpflichtung oder Mittel zur Gewinnmaximierung	Martin Essl, Michael Pichler
20–24.6. 2018	Beijing et al, China	Confucius Institute	Sino-American conference on education and employment of hearing impaired people at the Ghangchun University – ME speech as guest professor	Martin Essl
9–15.06. 2018	Washington a. New York	UN DESA, Austrian Mission, ITU, G3ICT and others	UN Conference of State Parties (COSP 12), several Side Events	Michael Fembek, Martin Essl
29–30.5. 2018	Brussels, Belgium	EFC	EFC Annual General Assembly Culture matters – Connecting citizens and uniting communities	Michael Fembek
26–30.04.2018	Tel Aviv, Israel	Access Israel	Access Israel Conference	M. Fembek, M. Essl, M. Pichler
19–20.11.2017	Boston, USA	Ruderman Foundation	Ruderman Inclusion Summit	Michael Fembek
1–3.11. 2017	Washington, DC, USA	The Harkin Institute, Drake University	Harkin Summit on Inclusive Employment, Moderator of the Session: “Accessibility in the Workplace”	M. Fembek, M. Essl, M. Pichler
3–4.08. 2017	Geneva, Switzerland	WHO (World Health Organization)	GREAT Summit: “Global Research on Education, ICT, and Accessible Technologies”	Michael Fembek
13–15.06.2017	New York, USA	UN DESA, Austrian Mission and others	UN Conference of State Parties (COSP 10), Chair of the Session “Scaling Up Social Innovations”	Michael Fembek, Martin Essl
11–12.06.2017	Washington, DC, USA	EJ Krause, G3ict	M-Enabling Summit	Martin Essl
14–16.06.2017	Belfast, UK	EASPD	Annual Meeting Topic, “Employment for Persons with Disabilities”; Keynote WK	Wilfried Kainz
31.5.–1.6. 2017	Warsaw, Poland	EFC	EFC Annual General Assembly Courage to re-embrace solidarity in Europe – Can philanthropy take the lead?	Michael Fembek
20–23.3. 2017	Tel Aviv, Israel	Access Israel	Access Israel Conference	Michael Fembek, Martin Essl
17.03. 2017	Geneva, Switzerland	UN Human Rights Council	34th session of the Human Rights Council, Side Event: “Rights of persons with disabilities: Skills development and economic empowerment”	Ingrid Heindorf
17–18.03.2017	Graz, Austria	Special Olympics	Special Olympics Opening, Ministerial Conference: “Global Forum on Inclusion”	Essl Foundation Team
15.03. 2017	Kiel, Germany	KOMMA, Institute for Inclusive Education	Keynote Speech: “The life and world of people with and without disabilities”	Ingrid Heindorf
7–12.12. 2016	Washington, DC, U. S.	The Harkin Institute, Drake University	Harkin International Disability Employment Summit	Martin Essl, Michael Fembek
05.12. 2016	Geneva, Switzerland	WHO, ILO, ITU, WFC	Meetings with WHO, ILO, ITU, WFC	Martin Essl, Michael Fembek
3–4.12. 2016	Paris, France	EVPA	EVPA	Martin Essl, Michael Fembek
15–24.10.2016	Quito, Ecuador	UN DESA	UN DESA Forum, HABITAT III-Conference High Level Meeting and Forum on Disability Inclusion and Accessible Urban Development	Michael Fembek, Tom Butcher
16.09. 2016	Vienna, Austria	ATAG	ATAG presentation	Michael Fembek
22–23.6. 2016	Brussels, Belgium	EU, Inclusion Europe	European Foundation Forum for Inclusion	Michael Fembek, Martin Essl, Wilfried Kainz
12–17.06.2016	New York, USA	Mission of Austria to the UN et al.	UN Conference of State Parties (COSP 9), various side events	Michael Fembek, Martin Essl
26–28.5. 2016	Amsterdam, Netherlands	EFC	EFC Annual General Assembly, “Imagining and investing in our future”	Michael Fembek
21–22.04.2016	Chisinau, Moldova	EASPD	Annual EASPD Conference: “Growing together: From grassroots initiatives to national strategies in early-childhood intervention”; MF and WK presented	Michael Fembek, Wilfried Kainz
6–9.4. 2016	Tel Aviv, Israel	Access Israel	Access Israel Conference, Speaker at Gala Event	M. Fembek, M. Essl, I. Essl
09.03. 2016	Geneva, Switzerland	Human Rights Council, ITU, Zero Project	31st session of the Human Rights Council – “Inclusive Education and ICTs for All: Towards Accessible and Sustainable Societies”	Ingrid Heindorf
20–21.2. 2016	Tōkyō	University of Tokyo	East Asian seminar on CRPD implementation and civil society, presentation	Amelie Saupe
9–10.11. 2015	Brussels, Belgium	EFC	European Consortium of Foundations on Human Rights and Disability	Michael Fembek
28–30.10.2015	Nairobi, Kenya	UN DESA	UNDESA, DSPD Forum on Disability Inclusion and Accessible Urban Development	Michael Fembek
22–23.10.2015	Salzburg, Austria	EASPD	EASPD Salzburg -- first attendance of EASPD meeting; Michael presented	Michael Fembek, Wilfried Kainz
28.08. 2015	Geneva, Switzerland	UN	14th session of the CRPD Committee, side event: Inclusive Education	Michael Fembek
8–11.06. 2015	New York, U. S.	UN DESA, DSPD, OHCHR, GAATES Forum, DPI Arab	7th Conference of States Parties to the Convention, various side events	Tom Butcher, M. Fembek, W. Kainz
20.05. 2015	Milano, Italy	EFC	EFC Annual General Assembly Philanthropy: “Visions and energy for change”	Michael Fembek

Date	Location	Conference Organizer	Conference Name	Presentation by
15.04.2015	Geneva, Switzerland	CRPD Committee	First informal consultation with the experts of the CRPD Committee	Ingrid Heindorf
10.03.2015	Geneva, Switzerland	Human Rights Council	28th session of the Human Rights Council, side event: "Re-engineering society for inclusion"	Ingrid Heindorf
05.03.2015	Geneva, Switzerland	Mission auf Austria, IDA, World Future Council	Side event: "Independent Living for All: Towards Inclusive and Sustainable Societies"	Frédérique Wiemeijer, I. Heindorf
20-22.01.2015	Istanbul, Turkey	UNDP	UNDP Dialogue on Inequality	Michael Fembek
15.01.2015	Geneva, Switzerland	OHCHR	Office of the United Nations High Commissioner for Human Rights	Michael Fembek
4-5.12.2014	Brussels, Belgium	EFC	Conference on Accessible Tourism: "Innovative approaches between accessibility and heritage protection"	Michael Fembek
03.12.14	London, UK	Barclays Bank	International Day of Persons with Disabilities – Afternoon discussion	M. Fembek, W. Kainz
26.11.2014	Brussels, Belgium	EFC, ARIADNE	Webinar: "Breaking down grantmaking silos: Mainstreaming disability and promoting social innovation"	Michael Fembek
14.11.14	Brussels, Bel.	EFC	ENIL-ECCL	Michael Fembek
29.10.2014	Vienna, Austria	ÖPWZ	Veranstaltung "Employees with autism and special skills"	Michael Fembek
18-22.10.2014	Montréal, Canada	UNWTO, ENAT, Keroul	1st World Summit on Destinations for All – Tourism, Culture and Transportation. A Common Strategy at the International Level	Michael Fembek
20-24.10.2014	Washington, DC, U. S.	World Bank Group	World Bank Group – Global Forum on Law, Justice and Development Week 2014	Michael Fembek
9-10.10.2014	Oslo, Norway	PUSH Europe	Conference n "A home for all"; roundtable on "The transition to community-based and person-centred housing and services"	Ingrid Heindorf
8-9.10.2014	Brussels, Belgium	EDRA	EDRA Board Meeting with EU Parliament	Martin Essl
23-25.8.2014	Alpbach, Austria	Europäische Forum Alpbach	Alpbach Conference: "At the Crossroads"	Michael Fembek
14-17.07.2014	New York, U. S.	IASSIDD	Side event at the 6th Conference of States Parties to the Convention, roundtable "Inclusion in the community – community-based services"	Ingrid Heindorf
24.06.2014	Maputo, Mozambique	Perm. Mission of Austria, UN Anti-Mining Convention	Third Review Conference of the Anti-Personnel Mine Ban Convention: "Removing barriers to accessibility"	Ingrid Heindorf
9-11.06.2014	New York, USA	Perm. Mission of Austria; Perm. Mission of Mexico; OHCHR	UN Conference of State Parties (COSP 8), side event: "ICT supporting education for all"	Michael Fembek
16.05.2014	Sarajevo, BiH	UNDP, EFC	UNDP and EFC Workshop	Michael Fembek
01.04.2014	Geneva, Switzerland	Chancellerie d'Etat du Genève, SwissFoundations	Roundtable: "Philantrophie & Handicap"	Michael Fembek, Ingrid Heindorf
20.03.2014	Geneva, Switzerland	OHCHR	Side event at the United Nations Human Rights Council	Michael Fembek
27-28.9.2013	Istanbul, Turkey	EASPD and the Ministry of Social Policy of Turkey	International Conference: "Employment of Persons with Disabilities: Raising Awareness & Employment Opportunities"	Ingrid Heindorf
17.07.2013	New York, U. S.	UN DESA	6th Conference of the State Parties, side event: "Economic empowerment of persons with disabilities: Where we are now and the way forward post-2015"	Michael Fembek
27.06.2013	Athens, Greece	Stavros Niarchos Foundation	2nd Annual Stavros Niarchos Foundation International Conference on Philanthropy", Presentation on "Disability and Accessibility"	Michael Fembek
11.06.2013	Dublin, Ireland	EUSE	11th European Union of Supported Employment (EUSE) Conference	Ingrid Heindorf
30.05.2013	Turku, Finland	Nordic Network of Disability Research et al	12th Research Conference of the Nordic Network on Disability	Ingrid Heindorf
25.03.2013	Quito, Ecuador	IPU	128th IPU Assembly	Ingrid Heindorf
07.03.2013	Geneva, Switzerland	Human Rights Council	22nd Session of the Human Rights Council, side event: "Promoting and protecting the rights of persons with disabilities"	Michael Fembek, Ingrid Heindorf
10.11.2012	Quito, Ecuador	RIADIS	5th Triennial Conference of RIADIS (Latin American Network of Non-Governmental Organizations of Persons with Disabilities and their Families)	Tom Butcher
21.06.2012	Brussels, Belgium	EFC	Presentation at the EU Parliament	Michael Fembek
3-6.05.2012	Montréal, Canada	McGill University	Conference on Disability and Work	Michael Fembek, Ingrid Heindorf
31.8-1.9.2011	Alpbach, Austria	Europäische Forum Alpbach	Alpbach Conference	Martin Essl, Michael Fembek
17.6.2011	Torino, Italy	Fundazione CRT	Conference, International Meeting on Accessibility	Michael Fembek
8-9.02.2011	Brussels, Belgium	EFC	European Consortium of Foundations on Human Rights and Disability	Michael Fembek, Tom Butcher

The involvement of international organizations

A research of the Zero Project database on the involvement of international NGOs and funding agencies, UN agencies and others, with awarded Innovative Practices and Policies

Project Name	Organization Name	Country
Caritas (different organizations from various countries)		
Bicycle Rehabilitation for Persons with Disabilities	Engagement Fellowships	Afghanistan
Creating Mobility, independence and job opportunities through bicycle training for people with Disabilities in Nangarhar province of Afghanistan	AABRAR – Afghan Amputee Bicyclists for Rehabilitation And Recreation	Afghanistan
Move with me toward my independence	DSA – Down Syndrome Albania Foundation & Achievement and Development Center	Albania
Training carers for the elderly	Caritas Austria	Austria
Preparing young people for real jobs in bakeries	Caritas for Persons with Disabilities, Linz	Austria
IKEA 2020 Inclusion	IKEA Austria GmbH	Austria
Inclusive care worker training	Lebenshilfe Graz und Umgebung – Voitsberg	Austria
Focusing on employer needs and creating hundreds of jobs for young people with intellectual disabilities	SETI Centre for Training and Studies on Disability	Egypt
RehApp	Enablement B.V.	Ethiopia
Enabling skill training to differently abled for sustainable livelihood	Thiruppani Trust Association	India
CBM (Christoffel Blind Mission)		
A comprehensive training and transition model involving hundreds of partnerships	CDD – Centre for Disability and Development	Bangladesh
Learn for Life	DRRA – Disabled Rehabilitation & Research Association	Bangladesh
Co-creating New Regulations with Local Governments	Fundacion Discapacidad y Desarrollo	Ecuador
RehApp	Enablement B.V.	Ethiopia
Inclusive Education Programme	ADISA – Asociación de Padres y Amigos de Personas con Discapacidad	Guatemala
Propuesta “ejecucion del plan estrategico institucional de prepace/programa de desarrollo inclusivo con base comunitaria 2016–2020 vinculado a la estrategia de gestión escolar para la accesibilidad universal en honduras” promovida por la secretaria d	Programa de rehabilitacion de la paralisis cerebral	Honduras
Inclusive organic agriculture farming for all, with approximately half being persons with disabilities	CBM – Christoffel Blind Mission India	India
The Malsawm Initiative- A School for special children with Special Needs	Centre for Community Initiative	India
Innovative, Flexible and Inclusive Learning	CBM – Christoffel Blind Mission India	India
RAISE Project	Light for the World	India
Ujjawal – Disability Inclusive Livelihood Initiative	Naman Seva Samiti	India
Accessibility for Inclusion	CBM – Christoffel Blind Mission Nepal	Nepal
Community Based Inclusive Development – Self Help Movement	CBM – Christoffel Blind Mission Nepal	Nepal
Engaging persons with disabilities in all levels of politics	DEC-Nepal – Disable Empowerment and Communication Center	Nepal
CCBRT	CCBRT – Comprehensive Community Based Rehabilitation in Tanzania	Tanzania
The Use of the ICF-based Function data to support Community-based Rehabilitation project in Vavee Village, Chiang Rai, Thailand	Maharakham University, Faculty of Medicine	Thailand
Career Training Programme	Nhat Hong Center for The Blind & Visually Impaired	Viet Nam
Inclusive Educational Centres in Zimbabwe	CBM – Christoffel Blind Mission Germany	Zimbabwe
DFID (Department for International Development, Government of the United Kingdom)		
Establishment of Business and Disability Network to facilitate employment	Bangladesh Business & Disability Network	Bangladesh
STAR- Skills Training for Advancing Resources	BRAC Skills Development Programme	Bangladesh
Five-Year Plan for Mental Health Care in Rural Areas	Basic Needs Ghana	Ghana
Early Childhood Development in Malawi	Sightsavers	Malawi
The Leprosy Mission Myanmar: Disability Project	Leprosy Mission Myanmar	Myanmar
European Union – Programmes		
Livelihood Improvement through Fostered Employment (LIFE)	Save the Children Armenia	Armenia
Up the Hill Project: Inclusion of People with Intellectual Disability at University	Flinders University	Australia
Promoting Inclusive Sports in Schools	KF – Inclusive Sports	Austria
T-GUIDE-Guiding People with Learning Difficulties	FEG – European Tourist Guide Federation	Austria
ARCHES	KHM – Kunsthistorisches Museum Wien	Austria
National Skills Development Policy (NSDP) of 2012, DTE Departmental Policy of 2015 and innovative practices	ILO Bangladesh	Bangladesh
Department of Technical Education, Ministry of Education, Bangladesh & International Labour Organization (ILO)		
Establishment of Business and Disability Network to facilitate employment	Bangladesh Business & Disability Network	Bangladesh

Project Name	Organization Name	Country
EU Funds for Our Rights	ENIL – European Network on Independent Living	Belgium
One School for All – a model for creating inclusive school environments	Association for Shared Learning ELA	Bulgaria
Ihme ja Kumma, Workshop for special people	Ihme ja Kumma	Finland
Guiding autistic children towards autonomy with Ben the Koala – Accompagner les enfants autistes vers l'autonomie avec Ben le Koala	Signes de sens	France
LernBAR (Learning based on Augmented Reality) – An inclusive Training Concept for Home Economics (ICT)	University of Technology – TU Dortmund	Germany
Campus Navigator der Technischen Universität Dresden	University of Technology – TU Dresden	Germany
ELPIDA (E-Learning Platform for Intellectual Disability Awareness)	Parents International	Greece
Scaling Izlelo restaurants	Kek Madar Alapitvany – Blue Bird Foundation	Hungary
Gondolas4all	Gondolas4all	Italy
Mapping the accessibility of vacation properties and itineraries	Associazione Italiana Sclerosi Multipla	Italy
Two-year inclusive tourism project for tourist sites	LPHU – Lebanese Physical Handicapped Union / DPI Arab region	Lebanon
Strengthening the network between the stakeholders (employers, mainstream and special VET providers)	Biotechnical Educational Centre Ljubljana	Slovenia
Diverting EU funds towards community-based care	Lumos Foundation	United Kingdom
Fundación ONCE and ONCE, Spain		
FUNDACIÓN ARTE SIN FRONTERAS	Fundación arte sin fronteras	Colombia
Training for work and human development, empowerment with labor inclusion for people with disabilities (POL)	Programa Pacto de Productividad, SENA National Learning Service	Colombia
Labour Integration Service (SIL) of 2005 National Federation of Ecuadorians with Physical Disabilities (FENEDIF), in partnership with CONADIS, Petroamazonas EP and others, Ecuador	FENEDIF – National Federation of Ecuadorian with Physical Disability	Ecuador
Employment for young people with visual disabilities	Ascated	Guatemala
Inclusive Companies: Strategy for the inclusive transformation of companies	Cocemfe Madrid	Spain
Labour integration in rural areas	Grupo Siro	Spain
Bequal Certificate on Corporate Social Responsibility and Disability (CSR-D)	Bequal Foundation	Spain
Entrepreneurship Programme FSC Inserta	Fundacion Once	Spain
3D support products for workstation adaptation	Fundacion Once	Spain
An art exhibition making art accessible in very different ways	Fundacion Once	Spain
Beecons (Sistemas de información accesible del entorno a través de balizas) (Information systems available from the environment by means of beacons)	Fundacion Once	Spain
Inclusión de los criterios de Accesibilidad Universal y el D4ALL en los estudios universitaria	Fundacion Once	Spain
Incorporating Universal Design into Home Building	Fundacion Once	Spain
Spain – UNWTO, Fundación ONCE and ISO – ISO 21902, a global standard for Accessible Tourism for Everyone	Fundacion Once	Spain
ONE-ON-ONE, Public-Private Transition Program from Social Services to the Labour Market	Fundacion Once	Spain
Open and Accessible Universal Design Training Courses	Fundacion Once	Spain
Finding compatible and accessible mobile devices	Fundacion Once	Spain
Learning to manage one's own personal finances	Fundacion Once	Spain
Braitico (Braille learning tool)	Fundacion Once	Spain
Universidad – Programas universitarios de formación para el empleo dirigidos a jóvenes con discapacidad intelectual	Fundacion Once	Spain
Tu voto cuenta practica de incidencia política para garantizar el derecho a voto a las personas con discapacidad en España	CERMI – Comité Español de Representantes de Personas con Discapacidad	Spain
Public-private partnership for accessibility	Ministry of Health, Social Services and Equality of Spain	Spain
Restaurante Universo Santi	Directorate General of Disability Support Policies, Ministry of Health, Social Services and Equality of Spain	Spain
Red Intergubernamental Iberoamericana de Cooperación para la Educación de Personas con Necesidades Educativas Especiales (RIINEE)	Dirección general de políticas de discapacidad	Spain
Transforming services towards person-centred services.	Full Inclusion Spain	Spain
The Paralympic Sport Support Plan – ADOP Plan	Spanish Parolympic Committee	Spain
GiZ, Development Funding Agency of Germany		
Establishment of Business and Disability Network to facilitate employment	Bangladesh Business & Disability Network	Bangladesh
Inclusive Job Centre (IJC), CRP	CRP- Centre for the Rehabilitation of the Paralysed	Bangladesh
Empléate Inclusivo: promoting soft skills and employability opportunities for youth with disabilities in CR (POL)	Ministry of Work and Social Security in Costa Rica	Costa Rica
Making training centres accessible	Young Africa	Mozambique
Humanity & Inclusion (former Handicap International)		
Disability Inclusive Poverty Graduation	Humanity &Inclusion	Bangladesh
Insercion laboral de personas con discapacidad, padres y/o tutores	Humanity &Inclusion	Bolivia
Inclusive Entrepreneurship for Persons with Disabilities	Kadiwaku Family Foundation	Congo

Project Name	Organization Name	Country
RehApp	Enablement B.V.	Ethiopia
Engaging persons with disabilities in all levels of politics	DEC-Nepal – Disable Empowerment and Communication Center	Nepal
Forward Together: Empowering youth with disabilities in Asia	Humanity &Inclusion	Phillipines
Full Participation of Children with Disabilities in Education Programme (APPEHL)	Humanite & Inclusion SENEGAL	Senegal
Itinerant teachers deliver Inclusive Education in Togo	Humanity &Inclusion	United Kingdom
Warriors on Wheels	Warriors on Wheels Inc.	United States
ILO (International Labour Organization)		
Inclusive and supportive employment opportunities for Persons with Neuro Developmental Disorders	Autism Bangladesh	Bangladesh
STAR- Skills Training for Advancing Resources	BRAC Skills Development Programme	Bangladesh
Creating Entrepreneurs with Disabilities through Green Business	Access Bangladesh Foundation	Bangladesh
National Skills Development Policy (NSDP) of 2012, DTE Departmental Policy of 2015 and innovative practices Department of Technical Education, Ministry of Education, Bangladesh & International Labour Organization (ILO)	ILO Bangladesh	Bangladesh
Establishment of Business and Disability Network to facilitate employment	Bangladesh Business & Disability Network	Bangladesh
DIVERSITY MANAGEMENT SYSTEM (DMS)	Empresas SB	Chile
A Right for an Equal Life	Ebtessama	Egypt
Helping disabled employees understand their rights	People First New Zealand Inc.	New Zealand
Project “Effective Labour Inclusion”	Fundacion Saraki	Paraguay
Forward Together: Empowering youth with disabilities in Asia	Inclusion	Phillipines
Best Practices in Employing PWD	The Savola Group	Saudi Arabia
Tawafuq Empowerment for Employment for Persons with Disabilities Programme of 2014 Ministry of Labour and Social Development (MLSD) and the Human Resource Development Fund (HRDF), Saudi Arabia	Ministry of Labour, Saudi Arabia	Saudi Arabia
Inclusion in a virtual organisation	Genashtim Innovative Learning Pte Ltd.	Singapore
Specialised Training and Disability Resource Centre	The Employers’ Federation of Ceylon	Sri Lanka
MiCase Workplace Adjustments Case Management	Microlink PC Ltd	United Kingdom
Inclusion Europe		
European standards for easy-to-read information	Inclusion Europe	Belgium
EU Funds for Our Rights	ENIL – European Network on Independent Living	Belgium
Guidelines for accessible elections in Europe	Inclusion Europe	France
New Ways to Art	capito Mecklenburg-Vorpommern	Germany
A Biographical Graphic Novel Promoting Deinstitutionalization	Asociatia Ceva de Spus	Romania
APSA PENITENTIARY PROGRAM (Social and labour inclusion of persons with intellectual disabilities in penitentiary institutions)	APSA – Asociacion APSA	Spain
Transforming services towards person-centred services.	Full Inclusion Spain	Spain
My Voice My Community	Down Syndrome Association	Turkey
Diverting EU funds towards community-based care	Lumos Foundation	United Kingdom
Empowering Individuals in their Right to Vote	ENABLE Scotland	United Kingdom
Inclusion International		
Ready, Willing and Able Initiative (RWA) of 2014–2017 Employment and Social Development Canada (ESDC)/Service Canada, Canadian Association for Community Living (CACL) and Canadian Autism Spectrum Disorders Alliance (CASDA), Canada	Department of Employment and Social Development	Canada
KLAPJob – Jobs for persons with intellectual disabilities	Lev – Inclusion Denmark	Denmark
REVISION OF ELECTION LAW	Tokyo Bar Association	Japan
Beyond the Ballot Box: Inclusive Political Participation	Inclusion International	Kenya
“Supported employment and technical training for young adults with intellectual Disabilities”	Inclusion Mauritius	Mauritius
Paraguay – Saraki Foundation & USAID – Seven laws improving accessibility standards	Fundacion Saraki	Paraguay
A Biographical Graphic Novel Promoting Deinstitutionalization	Asociatia Ceva de Spus	Romania
Study circles for persons with intellectual disabilities to engage in voting	SV Study Association – Studieforbundet Vuxenskolan	Sweden
The Misa Way – Three steps to work	Misa AB	Sweden
ITU (International Telecommunications Union)		
ITU-D – National Capacity Building Program “Web 4 @LL”	ITU – International Telecommunication Union	Costa Rica
A dedicated TV channel for the hearing impaired	Organization for Broadcasting and Communications for People with Disabilities	Japan
The Web Accessibility Laboratories	Hearcolors	Mexico
Beyond Being There, for “All of Us”: Exploring the Impact of Webconferencing and Mobile Remote Presence (MRP) Devices on Accessible Participation in Global Governance	American University	Mexico

Project Name	Organization Name	Country
Global – International Telecommunication Union – International standard for indoor audio navigation	ITU – International Telecommunication Union	United States/ Global
JDC Israel		
Providing Meaningful Volunteer Work for Students with Disabilities	JDC – American Jewish Joint Distribution Committee	Israel
The Masira Fund and Center for the Advancement of People with Disabilities in Arab Society in Israel	JDC – American Jewish Joint Distribution Committee	Israel
Parents with Disabilities	JDC – American Jewish Joint Distribution Committee	Israel
Pioneering a personal budget model as part of national social services	JDC – American Jewish Joint Distribution Committee	Israel
The Right to Be Heard	JDC – American Jewish Joint Distribution Committee	Israel
All in The Family- Centers for families of children with disabilities	JDC – American Jewish Joint Distribution Committee	Israel
Supportive Housing: Helping young adults to live independently	JDC Israel – Israel Unlimited	Israel
Housing for All	JDC Israel – Israel Unlimited	Israel
Israel Unlimited – Strategic Partnership to Promote Independent Living of Disabilities living in Israel	JDC Israel – Israel Unlimited	Israel
Being a Student	JDC Israel – Israel Unlimited	Israel
Siftach – Breakthrough	JDC-TEVET	Israel
Independent Living Center in Northern Israel	Access Israel	Israel
SES Programme	Ministry of Health	Israel
The tomorrow programs – Sheltered employment in free market of persons with disabilities (POL)	Ministry of Labor and Welfare of Israel	Israel
Atvisor – AI based tool for assistive technology decision making	Atvisor.ai	Israel
National Leadership Consortium on Developmental Disabilities	National Leadership Consortium on Developmental Disabilities, University of Delaware	United States
Leonard Cheshire Disability		
A holistic approach towards Inclusive Education in Bangladesh	Leonard Cheshire Disability	Bangladesh
Establishment of Business and Disability Network to facilitate employment	Bangladesh Business & Disability Network	Bangladesh
Atvisor – AI based tool for assistive technology decision making	Atvisor.ai	Israel
Livelihoods resource centres	Leonard Cheshire Disability	United Kingdom
Inclusive school systems rolled-out in Zimbabwe	Leonard Cheshire Disability	Zimbabwe
Light for the World		
STAR- Skills Training for Advancing Resources	BRAC Skills Development Programme	Bangladesh
Multi-stakeholder approach towards Inclusive Education in Burkina Faso	Ocades Tenkodogo	Burkina Faso
Leadership programme for women with disabilities	Light for the World	Cambodia
Training Disability Representatives to work with local district officials	Light for the World	Cambodia
Accessible Employment	Light for the World	Cambodia
Alternative ways for successful job applications	ECDD – Ethiopian Center for Disability and Development	Ethiopia
Guidebook on an accessible ethiopia	ECDD – Ethiopian Center for Disability and Development	Ethiopia
Vision Community Based Rehabilitation Association (VCBRA)	VCBRA – Vision Community Based Rehabilitation Association	Ethiopia
RehApp	Enablement B.V.	Ethiopia
RAISE Project	Light for the World	India
ADPP Centre of Expertise for Inclusive Education	ADPP Mozambique	Mozambique
Making training centres accessible	Young Africa	Mozambique
Inclusion of children and youths with hearing impairments	Callan – Services for Disabled Person	Papua New Guinea
EmployAble: Inclusive vocational training and workplaces for youth with disabilities in Kenya, Rwanda and Ethiopia	Light for the World Netherlands	Rwanda
Ecosystem for inclusive employment	Uhambo Foundation	South Africa
Improving speech by visualizing it	ADJ Electronics	South Africa
Improving speech by visualizing it	ADJ Electronics	South Africa
IDP Programme	Light for the World	South Sudan
Skills for Work	Light for the World	Sudan
Make 12.4% Work Initiative	Light for the World	Uganda
Open Society Foundations (OSF)		
SMILE for Children	Bridge of Hope	Armenia
EU Funds for Our Rights	ENIL – European Network on Independent Living	Belgium
Housing and person-centred support for persons with intellectual disabilities	Association Sumero	Bosnia and Herzegovina
Our Life, Our Choice	Chosen Power	China
Promoting the Sexual and Reproductive Rights of People with Intellectual and Psychosocial Disabilities	Asdown Colombia	Colombia
Demonstrating supported decision-making to change national guardianship laws	BIZCHUT – Israel Human Rights Center for People with Disabilities	Israel

Project Name	Organization Name	Country
Engaging persons with disabilities in all levels of politics	DEC-Nepal – Disable Empowerment and Communication Center	Nepal
Canada – WBU and World Intellectual Property Organization – Marrakesh Treaty	WBU – World Blind Union	Norway
A Biographical Graphic Novel Promoting Deinstitutionalization	Asociatia Ceva de Spus	Romania
A shortcut to the open labour market	Pro ACT Support Association	Romania
Preparing people with psychosocial and mental disabilities to live in their own homes	Pro ACT Support Association	Romania
Person centred assistance and accommodation in communal housing	School for Elementary and Secondary Education – Milan Petrovic	Serbia
Canadian Centre on Disability Studies: From hidden children to inclusive education	Canadian Centre on Disability Studies	Ukraine
Disability Law and Policy Program (DLPP)	College of Law, Syracuse University	United States
Improving the Criminal Justice System for People with Intellectual and Developmental Disabilities	The Arc's National Center on Criminal Justice and Disability	United States
Save the Children		
Livelihood Improvement through Fostered Employment (LIFE)	Save the Children Armenia	Armenia
Barrier-free in the head – people with disabilities at dm	dm drogerie markt GmbH Gruppe	Austria
HOPE	Save The Children International	Bangladesh
Creating inclusive pre-school institutions	Save The Children International	Kosovo
KASALI – No one left behind	National Council on Disability Affairs in the Philippines	Philippines
Inclusive school systems rolled-out in Zimbabwe	Leonard Cheshire Disability	Zimbabwe
Sightsavers		
Establishment of Business and Disability Network to facilitate employment	Bangladesh Business & Disability Network	Bangladesh
Early Childhood Development in Malawi	Sightsavers	Malawi
Using technology to support blind learners on all levels of education	Tanzania League of the Blind	Tanzania
Project “Connecting the Dots”	Sightsavers	United Kingdom
Special Olympics		
Inclusive sports in Styrian schools	Special Olympics Austria	Austria
Inklusion in Sport – Move on to Inclusion	Special Olympics Austria	Austria
Promoting Inclusive Sports in Schools	KF Sports with Special Olympics	Austria
Creating school communities of acceptance, inclusion, and respect	Special Olympics Arizona	United States
Social inclusion through Special Olympics Unified Sports Recreation	Special Olympics	United States
Special Olympics Young Athletes Program	Special Olympics Europe Eurasia	United States
UNDP		
Accessible Dictionary and Reading Materials for all through DAISY Standard	Prime Ministers Office of Bangladesh	Bangladesh
Employment Opportunities for Persons with Disabilities Programme of 2013	MCIT – Ministry of Communications and Information Technology of Egypt	Egypt
Ministry of Communications and Information Technology (MCIT), in cooperation with Misr El Kheir Foundation (MEK), Chamber of Communications and Information Technology (CIT) and Daesn, Egypt		
labor inclusion and entrepreneurship program	FENEDIF – National Federation of Ecuadorian with Physical Disability	Guatemala
Andhra Pradesh's Center for Persons with Disability and Livelihoods of 2010–2013	SERP – Society for Elimination of Rural Poverty	India
A Home, a Cafe and Employment to Promote Deinstitutionalization	Psychoanalytic Association	Kazakhstan
Supporting businesses in creating accessible workplaces and infrastructure	NOWPDP – Network of Organizations Working with People with Disabilities	Pakistan
Specialised Training and Disability Resource Centre	Specialised Training and Disability Resource Centre	Sri Lanka
Universal Design and Accessibility Project in Ukraine	UNDP – United Nations Development Programme	Ukraine
UNESCO		
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	Secretariat of Human Rights, Presidency of Brazil	Brazil
One children's book in nine accessible formats	WVA Editoria – Accessible Publishing	Brazil
Estrategia Entre Pares	Secretaria Distrital de Integración Social	Colombia
UNESCO Chair on Support Technologies for Educational Inclusion	Universidad Politécnica Salesiana	Ecuador
Egypt's National Policy for ICT Accessibility in Education for Persons with Disabilities	MCIT – Ministry of Communications and Information Technology of Egypt	Egypt
EUKOBA SENSE Akademie – Sensibilising through self-experience	Eukoba	Germany
labor inclusion and entrepreneurship program	FENEDIF – National Federation of Ecuadorian with Physical Disability	Guatemala
Indian campaign to educate visually-impaired children is going global	ICEVI – International Council for Education of People with Visual Impairment	India
Empowerment Programmes for Youth with Disabilities Involving their Families and Communities	ETI – Empowerment Through Integration	Lebanon
Empowerment Programmes for Youth with Disabilities Involving their Families and Communities	ETI – Empowerment Through Integration	Lebanon
Inclusive Technology for All	Childrens Developmental Centre	Nigeria
Peru's Supported Employment Scheme of 2013	Ministry of Labour and Employment Promotion of Peru	Peru

Project Name	Organization Name	Country
Full Participation of Children with Disabilities in Education Programme (APPEHL)	Humanite & Inclusion SENEGAL	Senegal
Red Intergubernamental Iberoamericana de Cooperación para la Educación de Personas con Necesidades Educativas Especiales (RIINEE)	DIRECCIÓN GENERAL DE POLÍTICAS DE DIS-CAPACIDAD	Spain
Skills for Work	Light for the World	Sudan
UNICEF		
Videobooks	Canales asociacion civil	Argentina
Learn for Life	DRRA – Disabled Rehabilitation & Research Association	Bangladesh
STAR- Skills Training for Advancing Resources	BRAC Skills Development Programme	Bangladesh
Inclusive Early Childhood Intervention in Bosnia and Herzegovina through the implementation of the Special Olympics Young Athletes Program	Special Olympics Europe Eurasia	Bosnia & Herzogovina
One children's book in nine accessible formats	WVA Editoria – Accessible Publishing	Brazil
Open Doors to Inclusion	Rodrigo Mendes Institute	Brazil
DIVERSA	Rodrigo Mendes Institute	Brazil
Introduction of the personal assistance model	Phnom Penh Center for Independent Living	Cambodia
Task Force sur la Protection transversale	East Eagle Foundation	Congo
A Right for an Equal Life	Ebtessama	Egypt
Inclusive Education Policy of 2013 by the Ministry of Education and Ghana Education Service, Ghana	UNICEF – Ghana	Ghana
Employment for young people with visual disabilities	ASCATED	Guatemala
Umoya Sports	Umoya Sports	India
Indian campaign to educate visually-impaired children is going global	ICEVI – International Council for Education of People with Visual Impairment	India
Guidelines and toolkits to promote fully accessible schools	Samarthyam – National Centre for Accessible Environments	India
Child Development Monitoring for Rural Areas	Suryakanti Foundation	Indonesia
Inclusive Education Programme of 2007 by the Ministry of Education, Iraqi-Kurdistan, Iraq	CHESTERTON KHAYAT Consultancy	Iraq
Leadership for Inclusion in the Early Years (LINC) Programme	Mary Immaculate College	Ireland
Early Childhood Development in Malawi	Sightsavers	Malawi
DAISY Textbooks	UNICEF	Montenegro
"It's about Ability" Programme, 2010–2014, UNICEF Montenegro, in partnership with Government of Montenegro, EU and others, Montenegro	UNICEF – Montenegro	Montenegro
Transition plans for the SEN students for the connection between elementary and secondary schools, employment and faculties	Ministry of Education of Montenegro	Montenegro
Early Childhood Development in Papua New Guinea	UNICEF – Australia	Papua New Guinea
Una evaluación que atiende la diversidad. Ajustes razonables para la participación de estudiantes con discapacidad en las evaluaciones estandarizadas de aprendizajes	Ministerio de Educación del Perú	Peru
IDP Programme	Light for the World	South Sudan
Universal Design and Accessibility Project in Ukraine	Phnom Penh Center for Independent Living	Ukraine
Diverting EU funds towards community-based care	Lumos Foundation	United Kingdom
Universal Design for Learning to Help All Children Read: Promoting Literacy for Learners with Disabilities	University Research Co., LLC	United States
USAID, Development Funding Agency of the United States		
Economic Empowerment for PWD (EPPD) in Albania	USAID – Mission in Albania	Albania
Livelihood Improvement through Fostered Employment (LIFE)	Save the Children Armenia	Armenia
HOPE	Save the Children International	Bangladesh
Accessible Dictionary and Reading Materials for all through DAISY Standard	Prime Ministers Office of Bangladesh	Bangladesh
Educational assisted living service for young persons with disabilities	Belarusian Association of assistance to children and young people with disabilities	Belarus
Housing and person-centred support for persons with intellectual disabilities	Association Sumero	Bosnia and Herzegovina
Homework Clubs	World Vision	Domenican Republic
Labour Integration Service (SIL) of 2005 National Federation of Ecuadorians with Physical Disabilities (FENEDIF), in partnership with CONADIS, Petroamazonas EP and others, Ecuador	FENEDIF – National Federation of Ecuadorian with Physical Disability	Ecuador
Alternative ways for successful job applications	ECDD – Ethiopian Center for Disability and Development	Ethiopia
Affirmative Admission for Students with Disabilities	Center for Disability Studies and Services, Universitas Brawijaya	Indonesia
Affirmative Admission for Students with Disabilities	Center for Disability Studies and Services, Universitas Brawijaya	Indonesia
Improvement socio-economic opportunities for pwds in bekaa and south	Lebanese Union for People with Physical Disabilities	Lebanon

Project Name	Organization Name	Country
Capturing and distributing critical election-related sign language	IFES – International Foundation for Electoral Systems	Libya
Promoting political participation by persons with disabilities in Malawi	FEDOMA – Federation of Disability Organizations in Malawi	Malawi
All Children Reading	IDRT – Institute for Disabilities Research and Training, Inc.	Morocco
Assistive technologies and teacher training in mainstream schools	Ecumenical Humanitarian Organisation	North Macedonia
E-accessible education in Macedonia and Serbia	Ecumenical Humanitarian Organisation	North Macedonia
Inclusive Education	STEP – Special Talent Exchange Program	Pakistan
Inclusive school safety in Panama (disasters and natural hazards awareness)	RET International – Protection through Education	Panama
Increasing Voter Accessibility in Paraguay	USAID – United States Agency for International Development – Bureau for Policy, Planning, and Learning	Paraguay
Paraguay – Saraki Foundation & USAID – Seven laws improving accessibility standards	Fundacion Saraki	Paraguay
Project “Effective Labour Inclusion”	Fundacion Saraki	Paraguay
CCBRT	CCBRT – Comprehensive Community Based Rehabilitation in Tanzania	Tanzania
Livelihoods resource centres	Leonard Cheshire Disability	United Kingdom
Information Technology Training Programme (ITTP)	CRS – Catholic Relief Services	United States
Universal Design for Learning to Help All Children Read: Promoting Literacy for Learners with Disabilities	University Research Co., LLC	United States
WHO (World Health Organization)		
Accessible learning materials for students with visual impairments	YPSA – Young Power in Social Action	Bangladesh
Affordable Hearing Aids through Solar Technology	Solar Ear	Botswana
mervat elsaman	Federation of Egyptian Associations of Persons with Disabilities	Egypt
BMVSS	Jaipur Foot Organization (BMVSS)	India
De-Institutionalisation and Community Living since 1980	Collaborating Centre for Research and Training, WHO – World Health Organisation	Italy
LVE smart stick system	JKJ S.r.l. – Plastic Solutions	Italy
Appropriate Provision of Wheelchairs in Less Resource Setting	MAARDEC Mobility Aid and Appliances Research and Development Centre	Nigeria
Sehat Kahani	Community Innovation Hub	Pakistan
Sri Lanka – Uva Provincial Council, Moneragala – Age Friendly & Disabled Friendly City	Uva Provincial Council	Sri Lanka
The Use of the ICF-based Function data to support Community-based Rehabilitation project in Vavee Village, Chiang Rai, Thailand	Maharakham University, Faculty of Medicine	Thailand
The playful way to create accessibility maps	AXS Map	United States
Streamer	SpeechGear	United States
World Bank Group/International Monetary Fund		
Afghanistan Rural Enterprise Development Programme (AREDP)	Ministry of Rural Rehabilitation and Development	Afghanistan
Andhra Pradesh’s Center for Persons with Disability and Livelihoods of 2010–2013	SERP – Society for Elimination of Rural Poverty	India
Mphasis F1 Foundation for the setting up of the Mphasis-IIMB Office of Disability Services	Mphasis	India
Ireland’s Integrated Welfare and Employment Service of 2012	Department of Social Protection of Ireland	Ireland
Increasing political participation through targeted lobbying on many levels	FEDOMA – Federation of Disability Organizations in Malawi	Malawi
Young Volunteers as Agents for Social Inclusion	Unidos Somos Iguales	Mexico
Yaqeen (Embedded – Empowered – Equal) – Inclusive and Accessible Economic Empowerment for Persons with Disabilities	NOWPDP – Network of Organizations Working with People with Disabilities	Pakistan
Tawafuq Empowerment for Employment for Persons with Disabilities Programme of 2014 Ministry of Labour and Social Development (MLSD) and the Human Resource Development Fund (HRDF), Saudi Arabia	Ministry of Labour, Saudi Arabia	Saudi Arabia
Diverting EU funds towards community-based care	Lumos Foundation	United Kingdom
Fighting Stigma through Hollywood and Jobs Creation	RespectAbility	United States
World Vision		
Development Spaces	World Vision	Albania
Disability Inclusive Poverty Graduation	Humanity & Inclusion	Bangladesh
Homework Clubs	World Vision	Dominican Republic
All Children Reading	IDRT – Institute for Disabilities Research and Training, Inc.	Morocco
Inclusive livelihood for refugees	World Vision	Uganda
Co-creation of a Universal Design Latrine in Uganda	Uganda National Action on Physical Disability	Uganda

Innovative Practices and Policies 2021 on Employment

580 Innovative Practices and Policies have been awarded from 2013 to 2020. In this chapter they are all listed by country*, with brief summaries and websites. For further research, go to www.zeroproject.org

AFGHANISTAN

Afghan Amputee Bicyclists for Rehabilitation and Recreation (AABRAR): Bicycle Training Programme

Providing bicycles and training to support income-generation activities

Since 2001, AABRAR has run a bicycle-training programme with a monthly intake of 20 participants. A trainer teaches the trainees how to repair and ride bicycles, which are modified by AABRAR's mechanics to accommodate the needs of the trainees' disabilities. By 2020, 7,000 people have been trained.

Innovative Practice 2021 on Employment

 aabrar.org.af

AUSTRALIA

Australian Network on Disability (AND): Stepping Into Internship Program

Business disability network connecting students with disabilities to paid internships

The programme matches students with employers based on location, degree, career goals, and skills. Companies commit to a minimum of 152 hours of paid work. Launched in 2005, by 2020 the Stepping Into programme is available across seven states and has facilitated 1,478 paid internships.

Innovative Practice 2021 on Employment

 and.org.au

ARGENTINA

The Trust for the Americas: POETA DigiSpark

Technology centres offering accessible training in digital skills and career support

The programme offers free and accessible online and in-person training in life, technical, and digital skills, partnering locally with potential employers and mentors. POETA DigiSpark has trained more than 4,000 people since starting in 2013, and has registered 200,000 visits to its seven technology centres.

Innovative Practice 2021 on Employment

 trustfortheamericas.org

Incluyeme.com: Job portal for persons with disabilities

Job portal for persons with disabilities, going international

Incluyeme.com, launched in 2013, is Latin America's first and largest job portal for people with disabilities. It operates in eight countries and has more than 200,000 registered users in 2020. Incluyeme also provides training and services for companies that want to hire people with disabilities.

Innovative Practice 2021 on Employment

 incluyeme.com

AUSTRIA

myAbility Social Enterprise GmbH: myAbility Talent® Programme

Job-matching based on coaching for students with disabilities and company-partnering

The participating talents receive coaching and make contact with interested companies. Companies gain know-how in the field of inclusion and employment of people with disabilities. Since the start of the programme in 2016, 130 students and 45 companies have completed the self-financed programmes.

Innovative Practice 2021 on Employment

 myability.org



Marien Apotheke: Training and counselling for deaf people

Pharmacy specialized in employment and services for deaf people

Since taking on the first deaf apprentice in 2008, the Vienna-based pharmacy has now trained two and employed a third deaf pharmacist. In addition, sign language courses were offered for hearing staff. For customers, the pharmacy offers barrier-free health information, including videos in sign language.

Innovative Practice 2021 on Employment

 marienapo.eu

*) Some Innovative Practices and Policies cannot be attributed to one country. Thus, this contains also categories such as "international treaties", "global", "European Union and the U.S." or a combination of countries.

Videbis GmbH: Workplace Adaptation

Workplace adaptations for the blind as a business service

VIDEBIS is a supplier of visual aids. If a customer is visually impaired an assessment of the visual impairment is carried out, and the best solution in terms of hardware, software, and training is determined. Between 2016 and 2019 more than 1,000 workstations were equipped.

Innovative Practice 2021 on Employment

 videbis.at

BANGLADESH

Humanity & Inclusion (HI): Disability Inclusive Poverty Graduation

Disability-inclusive approach to bring families out of extreme poverty

Since 2018 the project supports households in the cities of Kurigram and Chattogram. Participants receive rehabilitation services, including occupational therapy and counselling, and receive cash transfers to meet their basic needs. As of 2020, 1,447 households are being supported.

Innovative Practice 2021 on Employment

 hi.org/en/index

Disabled Rehabilitation & Research Association: JIBIKA

Promoting self-employment in agriculture and aquaculture by training and microfinance

DRRA's 'Jibika' project supports people with disabilities in the rural districts of Sathkhira and Jhenaidah to run their own vegetable or crab farming businesses by providing training and microfinance. Between 2017 and mid-2020, 514 people with disabilities were involved in running their own businesses.

Innovative Practice 2021 on Employment

 drra-bd.org

PFDA-Vocational Training Center Trust

Person-centred job training and employment for people with disabilities

A vocational training centre provides support to people with neurological developmental disorders. Founded in 2014 with six participants, in 2020 there are 459. In addition, 217 people have been placed in paid employment, 21 in self-employment, and 96 in sheltered employment.

Innovative Practice 2021 on Employment

 pfda-vtc.org



Establishment of a Business and Disability Network to Facilitate Employment

Job fairs organized by the Disability Network

Bangladesh Business & Disability Network was founded in 2017 by employers with the aim of creating a more disability inclusive workforce in Bangladesh. As of 2020 four job fairs for people with disabilities have been organized nationwide, resulting in more than 350 job placements with a retention rate of 80 per cent.

Innovative Practice 2021 on Employment

 bbdn.com.bd

BELGIUM

Passwerk

Employing people on the autism spectrum and hiring them out as consultants

Passwerk recruits people from the autism spectrum as consultants, places them in a suitable job, and offers them long-term job coaching. Passwerk consultants are specialized in IT services. In 2020 the company employed more than 120 consultants, and it has worked with more than 200 clients since 2008.

Innovative Practice 2021 on Employment

 passwerk.be

BRAZIL

Instituto Jô Clemente: Professional Inclusion

Job clubs as employment entry points for people with intellectual disabilities

To get people with intellectual disabilities into regular jobs, Instituto Jô Clemente uses a model with three key elements: professional guidance (Work Club), employment development, and post-inclusion monitoring. The model has been designed as a low-cost practice and is funded by the participating companies.

Innovative Practice 2021 on Employment

 ijc.org.br/pt-br/Paginas/default.aspx

Egalite Inclusion & Diversity: Egalite Inclusion & Diversity

Online job recruitment platform for people with disabilities

The online platform includes a behavioural profile and e-learning courses. An algorithm matches candidates to suitable jobs based on geolocation, education, salary requirements, expertise, and behavioural profile. Between 2015 and 2020 over 7,000 people with disabilities have thus found a job.

Innovative Practice 2021 on ICT

 egalite.com.br



BULGARIA

JAMBA – Career for All

Comprehensive job-creation model from East Europe expanding internationally

The self-funded programme assists people with disabilities to acquire soft skills and professional abilities. Jamba also works with employers and operates a job matching platform. Launched in 2017, by 2020 Jamba has trained more than 590 people, has 58 partner organizations, and has more than 2,000 candidates in its database.

Innovative Practice 2021 on Employment

 jamba.bg/en



CAMBODIA

Light for the World Cambodia: Accessible Employment

Training job coaches to support jobseekers with disabilities and employers

Since 2018 the Accessible Employment project has been training people with and without disabilities in Cambodia as job coaches, who then support jobseekers while also working with employers. In 2019 there were ten trained job coaches, and 54 people with disabilities had gained employment.

Innovative Practice 2021 on Employment

 light-for-the-world.org/

CANADA

Avalon Employment, Inc.: Autism Employment Facilitator

A skills-based approach to matching jobseekers with autism to local employers

An individualized job-matching process is designed to identify 'hidden' skills and to help develop strategies for people with autism and developmental disabilities to connect with the workforce. The practice, pioneered in Canada, was also implemented in 2014 in Nepal, India, and Bangladesh.

Innovative Practice 2021 on Employment

 avalonemploy.com

Fable

An accessibility testing platform, powered by people with disabilities

The online platform helps companies test whether their digital services are accessible to people with disabilities. It offers community testing and community-centred feedback. Since its launch in 2018, Fable has provided employment for 100 people with disabilities. Customers include Walmart, Shopify, and Slack.

Innovative Practice 2021 on ICT

 makeitfable.com

CHILE

Seco Chile

Ecological car washing service employing a majority of people with disabilities

SecoChile is an eco-washing service for cars, where most of the employees are people with disabilities. There are 45 registered (corporate) customers, serviced by 300 employees nationwide. The income is 15 per cent above the minimum wage in Chile. In 2019 a home-washing service was implemented.

Innovative Practice 2021 on Employment

 secochile.cl



Municipality of Providencia: Providencia Labour Inclusion Programme

Municipality Council running a four-step job integration model

Users undergo an assessment before being trained in obtaining a job. Support then continues during the start of the

job, making reasonable adjustments, and continues with a follow-up evaluation and contact throughout the work experience. Since its launch in 2013, 356 people with disabilities have participated and 118 have found employment.

Innovative Policy 2021 on Employment

 providencia.cl

National Training and Employment Service (SENCE): Training for Work for People with Disabilities

National state-run training and job-placement programme for people with disabilities

The Format for Work, Disability Line programme offers people with disabilities theoretical and practical vocational training and then placement in dependent employment. The programme was launched in 2014. Between 2015 and by 2020 there were a total of 9,929 users, of whom 7,995 completed their training.

Innovative Policy 2021 on Employment

 sence.org.cl

Red Apis: Vi-Sor

Business service offering video-based live interpretation in sign and other languages

Vi-Sor links users with interpreters for real-time conversations in different languages, including sign language, and can be accessed in several ways depending on the situation. As of 2020, Vi-Sor is active in more than 1,100 offices offering a range of services and has supported more than 50,000 conversations.

Innovative Practice 2021 on ICT

 redapis.cl

CHINA

CareER Association: CareER Programmes

Career development and job matching support for graduates with disabilities

CareER was founded by people with disabilities in 2004 to bridge the gap between educated university graduates with disabilities and the labour market. The online platform offers peer support and assistance in career development. In 2020, CareER has almost 600 registered members.

Innovative Practice 2021 on Employment

 career.org.hk

COLOMBIA

Programa Pacto de Productividad – Productivity Pact Program

National and cross-sector coordination to promote inclusive employment

The project supports companies to employ people with disabilities through training and the creation of technical guidelines for workplace inclusion. Between 2009 and 2020 the project has provided consultancy to 220 companies and supported 700 people with disabilities into employment.

Innovative Practice 2021 on Employment

 pactodeproductividad.com

The National Training Service (SENA)

National Training Service making itself accessible and inclusive

SENA is a public entity for work training and human development and the only one in Colombia committed to guidelines for inclusion. SENAs has counsellors in its 33 offices nationwide and provides 117 mobile training centres for remote regions. In 2019, 1,543 jobs for people with disabilities were placed.

Innovative Policy 2021 on Employment

 sena.edu.co

Federacion Nacional de Sordos de Colombia (FENASCOL): Centro de Relevo – Relay Centre

Free relay service with sign language interpreters, also on phone and Whatsapp

Through the platform, deaf people can communicate with hearing people in different ways using interpreters: via video to phone or Whatsapp, virtual online interpreting, and also via text to telephone. The service is available 24/7. On average, there are more than 40,000 calls per month, 21 per cent of which are professional.

Innovative Practice 2021 on ICT

 fenascol.org.co

DEMOCRATIC REPUBLIC OF THE CONGO

Kadiwaku Family Foundation (KFF): Inclusive Entrepreneurship for Persons with Disabilities

Entrepreneurship training and support for persons with disabilities

The programme supports the self-employment of people with disabilities. Launched in 2018, the project was implemented in seven provinces by 2020. Of the 502 young entrepreneurs who received support after start-up, 360 are succeeding as entrepreneurs and 12 have secured sustainable employment.

Innovative Practice 2021 on Employment

 kadiwaku.org

DENMARK

Lev – Inclusion Denmark: KLAPjob

Employer-driven job creation for people with intellectual disabilities

The KLAPjob project forms partnerships with various companies to identify and advertise jobs in the open labour market. People with intellectual disabilities are then helped to choose and apply for the most suitable job for them. Between 2014 and 2019, KLAPjob has successfully supported people into 3,684 jobs.

Innovative Practice 2021 on Employment

 lev.dk

EGYPT

Helm: Workplace Inclusive Solutions

Using analytic tools to make workplaces more accessible and jobs more inclusive

Helm is working with companies in Egypt to provide both job analysis for recruitment and accessibility consultancy services,

including accessibility audits. By 2020, Helm had completed a total of 1,063 accessibility audits in a number of sectors and helped recruit 100 people with disabilities.

Innovative Practice 2021 on Employment

 helmegypt.org



ETHIOPIA

Teki Paper Bags: Fighting plastic bags in Sign Language

First deaf-run social enterprise selling paper bags to fight plastic pollution

Teki Paper Bags produces and sells a variety of paper bags. Teki was developed for and by the deaf community and employs mainly young deaf women. Its official language is Ethiopian sign language. Founded in 2016, the organization has employed 18 people and has replaced over 1 million plastic bags.

Innovative Practice 2021 on Employment

 tekipaperbags.com

Federal TVET Agency: Guideline for inclusion of people with disabilities

National guideline to make vocational training centres fully accessible

Published in 2019, the guideline is the first document in Ethiopia to set out measures for the equal participation of people with disabilities in “technical and vocational education and training” (TVET). By 2020, more than 30 government institutions have implemented the directive.

Innovative Policy 2021 on Employment

 ecdd-ethiopia.org

FINLAND

City of Helsinki: Supported Employment Service

Municipality-funded work coaches for people with disabilities

The service provides individual work coaching for people with disabilities. It is free of charge and aims to find full or part-time employment for its users. The programme has had between 240 and 273 users per year for the last three years. The number of those who found a job increased to 342 in 2019.

Innovative Policy 2021 on Employment

 hel.fi/helsinki/en/administration/administration/services

FRANCE

My Human Kit: Humanlab, a Fablab dedicated to disabilities

Open space to invent and make tailor-made technical aids for persons with disabilities

My Human Kit is a private association and a pioneer in the production of low-cost technical aids based on Open Source. Since the opening of the first ‘Humanlab’ in the French city of Rennes in 2016, Humanlab has enabled the production of more than 100 technical aids and welcomed more than 1,500 people.

Innovative Practice 2021 on ICT

 myhumankit.org

Tadeo

Remote sign language interpretation and transcription for professional users

Tadeo offers automatic instant transcription and video sign language on demand. The service is offered by subscription, and users are guaranteed immediate availability. As of 2020, Tadeo has over 100 employees providing services to nearly 400 private companies and public authorities throughout France.

Innovative Practice 2021 on ICT

 new.tadeo.fr/en/

GERMANY

AfB social & green IT

Growing social business in IT-remarketing with a high rate of inclusive employment

AfB is Europe's first non-profit IT company, founded in Germany. AfB specializes in refurbishing and recycling IT hardware. The organization creates jobs for people with a range of disabilities in all areas of the company and offers competitive wages. As of 2019, AfB employed 200 people with disabilities.

Innovative Practice 2021 on Employment

 entry.afb-group.eu/home

GUATEMALA

Committee for People Who Are Blind and Deaf in Guatemala: Labour Inclusion and Entrepreneurship Programme

Lottery funds for employment support of people with hearing or visual disabilities

People with hearing or visual impairments are supported in professional skills development and career planning by specialized trainers. Employers also receive staff training and other support. Since 2009, 703 people were hired as a result of the programme and 43 businesses have joined the NGO's network.

Innovative Practice 2021 on Employment

 prociegosysordos.org.gt

HUNGARY

Kék Madár Alapítvány – Blue Bird Foundation: Ízlelő restaurants – Tasty restaurants

Two restaurants run by persons with disabilities

"Ízlelő Restaurants" are adapted to the needs of employees, with special work procedures and ongoing training. The first restaurant was opened in 2007, and 46 people with various disabilities are now employed in two restaurants and the model has been developed into a social franchise handbook.

Innovative Practice 2021 on Employment

 izleloetterem.hu

INDIA

AIMS Media Pvt. Ltd.: Ability Enhancement Multimedia Programme

Inclusive job preparation and placement in the media & entertainment sector

AEMP offers pre-vocational and vocational training programmes in a range of technology, multimedia, and art-based themes, which focus on learning through play. In addition, the project provides mentoring and monitoring tools as well as various support and training to parents, educators, and professionals.

Innovative Practice 2021 on Employment

 aims.media

EnAble India: Educate Yourself Easily (EYE) Tool

Free learning tool for visually impaired persons to improve their computer skills

The EYE Tool is a self-learning tool that teaches visually impaired people digital skills to prepare them for computer-based workplaces. Users can choose from over 400 exercises, participate in job role simulations, receive feedback, and test their progress. EYE Tool has over 10,000 users in 15 countries.

Innovative Practice 2021 on ICT

 enableindia.org



MITTI Café

Fast-growing café chain with a majority of employees with disabilities

Since 2017, Mitti Café has been providing hospitality training and employment opportunities in accessible cafés established on the premises of educational institutions or private-sector companies. As of 2020 there are 12 Mitti Cafés, which are managed and staffed entirely by adults with disabilities.

Innovative Practice 2021 on Employment

 mitticafe.org

Naman Seva Samiti: Ujjawal – Disability Inclusive Livelihood Initiative

Training volunteers to teach entrepreneurship development

Volunteers are selected by the community to act as a driving force and role model. They lead self-help groups that develop business plans for individuals and joint initiatives, both farm and non-farm. In 2020, 25,965 people in 599 villages received direct support, including 7,000 people with disabilities.

Innovative Practice 2021 on Employment

 ngonaman.org

Sense International India: Income Generation Activities for Persons with Deafblindness

Vocational training and seed capital to support entrepreneurs with deafblindness

Sense International India provides vocational training and seed capital to adults with deaf/blindness, enabling them to launch a micro-enterprise. The NGO also trains vocational instructors. By 2020, 600 people have benefited; and since 2014, 130 people have received seed capital.

Innovative Practice 2021 on Employment

 senseintindia.org

Tata Consultancy Services: Sugamaya Pustakalaya (Online Accessible Library) by TCS Access Infinity

Accessible online library provided for free as a corporate social initiative

Sugamya Pustakalaya is an online accessible library for people with visual impairment or printing disabilities. It also supports libraries and publishers who wish to digitize their content into accessible formats. The library includes content in 17 languages and has 32,346 registered users in 2020.

Innovative Practice 2021 on ICT

 tcs.com/to-infinity-and-beyond

Youth4Jobs Foundation: College Connect

Smart Inclusion Centres in universities that connect students with employers

The Youth4Jobs Foundation has established Smart Inclusion Centres through its College Connect programme in 21 colleges and universities in India. The centres provide assistance with training and job placement. By 2020, 900 candidates have been trained by the centres, 550 of whom have jobs.

Innovative Practice 2021 on Employment

 youth4jobs.org



IRELAND

Cope Foundation: Ability@Work

Assigning job coaches for young jobseekers with intellectual disabilities

Job coaches assist young people with an intellectual disability or autism to find paid employment. Job seekers contribute to the planning and delivery of the programme. Between 2018 and 2020, 69 people were registered and 37 people have been placed in supported employment jobs.

Innovative Practice 2021 on Employment

 cope-foundation.ie/AbilityWork

Trinity Centre for People with Intellectual Disabilities (TCPID): TCPID Graduate Internship programme

Internships for people with intellectual disabilities at a leading consultancy

The TCPID has established a higher education programme and supported transition to employment for people with intellectual disabilities. EY has been a core partner since 2017. By 2020 six graduates have completed paid internships, four of whom have been offered permanent employment.

Innovative Practice 2021 on Employment

 tcd.ie/tcpid

ISRAEL

itworks: Technology Accessibility Program (TAP)

Training people with psychosocial and intellectual disabilities for ICT jobs

TAP was designed for people with mental, emotional, or cognitive disabilities. It includes technological education, training of soft skills, and the placement of people as qualified IT specialists. Since its launch in 2011, TAP has trained more than 150 adults, 74 per cent of whom were successfully placed.

Innovative Practice 2021 on Employment

 itworks.org.il

ITALY

Pedius Work Inclusion

Accessible phone calls for the Deaf for private and professional needs

Pedius is a communication system that enables hearing impaired people to make telephone calls independently and at any time. Pedius Work Inclusion offers special features, such as subtitled conference calls. Founded in 2013, Pedius now has over 35,000 users in 13 countries and supports seven languages.

Innovative Practice 2021 on ICT

 pedius.org

JORDAN

Sana for Special Individuals (Sana): Sana Work Program

A work coach model for persons with intellectual disabilities

The Sana employment project consists of four phases: assessment, job matching, evaluation, and training by work coaches. The project started in 2015 with one hotel in Amman. As of mid-2020 the programme has completed training of 150 participants, of whom 80 have received employment.

Innovative Practice 2021 on Employment

 sana.org.jo

KENYA

Riziki Source App

An app that connects jobseekers with disabilities with job opportunities

The Riziki Source App collects information from job seekers with disabilities in a database that can be matched with job offers. The app also learns about the training needs of registered jobseekers. Employers have the possibility to share available job opportunities through a dedicated login.

Innovative Practice 2021 on Employment

 rizikisource.org

LEBANON

Lebanese Union for People with Physical Disabilities: Improving Socio-economic Opportunities for People with Disabilities in Bekaa and South Lebanon

Vocational training and micro-financing for young people with disabilities

The project offers accessible vocational training and management courses as well as mentorship and access to micro-finance. Between 2018 and 2020, the project delivered over 50 training courses for 400 participants, 200 people with disabilities found employment, and 23 small businesses were created.

Innovative Practice 2021 on Employment

 lphu.com/english

MAURITIUS

Inclusion Mauritius: Supported Employment and Technical Training for Young Adults with Intellectual Disabilities

NGO federation training and placing young adults with intellectual disabilities

The programme addresses the needs of both young jobseekers with intellectual disabilities and employers by offering training and continuous guidance to ensure high retention rates. Inclusion Mauritius also trains its beneficiaries to become self-advocates. From 2018 to 2020, 162 young adults were trained.

Innovative Practice 2021 on Employment

 inclusionmauritius.org

MEXICO

Mexican Business Council: Alianza Éntrale

Labour inclusion index and job platform for disability-inclusive companies

Alianza Éntrale works to connect talented people with disabilities and employers by supporting companies in a number of ways, including digital training tools and certification. By mid-2020 the initiative included 847 companies and 35 NGOs with more than 9,821 people with disabilities in employment.

Innovative Practice 2021 on Employment

 cmn.mx

MOLDOVA

Eco-Razeni Association : Floare de Cireş – Cherry Blossom project

A catering service training and vocation programme

Floare de Cireş is a catering service in the town of Razeni in Modava founded in 2012 to give disadvantaged young people a chance to get their first job. In 2015 the project was extended to include a workplace training programme, which more than 100 people with disabilities had completed by 2020.

Innovative Practice 2021 on Employment

 ecorazeni.md

MONTENEGRO

Ministry of Education: Individual Transition Plans (ITPs) for Students with Special Needs

Ministry of Education organizing Individual Training Plans for transition to work

Individual Transition Plans (ITPs) are designed to support young people with special educational needs in the essential transitions in their lives. An ITP is designed and implemented collaboratively by the student, their parents and teachers, and educational guidance and employment service providers.

Innovative Policy 2021 on Employment

 mps.gov.me/en/ministry

NIGERIA

Special Needs Initiative for Growth (also known as Initiative for National Growth Africa): TVET for Special Needs Young Adults in Low-Middle Income Countries

Providing vocational skills and career development to young adults with disabilities

The training focuses on IT entrepreneurship and career development to enable employment or self-employment. Graduates are supported in their search for an internship or a job or receive a small grant to start a company. Between 2017 and 2020, 1,300 people and 570 special needs teachers were trained.

Innovative Practice 2021 on Employment

 initiativefornationalgrowth.org.ng

NORWAY

SignLab: Toleio

Teaching sign language with videos, Artificial Intelligence, and gamification

SignLab uses video, Artificial Intelligence, and gamification to teach sign languages more effectively and affordably. The online and offline platform has quadrupled the number of people learning Norwegian sign language since 2018, and it will introduce Chinese, Indonesian, and Indian sign languages by 2022.

Innovative Practice 2021 on ICT

 signlab.co

PAKISTAN

DeafTawk

Sign language relay service with a successful scaling strategy

DeafTawk is a technology start-up that has developed a mobile application that connects deaf users with certified sign language interpreters in real time and around the clock via video calls. DeafTawk is available on both IOS and Android, and in 2020 has 14,600 users in Pakistan as well as in Singapore.

Innovative Practice 2021 on Employment

 deaftawk.com



PHILIPPINES

Virtualahan

Training persons with disabilities in the Philippines to work as digital freelancers

The 10-week programme includes demand-driven digital skills training, work-based learning, and employment support. Virtualahan also employs its own graduates to work as online outsourcing professionals. Since 2015 more than 400 people have graduated from the programme and 78 per cent have found employment.

Innovative Practice 2021 on Employment

 virtualahan.com

RUSSIA

Ingka Group (IKEA): IKEA ED&I project with Abilympics

Solving social issues to increase job opportunities

In 2016, IKEA in Russia launched a joint project with the Abilympics movement to improve employment opportunities for people with disabilities. By 2020 the employment of people with disabilities in IKEA Russia has increased by 55 per cent, and new business partners have joined the Abilympics.

Innovative Practice 2021 on Employment

 [ikea.com](https://www.ikea.com)

SOUTH AFRICA

I Love Coffee

Expanding a chain of coffee shops run by Deaf young people

I Love Coffee operates a chain of coffee shops and coffee roasters and is staffed by deaf youngsters. Employees receive training and support. I Love Coffee currently has ten locations in Cape Town and Johannesburg and employs 26 people, 80 per cent of whom are deaf, and has trained a total of 100 people.

Innovative Practice 2021 on Employment

 [ilovecoffeegroup.co.za](https://www.ilovecoffeegroup.co.za)



SOUTH KOREA

Sohwa Aram VR Centre: Job Plus

Transforming sheltered workshops to offer vocational training and employment support

Job Plus is a 'training-employment-retraining-employment-re-employment' programme for people with developmental disabilities to live and work independently. The project provides internships, short term work experience, and support services. Since 2018, 34 participants have found employment.

Innovative Practice 2021 on Employment



SPAIN

Asociación APSA: APSA Penitentiary Programme

Vocational support for people with intellectual disabilities in the penal system

APSA's penitentiary programme offers personalized vocational training and support to beneficiaries within penal institutions and through its sheltered employment centres. APSA supports all persons with intellectual disabilities in Alicante's penal system, of which there were 65 in 2020.

Innovative Practice 2021 on Employment

 [asociacionapsa.com](https://www.asociacionapsa.com)

Spanish Confederation of People with Physical and Organic Disabilities (COCEMFE): Making businesses Inclusive

DPO federation running a business sector-encouragement programme

COCEMFE encourages and supports companies to include people with disabilities among their relevant stakeholders as suppliers, customers, and competent professionals, and therefore to go beyond inclusive recruitment and CSR. Since 2018, 161 such agreements have been signed with companies.

Innovative Practice 2021 on Employment

 [cocemfe.es](https://www.cocemfe.es)

Fundación ONCE : One-on-one

Moving inactive people with disabilities from social services to employment

A multidisciplinary team provides training, support, and internship opportunities to inactive youth with intellectual or psychosocial disabilities. Between 2017 and 2019, One-on-one has been working with 228 employers and supporting 2,054 people with disabilities to transition to employment.

Innovative Practice 2021 on Employment

 [fundaciononce.es](https://www.fundaciononce.es)

Plena inclusión España: Accessible Public Sector Employment

Making civil service positions accessible for people with intellectual disabilities

To enable people with intellectual disabilities to apply for public vacancies, Plena Inclusión, together with the Spanish Committee of Representatives of People with Disabilities, developed a special call for employment for the Ministry of Public Functions. From 2012 to 2020, 448 people were able to find a job.

Innovative Practice 2021 on Employment

 [plenainclusion.org](https://www.plenainclusion.org)

COCEMFE - Confederación Española de Personas con Discapacidad Física y Orgánica: AccesibilidApp - Accessibility App

App facilitating citizen reporting of accessibility barriers

The AccesibilidApp was developed by COCEMFE and Vodafone and enables citizens to report accessibility and mobility barriers in their built environment. COCEMFE will then contact those responsible to remove these barriers. Since 2014 a total of 2,331 cases have been reported by 1,355 users.

Innovative Practice 2021 on ICT

 [cocemfe.es](https://www.cocemfe.es)

TANZANIA

Furaha Ya Wanawake Wajasiriamali Kwa Viziwi Tanzania (FUWAVITA)

Entrepreneurship training programme for women with disabilities

FUWAVITA was founded in 2018 by Aneth Geranda Isaya, the first deaf person to graduate from university in Tanzania.

Aneth teaches women with disabilities to produce handicrafts and food that they can sell. By 2020, 500 women had successfully completed the economic generation training.

Innovative Practice 2021 on Employment

 fuwavita.org

Employable Africa

Training and online job-matching for students and graduates with disabilities

Since 2016, EmployAble Africa has been focusing on data and technology. There are online and mobile learning programmes for students and teachers, support for companies, and a job platform that works with trend analyses and auto-matching. In 2019, 560 persons were trained and 290 were placed.

Innovative Practice 2021 on Employment

 employableafrica.com

TURKEY

Poilabs: Visually Impaired Navigation System for Indoor Venues

An indoor navigation system for the blind and visually impaired

In 2014, PoiLabs launched an indoor navigation system to make complex indoor spaces accessible for blind users. The system uses beacon devices and voice-guided navigation on a mobile phone. To provide it, PoiLabs partners with Turkcell, the largest telecommunication company in Turkey.

Innovative Practice 2021 on ICT

 poilabs.com

UGANDA

World Vision: Inclusive Livelihood for Refugees

Providing income-generating activities to refugees with disabilities

Launched in 2017, the programme provides inclusive livelihoods for people with disabilities in two refugee settlement areas in Uganda. The water supply is connected to accessible water points, and seeds and tools for vegetable growing are provided. By 2020, 3,215 people have benefited.

Innovative Practice 2021 on Employment

 wvi.org

Light for the World: Make 12.4% Work-Initiative

Young people trained as Disability Inclusion Facilitators to motivate employers

The Make 12.4% Work initiative is led by young people with disabilities who are trained and certified as Disability Inclusion Facilitators. They train member organizations to become more inclusive. From 2018 to 2020, 124 organizations have become members and 5,700 people have benefited.

Innovative Practice 2021 on Employment

 light-for-the-world.org

UNITED KINGDOM

Microlink PC: MiCase Workplace Adjustments Case Management

Service package for companies, substantially reducing cost of workplace adaptation

MiCase is a service that recommends and implements cost-effective workplace adjustments, such as training, ergonomic provisions, or assistive technology solutions, all of which can be provided by Microlink. In 2020, Microlink had 36 private and public clients for MiCase in the UK, US, and South Africa.

Innovative Practice 2021 on Employment

 microlinkpc.com

UNITED STATES

Griffin-Hammis Associates (GHA): Customized Employment in the United States

Consultancy developing and implementing quality standards in Customized Employment

Since 2000, Griffin-Hammis Associates has been a leading expert in individual employment training and technical assistance and a pioneer in the creation of micro-enterprises for people with disabilities. GHA has worked in over 40 states in the United States and has supported projects in Australia, Canada, and Spain.

Innovative Practice 2021 on Employment

 griffinhammis.com

Keystone Human Services/Keystone Autism Services (KAS): KAS Adult Community Autism Project

Individualized supports help adults with autism find jobs

ACAP is a government-funded project offering a range of individualized services to support adults with autism to achieve their goals. Employment is an integral part of each plan. Starting in 2010 with just 37 participants, the programme has since grown to 180 by 2019, with 99 adults in employment.

Innovative Practice 2021 on Employment

 keystonehumanservices.org

Microsoft: Seeing AI

Talking camera app for people who are blind using AI and augmented reality

Seeing AI is a free app that uses the camera of devices to identify people and objects and describes them acoustically. Seeing AI can read texts, describe landscapes and emotions, and read the barcodes of products, thus helping the user to focus. In 2020 the app was available in nine languages and 70 countries.

Innovative Practice 2021 on ICT

 microsoft.com/en-us/ai/seeing-ai

New York City Mayor's Office for People with Disabilities (MOPD): NYC: ATWORK

Public-Private-Partnership connecting jobseekers with disabilities to employers

The aim of the initiative is to build partnerships to connect people with disabilities with meaningful, livelihood-securing jobs. Jobseekers are assisted in their employment goals, while companies are connected with pre-screened, qualified candidates and are provided with support for diversity hiring.

Innovative Policy 2021 on Employment

 www1.nyc.gov/site/mopd/index.page

Office of Disability Employment Policy, U.S. Department of Labor (ODEP): Partnership on Employment and Accessible Technology (PEAT)

A cross-sector partnership promoting accessible technology in employment

PEAT fosters cooperation among key technology leaders, stakeholders, and government agencies to make new technologies accessible. From 2013 to 2020 the website has had more than a half-million visits, and more than 200 companies use PEAT's TechCheck benchmarking assessment.

Innovative Policy 2021 on Employment

 peatworks.org

University of Vermont – Center on Disability and Community Inclusion: State of Vermont Transition and Post-Secondary Education Initiative

Government-led training and hiring services for people with intellectual disabilities

The initiative provides a higher learning programme, a specialized industry-based training, and lifelong adult learning opportunities for people with developmental and/or intellectual disabilities. Over 200 people participate across 19 programmes each year. Graduates have an 84 per cent employment rate.

Innovative Policy 2021 on Employment

 vermont.gov

US Department of Labor, Office of Disability Employment Policy (ODEP): State Exchange on Employment & Disability (SEED)

Government-level initiative to promote inclusive employment policies

The State Exchange on Employment & Disability is an initiative to help state and local governments take measures to integrate people with disabilities. Support is provided through intermediary organizations. Between 2015 and 2020 more than 300 integration policies were adopted by 42 US states and two territories.

Innovative Policy 2021 on Employment

 dol.gov/agencies/odep/state-policy

VIET NAM

Sao Mai: Vocational and Assistive Technology Center for the Blind

Blind programmers developing free software for blind users

In 2015 the Sao Mai Vocational & Assistive Technology Center for the Blind started developing software for blind users. By 2020 three products were released and are available free of charge: SM Braille, the Burmese TTS engine, and the SM Music Reader. The positive response is reflected in the increasing number of monthly downloads.

Innovative Practice 2021 on ICT

 saomaicenter.org

WORLDWIDE

Enablement B.V.: RehApp

App with hands-on information on rehabilitation to fieldworkers in low-income countries

RehApp is a free app that supports fieldworkers in low-income countries to provide effective rehabilitation services to people with disabilities. The app provides specialist information and options for interventions developed by more than 70 disability experts. In 2020 there were 200 users.

Innovative Practice 2021 on ICT

 enablement.eu

All 580 Innovative Practices and Policies 2013–2020

580 Innovative Practices and Policies have been awarded from 2013 to 2020. In this chapter they are all listed by country*, with brief summaries and websites. For further research, go to www.zero-project.org.

AFGHANISTAN

Accessibility Organization for Afghan Disabled: Peer-supporter and Advocacy

Making schools accessible for children with physical disabilities in Afghanistan

The project addresses the need for accessible school buildings for children with disabilities by developing Inclusive Educational environments with accessible ramps, handrails, washing rooms, and drinking water installations. As a result, from 2013 to 2016 more than 3,000 children with disabilities were able to access education.

Innovative Practice 2018 on Accessibility

 aoad-af.page.tl

Ministry of Rural Rehabilitation and Development: Afghanistan Rural Enterprise Development Programme

Government supporting community-led micro-enterprises

AREDP supports village inhabitants to create village-based micro-enterprises and to facilitate their access to finance as well as technical and marketing service. During the period 2010–2016, 143 enterprises have been established, creating 143 direct employment opportunities and 456 indirect ones.

Innovative Practice 2017 on Employment

 aredp-mrrd.gov.af

Swedish Committee for Afghanistan: Inclusive Education in Afghanistan

Creating mainstream schools in a war-torn country

The aim is to promote Inclusive Education at the community level with a focus on children with disabilities, girls, and children of the Kuchi, a nomadic people. The programme provides services for 81,000 learners, of whom 65% are girls. The programme is also working with the government to develop an Inclusive Education strategy.

Innovative Practice 2016 on Education

 sca.org.af

ARGENTINA

Canales: Videobooks

A video book library of children's stories read in sign language

"Videolibros enseñás" is the first virtual video library of Spanish-language children's literature available in sign language. The videos are accompanied by voice-over so that deaf children can read stories with their hearing parents or with teachers and peers in the classroom even if they do not know sign language.

Innovative Practice 2020 on Education and ICT


 videolibros.org

The Trust for the Americas/Organization of American States: Regional network for legal capacity

Promoting legal capacity of people with psychosocial disabilities

Funded by the Open Society Institute, the project seeks to establish a network of five countries to promote awareness of the legal capacities of persons with psychosocial disabilities. Ten multisector workshops were held in Argentina, Chile, Colombia, Mexico, and Peru, training a total of 355 key stakeholders.

Innovative Practice 2015 on Independent Living and Political Participation

 oas.org

ARMENIA

Bridge of Hope: SMILE for Children

Supporting smooth and inclusive transitions from preschool to primary school

SMILE offers teaches capacity-building on Inclusive Education as well as mentoring visits. The programme also promotes cooperation between teachers and parents, and parents are encouraged to participate actively in their children's education.

Innovative Practice 2020 on Education

 bridgeofhope.am

*) Some Innovative Practices and Policies cannot be attributed to one country. Thus, this contains also categories such as "international treaties", "global", "European Union and the U.S." or a combination of countries.

Bridge of Hope: Train-the-Trainer in Armenia

Training the teachers and their trainers in Inclusive Education

A key part of the programme is the provision of training courses on Inclusive Education at the Armenian State Pedagogic University, where there are two compulsory and two optional courses on Inclusive Education. Some 200 mainstream schools are supported to become inclusive and approximately 5,000 teachers from these schools are being trained.

Innovative Practice 2016 on Education and ICT

 bridgeofhope.am

Bridge of Hope: Programme “Right to Earn a Living”

Large-scale, all-encompassing training and transition programme

The programme aims to improve the economic and social integration of young people with disabilities in Armenia through various activities, including inclusive courses that have been created in vocational training centres throughout the country.

Innovative Practice 2017 on Employment

 bridgeofhope.am

Save the Children International: Livelihood Improvement through Fostered Employment

A full chain of support from primary school to employment

LIFE is a programme for inclusive vocational education and employment for people with disabilities, starting as early as primary school and ending with job placement. First launched in Armenia in 2012, by 2016 approximately 900 persons were placed in training and 653 persons were employed through the programme.

Innovative Practice 2017 on Employment

 armenia.savethechildren.net

AUSTRALIA

Access Innovation Media and the University of Melbourne: The Visible Classroom

Providing live transcripts of lessons and instant feedback to teachers

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. On the other hand, the data can be used to provide feedback for teachers to improve their classroom techniques.

Innovative Practice 2016 on Education and ICT

 ai-media.tv

Australian Government, administered by the Work-Focus Group: Job Access Programme

One-stop-shop for employment services

The Job Access Programme addresses the lack of easily accessible and comprehensive information regarding government assistance for employers and employees with disabilities. Technical advice and financial subsidies are intended to

facilitate the removal of barriers in the workplace. People with disabilities receive support to find and keep a job.

Innovative Policy 2013 on Employment

 jobaccess.gov.au

Australian Government, Department of Foreign Affairs and Trade: Development for All

Development Aid as an enabler for accessibility

Only a few countries have mainstreamed disability into their development programming. “Development for All: Towards a Disability-inclusive Australian Aid Programme” is not a stand-alone programme. Rather, it is about improving the reach and effectiveness of aid by ensuring that people with disabilities benefit equally from these aid efforts.

Innovative Policy 2014 on Accessibility

 dfat.gov.au

Centre for Disability Studies: Uni 2 beyond

University inclusion programme for persons with intellectual disabilities

“Uni 2 beyond” enables individuals with intellectual disabilities to attend lectures and tutorials at the University of Sydney with the support of peer mentors. The participants also undertake a paid internship, during which they receive support from a workplace mentor and have access to personalized career advice.

Innovative Practice 2020 on Education

 cds.org.au/uni-2-beyond

Centre for Disability Studies: Inclusive Education Programme

Providing a university experience for persons with intellectual disabilities

The Inclusive Education Programme at the University of Sydney is a pilot providing 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.

Innovative Practice 2016 on Education and ICT

 cds.org.au

Child and Adolescent Health Service: Picture my Participation

Using pictures to promote health

“Picture my Participation” is a paediatric self-report tool that uses pictures to discuss health-related topics for children aged 5–17 in various contexts and settings. The tool can be used to measure the level of participation of children with disabilities in low and middle income countries and other marginalized communities

Innovative Practice 2016 on Education and ICT

 health.wa.gov.au

Community Connections Australia: Jeenee Mobile and the “Big Red Button” app

Using technology to increase autonomy

In case of an emergency users can hit the “Big Red Button” app on their Jeenee mobile phone, which puts them in direct contact with the CCA’s help centre – staffed by people knowledgeable and trained in disability issues. In 2018, Jeenee Mobile had tens of thousands of customers both with and without disabilities throughout Australia.

Innovative Practice 2019 on Independent Living and Political Participation

 cco.z.org.au

Curtin University: Individual Supported Living Manual

Reviewing and planning individual supported living arrangements

Based on two research phases, the Curtin University in 2017 produced a manual for individual supported living. The manual outlines critical themes and defines attributes to determine the quality of ISL arrangements. These can be scored against specific indicators with an accompanying review scoring booklet.

Innovative Practice 2019 on Independent Living and Political Participation

 curtin.edu.au

Deakin University: Voices of Pacific Children with Disability

Giving a voice to children with disabilities

The project seeks to develop a simple and effective method for children with disabilities to express or communicate their life priorities and human rights issues. To this end, 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.

Innovative Practice 2016 on Education and ICT

 deakin.edu.au

Department of Social Services, WorkFocus Group: JobAccess Service

One platform for all – from assistance to incentives for employers

JobAccess Service helps people with disabilities, employers, employment service providers, and the community to access advice regarding resources, financial assistance, and workplace services. By 2016, the government-driven service has managed 245,000 enquiries and has created 2,500 job opportunities.

Innovative Policy 2017 on Employment

 workfocus.com

Inclusion Melbourne: ICanVote

Electoral inclusion campaign for people with intellectual disabilities

ICanVote is a campaign to support the right of people with intellectual disabilities to participate in elections. It focuses on providing three key components: easy language and dual-read

content on political citizenship, online campaign information through web and social media, and multimedia materials in easy read language.

Innovative Practice 2019 on Independent Living and Political Participation

 icanvote.org.au

Monash University: Pacific Indicators for Disability Inclusive Education (Pacific-INDIE)

Developing indicators for Inclusive Education in the Pacific region

“Pacific INDIE” was developed based on a comprehensive methodology, including 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.

Innovative Practice 2016 on Education and ICT

 monash.edu

NV Access Limited: NVDA (Non Visual Desktop Access)

Portable screen reader free of charge

Thanks to NVDA, blind and vision-impaired people can participate in education, the workforce and aspects of daily living that were previously impossible or difficult to access such as reading, shopping, banking and social networking. In 2013 NVDA was the only fully functional, multi-lingual, free download available to everyone.

Innovative Practice 2014 on Accessibility

 nvaccess.org

Queensland Department of Education: Inclusive Education Policy

A rights-based approach for young people to have a place in mainstream classrooms

The Inclusive Education Policy, implemented in 2018, is designed to ensure that all children and young people in Queensland attend their local state school. Each institution is allocated appropriate resources and funding. Individual support during implementation is provided by regional inclusion coaches.

Innovative Policy 2020 on Education

 education.qld.gov.au/students

Royal Institute for Deaf and Blind Children: UEB Online

Free online training for sighted people to learn Unified English Braille Code

UEB Online allows anyone who is interested in using Braille for Information and Communications to learn Unified English Braille Code – online, free of charge and at individual pace. The learning platform is accessible for a wide range of needs and requires only an Internet connection and a computer.

Innovative Practice 2020 on Education and ICT

 uebonline.org

School of Occupational Therapy and Social Work, Curtin University: Individual Supported Living in Australia

Individual supported living (ISL)

Beginning in 2008, the first two stages of this project have developed a descriptive framework of ISL and then operationalized that framework into a set of guidelines. The third stage of the project will explore how high quality ISL arrangements contribute to social and economic participation and relationships.

Innovative Practice 2015 on Independent Living and Political Participation

 curtin.edu.au

Scytl: iVote programme

A web-based platform allowing people with disabilities to vote remotely and on their own

Scytl developed the iVote Core Voting System for New South Wales, Australia. By using a web-based platform or via a phone using the keypad, blind voters and people with disabilities are able to vote online. Around 286,000 voters used the system in 2015, and it has been replicated in Western Australia as of 2017.

Innovative Practice 2019 on Independent Living and Political Participation

 scytl.com

Scytl Secure Electronic Voting, S.A.: eVoting

Voting independently and privately

eVoting improves access for the impaired as well as for the illiterate and citizens living abroad. The voting software was customized to support 12 languages, and includes zoom and contrasting options on the kiosk screen and an audio interface. It also offers such additional features as headphones and a specially selected keyboard.

Innovative Practice 2015 on Independent Living and Political Participation

 scytl.com

Sonokids: Ballyland educational apps

Early-learning technology for children who are blind or visually impaired

Ballyland is a range of gamified educational software programmes and apps. These support children who are blind or visually impaired to acquire foundational technology skills that enable them to use computers and mobile devices and to practice orientation, spatial awareness, memory, and listening comprehension.

Innovative Practice 2020 on Education

 sonokids.org/ballyland-early-learning

AUSTRIA

AsTeRICS: Academy for Cross-Cultural Education and Research in Assistive Technology

Promoting innovative assistive technologies internationally

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, and demonstrations are given on how to use and build the tools on a local basis.

Innovative Practice 2016 on Education and ICT

 asterics-foundation.org

Austria Press Agency (APA): TopEasy

National news agency publishing news in easy-language

APA is a national news agency and Austria's leading information provider. In cooperation with Capito – a service provider specialized in translating complicated subjects into easy language – the APA has launched a news service in easy language called Top Easy. By 2017 around 40,000 persons per month used the service.

Innovative Practice 2018 on Accessibility

 apa.at



autArK Soziale Dienstleistungs-GmbH: ChancenForum

An all-encompassing service package leading to employment in the open labour market

Between 2004 and 2016, ChancenForum has supported 120 people with disabilities during their integration into the open labour market by providing them with job coaching, mentoring, and contacts with approximately 100 companies. The jobs offer a regular labour contract as well as the same benefits as their non-disabled peers.

Innovative Practice 2017 on Employment

 autark.co.at

Bank Austria: Barrierefreie Bank

Towards fully accessible banking services

To make banking accessible there are no steps at the entrances to the branch offices, a tactile guiding system leads to the information desk, and advice counters are equipped with induction units. The website is available in sign language and simple language, and in 2011 a new bank card for blind and visually impaired persons was launched.

Innovative Practice 2014 on Accessibility

 bankaustria.at/barrierefrei

Basic Initiative for Sport and Inclusion: Inklusion Sport

Promoting inclusive sports in schools

Working in close cooperation with the Special Olympics Austria, Inklusion Sport empowers youth and educators to promote social inclusion. Begun in 2004, they offer unified sport events, education, and training in the Austrian state of Styria. Each year five physical education teachers receive training to become official advisers on inclusive sport.

Innovative Practice 2019 on Independent Living and Political Participation

 inklusionssport.at

BLITAB Technology GmbH: iPad for the blind

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

BLITAB – the iPad for the blind as it is also called – is 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.

Innovative Practice 2016 on Education and ICT

 blitab.com

Caritas Austria: “Carers for the Elderly” (HelferIn für alte Menschen)

Training carers for the elderly

The project aims at training young persons with a disability or impairment, between the ages of 18 and 24, as in-patient care assistants in retirement or care homes, and at placing them in the primary job market. Two job coaches support the participants, organize internships, and help them in their search for suitable employment.

Innovative Practice 2013 on Employment

 caritas-austria.at

Caritas und Gragger: “Backma’s”

Preparing young people for real jobs in bakeries

Gragger, a bakery in Upper Austria, and 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 the town of Linz.

Innovative Practice 2016 on Education and ICT

 caritas-linz.at, gragger.at

Chance B: Hausmasters Dienstleistungs GmbH

Full-time, unlimited jobs in facility management

Chance B is an NGO and social service provider operating in rural areas of Styria, one of the nine Austrian states. Among its services, the organization offers employment and housing support. Through its Hausmasters programme, it provides full-time employment for approximately 60 people with disabilities.

Innovative Practice 2017 on Employment

 chanceb.at

Chance B Holding: Pilot Project and Study

An all-stakeholder approach towards Inclusive Education

Chance B has initiated a joint initiative for a pilot project on an Inclusive Educational system in the region of Eastern Styria, Austria. In an all-encompassing approach, a network of 270 actors was established. For this project a comprehensive scientific study has been conducted involving case studies and expert interviews.

Innovative Practice 2016 on Education and ICT

 chanceb.at

City of Vienna, Bildungsdirektion: Children with autism pilot-project

A municipal-level pilot-project towards continuous schooling of children with autism

In this pilot-project children with autism are accompanied from kindergarten onwards by trained teachers and by mentors who also assist parents with out-of-school issues. In school, special learning materials and mentors working with regular teachers are provided to facilitate the inclusion of children with autism.

Innovative Policy 2020 on Education

 www.wien.gv.at/bildung

easy entrance GmbH: Consultancy on Universal Design, capacity-building

Consultancy for accessible working environments

easy entrance develops workable, realistic, and cost-efficient solutions for companies and organizations to improve accessibility. As a business consultancy and technical architecture company, easy entrance offers services for the entire process from conception through planning to implementation.

Innovative Practice 2014 on Accessibility

 easyentrance.at

European Union of Supported Employment: Supported Employment Toolkit

Help for Supported Employment services providers

The “European Supported Employment Toolkit” consists of a range of Position Papers and “How To” guides and has been designed to increase the knowledge and skills of professionals responsible for the delivery of Supported Employment Services. It was written by practitioners for practitioners in an inclusive and informed manner.

Innovative Practice 2013 on Employment

 euse.org

Federal Ministry of Labour, Social Affairs, and Consumer Protection: Vocational Training Act Amendment

Right to an inclusive apprenticeship

On the basis of a pilot apprenticeship model introduced by a parent association, the Austrian Vocational Training Act of 1969 was amended. In order to make the vocational training system more accessible to many young people and to enhance their labour market integration, prolonged or partial qualification was introduced.

Innovative Policy 2013 on Employment

 oesterreich.gv.at

FH JOANNEUM GmbH: ways4all

Accessible travel on public transport in Austria

ways4all is a mobile user interface combining outdoor navigation via GPS with indoor navigation via passive RFID tags and a tool for direct communication with a public transport system. This enables a person with a visual impairment to register his or her point of departure to inform the driver accordingly.

Innovative Practice 2014 on Accessibility

 ways4all.at

Hilfsgemeinschaft (Austrian Association supporting the blind and visually impaired): RoboBraille

Creating smart accessible media using RoboBraille

RoboBraille is a free, award-winning service, capable of automatically converting documents into alternate formats. The goal of the project is to explore new smarter and easier methods to prepare and produce educational material in alternate formats using RoboBraille and other relevant free ICT tools.

Innovative Practice 2016 on Education and ICT

 hilfsgemeinschaft.at

Hilfsgemeinschaft and CEIT ALANOVA gemeinnützige GmbH: AccessibleMap

City Maps, read out loud

The spoken description of the map gives an idea of what a street looks like, how long it is, and what infrastructure, shops, and parks are nearby. The tool can be used to prepare for an upcoming trip or, via the mobile application, to get detailed information about one's surroundings while walking through the city.

Innovative Practice 2014 on Accessibility

 hilfsgemeinschaft.at

Hilfsgemeinschaft der Blinden und Sehschwachen Österreichs and JKU Universität Linz: MathInBraille

Online tool to convert mathematics into Braille

MathInBraille improved the open source software "Universal Maths Conversion Library" and developed a web portal. This means the tool can be used online without users having to install specific software. With the web-based conversion tool the user can convert different document formats into accessible versions.

Innovative Practice 2014 on Accessibility

 mathinbraille.at

hörwelt GmbH: AppHear

Mobile hearing aid to be attached to shopping carts

AppHear is a tool that helps provide a clear understanding of acoustical information in shopping centres. The customer does not need to stand close to an information booth or carry a receiver since AppHear is attached directly to the shopping cart. The shopping centre does not need to install any additional technology or provide additional equipment.

Innovative Practice 2014 on Accessibility

 barrierefrei-hoeren.at

ifs – Institut für Sozialdienste Vorarlberg: SPAGAT

Integrated employment model

SPAGAT is a model for the integration of persons with severe disabilities into the employment world. SPAGAT provides support for, accompanies, and finds work for such persons in the primary labour market. Companies pay for the actual work; the difference in productivity is subsidized by the provincial government, as are the mentors' costs.

Innovative Practice 2013 on Employment

 ifs.at

Institut für Epilepsie: Leben mit Epilepsie in der Arbeitswelt

Comprehensive support and jobs for persons with epilepsy

Leben mit Epilepsie in der Arbeitswelt provides a variety of services to people with epilepsy concerning their integration in the job market. Between 2011 and 2015, the organization supported 818 clients to find and maintain work. In addition, 178 people with epilepsy were given further practical help and support.

Innovative Practice 2017 on Employment

 epilepsieundarbeit.at

Jugend am Werk GmbH and the daily newspaper KURIER: Experts for Easy-to-read

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

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.

Innovative Practice 2016 on Education and ICT

 jaw.at, kurier.at

Jugend Eine Welt: WeltWegWeiser

An inclusive international volunteer programme

WeltWegWeiser is a service centre for people with disabilities who are interested in volunteering abroad. The organization does not offer its own assignments, but advises interested people on suitable volunteer jobs based on their skills, interests, and disabilities. Financial support is available for assignments.

Innovative Practice 2019 on Independent Living and Political Participation

 weltwegweiser.at

KHM-Museumsverband and partners: ARCHES

Multi-stakeholder groups developing accessibility solutions in museums

ARCHES is an EU-funded project that brings together partners from the fields of culture, technology, and academia, as well as people with disabilities. The programme develops, tests, and implements solutions to improve access to culture. Innovations include tactile art and an app to aid museum navigation.

Innovative Practice 2020 on Education

 arches-project.eu

kinderhände: Austrian Sign Language

Bilingual classes supporting families to learn sign language together

Using a team of one person who is deaf and one who can hear, kinderhände offers bilingual classes in German and ÖGS (Austrian sign language) to children aged six months to 14 years and their families. It also has an online platform for families to

use at home, and has developed teacher-training modules to support ÖGS use in schools.

Innovative Practice 2019 on Independent Living and Political Participation

 kinderhaende.at



Landesregierung Oberösterreich, Abteilung Soziales: The Social Professions Act

The professionalization of empowerment

Peer counsellors have their own experience of disability and advise similarly affected people to enable them to take control of their own lives at home, in the community and at work. For the first time in the world, the province of Upper Austria has established peer counselling as a social profession.

Innovative Policy 2013 on Employment


 land-oberoesterreich.gv.at

Lebenshilfe Graz und Umgebung-Voitsberg: "Inclusive Care-Worker"

Inclusive care worker training

Within the scope of the EU project "Inclusive Care Worker," an inclusive teaching model for qualification in the social sector and support modules for a successful integration into the labour market were developed. It enables persons with learning difficulties and disabilities to choose a care profession.

Innovative Practice 2013 on Employment

 lebenshilfe-guv.at

Lebenshilfe Salzburg GmbH: Flachgau inklusiv

Sheltered workshops piloting cooperations and transition to the open labour market

With "Flachgau inklusiv" people with intellectual disabilities can choose to remain working within a sheltered workshops or take up assignments with cooperating companies or public institutions. If so, Lebenshilfe Salzburg helps with integration, after which a local mentor takes over. In 2017 the project had 20 companies as partners.

Innovative Practice 2017 on Employment

 lebenshilfe-salzburg.at

LIFEttool: IntegraMouse 3

A computer mouse steered with the mouth

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.

Innovative Practice 2016 on Education and ICT

 integramouse.com

Mopius: MenuSpeak

Restaurant menu reading app for persons with visual impairment

MenuSpeak recognizes a user's location through iBeacons and automatically shows the menu in any of more than 45

languages. It can even read the menu out loud, if desired. The user places selected items in a virtual shopping cart which are translated back to the service personnel. By 2017 the app was used by more than 25 hospitality companies in Austria and Jamaica.

Innovative Practice 2018 on Accessibility

 mopius.com

Ninlil: Empowerment seminars

Preventing bullying against women with learning difficulties

According to the Ninlil empowerment seminars bullying and violence against women with learning difficulties or multiple disabilities can only be stopped if these women develop more self-determination in their everyday life. 210 seminars were held from 1999 to 2014, reaching 1,159 participants.

Innovative Practice 2016 on Education

 ninlil.at

ÖGS.barrierefrei: RelayService

Access to information and services for deaf people

The relay assistants are known as "the ears and voice" of the deaf community. Users send their requests to the assistant via email, text message or fax, and the relay assistant makes the phone call and replies accordingly. It is also possible to contact the assistants via video chat or visit them at the office.

Innovative Practice 2014 on Accessibility and ICT

 relayservice.at

Österreichischer Zivil-Invalidenverband: ÖZIV Access

Empowerment, consultancy, training

ÖZIV Access offers consultancy and solutions in the field of accessibility. Consultants advise in the fields of built environment, design, communications, and social accessibility. Tailor-made training is also offered in order to increase sensitivity and advise a specific group of individuals, such as employees, in dealing with persons with disabilities.

Innovative Practice 2014 on Accessibility

 oeziv.org/access

ÖZIV: Barrier Check

Online accessibility self-check tool for companies

Barrier-Check educates and trains companies about barrier-free requirements. The site allows users to get a traceable and clear analysis of their own situation regarding accessibility by using selectable modules. Since its launch in 2015, more than 11,000 users have accessed the website more than 90,000 times.

Innovative Practice 2018 on Accessibility

 barriere-check.at

Pädagogische Hochschule Salzburg: BLuE University Programme

An inclusive post-secondary programme for students with intellectual disabilities


This eight-semester programme allows students with intellectual disabilities to create and study a personalized curriculum. Students of teacher training assist them and take on the role of tutors. The programme supports the preparation of students for the labour market, while the teacher trainees receive credits towards their studies.

Innovative Practice 2020 on Education
 phsalzburg.at

Plansinn: wege-finden.at

Web-based route planner

Due to poorly available data, there was no satisfactory system for barrier-free routing in Europe until 2012. wege-finden.at therefore was developed by involving a group of the future end users and by cooperating with strategic partners. The target group are persons with mobility impairments, especially wheelchair users

Innovative Practice 2014 on Accessibility
 wege-finden.at

Salzburg Museum: Accessible exhibitions for people with intellectual disabilities

Easy language as a key to the exhibition experience

Salzburg Museum is translating their introductory and accompanying texts to exhibitions into easy language and thus also seeks to make a statement regarding the institution's fully inclusive nature. The service is not only intended for a minority group but is part of the museum experience for the general public.

Innovative Practice 2018 on Accessibility
 salzburgmuseum.at

Selbstbestimmt Leben Oberösterreich: Professional peer-counselling

Peer-counselling as a peer-approved profession

With the help of the regional Independent Living Centre, Upper Austria introduced peer counselling as a social profession in 2008, and it remains the only region to do so worldwide. Since 2009 more than 70 professionals have been certified. In 2014, 76 peer counsellors offered up to 1,320 hours of service per week.

Innovative Policy 2015 on Independent Living and Political Participation
 ki-i.at

signtime GmbH: SiMAX

The Sign Language Avatar Project


SiMAX is a semi-automatic system designed to translate text into sign language by combining technology from animation pictures, the gaming industry, and computer-aided translation services. As a fully automatic translation is not possible, the translation process is managed by a professional, deaf person.

Innovative Practice 2016 on Education and ICT
 signtime.tv

Soziale Dienste der Kapuziner Austria: Inclusive postal partnership

Inclusive partnering with the post office

The first inclusive partnership with Austrian Post began in Innsbruck on April 10, 2012. In this postal partnership team, persons with and without disabilities work together in the general labour market on an equal basis. A total of seven persons were employed in the postal partnership and related services (copy and digital service).

Innovative Practice 2013 on Employment
 slw.at

UniCredit Bank Austria: Smart Banking in Sign Language

Bank employees provide sign language services to customers


Since 2015, UniCredit Bank Austria has been offering Austria-wide consultations for customers in the form of sign language via video calls, allowing for a variety of transactions. Three sales managers are available for consultation in sign language as part of the "online branch" from Monday to Friday from 8 a.m. to 8 p.m. by appointment

Innovative Practice 2018 on Accessibility
 bankaustria.at/barrierefrei

UNIKATE: Promoting technical innovation

Competition among students for innovative devices and software

UNIKATE is a competition among a wide variety of students to solve every-day problems of persons with disabilities and the elderly. UNIKATE's mission is to use their creative potential to invent tools and devices that support the specific needs of people with disabilities, with the goal of constructing prototypes of the most promising ideas.

Innovative Practice 2015 on Independent Living and Political Participation
 oear.or.at/UNIKATE

WU Wien, Institute for Transport and Logistics Management: MoViH – mobility in public transport

Data base for barrier-free public transport systems

This research project provided an initial comprehensive list of barriers together with convenient solutions that should be considered for a barrier-free public transport system. The database provides approx. 300 best & worst practices (with photographs) as a toolkit to design barrier-free transport systems.

Innovative Practice 2014 on Accessibility
 wu.ac.at/itl

BANGLADESH

Centre for Disability in Development: Capacity-building training

A comprehensive training and transition model involving hundreds of partnerships

The Centre for Disability in Development (CDD), a non-profit organization in Bangladesh supported by CBM Australia, is

helping a large number of people with disabilities to get employment, work, and vocational training. CDD works in partnership with a network of over 350 organizations both nationally and internationally.

Innovative Practice 2017 on Employment

 cdd.org.bd

CSF Global: Development Centres

Mainstreaming children with disabilities in Bangladesh

Together with partners, CSF Global started the first development centre in rural Bangladesh for children with cerebral palsy. The centre offers therapeutic service to the children and provides training to the caregiver. The children are identified by trained community volunteers using the “Key Informant Method.”

Innovative Practice 2018 on Accessibility

 csf-global.org

Disabled Rehabilitation & Research Association: Learn for Life

Holistic support system from early childhood to vocational training

“Learn for life” provides a range of support mechanisms for children with disabilities at all stages of schooling, from early childhood intervention to vocational training. Local disabled person’s organizations assume leadership of the programme and continue the work after its support is phased out.

Innovative Practice 2020 on Education

 drra-bd.org

International Labour Organization: Reform for an inclusive qualification system

Strategy for disability inclusion in skills development

The reform includes a 5 per cent enrolment target for persons with disabilities, the training of technical and vocational education staff in disability inclusion, developing pilot training, and engaging potential employers. In 2016, it resulted in 328 enrollees and 60 trainees gaining employment.

Innovative Policy 2017 on Employment

 ilo.org

Leonard Cheshire Disability (LCD): Comprehensive Inclusive Education model

A holistic approach towards Inclusive Education in Bangladesh

LCD 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 for children with disabilities to enrol in and attend school, and aimed to ensure a sustainable impact.

Innovative Practice 2016 on Education and ICT

 leonardcheshire.org

Plan International Bangladesh: Lighthouse for Inclusive Education

Creating a role model of Inclusive Education

Plan International Bangladesh aims to demonstrate that Inclusive Education can be implemented within existing systems, institutions, and structures. The project includes 50 schools, more than 300 teachers, and over 100 other relevant institutions as well as more than 20,000 students and out-of-school children.

Innovative Practice 2016 on Education and ICT

 plan-international.org

Save the Children International: HOPE

A broad, low-cost, and comprehensive model to create accessible schools

The aim of HOPE is to ensure and to increase the school enrollment of children with and without disabilities in rural areas. This is mainly done through improving school accessibility and by establishing community-based rehabilitation centres, where children with disabilities are readied for school.

Innovative Practice 2020 on Education

 savethechildren.net

Young Power in Social Action: Audiobook programme

Providing accessible books and learning materials to blind students

The project uses globally accepted standards and open source technology to convert books into audio formats, while also partnering with other organizations to make existing audiobooks available. Students can access either e-books or audio versions of books, making it a cost-effective solution for accessing educational reading material.

Innovative Practice 2020 on Education

 ypsa.org

Young Power in Social Action (YPSA): Sitakund subdistrict of Chittagong

Initiating microfinancing and micro-enterprises for a whole city subdistrict

In 2015, YPSA surveyed 1,250 persons with disabilities in Sitakund and organized them into 50 self-help groups. Based on their socio-economic background and personal interest, 250 persons were selected to receive interest-free loans, vocational training, as well as support to establish their own businesses.

Innovative Practice 2017 on Employment

 ypsa.org

Young Power in Social Action: Barrier-free books for Bangladesh

Accessible learning materials for students with visual impairments

Young Power in Social Action is an organization employing nearly 2,000 people and 32 persons with disabilities (2016). For this specific project, which was to produce and distribute digital multimedia books, fully accessible e-books, and digital

Braille books, 80 per cent of the staff were persons with disabilities. By 2016, 155 schoolbooks had been converted.

Innovative Practice 2016 on Education and ICT

 ypsa.org

BELGIUM

IBM: Support to EnAble India: Self-assessment questionnaire for companies

Bridging the gap to the IT industry

IBM has developed a self-assessment questionnaire that EnAble India can use to assist companies to gauge their readiness to hire people with disabilities, as well as a guide for following-up with interviews so as to identify gaps and opportunities to increase the employment of people with disabilities.

Innovative Practice 2016 on Education and ICT

 enable-india.org

Intro vzw: Making events accessible to persons with disabilities

Enabling access to various events

Intro vzw makes shows, sports events, fairs, training courses, conferences, etc. accessible to persons with disabilities. Intro vzw offers solutions to practical problems and provides services for event organizers and for the persons with disabilities who attend the events. These can be translation tools, interpreters, ramps, or technical equipment.

Innovative Practice 2014 on Accessibility

 intro-events.be

Konekt vzw: LetsCo!

Jobs in kindergartens and elder care for persons with intellectual disabilities

The project organizes supported 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. The internships last for 14 weeks, during which each trainee must work at least three hours a week.

Innovative Practice 2016 on Education and ICT

 konekt.be

LetsCo!: Vocational Training for young adults with intellectual disabilities

28-week employment training programme

LetsCo! organizes long-term trainings (one day every two weeks for 28 weeks), including traineeships in regular working environments such as for-profit companies (as co-workers), in kindergartens, and in elderly care centres. As a result, participants develop professional skills and discover their talents, as well as areas in need of improvement.

Innovative Practice 2017 on Employment

 letsco.be

Mobile & Wireless Forum: GARI

Comprehensive database of accessibility features in mobile devices and Smart TVs

“Global Accessibility Reporting Initiative” is a free online database that lists the accessibility features of mobile phones, tablets, apps, Smart TVs, and wearables. GARI provides information on more than 110 accessibility features of approximately 1,100 mobile phone models and receives some 500,000 views per month.

Innovative Practice 2018 on Accessibility

 gari.info

Onafhankelijk Leven vzw: Freedom School

Training for an active role in society

Freedom School is a five-day, interactive summer course with 18 disabled participants (plus personal assistants) focused on developing talents and skills for self-advocacy and implementing personal projects that can contribute to the better participation and self-determination of people with disabilities.

Innovative Practice 2015 on Independent Living and Political Participation

 onafhankelijkleven.be

Our New Future: Stimulating political participation

Political participation for persons with intellectual disabilities

Self-advocates of Our New Future explore the possibilities and barriers to participating in local and regional political meetings. Together with advisors they work out ways to enable people with intellectual disabilities to access political processes. Political bodies are given tools to better support their participation.

Innovative Practice 2015 on Independent Living and Political Participation

 ont.be

VCLB Gent: Database providing individual needs

Supporting teachers with comprehensive reports on pupils' needs

Using an elaborate database, a report is created describing what helps THIS pupil with THIS teacher in THIS class at THIS moment. The complex diagnosis is then narrowed down to what the individual pupil's particular strengths are and what extra measures the child might require. These measures can be evaluated and shared with others.

Innovative Practice 2016 on Education and ICT

 vclbgent.be

Visit Flanders: Maps of Bruges

Itinerary and walking maps for visitors with disabilities

A dedicated brochure contains a walking map with ten different routes through the historic city centre, connecting the touristic highlights while avoiding the worst obstacles. The brochure also describes the accessible facilities along the way. Copies are distributed and available as downloads from the website.

Innovative Practice 2018 on Accessibility

 visitflanders.com

Vlaams Agentschap voor Personen met een Handicap: Flanders' Personal Assistance Budget

Pay and manage personal assistants independently

The most important feature of Flanders' Personal Assistance Budgets is that the person with disabilities (or their representatives) controls both the assistance and the assistance budget, not the assistance provider. A multi-disciplinary team assesses and decides the budget each user receives, depending on his or her support needs.

Innovative Policy 2015 on Independent Living and Political Participation

 vaph.be

Woonwinkel Zennevallei: "Proefwonen"

Fast access to affordable homes

Through "Proefwonen" housing and social service providers collaborate to facilitate rental access for people with intellectual disabilities or mental health problems. A steering group matches available housing with the candidate-tenants through a consensus process. To date, 24 candidate-tenants have entered the programme over a period of three years.

Innovative Practice 2015 on Independent Living and Political Participation

 woonwinkelzennevallei.be

BHUTAN

National Mental Health Programme: Buthan's community-based mental health services

A nationwide strategy to fight mental health issues

Implementation starts with visits by a mental health service team to community leaders, local health care personnel, as well as to traditional healers to discuss existing practices and to gain their cooperation. This is followed by education and training to introduce modern mental health concepts and their advantages.

Innovative Policy 2019 on Independent Living and Political Participation

 moh.gov.bt

BOSNIA AND HERZEGOVINA

The Balkan Museum Access Group (BMAG): Barrier-free museums in the Balkans

Collaboration among museums in the Balkans to develop accessibility

BMAG is a peer-learning group of individuals that work in museums of five countries in the Balkan region. The aim is to develop knowledge about accessibility and to implement appropriate accessibility measures in the museums. BMAG is supported by two disability advisors and a three-year training programme.

Innovative Practice 2018 on Accessibility

 bmuseums.net/balkan-museum-access-group

Union SUMERO: Assisted shared apartments

Housing and person-centred support for persons with intellectual disabilities

Union SUMERO is supporting persons with intellectual disabilities to live together in shared accommodations of up to five residents. Assistants support them to carry out daily tasks, and thus enable them to stay in their local communities. Between 2011 and 2018, 80 users moved into 25 houses across the country.

Innovative Practice 2019 on Independent Living and Political Participation

 sumero.ba

BOTSWANA

Solar Ear: Solar Ear

Affordable hearing aids through solar technology

Solar Ear manufactures low-cost, environmentally-friendly hearing aids and solar-rechargeable batteries. The company employs and trains people who are deaf to manufacture the hearing aids and to lead the replication of the technology. The company also runs a holistic hearing-loss detection and education programme.

Innovative Practice 2019 on Independent Living and Political Participation

 solarear.com.br



BRAZIL

Escola de Gente: Accessibility Promotion Agents

Training young leaders in accessibility and inclusion

Through its Accessibility Promotion Agents programme Escola de Gente trains young people with and without disabilities living in favelas as mediators for the rights of people with disabilities. The certified training provides skills that also increase their chances of finding employment. Between 2011 and 2017, 252 young people were trained.

Innovative Practice 2019 on Independent Living and Political Participation

 escoladegente.org.br



Escola de Gente: Cultural inclusion through accessible theatre

Inclusive theatre plays and workshops provide access to culture and inspiration

Escola de Gente enables actors and audience members with and without disabilities to participate in and enjoy theatre. The stories told on stage address themes like discrimination and inclusion. Descriptive subtitling, sign language interpreters, audio description, programmes in Braille, and multimedia materials play an essential part.

Innovative Practice 2014 on Accessibility

 teatroacessivel.org.br, escoladegente.org.br

F123 Consulting: G3ICT Toolkit

A scalable assistive technology initiative

The F123 Initiative leverages investments made by thousands

of individuals, companies, and governments in free and open-source technologies to make internships, and consequently employment opportunities, that are available in small companies accessible to persons with disabilities.

Innovative Practice 2013 on Employment

 f123.org

Livox International LLC: Livox

Alternative communication platform for people with learning difficulties

The Livox app enables users with speaking or learning difficulties to communicate using virtual cards with pictures or illustrated short phrases. The app can be operated both by blinking and by speech. The app is self-learning and also features a content creator to add communication cards with videos, pictures, and music.

Innovative Practice 2020 on Education

 livox.com.br



Mais Diferenças And Partners: Projeto Brincar

Universal design-based practices for public early childhood education

The project promotes the use of accessible and inclusive teaching methods in public preschool education based on the principles of Universal Design. Educators and families experience its theory and methods in the form of trainings and workshops, and teachers also receive practical support in the classroom.

Innovative Practice 2020 on Education

 maisdiferencas.org.br/projeto/brincar

RIOinlui: Obra Social da Cidade do Rio de Janeiro

Construction works for accessibility, capacity-building, social work

Targeting physical and social mobility at the same time, the project goes beyond architectural interventions: reasonable accommodation for the beneficiaries and their caregivers is created. The whole family is empowered to benefit from statutory social welfare; a network of local support is provided.

Innovative Practice 2014 on Accessibility

 rioinclui.org.br

Rodrigo Mendes Institute: DIVERSA

A worldwide online library of good practices in Inclusive Education

DIVERSA serves as a “resource bank” on Inclusive Education for educators, policy makers, and other stakeholders. The website includes disability data, policies, and strategies as well as stories and articles. Although it is available in Portuguese only, DIVERSA has had users from more than 100 countries.

Innovative Practice 2020 on Education

 diversa.org.br

Rodrigo Mendes Institute and Partners: Open Doors to Inclusion

Training educators and municipalities in inclusive physical education

Participants identify barriers to the inclusion of children with disabilities in their schools, and design and implement their own inclusive physical education activities involving staff, students, families, and the wider community. The in-person course was held from 2013 to 2016, and in 2018 an online version was created.

Innovative Practice 2020 on Education

 rm.org.br/portas-abertas

Secretariat for Human Rights of the Presidency and 15 federal ministries: Living without Limit

Brazil's billion dollar plan for Inclusive Education

Among the measures of “Life without Borders” were accessible classrooms and transportation, access to technical training and higher 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.

Innovative Policy 2016 on Education and ICT

 mec.gov.br

Superior Electoral Court: Electoral Justice Accessibility Programme

An accessibility programme for electoral processes

To make elections more accessible, the programme includes measures such as placing electoral wards in accessible buildings, providing electoral staff that can communicate in sign language, electronic voting machines accessible for blind voters, and saving the parking spots closest to the voting facilities for persons with disabilities.

Innovative Policy 2019 on Independent Living and Political Participation

 tse.jus.br

Univali University: Digital Game Design

Digital game design by children with and without intellectual disabilities

Through the framework of the “I’ve made my game” children with and without disabilities are encouraged to create digital games together. This collaborative process allows children to be involved in intellectual and affective activities of negotiation, ideas development, results analysis, and interaction.

Innovative Practice 2020 on Education

 univalildi.wixsite.com/univalildi

VVA Editora: Book workshops for children and educators

One children's book in nine accessible formats

The project promotes the concept of inclusion through book workshops for children, teachers, and educators allowing children aged 7 to 11 years to experience inclusion in a sensory and playful way. The main feature is the children's book “Sonhos do Dia” (Dreams of the Day), which is presented in nine diverse and accessible formats.

BULGARIA

Association of Shared Learning ELA: One School for All – a model for creating inclusive school environments

A systematic approach to creating inclusive school environments

“One School for All” is the first whole school approach to Inclusive Education in Bulgaria. The two-year programme offers schools a structured and systemic approach in four key areas: school leadership, teaching practices, partnership with parents, and child safety. In Bulgaria, the programme costs around €5,200 for a school.

Innovative Practice 2020 on Education

 ela-bg.eu



BURKINA FASO

Ocades Tenkodogo, Light for the World: Model for a National Strategy

Multi-stakeholder approach towards Inclusive Education in Burkina Faso

A multi-stakeholder approach is creating an inclusive environment whereby children with disabilities and other vulnerable children can attend a school close to their hometown. The project in the community of Garango is a pilot that will serve as a model for the National Strategy of Inclusive Education in Burkina Faso.

Innovative Practice 2016 on Education and ICT

 ocadesburkina.org

CAMBODIA

Krousar Thmey: Khmer Braille and Khmer Sign Language

Inclusive Education for Cambodian children who are blind or deaf

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 the Khmer Braille and Khmer Sign Language.

Innovative Practice 2016 on Education and ICT

 krousar-thmey.org

Light for the World: Self Advocacy in Cambodia

Training Disability Representatives to work with local district officials

Light for the World has set up a programme in the Pursat province of Cambodia to create and train Commune and Village Disability Representatives to advocate for inclusive policies. As of 2018, 251 persons have been trained and their roles have led to policy changes, including access to free health care and assistive devices.

Light for the World: Self-advocacy for women

Leadership programme for women with disabilities

The selected participants attend workshops where they learn to self-advocate and empower others, after which they implement their own small projects. To date, 24 women have completed the programme, with 12 having since received formal leadership positions or promotions. A further 470 women have been reached via the small projects.

Innovative Practice 2019 on Independent Living and Political Participation

 light-for-the-world.org

PPCIL: Personal Assistant Service System

Introduction of the personal assistance model

In 2016 the Phnom Penh Centre for Independent Living (PPCIL) introduced the first personal assistance model for people with severe disabilities in Cambodia. Between 2016 and 2018, more than 300 people with disabilities have benefited from the PPCIL programme, which is to become a national policy.

Innovative Practice 2019 on Independent Living and Political Participation

 ppcil.org

CAMEROON

educlick: Kamer Big Bang platform and educlick platform

Subscription-based online education platforms that also work without Internet

Kamer Big Bang is an online resource centre for matching users with jobs and learning opportunities. educlick is a mobile phone-based e-learning system whereby users undertake courses via text message. Originally targeted to people displaced through armed conflict, both platforms became popular with people with disabilities.

Innovative Practice 2020 on Education

 kamerbigbang.com

CANADA

Alberta Association for Community Living (AACL): Rotary employment partnership

Engaging the business community to create employment for individuals with developmental disabilities

AACL connects individuals with developmental disabilities to the jobs created by Rotarians and assists the employers to sustain employment by maximally utilizing natural supports. In 2012 there were over 30 clubs in Alberta involved and more than 200 jobs had been created, with an average wage substantially above the minimum wage.

Innovative Practice 2013 on Employment

 aacl.org

Alberta Association for Community Living: Inclusive post-secondary education

Post-secondary inclusion: A path to employment

The programme develops inclusive post-secondary education opportunities for individuals with developmental disabilities. The initiative has a proven track record, resulting in vastly superior rates of employment for adults with developmental disabilities in a broad array of jobs and careers with less dependency on human services.

Innovative Practice 2013 on Employment

 aacl.org

BCANDS: Indigenous disability in Canada

Advice and support service targeting indigenous populations

BCANDS provides free advice and support to any person with a disability-related query, but with a focus on the unique needs of Indigenous populations. The organization acts as a liaison among service agencies. In 2017, BCANDS supported over 1,700 people in accessing local or national services.

Innovative Practice 2019 on Independent Living and Political Participation

 bcands.bc.ca

British Columbia Ministry of Social Development and Poverty Reduction: Advisory groups for more inclusion

Collaborative creation of the ten-year action plan

The Plan for Inclusion is the result of extensive community consultations involving up to 1,150 people and leading to 4,500 proposals. These will be addressed by advisory groups, which include people with disabilities, their families, employers, financial institutions, non-profit organizations, and the technology and business sectors.

Innovative Policy 2019 on Independent Living and Political Participation

 gov.bc.ca

Community Living Sarnia-Lambton: Summer Employment Transitions

Providing summer internships for young people with disabilities

Community Living Sarnia-Lambton operates a variety of programmes supporting employment for people with disabilities. One such programme is Summer Employment Transitions, whereby young people (aged 16 to 29) are placed in summer internships supported by job coaches and paid by their employers.

Innovative Practice 2017 on Employment

 employment-transitions.com

Elections Saskatchewan: Accessibility for Provincial Elections

An accessibility implementation plan for provincial elections

The plan addresses four problematic areas that had been identified through focus groups and consultations: voting op-

tions, polling place accessibility, products and services at polling stations, and voter information and public education. Solutions carried out include improved polling place accessibility or homebound voting.

Innovative Policy 2019 on Independent Living and Political Participation

 elections.sk.ca/accessibility

Employment and Social Development Canada: Ready, Willing and Able Initiative, 2014–2017

Creating employer demand for inclusive hiring

By taking a demand rather than a supply focus, the initiative enters into a direct dialogue with employers, informing them why persons with intellectual disabilities make excellent employees and can fill regularly occurring vacancies. Begun in 2014, 1,159 employment opportunities were secured by September 2016.

Innovative Policy 2017 on Employment

 canada.ca/en/employment-social-development

Government of Newfoundland and Labrador: Supported Employment Programme

Ongoing support through a job trainer

The programme assists individuals with intellectual disabilities requiring support with accessing employment and performing job duties. The programme is characterized by the Employment First approach, providing a job trainer only when the employer offers a meaningful job and pays at least a minimum salary.

Innovative Policy 2013 on Employment

 gov.nl.ca

March of Dimes: Home and Vehicle Modification Programme

Enabling people with disabilities to stay in their homes and communities

The “Home and Vehicle Modification Program” is designed to modify homes and vehicles to allow people with disabilities to remain in their own homes and communities. The programme is fully funded by the Ontario Ministry of Children, Community, and Social Services and implements around 650 modifications each year.

Innovative Practice 2019 on Independent Living and Political Participation

 marchofdimes.ca

Ministry of Education and Early Childhood Development New Brunswick: Legally-binding policy on Inclusive Education

Forbidding segregated education

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.

Innovative Policy 2016 on Education and ICT

 inclusiveducation.ca

Province of New Brunswick, Department of Education and Early Childhood Development: New Brunswick Provincial Autism Training

Building capacity to support the inclusive education of children and youth with autism

Provincial Autism Training is a programme for educational staff, families, and service providers in dealing with preschool children and students in an Inclusive Educational context. The introductory training is available online. Advanced training and on-site coaching is provided for professionals who design and manage programmes for learners.

Innovative Policy 2020 on Education

 www2.gnb.ca

Rick Hansen Foundation: Rick Hansen Foundation Accessibility Certification

Rating-based training of accessibility assessors

The Rick Hansen Foundation Accessibility Certification (RHFAC) is a comprehensive rating system to measure meaningful accessibility in the built environment. The foundation also launched a training course for professionals in the construction industry to promote the principles of both RHFAC and Universal Design.

Innovative Practice 2020 on Education


 rickhansen.com

Sign Impact and School of Linguistics and Language Studies, Carleton University: Formal curriculum for sign language

A sign language curriculum especially for parents

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 means that the learning of sign languages has the same significance and structure as the learning of spoken languages.

Innovative Practice 2016 on Education and ICT

 [carleton.ca, signimpact.nl](http://carleton.ca/signimpact.nl)

Société Logique: Audit of Safe Active Pedestrian Potential (PPAS AU)

Accessibility assessments of urban areas using 114 indicators

PPAS AU is a paper-based assessment form to review the level of ease by which persons with disabilities, the elderly, and children can move through public spaces such as pavements, crossings, and buildings. PPAS AU has been used in six neighbourhoods in and around Montréal since the start of the initiative in 2015.

Innovative Practice 2018 on Accessibility

 societelogique.org

The Global Alliance on Accessible Technologies and Environments: Imparting barrier-free access

Supporting architects and urban planners to understand accessibility

The Global Alliance team developed a technology vendor da-

tabase as well as learning and reference resources to support architects, planners, and engineers as well as small businesses to help them understand their obligations under the “Accessibility for Ontarians with Disabilities Act” and to support them in the implementation process.

Innovative Practice 2016 on Education and ICT

 gaates.org

Tyze Personal Networks: Online Collaboration

A personal network for persons with disabilities

Tyze Personal Networks is an online service that helps people with disabilities to connect and collaborate in order to achieve goals and realize dreams. Built on 25 years of experience, the network was created to scale the knowledge, values, and processes underpinning network-centric approaches to support and coordination.

Innovative Practice 2013 on Employment

 tyze.com

Vela Microboard Association: Microboards

Small non-profits for supported decision-making

A “Microboard” is a small group of family and friends who join a person with disabilities to create a non-profit organization so as to support the person to create the life he or she envisions. The network enhances supports that may previously have been solely the responsibility of parents or other relatives.

Innovative Practice 2015 on Independent Living and Political Participation

 velacanada.org

WBU and World Intellectual Property Organization (WIPO): Marrakesh Treaty

Allowing for copyright exceptions to make books accessible for the blind

The “Marrakesh Treaty” allows copyright exceptions to facilitate the creation of accessible versions of books and other copyrighted works for persons with visual impairments and print disabilities. It was adopted in 2013 by WIPO and entered into force in 2016. As of late 2017, 33 countries have ratified it.

Innovative Policy 2018 on Accessibility

 worldblindunion.org

York University, Disability Rights Promotion International: DRPI-AWARE

Asian Workplace Approach that Respects Equality

DRPI AWARE is a joint project between York University and disability organizations that work with employers to recognize the skills of disabled workers rather than focusing on their disabilities and limitations. Between 2013 and 2016, DRPI AWARE has successfully placed 163 people in employment in the open labour market.

Innovative Practice 2017 on Employment

 drpi.research.yorku.ca

Ontario Province: Accessibility for Ontarians with Disabilities Act (OADA)

Towards fully accessible organizations, both in the public and private sector

Ontario wants to become a fully accessible province by 2025. The AODA includes guidelines for public space design, employment, Information and Communications, transportation, and customer service. The Act's "Regulation on Integrated Accessibility Standards" defines 200 concrete requirements.

Innovative Policy 2018 on Accessibility

 ontario.ca

CHILE

CETRAM – Centro de Trastornos del Movimiento: Customizing health solutions

Technical aids and assistive technology, at low cost and high level of performance

CETRAM aims to include educational and technological assistance as well as social, analytical, and political elements. An interdisciplinary team identifies and finds solutions to problems in regard to the health system that violate the fundamental rights of the people with disabilities involved, especially intellectual ones.

Innovative Practice 2014 on Accessibility

 cetram.org

Corporacion Ciudad Accesible (CCA): Graphic Accessibility Guides

Planning and building accessible cities, simplified

In 2002, CCA began to publish graphic accessibility guides in the form of leaflets called "Accessible Thematic Files." By 2017, 13 Files have been published, supporting municipalities, planning institutions, and the public with the aim of accelerating the planning of accessible environments, buildings, and towns.

Innovative Practice 2018 on Accessibility

 ciudadaccesible.cl

Fundacion Descubreme: Certificate for secondary education and vocational training

A certification scheme creating job opportunities for young people with intellectual disabilities

Descubreme Foundation developed a pilot project to certify the education of students with intellectual disabilities with the appropriate authority. Ten students were selected, eight of whom passed the exam and found a regular job. Project staff provided support during the first six months of employment to ensure a smooth transition.

Innovative Practice 2017 on Employment

 descubreme.cl

Lazarillo Tec SPA: Navigation App

Outdoor and indoor orientation for people who are blind

The app uses audible messages to provide users with information about their location, pointing out street junctions and reporting on places of interest, such as businesses, institutions,

etc. If required, it can also guide the user to a specific point. By mid-2017, Lazarillo had more than 7,000 users in 14 countries.

Innovative Practice 2018 on Accessibility

 portal.lazarillo.cl

Ministry of Labour and Social Security: More Capable programme

Training and placing the vulnerable in Chile

The programme supports disadvantaged women, young people, and people with disabilities on their way into the labour market through skills training, supported employment, and labour intermediation. In 2016, 5,235 people with disabilities were given the opportunity to receive training.

Innovative Policy 2017 on Employment

 sence.cl

Mutual de Seguridad: Modelo de Atención Integral en Salud (MAIS)

Large-scale rehabilitation project provided by an insurance company

Started in 2009, the MAIS model aims to minimize the difficulties faced by people who have incurred a disability as the result of a labour accident. To this end, it brings together all relevant stakeholders from the individual's environment, including employers, family, and community as well as social and medical institutions.

Innovative Practice 2017 on Employment

 mutual.cl

Universidad de Andrés Bello: Socio-labour training programme in a university setting

A three-year vocational training programme for students with intellectual disabilities

The "Diploma in Working Skills" is a three-year programme for people with learning difficulties to develop employment skills. Both professional and social competences are taught during the training. The programme takes place on the university campus and students have access to all extracurricular activities on site.

Innovative Practice 2020 on Education

 unab.cl



CHINA

Centre for Sign Linguistics & Deaf Studies; Chinese University of Hong Kong: Sign Bilingualism and Co-enrolment in Deaf Education

Sign bilingual education from infancy to secondary school

Deaf and hearing students study together in the same classroom, receiving sign language and oral instructions simultaneously. The courses are available in signed and spoken languages, using Hong Kong Sign Language, Cantonese, Mandarin, and English. In 2019, 124 deaf children enrolled in the programme.

Innovative Practice 2020 on Education

 cslds.org

The Asian SignBank: Documenting Asian sign language

Archive and search engine for Asian sign languages

The Asian SignBank is the first archive for sign language varieties in Asia and has been implemented to facilitate sign language teaching, development, and research. For each participating country signs are collected, filmed, analyzed, documented, and archived. By 2017 the online database contained of over 6,000 signs.

Innovative Practice 2018 on Accessibility

 cslds.org/asiansignbank

CHINA (HONG KONG)

Labour and Welfare Bureau: Barrier-free Access & Retrofitting of Facilities

Hong Kong's retrofitting programme

"Barrier-free Access & Retrofitting of Facilities" is a programme to create a barrier-free environment by enhancing the accessibility of public premises and facilities. "Access Co-ordinator & Access Officer Scheme" establishes gender focal points in each policy bureau and department and in each venue to manage accessibility issues.

Innovative Policy 2014 on Accessibility

 lwb.gov.hk

New Life Psychiatric Rehabilitation Association (NLPRA): Social enterprises "330"

Jobs for persons with psychosocial disabilities

NLPRA's social enterprises adopt a business approach in operation, with the objective of providing work and training opportunities to people in recovery from mental illness in a real work setting. In 2013, NLPRA operated 21 "330"-enterprises in retail, catering, eco-tourism, direct sales, cleaning, and property management.

Innovative Practice 2013 on Employment

 nlpra.org.hk

COLOMBIA

Diseño Universal Tecnoayudas, Corporación Discapacidad: Digital Inclusion kit

Digital inclusion kit for persons with disabilities

The kit facilitates the inclusion of persons with disabilities by offering them solutions for gaining access to the digital centres in schools, universities, libraries, and telecentres. In 2013 more than 100 centres had received the kit and more than 4,000 people were trained.

Innovative Practice 2014 on Accessibility

 discapacidadcolombia.com, tecnoayudas.com

FENASCOL: "Centro de Relevó": (Relay Service)

Video-sign language service throughout the country

"Centro de Relevó" allows hearing-impaired people to find an interpreter – via a text message or the Internet – who can provide them with a free translation via Internet or mobile phone within Colombia for a maximum of 15 minutes. This interpreter

can also be used for other necessary communication services.

Innovative Practice 2018 on Accessibility

 centroderelevo.gov.co

Ministry of Information and Communications Technologies: Plan Vive Digital

Internet access for disadvantaged Colombians

Plan Vive Digital is a national plan to increase both Internet access and usage. One of its specific objectives is to improve universal access to ICT. More than 80 initiatives proactively address vulnerable groups, including people with disabilities, in order to promote their educational, labour, and social inclusion.

Innovative Policy 2014 on Accessibility

 mintic.gov.co

Ministry of Information and Communications Technology of Colombia: Cinema for Everyone

Making the cinema accessible for all throughout Colombia

By reducing regulatory hurdles and providing financial incentives, the initiative wants to encourage cinema owners to make their facilities more accessible. The Ministry also developed an app offering audio descriptions, sign language, and subtitles corresponding to the audio-visual content of "Cine para todos."

Innovative Policy 2018 on Accessibility

 cineparatodos.gov.co

Profamilia, ASDOWN Colombia, LICA, and PAIIS: Sexual and Reproductive Rights

Promoting the sexual rights of people with intellectual and psychosocial disabilities

The four organization working together have developed training and information for health professionals, judges, young people with intellectual and psychosocial disabilities, and their families. Between 2012 and 2018 they have trained over 3,000 people and influenced new health legislation introduced in 2017.

Innovative Practice 2019 on Independent Living and Political Participation

 asdown.org



COLOMBIA AND THE U.S.

Best Buddies Colombia: Integrated Employment

Personalized coaching in the workplace

Best buddies provides individuals with intellectual and developmental disabilities the opportunity to have personalized coaching in the workplace and become integrated in their place of employment. In 2012, Best Buddies Colombia had placed 320 individuals in such a workplace in the various regions of Colombia.

Innovative Practice 2013 on Employment

 bestbuddies.com.co

COSTA RICA

Ministry of Work and Social Security: Plan for Work Inclusion

Boosting the employability of Costa Ricans with disabilities

Initiated in 2012, the Plan comprises measures such as employment services and increasing workplace demand as well as encouraging the development of enterprises. By 2014, 1,653 persons received training services, 49 started their own business, and the Network of Inclusive Business expanded to 58 members.

Innovative Policy 2016 on Education and ICT

 mtss.go.cr

CROATIA

Association for Promoting Inclusion (API): Organized Housing

Living alone with individualized support

API developed models of community-based services, such as “organized housing” and specialized foster family care, to enable children and adults with intellectual disabilities to move from large residential institutions to a life in the community. In 2003, “organized housing” was introduced by law as a new type of service.

Innovative Practice 2015 on Independent Living and Political Participation

 covalidus.hr

Udruga za samozastupanje (Association for Self Advocacy): Human Rights Advocacy through Learning by Doing

Voting without legal capacity

The project brought together a variety of civil society organizations to raise public awareness on the rights of persons with disabilities and to provide workshops on democratic and voting procedures for self-advocates in local communities. The main objective realized by the project was making changes to the Voters Register Act.

Innovative Practice 2015 on Independent Living and Political Participation

 avast.com, samozastupanje.hr

DENMARK

Disabled Peoples Organizations Denmark: Barrier-free office building

The most accessible office building in the world

The office building takes the accessibility needs of all groups with all kinds of impairments into consideration and represents the inclusion of accessibility as both concept and ideology. The future users were involved in the process; therefore, many elements included in the building are user-driven innovations.

Innovative Practice 2014 on Accessibility

 handicaporganisationerneshus.dk

Ministry of Children and Education and Municipalities: Act on Secondary Education for Young People with Special Needs

The right to youth education

The law enables young people with special needs to attain personal, social and vocational competencies through a three-year youth education. The training is based on a person-centred curriculum. It can take place in different schools or in the form of work experiences, and is completed with a certificate.

Innovative Policy 2013 on Employment

 lev.dk

Socialstyrelsen – National Board of Social Services: Study kit about citizenship and personal rights

An educational programme for people with cognitive disabilities

The objective is to develop the tools and information that provide people with cognitive disabilities with knowledge of their personal rights, and to give them tools for practicing these rights. Based on positive experiences, a project has been initiated in 2014 to extend access to the kit to adults with more severe cognitive disabilities.

Innovative Practice 2015 on Independent Living and Political Participation

 socialstyrelsen.dk

Specialist People Foundation: Specialisterne

Equal employment opportunities for persons with autism

Specialisterne is internationally recognized as the first and foremost example of how highly functioning people with autism can become effectively integrated in society and provide valuable, high quality services to their employers. The model has the flexibility to fit local culture and community in cooperation with local stakeholders.

Innovative Practice 2013 on Employment

 specialisterne.com

DOMINICAN REPUBLIC

National Institute for Comprehensive Early Childhood Care: Integrated Early Childhood Care Model

700 early childhood centres across the whole country

The early childhood care centres provide services for children with and without disabilities. However, an essential part is the detection and support of children with disabilities. This includes therapeutic services, teaching in classrooms that have special equipment to play and learn, as well as training and education for parents.

Innovative Policy 2020 on Education

 inaipi.gob.do

ECUADOR

Banco D-MIRO: “Creer”

Making microfinance inclusive

Creer is a loan product designed to reach persons with disabilities. Technically, the product is the same as a standard micro-

credit product. After its start-up in April 2010, the product in 2013 had around 400 clients, which is considerably above industry average, while the portfolio at risk is only slightly above the average.

Innovative Practice 2013 on Employment

 d-miro.org

Federation of Ecuadorians with Physical Disabilities: Labour Integration Service for Persons with Disabilities

All-Sector-Cooperation creates jobs

The Ecuadorian Labour Integration Service promotes the inclusion of people with disabilities in the open labour market through training and assistance and by working together with the entire socio-labour spectrum. By 2016, some 12,900 people had found a job in 8,355 public and private companies.

Innovative Policy 2017 on Employment and ICT

 fenedif.org

FEPAPDEM: Self-advocacy

Training persons with intellectual disabilities to be self-advocates

The training of self-advocates takes an average of ten months and covers human rights, participation mechanisms, supported decision-making, and development of expressive ability, with the help of manuals and group teaching. Over 400 persons with intellectual disabilities and 100 facilitators undertook the training between 2014 and 2018.

Innovative Practice 2019 on Independent Living and Political Participation

 fepapdem.org

Fundación Discapacidad y Desarrollo: Disability rights at a local level

Co-creating new regulations with local governments

After Fundación Discapacidad y Desarrollo had identified the needs of disabled people in the province of Loja together with local organizations and representatives, some changes were implemented at the local level. One result of the legislation is that 480 people with disabilities have now set up small businesses

Innovative Policy 2019 on Independent Living and Political Participation

 inclusion.gob.ec, cbm.org

Ministry of Industries and Productivity: Productive Inclusion for Persons with Disabilities

Self-employment and microfinance

The programme increases entrepreneurship of persons with disabilities by providing them and their families with personnel and financial support to develop their own business ideas. From 2013 to 2016, more than 4,385 entrepreneurs with disabilities were trained about entrepreneurial and productive topics.

Innovative Policy 2017 on Employment

 gob.ec/mipro

South America for All (SAFA): Barrier-free travelling

Wheelchair-accessible tours in Amazonia, the Galapagos Islands, and Machu Picchu

SAFA offers tours to various South America destinations that are accessible by wheelchair users (including hotels, restaurants, availability of accessible transport, etc.). SAFA therefore developed a systematic approach to evaluating potential locations. In 2016 approximately 300 wheelchair users booked tours.

Innovative Practice 2018 on Accessibility

 southamericaforall.com

Universidad Politécnica Salesiana: UNESCO Chair on Support Technologies for Educational Inclusion

Person-centred support model for university students

Through the UNESCO Chair project students with different impairments manage their own learning process and support needs. They can draw on a variety of resources, including a peer support programme. For teachers and families the chair offers workshops on person-centred educational planning.

Innovative Practice 2020 on Education

 catedraunescoinclusion.org

EGYPT

Alhassan Foundation: Inclusion for wheelchair users in Egypt

Multiple tailored solutions offer physical and financial independence

In the Alhassan Foundation more than 50 per cent of the board members and 80 per cent of the employees are wheelchair users. The Foundation aims for wheelchair users in Egypt to reach higher levels of inclusion and independence in all aspects of life, including education, employment, and sports.

Innovative Practice 2019 on Independent Living and Political Participation

 facebook.com/AlhassanFDN

Helm: Enteleq app

Crowd-sourced reviews on 1,000 sites across Egypt

The app allows persons with disabilities to search for venues such as shops, restaurants, and public offices that provide the accessibility features that they require. Users can request Helm to review a venue and upload it to the app, if approved, or give their own ratings. More than 1,000 people use Enteleq regularly.

Innovative Practice 2018 on Accessibility

 helmegypt.org

Helm (“Dream”) Foundation: Effective employment of people with disabilities

Large-scale support for employers who have to meet a quota of employees with disabilities

Helm assists employers by short-listing suitable candidates, identifying the required accommodations, and ensuring that employees maintain their jobs by on-the-job training and regular follow-up with both the employee and employer. Be-

tween 2014 and 2017, Helm has worked with more than 250 companies.

Innovative Practice 2017 on Employment

 helvegypt.org

Ministry of Communications and Information Technology: Employment Opportunities for Persons with Disabilities

A national cooperation to push employment in ICT

The programme equips people with various disabilities with the skills required for work in the ICT sector, and places them in appropriate companies. Launched in 2013, it has trained 467 people by 2016. Of these, 83 per cent (one third women) are employed full-time in 16 companies and are paid entirely by their employers.

Innovative Policy 2017 on Employment

 mcit.gov.eg

SETI Centre Caritas: Support, Education, and Training for Inclusion

Creating hundreds of jobs for young people with intellectual disabilities

The SETI Centre was founded by Caritas Egypt to provide vocational preparation and training to youth with intellectual disabilities. From its beginnings until 2016, the SETI Centre has placed over 500 youth with disabilities in various types of jobs as well as supported 300 of them to start their own businesses.

Innovative Practice 2017 on Employment

 inclusive-education.seti-center.com

ESTONIA

Helpific: helpific.com

Service IT-platform available in several European countries

In 2015, Helpific started a web-based IT-platform that connects people who need assistance in independent living to local volunteers and paid support. The IT-platform enables people to post requests as well as offers of support in a variety of categories. In 2018, Helpific had more than 6,200 registered members.

Innovative Practice 2019 on Independent Living and Political Participation


 helpific.com

Ministry of Education, Higher Education Department; Tallinn University of Technology: Primus Programme

Access to Higher Education

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.

Innovative Policy 2016 on Education and ICT

 hm.ee
, archimedes.ee

Tallinn University of Technology: Accessible TUT

Higher education accessible in Tallinn

Former students of Tallinn University of Technology with disabilities are employed as counsellors at the university. They provide assistance for and support to students, university staff and key decision makers. As a result improvements were made and the number of students with disabilities increased over 300% in three years.

Innovative Practice 2014 on Accessibility

 ttu.ee www.tut.ee

ETHIOPIA

Ethiopian Center for Disability and Development (ECDD): Guide to Accessible Ethiopia

Guide book on accessibility for 12 cities in Ethiopia

ECDD together with Light for the World Austria provides information on accessibility. In 12 cities in Ethiopia people with disabilities were trained to undertake audits and survey the accessibility of hotels, restaurants, schools and other public facilities. A "Guide to Accessible Ethiopia" has been produced and distributed.

Innovative Practice 2014 on Accessibility

 ecdd-ethiopia.org

Ethiopian Centre for Disability and Development: Inclusive Skills Training and Employment Programme (ISTEP)

Alternative ways for successful job applications

Since 2013, ECDD has been collaborating with public vocational training colleges on the "Inclusive Skills Training and Employment Programme for and by Persons with Disabilities" to facilitate training opportunities for people with disabilities, including with intellectual disabilities. By 2016, ISTEP had assisted more than 1,500 beneficiaries.

Innovative Practice 2017 on Employment

 ecdd-ethiopia.org

Felm in partnership with EECMY-DASSC: Social and Educational Programme for the Deaf

Training teachers of mainstream schools in sign language

The project focuses on training teachers in rural areas to include sign language in their lessons, along with providing educational materials and assistive devices to students with disabilities. Since 2003, in-service training has been provided for 2,000 teachers, and more than 35,000 deaf or hard of hearing children have accessed education.

Innovative Practice 2020 on Education

 felm.org

EUROPEAN UNION

European Expert Group: Avoiding institutionalization

Diverting EU funds towards community-based care

The European Expert Group was established to support the EU in promoting care reforms. It includes a wide range of stakeholders, providing training, guidance, and tools to political representatives and governments to inform them about the need of community-based care and the risks of institutional care for persons with disabilities.

Innovative Practice 2015 on Independent Living and Political Participation

 deinstitutionalisation.com

European Parliament and European Commission: EU directive for web accessibility

Minimum standards of websites and mobile applications by the public sector

The Directive (EU) 2016/2102 requires public sector bodies of all 28 EU member states to make public-sector websites and mobile applications accessible by 2021. Accessibility must be covered for all user groups and must meet four principles: perceivability, operability, understandability, and an robustness.

Innovative Policy 2018 on Accessibility

 europarl.europa.eu

FINLAND

Aspa Foundation: Decent Work

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

The project targets students with learning or other disabilities who are in their final year of special vocational schools. The main product of the project is the website “www.oikeitaitoita.fi” (“decent work”), a database that provides advice on writing a CV and job application, on group coaching methods, etc.

Innovative Practice 2016 on Education and ICT

 aspa.fi

Finnish Federation of the Visually Impaired (FFVI): Candidate lists including audio and Braille

Providing accessible candidate lists and other election materials for visually impaired persons

During the Finnish parliamentary elections in 2011 the Ministry of Justice, in cooperation with FFVI, for the first time financed the production of accessible candidate lists for visually impaired persons, including audio and Braille. Since then these visual aids have been available in every election on all levels in Finland.

Innovative Practice 2015 on Independent Living and Political Participation

 nkl.fi

KVPS: On the Verge of Adulthood

Action plans to support the transition from secondary school

“On the Verge of Adulthood” supports people with intellectual impairment in the phase of becoming adults. Together, a personal action plan is drawn up on key issues such as work, housing, or further education. The implementation involves not only the young people and their parents but also other relevant stakeholders.

Innovative Practice 2020 on Education

 kvps.fi



KVPS – EU Disability Card implementation: EU Disability Card

A disability card to support equal access

The European Union launched an “EU Disability Card” pilot in 2016, which is a universally recognized way for people with disabilities to communicate their needs and access support. Finland is participating in the pilot. Between June and October 2018, over 4,000 people with disabilities have requested the card in Finland.

Innovative Policy 2019 on Independent Living and Political Participation

 kvps.fi/en

University of Turku: KiVa Anti-bullying

Finnish anti-bullying programme for schools going international

With KiVa Anti-Bullying, the University of Turku has developed a comprehensive, research-based programme to reduce the spread and negative consequences of bullying in secondary schools. The programme has been used in schools nationwide since 2009 and was also available in six other countries in 2016.

Innovative Practice 2016 on Education and ICT

 kivaprogram.net

FRANCE

Association Artesens: Reproduction of art objects in a tactile structure

Experiencing art through different senses

Artesens designs inclusive exhibitions. Children and adults with and without disabilities discover their cultural heritage based on a sensitive, artistic, and playful approach. Paintings are reproduced and historical objects are experienced in interactive roleplays. Artesens also reproduces art and develops training packages.

Innovative Practice 2014 on Accessibility

 artesens.org

Delta Process: ACCEO

Service provider for accessible phone calls

ACCEO enables phone conversations between persons with hearing impairments and hearing persons. Via an Internet connection, real-time video interpretation in sign language and Instant Transcript Word can be offered. The service is free of

charge for the user, as companies offering this service cover the cost.

Innovative Practice 2014 on Accessibility

 acce-o.fr

La Fondation des Amis de l'Atelier: E-Learning for Social Inclusion

E-Learning for teachers, caregivers, and families

The platform was launched in September 2015 and is available (as of 2016) 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.

Innovative Practice 2016 on Education and ICT


 elesi.eu

Sabooj: Entreprise Adaptée

Employment of persons with hearing impairment in visual and graphical creation and production

Sabooj is a French communications agency. In 2012 it was the only one of 500 so called "Entreprises Adaptées" with special facilities for providing employment for the disabled. More than 80 per cent of Sabooj's workers have a disability, such as a hearing impairment. Sabooj has 70 clients, of which 75 per cent are big companies.

Innovative Practice 2013 on Employment

 sabooj.com

SCOP Le Messager: Simultaneous transcription

Oral communication made fully accessible

SCOP Le Messager offers simultaneous transcription of speech in French, in 15 other languages, and in Braille. The transcribed text can be read on a PC screen, a mobile device, or a screen installed in a meeting room. SCOP also advises on the accessibility of event locations and conducts training on safety in regard to venues.

Innovative Practice 2014 on Accessibility

 lemessageur.com

Inclusion Europe: Accommodating Diversity for Active Participation (ADAP) in European Elections

Guidelines for accessible elections in Europe

The outcomes of the ADAP project include developing recommendations for accessible elections in Europe (in both regular and easy-to-read versions in 21 languages), covering legislation, providing accessible information and support for decision-making as well as the collection of good practices from 27 European countries (in three languages).

Innovative Practice 2015 on Independent Living and Political Participation

 nousaussi.org, unapei.org

Municipality of Grenoble: L'Agenda d'accessibilité programmée

The Accessibility Strategy of Grenoble

In 2015, Grenoble developed a nine-year plan to make the city fully accessible – including all areas of public institutions, schools, sports and leisure facilities, as well as the entire public transport system. The Accessibility Agenda is based on Universal Design principles and aims to cover all 49 communities by 2024.

Innovative Policy 2018 on Accessibility

 grenoble.fr

FRANCE AND EUROPE IN GENERAL

European Blind Union: EBU job website

An employment resource for the visually impaired

The EBU job website informs visually impaired people, employers, and policy makers across Europe about the huge range of jobs undertaken by visually impaired people. It is part of a range of work carried out by EBU to examine, promote, and facilitate the employment of blind and partially sighted people.

Innovative Practice 2013 on Employment

 euroblind.org

GEORGIA

Central Election Commission: Ballots for blind voters

Tactile ballot guides for blind voters

The tactile ballot guide has cut-out holes and lines along one side to indicate the sequence of candidates. The ballot paper is placed under the guide and an audio recording describes the parties and candidates that correspond to the holes. The guide can be used multiple times and does not require knowledge of the Braille font.

Innovative Policy 2019 on Independent Living and Political Participation

 cesko.ge/eng

GERMANY

"Inklusion muss laut sein" ("Inclusion must be loud"): A European-wide network of volunteers

Buddy service for jointly attending cultural events

The organization originally developed from an online music magazine (New Metal Media), which provided information about accessible cultural events. Its European-wide buddy service is free of charge and allows persons with disabilities to enjoy events accompanied by a like-minded companion.

Innovative Practice 2018 on Accessibility

 i-m-l-s.com

alsterarbeit GmbH: Cooperation with IKEA

A whole IKEA department run by persons with disabilities

alsterarbeit is a social enterprise providing people with disabilities with jobs, such as gardening, carpentry, packaging, IT, and gastronomy. In June 2014, the organization entered an

agreement with IKEA to run the recovery department of IKEA at the Altona store in Hamburg, creating 30 jobs for people with disabilities.

Innovative Practice 2017 on Employment

 alsterarbeit.de

capito Mecklenburg-Vorpommern: New ways to art

Training people with disabilities to be museum guides

Capito Mecklenburg-Vorpommern, together with the Staatliches Museum Schwerin, has developed a course that trains people with disabilities as art mediators. The course not only teaches art history but also skills in dealing and communicating with different visitors or in handling difficult situations.

Innovative Practice 2020 on Education


 capito.eu/team/capito-mecklenburg-vorpommern 

Dialogue social enterprise: Dialogue in the Dark

Provoking a change in perspectives and creating jobs for blind and differently-abled people

Dialogue in the Dark is an experience in total darkness where visitors to the exhibitions, led by blind guides, experience a series of ordinary situations without eyesight. Between 1988 and 2012 over 7 million people have experienced Dialogue in the Dark worldwide, and over 7,000 blind candidates have found employment through it.

Innovative Practice 2013 on Employment

 dialogue-in-the-dark.com

Discovering Hands: Clinical Breast Examiners

Blind women as experts in detecting breast cancer

Discovering Hands uses the superior tactile perception of blind and visually impaired persons to improve palpatory diagnosis in the early detection of breast cancer. Discovering Hands trains blind and visually impaired women to become “Medizinisch Taktile Tastuntersucherin” (Clinical Breast Examiners).

Innovative Practice 2013 on Employment

 discovering-hands.de

EUKOBA: BPASS

Rating the accessibility of buildings using a well-known seal system

BPASS carries out accessibility assessments of objects and public spaces based on a 300-question checklist for 11 different beneficiary groups. The actual state of the building or public space is visualised with a colour scheme and a rating. In addition to German, BPASS is also available other languages.

Innovative Practice 2018 on Accessibility

 b-pass.de

Greta & Starks: GRETA app

Mobile app providing captioning and audio description in cinemas

Film distributors provide Greta & Starks with an audio description and subtitles for films that are showing in cinemas and the

company uploads these to the free GRETA app, which people can then use in cinemas without needing special equipment. Over 30,000 people used the app between 2014 and 2018, and 80 to 100 films are added each year.

Innovative Practice 2019 on Independent Living and Political Participation

 gretaundstarks.de/greta



In der Gemeinde leben gGmbH: PIKSL lab

Cooperation reduces digital complexity

In the PIKSL lab persons with mental disabilities learn to deal with computers and the Internet. With this knowledge they become teachers for the elderly or other persons with disabilities. They also become partners for scientists, developers, and designers to create assistance tools, simplify complex communications technology, and make it more accessible.

Innovative Practice 2014 on Accessibility

 piksl.net

Institut für Inklusive Bildung gemeinnützige GmbH and Drachensee Foundation: Education Specialists

Persons with intellectual disabilities working as university lecturers

The Institut für Inklusive Bildung qualifies people with intellectual disabilities and provides them with job opportunities, mostly teaching about the specific requirements of people with intellectual disabilities. As “education specialists” (“Bildungsfachkraft”) they teach in high schools, speak at conferences, and conduct workshops.

Innovative Practice 2017 on Employment

 inklusive-bildung.org

PIKSL by In der Gemeinde leben: PIKSL Mobil

People with intellectual disabilities train peers to use digital media and ICT

PIKSL Mobil is a peer-to-peer teaching approach. People with intellectual disabilities are trained in the use of digital technology and in training other people. Equipped with technical equipment, these trainers then teach other persons with disabilities and seniors living in residential facilities to use digital media independently.

Innovative Practice 2020 on Education

 piksl.net/bildungsangebote

PIKSL Laboratories and E.ON: Accessible Customer Service

Billing information and customer support in simple language

PIKSL uses the competences of people with and without disabilities to develop products and services for everyone. One of its services helps E.ON, a German utility company, to better communicate with all of its customers. In 2016 approximately 300 people with intellectual disabilities used this service during the pilot phase.

Innovative Practice 2018 on Accessibility

 piksl.net

PIKSL Laboratories, In der Gemeinde leben and Antonia Eggeling Design: “Sound carrier scarf” audio guide

New museum experiences for persons with learning difficulties

The “Sound carrier scarf” is a hardware device that rests on the shoulders of the visitor like a scarf. It enables the user to receive information, and at the same time allows interaction with the public. The device features a barrier-free design and intuitive functions that represent a significant improvement over a regular audio guide.

Innovative Practice 2016 on Education and ICT
 igl-duesseldorf.de

PIKSL Laboratories, In der Gemeinde leben GmbH: Digital participation

Persons with learning difficulties working as IT-trainers

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. In addition to having employment, it provides them with the possibility to earn respect and recognition.

Innovative Practice 2016 on Education and ICT
 igl-duesseldorf.de

Rhein Main Inklusiv: Managing assistants

The “employer model” in personal assistance


This project offers support for persons with disabilities who use personal assistants, and encourages them to organize these assistants themselves. After a certain period of time, the level of experience and self-confidence becomes strong enough for the “new employers” to continue managing their assistants on their own.

Innovative Practice 2015 on Independent Living and Political Participation
 rhein-main-inklusiv.de

Selbstbestimmtes Leben Behinderter e.V.: MOBILE

An all-round support programme

MOBILE is a network of support and assistance for persons with disabilities living out of institutions, including parents. Costs for assisted living are in most cases covered by the regional authorities. In 2015 MOBILE supported 195 people, including 13 families with parents who had intellectual disabilities and their 25 children.

Innovative Practice 2015 on Independent Living and Political Participation
 mobile-dortmund.de

Senate Department for Urban Development and the Environment: Design for All (Handbooks on barrier-free construction)

Mandatory barrier-free construction in Berlin

Under the title “Berlin – Design for All” the city administration has published two handbooks on the subject of accessibility in public buildings and in public spaces. They give orientation


for the planning process and are mandatory for all Berlin State construction projects. Both have been translated into English and Russian.

Innovative Policy 2014 on Accessibility
 stadtentwicklung.berlin.de

SOZIALHELDEN e.V.: wheelmap.org

Online map indicating wheelchair accessibility

Wheelmap.org is available online and as an app. The information provided empowers persons with mobility impairments to plan their day more efficiently, increase their mobility, and participate more easily in society. The data collected is also a tool to raise awareness and help build a more inclusive environment.

Innovative Practice 2014 on Accessibility
 wheelmap.org

Technical University of Dortmund: zhb DoBuS Dortmund Centre for disability and academic studies

Moving step-by-step towards an inclusive university

DoBuS supports students with disabilities to graduate and 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. In 2014, more than 300 students and 100 applicants with disability were counselled per semester.

Innovative Practice 2016 on Education and ICT
 dobus.tu-dortmund.de

Universität zu Köln, Lehrstuhl für Arbeit und berufliche Rehabilitation: Project “Promi”

Being employed by a university for the duration of PhD study


Promi (“Promotion inclusive”) enables and promotes postgraduate education for students with disabilities. Initiated in 2012, 45 graduates have been placed in PhD programmes at their university by 2016 and provided with employment for the duration of their studies at one of the 21 partner universities of Promi.

Innovative Practice 2017 on Employment
 promi.uni-koeln.de

VbA Selbstbestimmt Leben e.V. München: Peer-to-Peer Support

Persons with disabilities employing their assistants

In this employer model councillors who are themselves persons with disabilities accompany and support their peers. All decisions are made by the persons with disabilities. To this end, VbA offers a payroll accounting service, an Internet-based platform for assistance, and a travelling service for wheelchair users.

Innovative Practice 2015 on Independent Living and Political Participation
 vba-muenchen.de

VerbaVoice: Technology and services for hearing impaired

Mobile accessible online interpreting

VerbaVoice developed a distant, Internet-based interpreting system. For students and trainees with hearing impairments the online service offers access to information and enables full participation in knowledge society. VerbaVoice also offers live text and sign language video to enable accessibility in events, conferences, meetings, etc.

Innovative Practice 2014 on Accessibility

 verbavoice.de

VerbaVoice GmbH: Online interpreting platform

Remote speech-to-text and sign language interpretation

VerbaVoice, is a flexible and customizable online interpreting platform. Each component (original video and audio, live transcript and sign language video, document upload) can be customized as needed. The system also works in multilingual contexts and facilitates foreign language learning processes.

Innovative Practice 2016 on Education and ICT

 verbavoice.de

GERMANY AND BELGIUM

Inclusion Europe aisbl: Norms and Logo for “easy-to-read”

European standards for making information easy to read and understand

The guidelines together with the European “easy-to-read” logo help set common standards and quality criteria for “easy-to-read.” The standards help to unify the diverse approaches to producing accessible information for persons with intellectual disabilities. They have also helped to spread the “easy-to-read” concept.

Innovative Practice 2014 on Accessibility

 inclusion-europe.org

GHANA

BasicNeeds Ghana: Mental Health Training

Five-year plan for mental health care in rural areas

BasicNeeds Ghana capacitates physicians and health workers about mental health issues, how to treat them, and how to gain knowledge about appropriate medication. Since its founding in 2002, the programme has benefitted more than 19,000 poor and marginalized people with mental health issues or epilepsy.

Innovative Practice 2019 on Independent Living and Political Participation

 basicneedsghana.org

Ministry of Education: Ghana’s Inclusive Education Policy

Inclusive Education roled out in the whole country

Ghana’s Inclusive Education policy and a comprehensive implementation plan (2015 to 2019) have led to the nationwide introduction of Inclusive Education. The programme started in 2009, by 2011 a total of 529 schools were participating and

1,322 teachers and specialists from the Ghanaian Education Service were trained.

Innovative Policy 2016 on Education and ICT

 inclusion-ghana.org

GLOBAL

International Telecommunication Union (ITU): Wayfindr

ITU standard on indoor audio navigation system for the blind

Wayfindr is the world’s first internationally-recognized standard for accessible audio navigation. It was approved in March 2017 by the ITU and gives governments, companies, and NGOs around the world an accepted benchmark along with a host of resources to implement the technology in their own organizations.

Innovative Policy 2018 on Accessibility

 wayfindr.net

GREECE

SciFY: Games for the Blind

Free open-source electronic games for children

“Games for the Blind” is a series of free electronic games designed for blind children as well as an online platform to create and share their own game. The games are designed to familiarize children with computers and to allow them to practice their hearing and other skills while having the option to play with their peers.

Innovative Practice 2020 on Education and ICT

 gamesfortheblind.org

Foundation of Research and Technology – Hellas: ELPIDA (E-Learning Platform for Intellectual Disability Awareness)

Multilingual training platform for parents and guardians

ELPIDA is a free, multilingual online course and was launched by a consortium of European organizations. Parents and guardians of people with intellectual disabilities learn the skills needed to better support their children.

Innovative Practice 2020 on Education

 elpida-project.eu

GUATEMALA

ADISA: Inclusive Education Programme

Comprehensive Inclusive Education for indigenous communities

ADISA is an NGO providing community-based Inclusive Education to children with disabilities from the Indigenous community of Santiago Atitlán, Guatemala. The integrated programme involves teachers, parents, students, and the community. The annual cost for the programme is approximately USD 60,000.

Innovative Practice 2020 on Education

 adisagt.org/education

The Trust for the Americas, Organization of American States: POETA

A new approach to labour inclusion

To increase social inclusion POETA (“Partnership in Opportunities for Employment through Technology in the Americas”) operates accessible centres to train people with disabilities in technology and vocational skills. In 2012, more than 1,500 allied companies also participated in awareness campaigns and activities.

Innovative Practice 2013 on Employment

 poeta-accessible.org

HONDURAS

PREPACE: PROPEDIF

Strengthening the independent living movement through guidance, training, and free legal advice

The PROPEDIF programme is made up of three services: Promotion of Rights, Orientation and Judicial Assistance, and the Honduran Independent Living Movement. By the end of 2018, 192 people with disabilities will have received rights training, attended camps on independent living, and received legal guidance.

Innovative Practice 2019 on Independent Living and Political Participation

 facebook.com/prepace.programaderehabilitacion

HUNGARY

GNW Ltd. (Gyarmathy, Nagy, and Weiner): Free online portal

English skills for persons with learning difficulties

The GNW-SupEFL online portal assists persons with specific learning difficulties in acquiring critical language skills in English. People with learning disabilities from six countries and EFL language teachers contribute to the design of the courses. The portal is available free of charge to people with special learning difficulties.

Innovative Practice 2016 on Education and ICT

 lexam.eu

MagikMe: Playground Equipment

Accessible equipment for children’s playgrounds

MagikMe is a social enterprise founded by five parents of children with disabilities. Together with a group of experts, they created a range of playground equipment that allows children with disabilities to get out of their pushchairs and wheelchairs and join in the play. By 2017 the equipment had been installed in more than 40 playgrounds.

Innovative Practice 2018 on Accessibility

 magikme.net

INDIA

Amar Seva Sangam: Enabling access to early intervention therapy for children in India’s rural communities

App-based family centred early intervention therapy in rural communities

Amar Seva Sangam (ASSA) runs an Early Intervention Centre. To make its services also available in more distant regions, ASSA has developed a training programme for community rehabilitation workers, including an app for ongoing support. Besides connectivity, the app serves to track the progress of the therapy.

Innovative Practice 2020 on Education

 amarseva.org



Association for Rehabilitation under National Trust Initiative of Marketing: ARUNIM

Promoting micro-enterprises and entrepreneurship

ARUNIM’s key objective is to create a Marketing Federation and facilitate entrepreneurs with disabilities to become “Contributors and Job Creators.” ARUNIM works with 192 NGOs as well as individual entrepreneurs across the country. It reaches out to more than 3,000 persons with disabilities.

Innovative Practice 2013 on Employment

 arunim.in

BarrierBreak: Newz Hook

Easy access to news for persons with disabilities

Newz Hook provides easy access to news for persons with hearing and visual impairments as well as intellectual disabilities. It also informs parents and special educators on innovations. Between 2016 until 2017, Newz Hook has gained 8,000 users of the app and 20,000 users who read the news every day on the website.

Innovative Practice 2018 on Accessibility


 barrierbreak.com

Catholic Health Association of India: Grassroots Comics

Grassroots self-advocacy for children through self-created comics

Grassroots Comics enables children with disabilities to express their personality and opinions through hand-drawn comics. The children receive four days of training and then draw their own story on paper. Each year more than 1,000 Grassroots Comics are created by children with disabilities in India.

Innovative Practice 2020 on Education

 chai-india.org

CBM: “Inclusive Organic Agriculture Value Chain”

Organic farming and employment for people with disabilities

CBM cooperates with local partners across various states of India to train farmers, including people with disabilities, in organic farming and in supporting them by providing community loans for the procurement of equipment and livestock. By 2016 more than 11,000 farmers participated, 4,098 of whom were people with disabilities.

Innovative Practice 2017 on Employment

 cbmindia.org

Centre for Internet & Society: eSpeak Text to Speech Engine

Open-source translation software for text-to-speech

eSpeak is a text-to-speech system that addresses the crucial gap by providing a voice translation tool in Indian local languages. eSpeak can be used in combination with screen readers on computers, as well as on mobile phones. Being an open-source software tool, it is affordable and compatible with other software.

Innovative Practice 2014 on Accessibility

 cis-india.org

Enable India: Namma Vaani

Mobile phone-based information sharing service about accessible opportunities in rural India

Namma Vaani is a voice-based social network, whereby information is shared via mobile phones (no smartphone and web-access needed). This allows users to listen and respond to voice messages from the disability community regarding education and employment opportunities, workplace solutions, enhanced life skills, and more.

Innovative Practice 2018 on Accessibility

 enableindia.org



Equitas Holding Limited: Microfinancing solutions without collateral

Launching a specialized microfinance bank for women with disabilities

Equitas helps women with disabilities to establish their own business by providing microfinancing solutions without collateral. To this end, Equitas has founded Equitas Small Finance Bank and provides trainings on developing businesses and finding marketing possibilities. Between 2008 and 2016, more than 14,000 women received microfinance loans.

Innovative Practice 2017 on Employment

 equitas.in

IDIA Charitable Trust: Empowerment through justice

Increasing diversity by increasing access to legal education

IDIA's project aims 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 in the area of inclusive legal education and diversity within the legal profession.

Innovative Practice 2016 on Education and ICT

 idialaw.com

Inclov: Inclov matchmaking app

Social platform tailored for people with disabilities

Inclov stands for "inclusive love" and is a matchmaking app for people with and without disabilities to make friends and connections. One of the profile items asks about disabilities, if any,

including the level of dependency. Inclov reviews applications and verifies stated contact details. In 2018, Inclov had some 50,000 subscribers.

Innovative Practice 2019 on Independent Living and Political Participation

 inclov.com

International Council for Education of People with Visual Impairment: Inclusive Education in developing countries

Indian campaign to educate visually-impaired children is going global

The project's aim is to provide guidelines, accessible teaching and learning materials, access to appropriate ICT, and the provision of capacity-building programmes for teachers and parents to promote Inclusive Education for 4 million blind and low vision children throughout the developing world who have no access to education.

Innovative Practice 2016 on Education and ICT

 icevi.org

Jaipur Foot Organization: Bhagwan Mahaveer Viklang Sahayata Samiti

Providing free adaptations and prosthetics for amputees and persons with mobility issues

Jaipur Foot Organization provides free prosthetic devices and applications. In 1975, there were 59 prosthetic devices, and today about 60,000 people annually receive specially designed prosthetic devices, wheelchairs, etc., and even financial support. This is mainly in rural areas of India and in 27 other countries.

Innovative Practice 2018 on Accessibility

 jaipurfoot.org



Jhankar: Fashion for a Cause Initiative

Jewellery production – creating jobs for persons with intellectual disabilities

Jhankar is an NGO that runs a costume jewellery business where the products are designed and produced by people with intellectual disabilities. Jhankar provides skills development opportunities for people with intellectual disabilities and transforms them into entrepreneurs who become socially and economically integrated in their communities.

Innovative Practice 2017 on Employment

 jhankarindia.in

Light for the World and partners: RAISE Project

Training teachers in inclusive techniques and learning materials

Regional Action for Inclusive Education (RAISE) works with local NGO partners that act as regional resource centres for Inclusive Education. These centres promote the participation of children with disabilities in 78 government primary schools and are to become autonomous centres of expertise on Inclusive Education.

Innovative Practice 2020 on Education

 light-for-the-world.org

Ministry of Human Resource Development: India's Copyright Amendment Act No. 27

Copyright exception for accessible formats

India's approach is characterized by its particularly inclusive and non-bureaucratic nature. As long as the converter ensures that converted formats are only accessed by persons with disabilities, the non-profit adaptation, reproduction, or communication to the public of a work in any accessible format is allowed.

Innovative Policy 2014 on Accessibility

 cis-india.org

Mom's Belief: Home-based therapy and education

A programme that creates neurodevelopmental profiles and customized education

The service operates on a monthly subscription basis. Users connect with their assigned child psychologist through video and email to create development goals and individualized education plans. Supporting resources are sent to the client's home. More than 400 families used the service in its first year.

Innovative Practice 2019 on Independent Living and Political Participation


 momsbelief.com

Mphasis: National Centre for Promotion of Employment for Disabled People (NCPEDP)

Strategic lobbying and engagement with government to push for national disability legislation

Mphasis funded the NCPEDP with the purpose of advocating for a national disability policy. The programme carried out an intensive, multifaceted drive to bring together people with disabilities and government representatives. The effort resulted in the passage of the Rights of Persons with Disabilities Act in 2016.

Innovative Practice 2019 on Independent Living and Political Participation

 mphasis.com

Nayi Disha Resource Centre: Online platform for empowering parents of children with intellectual disabilities

Free online platform supporting families of children with intellectual disabilities

The Nayi Disha Resource Centre offers a free online platform for families with children with developmental disabilities. Building on this, the NGO has developed a programme to support caregivers with limited digital literacy by using resources such as WhatsApp as well as workshops, support groups, or family events.

Innovative Practice 2020 on Education

 nayi-disha.org



National Centre for Promotion of Employment for Disabled People (NCPEDP)

Sustained advocacy for promoting equality

NCPEDP applies a multi-pronged approach and works simultaneously on five core issues, namely: Awareness, Access, Education, Employment, and Legislation. In each of these areas NCPEDP has been able to make a considerable impact with its sustained and focused effort, which in turn has led to increased awareness and opportunities.

Innovative Practice 2013 on Employment

 ncpedp.org

Planet Able: Travelling with a buddy

A "buddy" programme for travelers with and without disabilities

Planet Able provides accessible travel solutions and leisure excursions for people with various disabilities. It also matches people of different disabilities and offers a travel buddy programme in which (previously trained) people without disabilities and those with disabilities travel together, both as paying customers.

Innovative Practice 2018 on Accessibility

 planetabled.com

Samarthyam, National Centre for Accessible Environments: Barrier-free schools in India

Guidelines and toolkits to promote fully accessible schools

The information is based on Indian national codes and space standards, as well as on Universal Design principles. Together, they provide authorities with infrastructural recommendations. Staff and teachers are assisted with curriculum and classroom materials in accessible formats, e-learning technology solutions, and other educational services.

Innovative Practice 2016 on Education and ITC

 samarthyam.com

Universal Design Centre, BNCA University: Opening Minds to Universal Design

Teaching architects and students to use Universal Design principles

The Centre for Universal Design focuses on bringing Universal Design and accessibility into architectural education. People with disabilities are involved as core team members in formulating the curricula and creating course content. They are also invited as user experts and for conducting the training programmes.

Innovative Practice 2020 on Education

 bnca.ac.in/bnca-cells/universal-design

Wipro Infotech Ltd.: Equal Opportunity Policy

Promoting an inclusive workplace

Wipro's Equal Opportunity Policy is comprehensive and ensures that inclusion becomes an integral part of culture and working. Wipro's hiring policy for persons with disabilities is merit-based across all roles. Implementation of practice of inclusion is across 130,000 employees working in over 56 countries.

Innovative Practice 2013 on Employment

 wipro.com

Wipro Ltd.: Inclusive company strategy

Creating an inclusive strategy for a multinational company

Wipro Ltd. is a global IT and consulting company with a workforce of more than 170,000 people. In 2009, Wipro launched a formal Disability Inclusion Policy Framework and governance mechanism to create an inclusive environment within the company, benefitting more than 2,000 people with various disabilities.

Innovative Practice 2017 on Employment

 wipro.com

Youth4Jobs Foundation: Employment for young people

Vocational training leading directly to jobs in the open labour market

The project provides a 45-day vocational training and a one-week traineeship for young people with disabilities living in rural areas. The training was designed in cooperation with companies and future employers. The project also collaborates with stakeholders such as governments, communities, etc., to create inclusive working places.

Innovative Practice 2016 on Education and ITC

 youth4jobs.org

Youth4Jobs Foundation (Y4J): Centre for Persons with Disability Livelihoods

Fighting unemployment with training centres and by influencing legal frameworks

Y4J sets up centres as a public-private partnership to provide vocational training for young people with disabilities from rural areas and places them in companies. Due to state government participation in the programme, Y4J has been able to influence the legal framework towards pro-disability policies.

Innovative Practice 2017 on Employment

 youth4jobs.org

INDONESIA

Centre for Disability Studies and Services, Universitas Brawijaya: Affirmative Admission for Students with Disabilities

Admission quotas and support services for university enrollment

Every year, 20 students with various disabilities are admitted to Universitas Brawijaya. The Centre for Disability Studies and Services provides these students with a number of services to support learning and inclusion, tests and exams are made accessible for a variety of disabilities and a reasonable accommodation is also offered.

Innovative Practice 2020 on Education

 psld.ub.ac.id

Department of Transportation, Information, and Communication: Solo City

Access to transport that can be enforced

Solo's Standard of Accessibility of Public Transportation, In-

formation, and Communication comprises two parts. The first part, concerning public transportation, is based on and enforced at the national level. The second part contains provisions for accessible Information and Communications, which apply only at the Solo City level.

Innovative Policy 2014 on Accessibility

 pprbm-solo.org

FKM BKA in Aceh province: Evacuation of people with disabilities

Inclusive evacuation strategies following a tsunami, earthquake, or volcano eruption

Forum Komunikasi Masyarakat Berkebutuhan Khusus Aceh is a forum of various disabled people's organizations in Aceh province, a tsunami and earthquake affected region. From 2015 to 2017, the organization trained 296 persons with disabilities, and 965 have participated in three disaster evacuation simulations.

Innovative Practice 2018 on Accessibility

 naturalaceh.or.id/fkm-bka

SEHATI Sukoharjo: Inclusion Clubs

Increasing access to health and education services for children

The Inclusion Club model uses existing local resources to support children with disabilities in rural villages. Inclusion Clubs bring together village officials, health and education professionals, and children with disabilities and their families to build local capacity and exchange skills, so families can support their children at home.

Innovative Practice 2019 on Independent Living and Political Participation

 sehatidifabel.blogspot.com

Yayasan Suryakanti Bandung: Suryakanti Foundation Centre

Child development monitoring for rural areas

Yayasan Suryakanti Bandung is a non-profit foundation that specializes in supporting infants and children at high risk for disability through early detection and intervention in rural areas of Indonesia. To that end, it established the Suryakanti Foundation Centre. From 2014 to 2016 approximately 18,000 patients were served.

Innovative Practice 2018 on Accessibility

 suryakanti.or.id



INTERNATIONAL TREATY

Inter-Agency Network for Education in Emergencies: INEE Minimum Standards for Education

Mandatory minimum standards for education in emergencies


The INEE Minimum Standards for Education articulate the minimum quality and access to education for people affected by disasters and crises. They are mandatory worldwide since 2010. The accompanying INEE toolkit contains practical, field-friendly instructions for educators, aid workers, and authorities.

IRAQ

Ministry of Education and UNICEF: Low-resource inclusion

Inclusive Education to promote post-war stability

The effective and creative use of resources has enabled a programme of Inclusive Education and early intervention to be rolled out in the Kurdistan region of Iraq. In 2007, the programme covered 42 schools, 62 teachers, and 316 children. In 2010, there were 318 schools, 400 teachers, and 2,051 children.

Innovative Policy 2016 on Education and ICT
 gov.krd

IRELAND

Access Earth: Reviewing accessibility

An app reviewing the accessibility of locations by user's "yes" and "no"

Access Earth discovered that a simple yes or no answer provides much more clarity than an elaborate three-star rating. One of the main focuses of the website and the app is to create an element of ease in the rating process. This allows users to make a quick, yet valuable, rating of a venue with the option to add any comments.

Innovative Practice 2018 on Accessibility
 accessearth.com

Central Bank of Ireland: Holistic approach to accessibility

Building a national central bank on Universal Design principles

By moving into a new state-of-the-art facility, the Central Bank of Ireland has defined three major areas that will be managed in the future according to Universal Design principles: strategy development and services, design and construction, plus on-going operations (events, training, facility management).

Innovative Practice 2018 on Accessibility
 centralbank.ie

Commission for Energy Regulation: Standard SWiFT 9:2012

Accessible Services for Energy Customers

The "Standard SWiFT 9:2012 Universal Design for Energy Suppliers" and its respective toolkit has been the first standard worldwide, which provides clear guidance for energy suppliers to make their communications accessible. It includes all written, face-to-face, electronic, or web-based communication.

Innovative Policy 2014 on Accessibility
 universaldesign.ie

Department of Children and Youth Affairs: The Access and Inclusion Model (AIM)

Supporting inclusion of children with disabilities in mainstream preschools


AIM is a non-binding standard for early intervention services addressing children with disabilities. In agreement with the parents, preschools can apply for seven different measures for implementation. These include mentoring, support equipment, targeted therapy services, as well as personnel and financial assistance.

Innovative Policy 2020 on Education
 aim.gov.ie

Genio Trust: Service Reform Fund (SRF)

Philanthropy and government combining to create national disability service reform

The Service Reform Fund aims to implement reform in mental health, disability, and homeless services. The SRF awards government grant funding for projects that support persons with disabilities to move out of institutions into a community-based environment. From 2016 to 2018, 16 grants totalling €7.9 million were awarded.

Innovative Practice 2019 on Independent Living and Political Participation
 genio.ie

Kanchi: Ability Awards

Promoting inclusive business


The Kanchi's Ability Awards, launched in 2004, is a high profile business awards programme, recognizing best practice for the inclusion of people with disabilities as employees, customers, and members of the community. The Awards targets top 1,000 companies, public organizations, and the SME sector.

Innovative Practice 2013 on Employment
 kanchi.org

KARE: Project SEARCH

Hospital internships as a strong bridge to the open labour market

Project SEARCH offers young people with intellectual disabilities an internship programme at Naas General Hospital. Over a nine-month period, the interns take part in different real job experiences and then seek employment. Following the first year, all interns who completed the programme found employment in the open labour market.

Innovative Practice 2017 on Employment
 kare.ie

Mobility Mojo: Accessibility in Ireland

Trip Advisor-style accessibility mapping of venues, transport, and festivals

Mobility Mojo lists the accessibility of points of interest, events, and transportation for persons with mobility, visual, and hearing impairments in Ireland. Site and app include a mixture of self-uploaded information from establishments and from user reviews. By 2017 over 600 business and over 1,000 services were listed.

Innovative Practice 2018 on Accessibility

 [facebook.com/MobilityMojo](https://www.facebook.com/MobilityMojo)

Muscular Dystrophy Ireland: Home from Home Apartment

Staying away from home in a non-clinical setting

Home from Home is a non-clinical setting offering persons with disabilities and their families the chance to stay overnight without having to stay at the hospital. The apartment was designed by persons with disabilities. It offers ceiling track hoists in the bedrooms and provides a fully equipped kitchen and a lounge area.

Innovative Practice 2014 on Accessibility

 mdi.ie

National Federation of Voluntary Bodies: “Next Steps” project

Offering individualised support and sharing lessons learned

Members of the “Next Steps” project provide support to people with intellectual disabilities so that they can live a life of their choosing, especially to move from congregated settings into community-based settings. By 2015, 23 organizations were involved and 242 individuals had participated in the project.

Innovative Practice 2015 on Independent Living and Political Participation

 fedvol.ie, informingfamilies.ie

National Standards Authority and Centre for Excellence in Universal Design: Universal Design in Tourism

Accessibility in Irish tourism services as a business case

Ireland’s voluntary standard on Universal Design of tourism services shows that more accessible customer communication requires neither much training nor additional costs. On the contrary, it creates business benefits: Easier online bookings or clearer menus bring fewer complaints and higher sales.

Innovative Policy 2016 on Education and ITC

 universaldesign.ie

Sound Advice: Mainstreaming of hearing impairment

Creating a more accessible world for deaf children in Ireland

Sound Advice supports Inclusive Education for deaf children while empowering parents to develop their child’s full potential. The measures include public relations, training, and counseling, but also reading promotion and mentoring. One success was that newborns in Ireland are entitled to digital hearing aids.

Innovative Practice 2016 on Education and ICT

 soundadvice.pro

UrAbility: Assistive technology to support children with learning disabilities

Online training for parents and teachers of children with learning disabilities

Accessing UrAbility, users are first guided through a selection tool to choose the best fitting assistive technology. They are then auto-assigned courses based on their technical abilities, language, and location. The courses contain video demonstrations, live Q&A sessions, and access to a closed meet-up group

Innovative Practice 2020 on Education

 urability.com

WALK: WALK PEER programme

Support programme for young people leaving school

WALK PEER is a five-year model. In the first two years, young people while they are still at school are guided and trained on topics such as employability, entrepreneurship, and transition. Transition is the main topic for years three and four. In the final year, the focus is entirely on a good start of their professional life.

Innovative Practice 2017 on Employment

 walk.ie

ISRAEL

Access Israel: Training for Inclusive Teaching

Sharing personal experiences to improve inclusive teaching

The programme focuses on teachers and other providers of school services. The training itself includes four components: understanding disability through lectures, experiential activities and simulations, interactions with instructors with disabilities, and teaching tools for inclusive and accessible education.

Innovative Practice 2020 on Education

 aisrael.org

Access Israel: Accessibility training

A successful business model to train service providers in accessibility

Access Israel has developed a business model for training service providers, which includes educating staff and providing them with know-how and practical skills regarding accessible services and solutions for their organizations. Between 2009 and 2017 more than 35,000 service providers have been trained.

Innovative Practice 2018 on Accessibility


 aisrael.org

Access Israel: Increasing awareness

Teaching sign language to everyone in an entertaining way

The focus of the project is to increase awareness of the needs of persons who are deaf or hard of hearing by teaching sign language to the public, thereby acquainting hearing people with deaf culture. The success of the programme led to the expansion of the project, and to offering additional basic and advanced courses.

Innovative Practice 2016 on Education and ITC

 aisrael.org

AKIM Israel: Making museums and sites of leisure cognitively accessible

Museum accessibility for visitors with intellectual disability

The project aims to increase knowledge of those working in museums about accessibilities for people with intellectual or developmental disabilities. Training and support are provided in order to adapt or create accessible installations. Since the initial phase ended, AKIM has continued to train staff in other leisure organizations.

Innovative Practice 2020 on Education

 akimisrael.com

AlManarah library: International Accessible Library

International online audio-book library in Arabic language

The International Accessible Library is a free online resource containing a wide range of literature and educational materials in audio format. The library contains over 4,500 professionally recorded audio books in Arabic that can be accessed by persons with visual and print disabilities worldwide, and it receives over 200,000 visits per month.

Innovative Practice 2018 on Accessibility

 almanarah.org

American Jewish Joint Distribution Committee and Israeli Ministry Of Education: Volunteering for a Change

Providing meaningful volunteer work for students with disabilities

"Volunteering for a Change" arranges trainings and provides briefings on how to manage volunteers with disabilities. The partners develop relevant roles for youth with special needs so that volunteers can have meaningful placements. By 2018, Volunteering for a Change had trained some 200 students and 500 professionals.

Innovative Practice 2019 on Independent Living and Political Participation

 jdc.org

Association of Community Centres in partnership with the Ministry of Health: Amitim Programme

Social inclusion of persons with psychosocial disabilities through community centres

Through the Amitim programme so-called coordinators work at local meeting places to support adults with psychosocial disabilities in joint activities. The aim is to achieve the promotion of personal recovery via leisure and educational activities as well as the promotion of social change in the community.

Innovative Practice 2020 on Education

 amitim.org.il

Avnei Derech Mechina: Preparatory college

Two-year-transition period for young people with autism

Avnei Derech Mechina ("Milestones for Life") offers a setting in which young people with autism can learn important aspects of life including employment, social activity, studies, home/fam-

ily, and leisure time. Most vocation and volunteer experience are temporary, but contribute greatly to future careers.

Innovative Practice 2017 on Employment

 avneiderech.org.il

Beit Issie Shapiro: Friendship Park

Replicating fully accessible and inclusive playgrounds throughout the country

Beit Issie Shapiro (BIS) develops and provides innovative therapies and services for children with disabilities and their families. In 2006 BIS developed Friendship Park, Israel's first accessible and inclusive playground. By 2017 the model has been replicated in 30 municipalities throughout the country.

Innovative Practice 2018 on Accessibility

 beitissie.org.il



Bizchut: Supporting decision-making

Demonstrating supported decision-making to change national guardianship laws

Bizchut supports people with intellectual and psychosocial disabilities as well as autism to retain control over important life decisions, with the assistance of trained professionals and volunteers. From 2014 to 2018, approximately 2,300 individuals have received training and 50 have received supported decision-making services.

Innovative Practice 2019 on Independent Living and Political Participation


 bizchut.org.il

Enosh (Israeli Mental Health Association): Seeds of Wellness

Supported housing for women with psychosocial disabilities and sexual trauma

Three or four women with post-traumatic stress disorder due to sexual abuse share an apartment. A female social worker and rehabilitation counselor, both trained in sexual trauma and Dialectical Behaviour Therapy, visit the apartment daily. The service offers personal meetings, group therapy, and peer support.

Innovative Practice 2019 on Independent Living and Political Participation

 enosh.org.il/en



Gala Prompter: GalaPro App

Accessibility app for live shows

GalaPro provides synchronized accessibility and translation services for any live show or movie. Users can choose from subtitles, closed captioning, dubbing, audio description, and amplification as well as access information and buy tickets online. GalaPro can be used throughout the world on any mobile device.

Innovative Practice 2018 on Accessibility

 galaprompter.com

Israel Elwyn: Creating a Future

A transition into adulthood programme for young people with disabilities

Creating a Future prepares students between the ages of 16 and 21 for adulthood through employment skills and future orientation training. It also supports preparation for employment through an assessment of an individual's interests and strengths as well as by providing work experience.

Innovative Practice 2020 on Education

 israelelwyn.org.il

Israel Unlimited: Supportive Housing

Helping young adults to live independently

Supported Housing assists young adults with intellectual disabilities to become involved in community and social activities. Once they are transitioned into their apartments, they are provided with a care coordinator who teaches them to live independently and who is continuously involved in their overall well-being.

Innovative Practice 2015 on Independent Living and Political Participation

 jdc.org.il

JDC and Israel Unlimited: Personal budget model

Pioneering a personal budget model as part of national social services

Although the concept of a personal budget is an established practice in the United States and parts of Europe, it is new for Israel. Between 2016 and 2018, some 200 professionals have been trained and 50 people with a variety of disabilities have benefitted. In 2019, another 300 beneficiaries joined the programme.

Innovative Practice 2019 on Independent Living and Political Participation

 jdc.org

Migdal Or: Telephone-based technical support

Free technology helpline for blind or visually impaired

Clients at home, school, or work can contact the helpline via their smartphone, computer, or tablet. In this way they receive real-time instructions, primarily via phone, five days a week, addressing questions in four languages. The tech-support staff includes a manager and five specialists who are themselves blind or visually-impaired.

Innovative Practice 2018 on Accessibility

 migdalor.org.il

Ministry of Health: SES programme

Supported education services for people with serious mental health issues

In the SES programme, the service recipients are assisted by professional coordinators in their academic, emotional, and social challenges during their studies. The aim is to create better access to academic frameworks and to promote the inclusion of programme graduates into the open labour market.

Innovative Policy 2020 on Education

 health.gov.il

OrCam: MyEye

Vision device to understand texts and identify objects

OrCam MyEye enables people who are blind or visually impaired to instantly and discreetly read text from any surface as well as to recognize faces and objects. The device consists of a camera and a microphone mounted on the frame of a pair of eyeglasses and a little box-like base unit, which can be clipped to a belt.

Innovative Practice 2018 on Accessibility

 orcaml.com

Shekulo Tov: Vocational rehabilitation training

Universal training and job services for persons with psychosocial disabilities

Shekulo Tov provides job-seeking people with psychosocial disabilities with constant and flexible support. Job applicants are offered a number of options, including vocational rehabilitation, skills development, and training programmes. Participants also receive training to measure their professional progress.

Innovative Practice 2017 on Employment

 s-tov.org.il

Step-Hear: Step-Hear

An app for orientation in open and closed spaces

Installed on a smart phone, Step-Hear enables users to find their way in public surroundings using Audio-signs and pre-placed Beacons. Users can call for help in an emergency and they can communicate with public transport personnel. As of 2018, Step-Hear has placed more than 3,500 Audio signs throughout Israel.

Innovative Practice 2019 on Independent Living and Political Participation

 step-hear.com

The Right to Be Heard: Using AAC in investigations

Access to Justice in Israel for people with complex communication difficulties

Israel was the first country to introduce the right to barrier-free investigations into the law. As part of the pilot project "The Right to be Heard," 14 special investigators were trained in the use of augmentative and alternative communication (AAC) and 12 speech pathologists were trained to support investigations.

Innovative Practice 2018 on Accessibility

 jdc.org

User1st: Barrier-free webpages

Accessible websites created "automatically"

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, allowing the User1st editor to then detect, fix, and monitor a website.

Innovative Practice 2016 on Education and ICT

 user1st.com

Centro Leonardo Education: Interactive textbooks on vocational subjects

Using iPads to create multiple information channels

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 offers customized tools to help students with dyslexia.

Innovative Practice 2016 on Education and ICT

 centroleonardo-education.it

Europe Without Barriers (EWB): Accessible Vacations in Europe

Mapping the accessibility of vacation properties and itineraries

EWB is an accommodation, tour information, and booking service catering mainly to persons with physical disabilities who wish to travel in Europe. The website covers bookings in seven countries. In 2016 EWB provided services to over 7,800 persons with disabilities, including over 3,500 hours of specialized assistance.

Innovative Practice 2018 on Accessibility

 europewithoutbarriers.eu

Fightthestroke: Mirrorable

Therapy IT-platform improves motor function in young people with cerebral palsy

Mirrorable is a home-based therapy programme based on Action Observation Treatment, which states that by observing and imitating the actions of others we trigger specific neurons in our own brain. Young stroke survivors are paired via a video platform and undertake tasks together to improve motor skills.

Innovative Practice 2019 on Independent Living and Political Participation

 fightthestroke.org



Istituto Comprensivo Via Dei Boschi: Instruments for social inclusion

Music as a tool for students with autism

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, mental, and physical dimensions – all of which contribute to the well-being and progress of children with autism.

Innovative Practice 2016 on Education and ICT

 viadeiboschi.gov.it

Istituto Tecnico Economico “C. Colombo”: At the Supermarket project

Simulating a supermarket as a learning environment

“At the Supermarket” is a simulated supermarket managed by disabled young people 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. The learning environment is changed every year.

Innovative Practice 2016 on Education

 ittcolombo.edu.it

LVE Smart stick system: Loges Vet Evolution tactile path system

Tactile paths giving voice commands via a smart stick and a mobile phone app

The LVE system is made up of tactile paving integrated with radio frequency tags. The user holds a Bluetooth-equipped smart stick, which receives instructions from the radio tags when it touches the path. These instructions are then sent via Bluetooth to an app, which reads out voice instructions, based on a downloadable map.

Innovative Practice 2018 on Accessibility

 jkj.it

Ministry of Education: Law 107/2015 – Good School Reform Act; Legislative decree 66/2017

A new set of provisions for the further implementation of Inclusive Education

Decree No. 66 addresses the issue of inclusion in schools. It was introduced in 2017 and adapted in 2019. It will increase its focus on the evaluation of school inclusiveness, the training of staff, equipment, the promotion of inclusion groups, and the improvement of the accessibility of school buildings.

Innovative Policy 2020 on Education

 miur.gov.it

Ministry of Education and Forum Italiano sulla Disabilità: Non-segregation policy towards students

In Italy, students with disabilities are not segregated

The Italian Framework Law for the Assistance, Social Inclusion, and the Rights of Persons with Disabilities is a binding policy prescribing that children with disabilities have to be included in mainstream schools at all levels. As a result fewer than 1 per cent of all children with special needs are educated in segregated settings.

Innovative Policy 2016 on Education and ICT

 dpitalia.org

Pedius: Automated relay service

Mobile application allowing deaf people to make phone calls without an interpreter

Users type or speak their message into their device and Pedius sends it to the contact they choose, using either the user's own voice or an automated voice through speech synthesis. In real-time, users read the written translation of the recipient's answer through Pedius's voice recognition software on the display of their device.

Innovative Practice 2018 on Accessibility

 pedius.org

Trieste Mental Health Department and WHOCC: 24-hour mental health centres

De-institutionalisation and community living

Since 1980 the city of Trieste has closed psychiatric hospitals and set up a network of 24-hour community mental health

centres capable of dealing with the most severe conditions and of supporting clients in their daily life. In 2015 the Trieste DMH managed four community mental health centres, each with 4–8 beds.

Innovative Practice 2015 on Independent Living and Political Participation

 triestesalutementale.it

VEASYT srl: VEASYT Live!

Video-interpreting service for sign language and foreign languages

VEASYT Live! was the first online video interpreting service for sign language in Italy. The service was created in 2013 to enable public institutions to communicate with deaf people. Since then, the service was expanded by offering video interpreting into foreign languages, which has attracted the interest also of businesses.

Innovative Practice 2016 on Education and ICT

 veasyt.com

JAMAICA

Deaf Can! Coffee: A sustainable coffee venture

Training professional baristas in the Caribbean

Deaf Can! Coffee is a social enterprise founded in 2015 that engages deaf young people and equips them with the knowledge and confidence to operate a sustainable coffee venture. Once the candidates complete training, they are employed in the café, but also work upon request for mobile coffee stations.

Innovative Practice 2017 on Employment

 deafcancoffee.com

Digicel Foundation Jamaica: Mustard Seed Communities

A business approach to sustainable community living

“Mustard Seed Communities” (MSC) facilitates the development of minimum assisted-living communities and provides employment for persons with disabilities by offering skills training and equipment. In 2015, MSC had 12 residential centres catering to some 400 children and adults with disabilities.

Innovative Practice 2015 on Independent Living and Political Participation

 digiceljamaicafoundation.org

JAPAN

Assistive Technology Development Organization: Evacuation manual in DAISY

Evacuation manual customizable for familiar surroundings

One part of the multimedia manual focuses on “general information,” why it is essential to evacuate when a natural disaster happens. The second part pairs the “evacuation route,” indicating the best evacuation route in one’s familiar surroundings. Users may see faces they know, including their own, and hear a familiar voice.

Innovative Practice 2014 on Accessibility

 atdo.jp

Ministry of Construction; Ministry of Land, Infrastructure, Transport: Housing Mortgage Scheme for the Ageing Future

Cheaper mortgages for accessible homes

Japan’s “Housing Mortgage Scheme for the Ageing Future” existed in its full extent from 1996 to 2007 and entitled dwellings meeting requirements on accessibility and usability to lower interest rates or larger mortgage sums. As a result, the use of mortgages for age-appropriate housing rose to over 60 per cent during this period.

Innovative Policy 2014 on Accessibility

 jhf.go.jp

Mirairo Inc.: Bmaps app

Sharing the accessibility information of points of interest using apps and crowd sourcing

In 2016 Mirairo launched a smartphone application with a screen reader function for collecting and sharing information on the accessibility of points of interest for persons with diverse needs, including persons with disabilities, older persons, and tourists. In less than a year some 67,000 locations were uploaded.

Innovative Practice 2018 on Accessibility

 bmaps.world

Organization for Broadcasting and Communications for People with Disabilities: Listening with your Eyes

A dedicated TV channel for the hearing impaired

Broadcasting of the Listening with Your Eyes channel began in 2017. The channel allows conventional programmes to provide closed captioning and sign language displayed over the original content. The size and position of the captioning and sign on the display can be determined by the viewer using a remote control and receiver.

Innovative Practice 2019 on Independent Living and Political Participation

 medekiku.jp

PADM: WheelLog!

Connecting wheelchair-accessible maps with GPS tracking

WheelLog! is an interactive wheelchair mobile application based on Google maps that combines accessibility information with GPS-tracked routes used by other wheelchair users. In the first month since release of the application in May 2017, WheelLog! had over 1,000 downloads and more than 1,700 location postings.

Innovative Practice 2018 on Accessibility

 wheelog.com

Tokyo Bar Association: Revision of election law

Enfranchising people under guardianship

Till 2013 Japan’s Election Law deprived people under adult guardianship of their right to vote and to stand for elections. In

a spectacular court case, the Tokyo District Court condemned this as unconstitutional. The repeal of the discriminatory article led to the enfranchisement of more than 136,000 persons.

Innovative Policy 2015 on Independent Living and Political Participation

 tokyo-advocacy.com

JORDAN

Al Hussein Society: Leaving no one behind

One-year preparation programme for children with disabilities to enter mainstream schools

The programme includes services such as occupational therapy, assistive technology, and support from special education specialists, along with the creation of individual education plans. The services are designed to help children to prepare for and pass the entrance exam to be admitted into Grade 1 of mainstream schools in Jordan.

Innovative Practice 2020 on Education

 ahs.org.jo

Arab Episcopal School Irbid: Inclusive Education for visually impaired children

Inclusive schools for students who are blind or visually impaired

The Arab Episcopal School in Irbid is an inclusive school with kindergarten for children with and without visual impairments and of different religions. In 2018 the school had 40 blind or visually impaired school children. Five of the teachers are blind and also support the children in their daily life.

Innovative Practice 2020 on Education

 aeschool.org

Higher Council of Affairs of Persons with Disabilities: Sign language for emergencies

Video emergency line for the hearing-impaired

The project includes the training of officers at the Jordan Command and Control Centre (JCCC) to communicate using sign language and the development of an ICT system that enables the JCCC to accept video calls via a special line. An information campaign on the use of the video emergency call was also carried out.

Innovative Practice 2016 on Education and ICT

 hcd.gov.jo

KAZAKHSTAN

Psychoanalytic Association: Ed-Recovery Academy

Teaching reading and writing to adults with intellectual disabilities in institutions

The Ed-Recovery Academy focuses on people with intellectual disabilities living in psychiatric institutions who do not have literacy skills and teaches them reading, grammar, and mathematics. The teaching is done through an easy-to-read methodology and by incorporating life skills into the curriculum.

Innovative Practice 2020 on Education

 analyskz.com

Psychoanalytic Association: SIL programme

A home, a café and employment to promote deinstitutionalization

In 2016, the Psychoanalytic Association set up a training café to employ ten people with psychosocial disabilities who had previously lived in closed institutions. As of 2018, the Supportive Independent Living (SIL) programme oversees six group homes, two cafés, and 20 employed beneficiaries, all of whom now live on their own.

Innovative Practice 2019 on Independent Living and Political Participation

 analyskz.com

KENYA

inABLE: inABLE Computer Labs

Supporting schools to establish assistive technology labs for blind students

inABLE supports specialized schools to teach students who are blind in assistive and digital technologies. The NGO not only equips the necessary infrastructure but also provides instructors and the training for teachers. For the students, inABLE has designed an assistive technology computer curriculum.

Innovative Practice 2020 on Education

 inable.org



Signs Media Kenya Limited: Signs TV

24-hour TV station broadcasting in sign language

Signs TV broadcasts in sign language along with audio and voice, presenting informative, educational, and entertainment content with a focus on deaf culture and disability rights. In 2019 Signs TV had an estimated audience of 500,000 deaf people, 1.2 million with other disabilities, and 1.5 million people who wanted to learn sign language.

Innovative Practice 2020 on Education

 facebook.com/signsmeki

The Action Foundation: Promoting early childhood care and education

Empowering non-formal schools in slum areas

The Action Foundation (TAF) is a youth-led NGO supporting children with physical disabilities and their families. In 2015, TAF launched the project targeting low-cost, non-formal schools in poor residential neighbourhoods. Since 2015, more than 1,600 children with and without disabilities have benefited from the project.

Innovative Practice 2020 on Education

 theactionfoundationkenya.org

KOSOVO

Save the Children International: Access to education in Kosovo

Creating inclusive pre-school institutions

Working with the Ministry of Education and local departments, this project succeeded in enrolling 367 children with disabili-

ities in preschool institutions in seven regions of Kosovo. In addition, cooperation among schools, families, municipalities, rehabilitation centres, and authorities was established, benefiting more than 7,500 children.


Innovative Practice 2016 on Education and ICT
 kosovo.savethechildren.net

LEBANON

Empowerment Through Integration (ETI): Empowerment programmes

Empowerment of youth with disabilities involving their families and communities

ETI primarily focuses on young people with visual impairments, offering life-skills training in group and one-to-one settings, parent workshops, and other community activities to promote social inclusion. ETI also works with relief agencies to ensure that young refugees with disabilities can also access its programmes.


Innovative Practice 2019 on Independent Living and Political Participation
 etivision.org



Forum for the Handicapped (FOH): The Forum

Disability-led centres providing a range of services for independent living


FOH centres are run entirely by people with disabilities and aim to offer comprehensive services for such people in their home and throughout their daily lives. In 2017, 47 homes were adapted, 223 people were provided with transport, 120 people took part in sport or the arts, and 2,435 assistive devices were provided.

Innovative Practice 2019 on Independent Living and Political Participation
 theforum-lb.org

Lebanese Physical Handicapped Union: Unlocking Potentials

Economic and social inclusion

The Unlocking Potentials programme contributes to improving the living conditions of persons with disabilities in Lebanon and supports them in accessing formal employment through vocational training. It provides comprehensive support for job-seekers, job opportunities in public and private sectors, and a pilot scheme for income generation.

Innovative Practice 2013 on Employment
 lphu.com

Lebanese Physically Handicapped Union (LPHU): Advocacy for people with disabilities

Changing the hiring policies of companies leading to hundreds of new jobs

Through networking and training strategies the LPHU has succeeded in creating decent work for people with disabilities in Lebanon and Palestine. LPHU has signed cooperation agreements with 97 companies, which include inclusion in their employment policies, and are converting their buildings to be accessible.

Innovative Practice 2017 on Employment
 lphu.com

The Lebanese Physical Handicapped Union and ENAT: Inclusive Tourism Project

Two-year inclusive tourism project for tourist sites

The Inclusive Tourism Project improves accessibility and inclusion standards at four popular tourist sites. The project consists of architectural modules, workshops for staff, and technical consultations to integrate accessibility on the sites. Actions include building ramps, improving access, and creating Braille and audio support.

Innovative Practice 2018 on Accessibility
 daleel-madani.org

LESOTHO

Ministry of Education & Training: Assisted teaching

Placing teachers with disabilities in regular schools

The programme places teachers with disabilities in regular schools, supported by assistant teachers. While the focus was initially on visually impaired people, the initiative has now been extended and reaches out to persons with other disabilities as well. Between 2014 and 2016 more than 34 jobs were created.


Innovative Practice 2017 on Employment
 gov.co.ls

LIBYA

IFES: Electoral Sign Language Lexicon

Capturing and distributing critical election-related sign language

With the "Electoral Sign Language Lexicon" IFES captures critical election-related sign language vocabulary. For explanation there are books, the Internet, and an app. Train-the-trainer workshops are also available. Over 300 books have been distributed and the app has been downloaded more than 500 times.

Innovative Practice 2019 on Independent Living and Political Participation
 ifes.org

LUXEMBOURG

APEMH: Online Training Platform AGID

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

The e-learning platform AGID enables professional assistants and family members to inform themselves about personal-centred care for elderly people with intellectual impairments. By 2016 it consisted of six modules covering 900 pages of content, and approximately 1,000 people of the target group were reached.

Innovative Practice 2016 on Education and ICT
 apemh.lu

Info-Handicap Luxembourg – Conseil National des Personnes Handicapees asbl.: Info-Handicap

Funding a national disability information centre

“Info-Handicap” is a national disability information and meeting centre, founded by 16 disability organizations. While the idea for such a centre came from the Ministry of Family Affairs, Integration, and for the Greater Region, which also financially supports it, Info-Handicap is under the full control of its disability member organizations.

Innovative Policy 2015 on Independent Living and Political Participation

 info-handicap.lu

NORTHERN MACEDONIA AND SERBIA

Open the Windows/Ecumenical Humanitarian Organization: Active Inclusion

Assistive technologies and teacher training in mainstream schools in Macedonia and Serbia

The “Active Inclusion” project introduces assistive technologies and learning possibilities into primary schools and carries out networking and lobbying activities. The programme also offers trainings for teachers from participating schools as well as educational software programmes for children with disabilities.

Innovative Practice 2016 on Education and ICT

 openthewindows.org, ehons.org

Open the Windows and Ecumenical Humanitarian Organization: e-Accessible Education

E-accessible education in Macedonia and Serbia

The e-Accessible Education Project introduced assistive technology into mainstream primary schools in the country. Schools were equipped with assistive computer peripherals (e.g., big-button keyboards, trackballs, etc.) and over 300 teachers were trained in using assistive technology in their work with students with disabilities.

Innovative Practice 2014 on Accessibility

 openthewindows.org

MALAWI

FEDOMA: Multiple Lobbying Approach

Increasing political participation through targeted lobbying on many levels

Measures focus on engaging with election stakeholders, but also include lobbying political contestants, holding public debates, and promoting media coverage. Successes include the involvement of people with disabilities by the Electoral Commission and the introduction of tactile ballot papers.

Innovative Practice 2019 on Independent Living and Political Participation

 fedomamalawi.org

Sightsavers: Early Childhood Development in Malawi

A low-cost approach to early childhood development

Sightsavers has developed a model of Early Childhood De-

velopment and Education based on existing services and cost-effective methods. Sightsavers works together with local community-based childhood centres, produces learning materials, and provides specially adapted bicycles to transport the children.

Innovative Practice 2020 on Education

 sightsavers.org

MALAYSIA

Malaysian Social Security Organization (SOCSO): Return to Work Programme

Returning successfully to work

Responding to a rise in work-related injuries, SOCSO introduced the Return to Work Programme. Making use of individual but systematic case management while promoting early intervention, the programme considerably improved return to work rates. The benefits outweigh by far the costs by a 1.43:1 ratio.

Innovative Policy 2013 on Employment

 perkeso.gov.my

Social Security Organization: Return to work

Job placement & employment support services

By providing job placement and employment support for workers who have acquired disabilities and, at the same, by challenging the conception of “not able to work,” the Job Placement & Employment Support Services initiative is promoting the return to work. By 2016, 3,072 people had been placed in new jobs.

Innovative Policy 2017 on Employment

 perkeso.gov.my

Urban and Building Design Department: Kuala Lumpur as accessible city

Monitoring and enforcing accessibility

The Action Plan towards Kuala Lumpur as Accessible City sets out an implementation framework including workshops, access auditing, and a holistic focus on all three stages of the construction process: design, construction, and post-construction. It highlights three priority areas: legislation, enforcement and monitoring, and awareness raising.

Innovative Policy 2014 on Accessibility

 dbkl.gov.my

MEXICO

HearColors: The Web Accessibility Laboratories

Private company joins a university in training students in web accessibility

“Los Laboratorios de Accesibilidad Web” (Web Accessibility Laboratories) is a project for improving web accessibility expertise in Latin America. The approach is based on a training course and the development of web accessibility assessment tools. Since the start in 2015, 150 programmers and designers have passed the course.

Innovative Practice 2018 on Accessibility

 hearcolors.com.mx

Instituto Nacional Electoral: Protocol for the Inclusion of Persons with Disabilities

New guidelines are making Mexican elections accessible

The “Protocol for the Inclusion of People with Disabilities” is a binding national protocol. It contains requirements and guidelines for the availability of Braille ballots, improved physical access for people with mobility impairments, hospital polling stations, as well as the reduction of both informative and communicative barriers.

Innovative Policy 2019 on Independent Living and Political Participation

 ine.inklusionweb.com

The Trust for the Americas: DIA Inclusive Innovation Lab

Providing free space to develop technological skills for young people at risk

The Democratizing Innovation in the Americas (DIA) Inclusive Lab provides youth with and without disabilities a free space to learn digital and technical skills and to develop new ideas using adaptive and high-end technologies such as 3D printers, laser cutters, screen readers, and voice recognition programmes.

Innovative Practice 2020 on Education

 trustfortheamericas.org/programs/dia

Unidos Somos Iguales: Training “Allies”

Young volunteers as agents for social inclusion

Unidos trains young people as volunteers – called “Allies” – who then accompany people with disabilities to participate in the various Unidos social programmes. Through social franchising the programme has been rolled-out to six cities across the country, supporting 1,877 people with disabilities in 2017.

Innovative Practice 2019 on Independent Living and Political Participation

 unidos.com.mx



Universidad Tecnológica Santa Catarina: Truly accessible public university

How to teach students with and without disabilities equally

Groups of students with and without disabilities are taught together using the same curriculum and subject to the same academic criteria. Students with disabilities are supported by facility adaptation, specialized materials and equipment, counselling, as well as training for teachers and staff.

Innovative Practice 2016 on Education and ICT

 utsc.edu.mx

MOLDOVA

Keystone Moldova: Forum Theatre

Using theatre in schools to address discrimination against persons with disabilities

Theatre practitioner Augusto Boal developed Forum Theatre in Brazil in the 1970s in which scenes portray incidents of social injustice that are relevant to the audience. Keystone Moldova

uses the Forum Theatre method in schools and kindergartens to increase awareness of discrimination and its impact.

Innovative Practice 2019 on Independent Living and Political Participation

 keystonemoldova.md

Keystone Moldova – Community for All Moldova: Community for All

Moving children and adults back to their families or community-based homes

“Community for All” partners with the central government and NGOs to transfer children and adults from institutions back to their families or into community-based homes, and offers services such as education, health care, and social care to support them. From 2015 to 2018, some 2,000 people benefitted from the programme’s community-based services.

Innovative Practice 2019 on Independent Living and Political Participation

 keystonemoldova.md

Lumos: De-institutionalization and Inclusive Education

Returning children to their families and an inclusive environment

Based on an inclusive policy and the programme, children with disabilities were allowed to leave residential care and return to their communities while receiving education in a mainstream school. Between 2007 and 2013 the number of children in institutions was reduced from more than 11,500 to less than 4,000.

Innovative Practice 2015 on Independent Living and Political Participation

 wearelumos.org

MONTENEGRO

Association of Youth with Disabilities of Montenegro: Accessible transport

Transport service for students in Montenegro

Through this service young persons with disabilities are enabled to participate actively in society and develop their potential. The service is free of charge and resulted in an increased number of students with disabilities enjoying full participation in academic life as well as enhancement of their visibility in the local community.

Innovative Practice 2014 on Accessibility

 umhcg.com

UNICEF Montenegro: DAISY-Textbooks

Textbooks in electronic, audio, and video formats for mainstream primary schools

In 2013, UNICEF launched a project across Montenegro to produce DAISY-Textbooks and make them available in mainstream primary schools. DAISY-Textbooks have visual and audio options enabling children with disabilities to follow more easily and to study alongside their peers. In 2019, 70 schools were already involved.

Innovative Practice 2020 on Education

 unicef.org

UNICEF Montenegro and Government of Montenegro: It's about Ability

Changing exclusionary behavioral patterns through advocacy

"It's about Ability" was a nationwide TV and radio campaign to improve the attitude towards Inclusive Education. Whereas in 2010 only 35 per cent 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 per cent in 2015.

Innovative Policy 2016 on Education and ICT

 unicef.org/montenegro

MOROCCO

Institute for Disabilities Research and Training: All Children Reading

Improving deaf children's reading through technology

"All Children Reading" provides access to education for deaf children throughout Morocco. A key element is a software that helps teachers and parents to create teaching materials in Moroccan Sign Language. In addition, a sign language-friendly assessment for early learners was created, which is standardized and comparable.

Innovative Practice 2018 on Accessibility

 idrt.com


MOZAMBIQUE

ADPP in partnership with Light for the World: ADPP Centre of Expertise for Inclusive Education

Inclusive Teacher-Training Centres

ADPP, a Mozambican NGO, and Light for the World are working together to transform rural teacher-training centres into centres of expertise on Inclusive Education. ADPP acts as the implementing partner, while Light for the World provides most of the funding as well as the Inclusive Education expertise.

Innovative Practice 2020 on Education

 light-for-the-world.org

Young Africa: Accessible Training Centres in Mozambique

Making student training centres and accommodations accessible

With the advice of Light for the World, Young Africa Mozambique has adapted their already existing training schedules by reducing the barriers to enable young people with disabilities to study with their peers. Two new accessible hostels were constructed to accommodate 128 young people, one existing hostel was renovated.

Innovative Practice 2018 on Accessibility

 light-for-the-world.org/mozambique

NAMIBIA

Ministry of Education: Sector Policy on Inclusive Education

Inclusive Education policy in Namibia

The policy defines eight guiding principles for Inclusive Education. Among them are awareness raising, financial support, training for teachers and support staff, as well as a curricular review to reflect the diversity of needs of all learners and a mechanism for monitoring and evaluating the implementation of the policy.

Innovative Policy 2020 on Education

 www.moe.gov.na

NEPAL

Action on Disability Rights and Development (ADRAD): ELECTS

Accessible books for vision-impaired students

As part of ELECTS (Enhancing Learning Capabilities of Students with Print and Visual Disabilities) ADRAD has adopted the playback function of Android devices and produced an orientation toolkit for easy usage. The aim is to enable students with visual impairments in Nepal to use free digital books based on DAISY and Epub.

Innovative Practice 2016 on Education and ICT

 adradnepal.org

Action on Disability Rights and Development: Building Standards Nepal

Inclusive post-earthquake reconstruction

In April 2015 a strong earthquake struck Nepal, injuring and disabling around 3,000 people. "Inclusive Post-Earthquake Reconstruction: Public Building Safe and Accessible for All," initiated by ADRAD, is committed to inclusive reconstruction in the worst affected areas and reforms for more accessible construction.

Innovative Practice 2018 on Accessibility

 adrad.org.np

Disable Empowerment and Communication Centre: DEC-Nepal

Engaging persons with disabilities in all levels of politics

DEC-Nepal conducts regular dialogue with political parties and local public and non-government bodies to encourage inclusive policies, and an organizational taskforce supports voter registering and participation. Since 2012, some 200 people with disabilities have participated in local planning, and 1,055 have registered to vote.

Innovative Practice 2019 on Independent Living and Political Participation

 decnepal.org.np

Entire Power in Social Action (EPSA): Employment for young women with physical disabilities

Felting and knitting skills as the key to self-employment

EPSA produces and sells a variety of felting and knitting prod-

ucts made by young women with disabilities. Participants in their vocational training are provided with meals and accommodations. Since 2009, almost 400 young women have benefited from being trained and equipped to work on a self-employment basis.

Innovative Practice 2017 on Employment

 epsanepal.org

International Foundation for Electoral Systems: Participation in community groups

Training to actively engage in civic rights

Besides training and awareness raising, the project focuses on empowering people with disabilities to participate in community groups such as women's groups, school committees, cooperatives, etc. Working together, persons with disabilities gain confidence and community members take on disability issues as their own.

Innovative Practice 2015 on Independent Living and Political Participation

 ifes.org

Karuna Foundation: Inspire2Care

Disability-inclusive communities in remote areas

The programme focuses on prevention of childhood disability, community-based rehabilitation, and strengthening community systems in order to continue the work using resources provided by local government authorities. Between 2015 and 2017 approximately 5,000 persons have benefitted from Inspire2Care.

Innovative Practice 2018 on Accessibility

 karunafoundation.com



Karuna Foundation Nepal: Project “Inspire2Care”

Training and seed financing within local communities

Persons with disabilities and their family members are provided with vocational training depending on their interests and skills. Successful graduates are then provided with seed capital on a loan basis so they can start their own businesses. The costs of the initiative are shared between the Karuna Foundation and the community

Innovative Practice 2017 on Employment

 karunafoundation.nl

Ministry of Education: Inclusive Education Policy (2016)

A countrywide policy framework for lifelong inclusive learning

The policy consists of 43 working policies, 17 strategies, and 13 guiding principles and is implemented by programme committees at the local and provincial level, as well as by NGOs under the supervision of MEST. The adoption of specific teaching plans and school implementation are flexible and are based on local circumstances.

Innovative Policy 2020 on Education

 moe.gov.np

Sama Nepal: Including children with disabilities in mainstream schools in Nepal

Promoting community-based Inclusive Education

Sama Nepal focuses on a “base school,” which includes a care centre and/or a resource class in which children with special needs are enrolled. From there they participate in mainstream school activities according to their abilities. From 2016 to 2019, 222 children with disabilities have benefited from this support.

Innovative Practice 2020 on Education

 samanepal.org

NETHERLANDS

Dutch Association for Disabled Children: In1School

Using courts and litigation for the right to Inclusive Education

In1School addresses the right to Inclusive Education. Project members collect cases and data on educational exclusion and team up with lawyers to develop litigation strategies. They also communicate findings by media and support parents who are struggling to enrol or keep their children in regular education.

Innovative Practice 2016 on Education

 in1school.nl

Light for the World: EmployAble

Inclusive vocational training and workplaces for youth with disabilities in Kenya, Rwanda, and Ethiopia

Young people with disabilities who are unemployed receive the necessary skills in mainstream training institutes to become employed or self-employed. More than 20 stakeholders are involved in the core implementing teams. In August 2015, 273 persons were enrolled in institutes or in company training.

Innovative Practice 2016 on Education and ITC

 lightfortheworld.nl

Woord en Daad: Job and Business Services model

A “sales unit” to connect TVET and the business world

To minimize the gap between Technical Vocational Education and Training (TVET) and the job market, Woord en Daad developed a model called Job and Business Services. Like a sales unit, JBS provides regular market assessments, coaching, and training for students as well as feedback from the job market.

Innovative Practice 2017 on Employment

 woordendaad.nl

NEW ZEALAND

Electoral Commission of New Zealand: Access 2020 Disability Strategy

Improving access to electoral events

In 2014, New Zealand's Electoral Commission finalized “Access 2020.” This strategy takes the improvements made over the past electoral cycles and embeds them into a longer-term framework. In addition, it provides information and resources in accessible formats and maintains relationships with the disability sector.

Ministry of Social Development: Disabled Persons Employment Promotion Repeal Act

Equal employment conditions

The Act revokes discriminatory provisions, under which operators of sheltered workshops were given a blanket exemption from minimum wage and holiday and sick leave legislation. Now all persons, including employees with disabilities of sheltered workshops, are entitled to the minimum wage and holiday and sick leave benefits.

Innovative Policy 2013 on Employment

 legislation.govt.nz

People First New Zealand Inc. Nga Tangata Tuatahi: Easy Read Employment Agreement

Helping disabled employees understand their rights

From 2008 to June 2012, People First NZ ran an employment advocacy service, Works4Us, to assist disabled workers to understand their employment rights and other issues of employment. As part of this service Work4Us developed an Easy Read Individual Employment Agreement to assist workers with learning disabilities.

Innovative Practice 2013 on Employment

 peoplefirst.org.nz

NICARAGUA

ASOPIECAD: Community-based rehabilitation guidelines

Creating communities for early childhood interventions

This project is aimed at empowering community workers of local institutions to detect disabilities and to then provide the necessary care and early intervention. Similarly, it is aimed at parents and families by providing training in basic techniques and by guiding the education of their children with disabilities.

Innovative Practice 2016 on Education and ITC

 facebook.com/Asopiecad-1427534097563186


NORWAY

ASA Telenor Group: Telenor Open Mind

Gateway to employment: opportunities not obstacles

The Telenor Open Mind programme duration is two years. In the first three months the individuals participate in a computer training course, as well as a course to develop social skills for the workplace. The following 21 months are work practice in Telenor in an area of their interest, allowing them to gain hands-on experience.

Innovative Practice 2013 on Employment and ICT

 telenor.no/openmind

Ministry of Children, Equality, and Social Inclusion: Stopp Diskrimineringen

Universal Design in non-discrimination law

Norway's Anti-Discrimination and Accessibility Act of 2008 is the country's first nationwide non-discrimination act. It introduced legal safeguards against discrimination of people with disabilities in all sectors of society. The focus is on buildings, transport, and ICT. The law also includes an obligation to use Universal Design.

Innovative Policy 2014 on Accessibility

 stopdisk.no

Oslo and Akershus University College of Applied Sciences: Universal Design of ICT programme

Adding Universal Design in ICT student curricula

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

Innovative Practice 2016 on Education and ICT

 hioa.no

Telemark County: Barrier-free routes

Making footpaths accessible for leisure and daily use

The project began by conducting a survey of how accessible the current walking routes were. Each municipality then chose one trail to upgrade, focussing on those that started in central urban areas so people could easily access them. By 2017, 12 of the 18 municipalities have at least one footpath installed.

Innovative Practice 2018 on Accessibility

 fylkesmannen.no

Uloba: Personal assistance and Independent Living

Custom-designed personal assistance

Uloba, Independent Living Norway, is a cross-disability organization that has developed the concept of "personal assistance" based on the Independent Living ideology. Uloba is organized as a cooperative society owned by its members – all disabled. In 2015 Uloba had 1,100 members and 5,700 assistants.

Innovative Practice 2015 on Independent Living and Political Participation

 uloba.no

Oslo Kommune: Comprehensive Universal Design plan

Towards a universally designed city of Oslo in 2025

The strategy requires all new government-operated buildings, parks, public spaces, and transport systems to have Universal Design implemented from a project's inception and for this to be included in the overall building costs. In 2017 the majority of government buildings were already fully accessible.

Innovative Policy 2018 on Accessibility

 oslo.kommune.no

NORWAY AND SWEDEN

Scandic Hotels: Scandic's accessibility standard

Everybody is welcome in an accessible hotel

In consultation with organizations for people with special accessibility needs, a checklist of 110 points was developed. The Scandic's accessibility standard encompasses everything offered by the hotel and is an integral consideration for all products and services at the hotel. Scandic also offer online training for its staff.

Innovative Practice 2014 on Accessibility

 scandichotels.com

PAKISTAN

doctHERs: Pakistani women doctors online

Quality health care and counselling through video technology

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 time provides access to quality health care.

Innovative Practice 2016 on Education and ICT

 docthers.com

NOWPDP: Barrier-free Space

Supporting businesses in creating accessible workplaces and infrastructure

Based in Karachi, NOWPDP started a comprehensive project for public space and workplace accessibility and inclusion in 2012. Since then more than 50 locations have been adapted. To date more than 2,000 people with disabilities have benefited, and 30 branches of a bank and numerous offices have been modified.

Innovative Practice 2018 on Accessibility

 nowpdp.org

Special Talent Exchange Programme (STEP): Inclusive Education

Supporting school enrolment of girls with disabilities

STEP identified 220 girls with disabilities for school enrolment and provided 180 of them with assistive devices. The project was implemented with the support of parent-teacher councils and school representatives in two districts. STEP also trained 90 teachers in methods for teaching children with disabilities.

Innovative Practice 2020 on Education

 step.org.pk

PANAMA

RET Americas: Inclusive school safety in Panama (disasters and natural hazards awareness)

Teaching students with disabilities to manage risks associated with natural disasters

RET Americas has developed inclusive learning methodolo-

gies to integrate disaster risk reduction and management as a topic in public schools, introducing curricula and exercises specifically for students with disabilities. Since 2015, more than 4,000 young people with disabilities have taken part in the project.

Innovative Practice 2020 on Education

 facebook.com/RETAmericas

PAPUA NEW GUINEA

Callan Services for Disabled Persons: Support to mainstream education and vocational training

Inclusion of children and youths with hearing impairments

Callan Services for Disabled Persons provides nationwide educational and vocational training to children and youths with hearing impairments and capacity-building to school teachers to facilitate inclusion in general education institutions. Between 2008 and 2015, Callan Services had reached over 100,000 children and adults.

Innovative Practice 2015 on Independent Living and Political Participation

 callanservices.org

PARAGUAY

Fundacion Saraki: Project "Effective Labour Inclusion"

How to successfully apply for jobs in the public and private sector

Participants go through an evaluation process, which is summarized in an employment profile. Afterwards, training is recommended to complement existing interests and skills. Job placement is carried out using a special job-matching software, which is also available through the Ministry of Labour and private partner companies.

Innovative Practice 2017 on Employment

 saraki.org

Saraki Foundation & USAID: Standards for physical accessibility in Paraguay

Standards for physical accessibility

Between 2009 and 2015 seven laws and decrees have been passed in support of persons with disabilities. Law 4.934/13, for example, mandates that all public and private spaces must be accessible to people with disabilities. The private sector is incentivised by fiscal benefits rather than obligations.

Innovative Policy 2018 on Accessibility

 saraki.org

USAID, Fundación Saraki, Electoral Tribunal: Accessibility in elections

Increasing voter accessibility in Paraguay

Ahead of the 2015 municipal elections, USAID and Fundación Saraki reviewed the legal framework regarding accessibility in elections. Their recommendations led to new regulations, such as providing absentee ballots for the first time and making in-

formation about voting available in sign language and Braille.

Innovative Policy 2019 on Independent Living and Political Participation

 usaid.gov, saraki.org

PERU

Ministry of Women and Vulnerable Populations: I am Capable Model

Promoting decent work for persons with all kinds of disabilities

Based on a capability approach, the pilot model promotes skills training and labour intermediation for persons with disabilities in order to enhance their opportunities in the open labour market. By 2016 “I am capable” has enabled the employment of 3,015 people and was planned to become a nationwide programme.

Innovative Policy 2017 on Employment

 conadisperu.gob.pe

PHILIPPINES

Save the Children Philippines: KASALI – No one left behind

A multifaceted approach towards inclusive pre-primary and primary schools

KASALI (which means “no one is left behind” in Filipino) uses a range of methods such as establishing model schools, training teachers, and educating parents. Moreover, the organization is conducting advocacy and policy discussions with the government. As a result, 739 children with disabilities have enrolled in school since 2014.

Innovative Practice 2020 on Education

 savethechildren.org.ph

POLAND

Centrum DZWONI: Centre of Career Advising and Supporting

Job support for persons with intellectual disabilities

Centum DZWONI is a countrywide initiative, started in 2006, and was the first “non-public” employment agency in Poland. It aims at finding positions in the open labour market for persons with intellectual disabilities. The services are free and include counselling, training, practice, and individual support by a job coach.

Innovative Practice 2013 on Employment

 centrumdzwoni.pl

Friends of Integration Association: Able at Work

Integration of disabled persons in the labour market

Local and national campaigns like “Sprawni w Pracy,” which means “Able at Work,” have drawn Polish society’s attention to the situation of people with disabilities and their low level of employment. Friends of Integration also assists people in finding employment by operating five Integration Centres.

Innovative Practice 2013 on Employment

 integracja.org

PORTUGAL

ColorADD – Miguel Neiva & Assoc. Lda.: Color is for ALL!

Colour identification system for the colourblind

ColorADD transforms colour to a graphic code that indicates the colours on textiles, medicines, educational games, coatings, paint material, etc. Based on three primary colours, the symbols are related to each other and the entire colour pallet graphically identified, for example, yellow and blue make green.

Innovative Practice 2014 on Accessibility

 coloradd.net

QATAR

Mada: Qatar Assistive Technology Center

One-stop-shop for assistive technology in Arabic

As well as delivering direct services, Mada has sought to introduce a range of technology to support Arabic speakers, introducing website accessibility certification, establishing the first major repository of accessible books online for Arabic users, and supporting Arabic innovation and research in access technologies.

Innovative Practice 2014 on Accessibility

 mada.org.qa

Ministry of Information and Communications Technology: Qatar’s eAccessibility Policy

Comprehensive eAccessibility policy

Qatar’s National eAccessibility Policy faces the fact that Arabic did not feature in assistive technology and helps to reduce a number of the most severe barriers. It lays the foundation for an accessible ICT ecosystem by introducing assistive technology solutions in Arabic, providing support for people with disabilities and training for professionals.

Innovative Policy 2014 on Accessibility

 mada.org.qa

ROMANIA

Ceva de Spus Association: Graphic novel “Becoming Eli”

A biographical graphic novel promoting deinstitutionalization

Published in 2017, “Becoming Eli” is the work of Dan Ungureanu and the first graphic novel to address institutional abuse suffered by children and adults, the majority with disabilities. Based on a true story of a young girl left in state care, the book demonstrates that with the right support deinstitutionalization is possible.

Innovative Practice 2019 on Independent Living and Political Participation

 cevadespus.ro

Pentru Voi Foundation: Social Enterprises

Offering the services of well-trained persons with intellectual disabilities to private-sector companies

With its Social Enterprises programme the Pentru Voi Foundation promotes the social inclusion of people with intellectual disabilities in the work place through various activities, including personnel leasing, job coaching and skills enhancement training, and collaborations with companies. Ninety per cent of the customers of these services are private companies.

Innovative Practice 2017 on Employment

 pentruvoi.ro

Pro ACT Support: Preparation for Independent Living Centres

Preparing people with psychosocial and mental disabilities to live in their own homes

Residents in one of the "Preparation for Independent Living Centres" are provided with personalized professional support, counselling, and training to prepare them for living independently. From 2012 to 2018, 50 people had received support services and 16 had successfully moved on to their own independent lives and accommodations.

Innovative Practice 2019 on Independent Living and Political Participation

 proactsupport.ro

Pro ACT Support Association: Employment of people with intellectual disabilities

A shortcut to the open labour market

The Pro ACT programme targeted the employment of 40 people with intellectual disabilities in the open labour market by eliminating the typical steps taken by many organizations in this field, such as training, sheltered employment, or employment with a job coach. As of June 2016, all 40 clients were employed.

Innovative Practice 2017 on Employment

 proactsupport.ro

RUSSIA

All-Russian Society of Disabled People: Certification in Accessibility Expertise

A social franchise model for accessibility experts

In 2015, the All-Russian Society of Disabled People (ARDS) began to conduct accessibility seminars throughout the country. In order to support many of the people it trains, the ARDS set up expert centres across Russia, offering advice and financial support. By 2019, some 480 experts were working in 64 of 85 regions of Russia.

Innovative Practice 2020 on Education

 sdsvoi.ru

Perspektiva: Two-phase model for seeking employment

Building bridges to multinational and Russian companies

Perspektiva has developed a two-phase model that offers people with disabilities pre-employment support and internships

as well as follow-up assistance. In its close cooperation with the Business Advisory Board on Disability (a public institution), the project supports approximately 500 young persons with disabilities per year.

Innovative Practice 2017 on Employment

 perspektiva-inva.ru

RWANDA

Initiative for Refugees living with Disability: Pilot Study in Rwanda

Access to education for refugee children with disabilities

The mission of this project is to improve the access to education for 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 with its main partners, who are working on refugee issues in Rwanda.

Innovative Practice 2016 on Education and ICT

 facebook.com/IRDRwanda

NOUSPR: National Organization of Users and Survivors of Psychiatry

Empowerment through peer-to-peer support

NOUSPR advocates and provides persons with psychosocial disabilities with a platform for a unified voice to enable them to access all necessary services and opportunities. In 2015 the programme had some 1,200 members, 79 per cent of whom were persons who had themselves experienced mental health challenges.

Innovative Practice 2015 on Independent Living and Political Participation

 nouspr.org

SAMOA

Ministry of Education: Inclusive Education Policy

A national Inclusive Education policy promoting respect and lifelong learning

Samoa's "Inclusive Education Policy" aims at inclusive and equitable quality education, as well as the promotion of lifelong learning opportunities for all. The government itself is responsible for implementing the policy. This takes place within the framework of a five-year plan that involves several ministries and NGOs.

Innovative Policy 2020 on Education

 mesc.gov.ws

SAUDI ARABIA

King Abdulaziz University: Empowering students with disabilities initiative at KAU

Multi-method approach to improving university accessibility for blind students

In 2018, King Abdulaziz University (KAU) launched a project to make its facilities accessible to students with disabilities. Focusing on students with visual impairments, the university installed

tactile pathways and Bluetooth beacons, converted textbooks to digital formats, and launched a barrier-free test centre.

Innovative Practice 2020 on Education

 kau.edu.sa

Ministry of Labour and Social Development and HRDF: Tawafuq Empowerment for Employment for Persons with Disabilities

Quotas, support, and subsidies for private employers

By building on validated initiatives, the programme has established legislation, policies, and procedures for employers that include quotas, incentives, and subsidies. Launched in 2014, by 2016 of the approximately 648,000 Saudis with disabilities, 62,728 were employed by 31,790 companies and nearly 17,400 received subsidies.

Innovative Policy 2017 on Employment

 mlsd.gov.sa

SENEGAL

Humanity & Inclusion Senegal: Full Participation of Children with Disabilities in Education Programme

Large-scale campaign to identify and enrol children with disabilities in Senegal

The programme follows a multilevel approach to make mainstream schools more inclusive. For children and parents, the programme includes awareness raising measures and training in dealing with impairments. For schools, learning materials are adapted and teachers are trained by teachers from the special education sector.

Innovative Practice 2020 on Education

 hi.org



SERBIA

Elementary and Boarding School “Milan Petrovic”: Supported Living in Novi Sad

Person-centred assistance and accommodation in communal housing

“Supported Living in the Community” places people with intellectual disabilities in shared apartments and supports them individually. Following a pilot between 2005 and 2008, the programme has since grown to a long-term project with 39 adults living in 12 apartments across the city of Novi Sad. Nine of them previously resided in institutions.

Innovative Practice 2019 on Independent Living and Political Participation

 smp.edu.rs

Elementary and Secondary Boarding School “Milan Petrovic”: School Portal “Milance”

An e-learning platform for audio and video learning materials

The school portal “Milance” has created an e-learning platform, providing basic information on various topics free of charge. In 2016 these were language skills, mathematics, and science in various audio and video formats. In order to reach

children outside school, seminars for representatives of disabled people were organized.

Innovative Practice 2016 on Education and ICT

 milance.edu.rs

Mathematical Society of Serbia with partners: Final Exam

Online platform to prepare all students for final primary school exams

The free online platform supports schoolchildren with and without disabilities in their preparation in mathematics and the Serbian language. The exam questions are available in various formats, along with functions in Easy Language and explanatory pictures. Since its launch in 2015, almost 4,000 school children have benefited.

Innovative Practice 2020 on Education

 zavrniispit.math.rs

University of Belgrade, Faculty of Architecture: Expert Support for the Development of the Design for All in Serbia

Improving research and training on urban accessibility and Universal Design

The project involves publishing research on Universal Design, improving the curricula and training of planners and surveyors undertaking university study, plus assessing cities on accessibility criteria. As of 2019, two studies and one paper have been published, and four university courses have been modified.

Innovative Practice 2020 on Education

 bg.ac.rs

Youth with Disabilities Forum: Education, employment, and social protection

Online platform on community-based services

Through an online database the project brings together – and shares information among – existing and new community-based service providers in Serbia for young people with disabilities in three areas: education, employment, and social protection. In 2015 the project’s web portal was visited by up to 1,000 persons per month.

Innovative Practice 2015 on Independent Living and Political Participation

 fmi.rs, servisipodrske.info

SINGAPORE

Building and Construction Authority (BCA): Universal Design Mark

Certification scheme for Universal Design

To support an inclusive environment, the BCA launched the Accessibility Master Plan. The Universal Design Mark is part of this and provides a two-stage assessment process: upfront credit for the concept design and subsequent award affirmation when the development is completed. A “self-help” checklist makes Universal Design more tangible and easier to implement.

Innovative Practice 2014 on Accessibility

 bca.gov.sg/friendlybuilding

Genashtim Innovative Learning: Inclusive Structuring of Work Processes

A company employing 90 per cent persons with disabilities

Genashtim is a for-profit social enterprise that delivers learning and services online. The company has created virtual work environments and structured work processes in a way that employees with disabilities can work efficiently from their homes. Ninety per cent of the company's 60 permanent staff are people with disabilities.

Innovative Practice 2017 on Employment

 genashtim.com

Genashtim Innovative Learning Pte. Ltd.: Working from home

Inclusion in a virtual organisation

Genashtim delivers online education and support services, operated as a virtual organization with people working from home in five countries. For this reason it can effectively engage people with disabilities. In 2012 Genashtim had 60 people on its payroll, of whom 35 were persons with various disabilities.

Innovative Practice 2013 on Employment and ICT

 genashtim.com

SG Enable: "Tech Able" showroom

Learn, try, and test assistive technology

"Tech Able" lets visitors experience assistive technologies and encourages innovators, manufacturers, and marketers to collaborate. Tech Able also houses a communications lab for persons with disabilities. More than 800 people have benefitted from Tech Able between 2015 and 2018.

Innovative Practice 2019 on Independent Living and Political Participation

 sgenable.sg

SOUTH AFRICA

ADJ Electronics: Bellen Speech Visualizer

Improving speech by visualizing it

Bellen Speech Visualizer provides a student with a target for a word or sound and visualizes what the correct word or sound would look like. The software then allows the student to progressively train him/herself to reach the target pronunciation via a visual feedback loop and an auditory feedback loop.

Innovative Practice 2016 on Education and ICT

 bellen.co.za

ATHENA Interactive Training Network Ltd.: ATHENA Mobile FET College

Fighting unemployment in poverty stricken areas

In order to empower the rural youth with disabilities, ATHENA offers learnerships free of charge. Each learner is placed in a host workplace close to their home and allocated a permanent employee as coach and mentor. Each successful learner graduates with a national qualification and a full year of relevant workplace experience.

Innovative Practice 2014 on Accessibility

 athena.co.za

Cape Mental Health: SAVE

Sexual Abuse Victim Empowerment programme

Cape Mental Health runs a unique Sexual Abuse Victim Empowerment (SAVE) programme that empowers intellectually disabled victims of sexual abuse and provides them with access to justice. The programme helps survivors prepare for court proceedings and helps the legal system to understand their special needs.

Innovative Practice 2015 on Independent Living and Political Participation

 capementalhealth.co.za

Cape Mental Health: Programme "Training Workshops Unlimited"

Jobs for adults with intellectual disabilities following intensive training

Training Workshops Unlimited (TWU) is a programme to provide developmental and career path training for adults aged 30 to 45 with intellectual disabilities. Between 2014 and 2016 some 550 people have experienced the training and career path model of TWU, and many have gone on to find employment.

Innovative Practice 2017 on Employment

 capementalhealth.co.za

Department of Transport: Accessible public transport

Accessible public transport strategies for 13 major municipalities

The strategy was developed to guide, support, and monitor municipalities in the implementation of accessible public transport systems. It includes new Universal Design standards for the whole travel chain, and covers both access to information and to the services themselves for people with different disabilities.

Innovative Policy 2018 on Accessibility

 gov.za/about-sa/transport

Electoral Commission of South Africa: Universal Ballot Template (UBT)

Making ballot papers accessible to the blind

The UBT is a voting aid made of plastic into which a ballot paper is inserted. The right front of the template has a flap that has cut-out windows numbered in Braille and in large, raised white print. Each window aligns to a particular candidate or party. The UBT has been continuously used in by-elections since June 2011.

Innovative Practice 2015 on Independent Living and Political Participation

 elections.org.za

Parliament of the Republic of South Africa: Inclusive Parliament

Ensuring equal access for Members of Parliament

South Africa has implemented steps that ensure the inclusive-

ness of its Parliament. The introduced policies contain support measures for Members of Parliament and employees with disabilities. The provision of reasonable accommodation has led to measures that go beyond individual support and that benefit the whole Parliament.

Innovative Policy 2015 on Independent Living and Political Participation

 parliament.gov.za

The Living Link: One-year Adult Integration Programme

Creating abilities from disabilities

To enhance the potential of intellectually disabled adults, The Living Link developed a one-year Adult Integration Programme, which consists of teaching essential work readiness and life-skills, providing work training and experience, and attending a five-day "Independent Living tour," during which newly learned skills are applied and assessed.

Innovative Practice 2015 on Independent Living and Political Participation

 thelivinglink.co.za

The Living Link: One-year Adult Integration Programme

Finding employment by profound training

Trainings include theoretical modules and a period of job sampling in the open labour market. The course material was written for and in collaboration with intellectually disabled people. There are no formal assessments, as many of the young adults are illiterate. Approximately 35 adults are trained each year.

Innovative Practice 2016 on Education and ICT

 thelivinglink.co.za

The Living Link: Employment model

A multifunctional hub towards the open labour market

The Living Link employment model includes job analysis, job matching, interview support, placement, co-worker training, and advocacy, as well as the recommendation of assistive devices and the provision of career planning. In 2015 alone, approximately 50 people were hired in various forms of employment.

Innovative Practice 2017 on Employment

 thelivinglink.co.za

Transport for Cape Town: Universal Access Policy

Cape Town's Inclusive Design of the bus system

Cape Town's MyCiTi is the first universally accessible transport system in South Africa. Its Universal Access Policy concerns the entire passenger journey, including getting to the bus stop from a distance of 50 meters from the journey's origin, boarding vehicles, arrival, as well as reporting any problems along the way.

Innovative Policy 2014 on Accessibility

 tct.gov.za

Uhambo Foundation: Ndinogona Stimulation Kit

Stimulation kit and training for caregivers

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.

Innovative Practice 2016 on Education and ICT

 uhambofoundation.org.za

University of Cape Town: Inclusion for Social Justice

Disability inclusive workforce development for all students in higher education

In 2012, the University of Cape Town (UCT) launched a study programme on disability for students with and without disabilities at the postgraduate, master, and doctoral level. The curriculum focuses on promoting inclusive practices in education, health, and social contexts. In 2019 there were more than 100 students in the programme.

Innovative Practice 2020 on Education

 uct.ac.za

Wigital: FingerTalk

A sign language app, dictionary, and learning tool

The FingerTalk app for the first time digitized the South African sign language (SASL) dictionary and made it available for free. The app is designed as a self-learning tool and enables users to share SASL signs via social media and the messenger service WhatsApp. Until mid-2018, more than 4,000 users have downloaded the app.

Innovative Practice 2019 on Independent Living and Political Participation

 fingertalkapp.co.za

SOUTH SUDAN

Light for the World: IDP Programme

Providing Inclusive Education in camps for internally displaced persons (IDPs)

The project provides training for teachers, support for children and their families, and training for relief workers to identify disabilities and make their emergency services more inclusive. Since 2019, Light for the World has been working in partnership with relief agencies and NGOs in three camps in Southern Sudan.

Innovative Practice 2020 on Education

 light-for-the-world.org

SPAIN

APSA & Tempe: for&from stores

Shoe-shops, barrier-free for all

In 2010 APSA started a partnership with Tempe Grupo Inditex to develop the for&from store, which is uniquely designed to provide universal accessibility for consumers with various disabilities. In addition, the shop provides special services, such as

the use of sign language for people with a hearing impairment.

Innovative Practice 2018 on Accessibility

 tempe.es

ASPAYM: Oficina de Vida Independiente (OVI Madrid)

Free personal assistance proves cost-effective

The services provided are designed to be sufficient to fully support all areas of the participants' lives, covering self-care, household care, study, work, mobility, leisure, travel, etc. on a 365-days-a-year basis. A study showed that for every €100 of public funds invested €91.64 is returned to the government via work and taxes.

Innovative Practice 2015 on Independent Living and Political Participation

 aspaymmadrid.org

Bequal Foundation: Certificate on Corporate Social Responsibility and Disability (CSR-D)

A voluntary certificate for companies on CSR and disability

CSR-D is the first certificate on disability endorsed by people with disabilities themselves. The certificate is structured in seven categories with 19 indicators. Employment of people with disabilities is a central element. From 2012 to 2016 nine external auditors with disabilities were licensed and 134 companies were certified.

Innovative Practice 2017 on Employment

 bequal.es

Ciencia Sin Barreras: Science without Barriers

Breaking down barriers to scientific knowledge

The project was launched when a group of geologists noticed the lack of knowledge about the earth sciences among society in general. According to their motto, "science for everybody," they also began to promote activities for people with learning disabilities, first for Down syndrome students and later for blind and deaf/blind adults.

Innovative Practice 2016 on Education and ICT

 facebook.com/cienciasinbarreras

Confederación ASPACE and Vodafone Spain Foundation: #ASPACenet

Using ICT to empower persons with cerebral palsy

#ASPACenet was launched in 2011 as a project that joins ICT and persons with cerebral palsy via information and support. Beneficiaries are informed about existing products and services and receive training in the care centres. By 2013 more than 1,200 persons, 600 with cerebral palsy, had benefited from the innovations.

Innovative Practice 2014 on Accessibility

 aspacenet.org

Cooperation of TEMPE, APSA, and the University Miguel Hernandez in Elche: Certified training for people with intellectual disabilities

Adding a university degree to job placement

TEMPE, a fashion company, runs a training programme for people with intellectual disabilities in cooperation with APSA. In 2015, Miguel Hernandez University joined the partnership, offering theoretical and practical courses to participants with a degree, which has increased their employment opportunities.

Innovative Practice 2017 on Employment

 catedratempeapsa.es

Design For All Foundation: Towns and Cities for All

Flagging accessible cities and towns

The flag of "Towns and Cities for All" is a quality mark that acknowledges local governments' commitment to implementing Universal Design and accessibility in public places. Facilities, transport, buildings, and services are taken into consideration with the aim of improving the quality of life for residents and visitors.

Innovative Practice 2014 on Accessibility

 townsandcitiesforall.net

Empresa municipal de transportes de Madrid: Making public transport more accessible

Visual and acoustic information on public buses

Visual and acoustic information is provided both inside and outside the vehicle. The information panels at the bus stop include audio information that can be activated through a simple button or by activating Bluetooth on the mobile phone. A telephone service provides information about the time of arrival at each stop.

Innovative Practice 2014 on Accessibility

 emtmadrid.es

Fundación Dales la Palabra: Tres Olivos School

Noise-free school model inclusive of students with hearing impairments

Classrooms at Tres Olivos School are built with sound-absorbing materials and equipped with sound-level meters. The school has 98 teachers (including seven speech therapists and two deaf teachers) and 1,100 students who are educated from early childhood to high school and also in two vocational trainings.

Innovative Practice 2020 on Education

 colegiotresolivos.org

Fundacion ONCE: Entrepreneurship Programme FSC Inserta

Entrepreneurship training for persons with disabilities

FSC Inserta has established entrepreneurship as an option for people with disabilities. Support includes counselling, training, guidance, and financial assistance. Some 1,500 entrepreneurial projects have been supported since the programme's founding in 1988 and approximately 5,000 persons have received support.

Innovative Practice 2017 on Employment

 fundaciononce.es

Fundación ONCE: Braitico (Braille learning tool)

A tool to teach blind children how to read and write by using Braille

Braitico teaches children the use of Braille in a fun and simple way using an accessible app along with a combination of learning tools, such as stories and games. The programme uses a step-by-step approach right from infancy up to 12 years. Between 2017 and 2019, 106 children have used Braitico.

Innovative Practice 2020 on Education

 once.es

Fundación ONCE: Open and Accessible Universal Design Training Courses

Free online training for professionals on applying accessibility guidelines

The free online training teaches professionals and future professionals how to apply accessibility guidelines and technology within each of the professions. The courses also cover the legal implications of a lack of accessibility, and the economic and social importance of accessible technology.

Innovative Practice 2020 on Education

 fundaciononce.es

Fundación ONCE: Amóvil

Finding compatible and accessible mobile devices

Amóvil aims to help persons with special needs identify mobile devices that are compatible with available assistive technologies and that suit their preferences and needs. It is an interactive website that also offers information on mobile applications that comply with Universal Accessibility and Design for All requirements.

Innovative Practice 2014 on Accessibility

 amovil.es

Fundación ONCE: International Contemporary Art Biennale

An art exhibition making art accessible in very different ways

The Fundación ONCE International Contemporary Art Biennale is an inclusive art exhibition recognizing artists with disabilities and presenting them in an accessible way. The Biennale, which attracted 185,000 visitors in 2016, shows different forms of artistic expressions and offers art related side activities.

Innovative Practice 2018 on Accessibility

 fundaciononce.es

Fundación ONCE: Prototype for accessible building

Incorporating Universal Design into home building

Fundación ONCE has developed a prototype for an intelligent, barrier-free, and sustainable house to demonstrate how a variety of needs of disabled people can be met and how Universal Design can be integrated into building. Between 2016 and 2017, more than 70,000 people visited the house on its journey across Spain.

Innovative Practice 2019 on Independent Living and Political Participation

 fundaciononce.es

Fundacion Prodis: Kolumba software

Making email communication accessible for persons with intellectual disabilities

Kolumba is an open source software that makes a Gmail account more accessible to persons with intellectual disabilities. Kolumba has three features that can be switched on and off when needed: a text and content simplifier (Simplext), a translation tool for text and pictograms (Text2Picto), and a text-to-speech feature.

Innovative Practice 2018 on Accessibility

 fundacionprodis.org

Irisbond: Irisbond Primma

Controlling the computer with eye movements

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 can access the usual functions, such as surfing the Internet, writing texts, sending an email, etc.

Innovative Practice 2016 on Education and ICT

 irisbond.com

Ministerio del Interior, Department on Electoral Cooperation: Two regulations for more participation

Voting and participating in the electoral process

With its two regulations, Spain has introduced a voting procedure for blind electors as well as basic conditions of accessibility and non-discrimination for persons with disabilities to participate in elections and political life. This latter legislation is a broader policy framework aimed at improving the implementation of participatory rights.

Innovative Policy 2015 on Independent Living and Political Participation

 interior.gob.es

Ministry of Employment and Social Security: Royal Decree 870/2007 on Rules For Supported Employment

Meaningful employment through support

The decree defines, for the first time, supported employment and provides for ways of accessing it. By developing an individualized workplace adaptation plan with the help of specialized job coaches, the programme provides guidance, advice and support, specific training, and monitoring and evaluation of the worker's process of integration.

Innovative Policy 2013 on Employment

 empleoconapoyo.org

Ministry of Health, Social Policy and Equality and Fundación ONCE: Universal Accessibility

Public-private partnership for accessibility

The Spanish Ministry and the private Fundación ONCE have joined forces to promote universal accessibility. A framework agreement lays out the respective financial contributions. Both partners are allowed to collaborate with other public and non-profit entities, and to apply for funding and technical support.

Innovative Policy 2014 on Accessibility

 fundaciononce.es

ONCE: Technical and personal support

Teaching blind students in regular school classes

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. Regardless of age or educational stage, these teams support students with special needs from early intervention to the university level and adulthood.

Innovative Practice 2016 on Education and ICT

 once.es

ONCE Foundation: Inclusive Finances

Learning to manage one's own personal finances

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

Innovative Practice 2016 on Education and ICT

 fundaciononce.es

Plena Inclusión España: Mi Voto Cuenta

Raising awareness on the right to vote

The Mi Voto Cuenta ("My Vote Counts") campaign raises awareness by informing people with disabilities about electoral processes and about how to regain their right to vote. The campaign also reaches out to political parties and the legal system to arrange meetings with political groups in all communities of Spain.

Innovative Practice 2019 on Independent Living and Political Participation

 mivotocuenta.es

The Siro Group: Profitable Social Commitment

Labour integration in rural areas

The Siro Group is one of the largest industrial groups in the food sector in Spain. It has implemented an Integration Policy for people with disabilities in all workplaces that exceeds the legal framework. Specifically, it has 16 factories located in rural areas with 3,724 employees. Thirteen per cent of the workforce are persons with disabilities.

Innovative Practice 2013 on Employment

 gruposiro.com

Tribunal Superior de Justicia de Asturias and the Government of the Principality of Asturias: Plena Inclusión

Court verdicts and summonses in easy language

The Family Court in Oviedo was among the first in Europe to draft copies of verdicts and summonses in easy language for persons with intellectual disabilities. Following a successful pilot, an agreement has been reached to extend the system to all 27 courts in the province. As of late 2017, about 30 documents had been converted.

Innovative Policy 2018 on Accessibility

 plenainclusionasturias.org

UNWTO, Fundación ONCE and ISO – ISO 21902: Accessible Tourism for Everyone

Towards a global voluntary framework for accessible tourism

The aim of the project is the creation of a global standard for accessible tourism. This includes a systematic inventory of technical criteria, recommendations and requirements within the tourism industry, and also measures relating to such aspects as travel planning, information, and communication.

Innovative Policy 2018 on Accessibility

 fundaciononce.es, iso.org

SRI LANKA

Uva Provincial Council, Moneragala: Age Friendly & Disabled Friendly City

Effectively creating accessible buildings in rural, less developed areas

In 2011 the Uva Provincial Council developed a policy to achieve universal inclusion in this district by 2018. The policy is addressing the gaps in accessibility to the built environment as well as targeting the inclusion of persons with disabilities and older persons in a holistic manner and in a way that is feasible within a rural setting.

Innovative Policy 2018 on Accessibility

 up.gov.lk

SWEDEN

Cultural Heritage without Borders: Accessible museums in the Western Balkans

Communicating art in the Western Balkans

Training for professionals working in museums is at the heart of the project. An information and education programme is also provided to raise awareness for persons with disabilities. Children and adults are welcomed as visitors and take part in various activities that enable them to experience their cultural heritage.

Innovative Practice 2014 on Accessibility

 chwb.org

Handisam & NSPH: Hjärnkoll

Anti-stigma campaign

Hjärnkoll is a national anti-stigma campaign in Sweden run by 200 "ambassadors," who are people with their own experience of psychosocial health problems. The key activities of the campaign are directed towards media and training for special targeted groups, such as employers, health care staff, and police.

Innovative Practice 2013 on Employment

 hjarnkoll.se

PO-Skåne: Personal ombudsmen

Personal ombudsmen enhance self-determination

Personal ombudsmen (POs) assist individuals with psychosocial disabilities in taking control of their own situation. In 2017 the organization employed a self-determination coordinator (referred to as a BISAM) charged with working alongside POs

in group homes; and in that year the POs served more than 600 people.

Innovative Practice 2019 on Independent Living and Political Participation

 po-skane.org

Samhall AB: Sheltered work as first step

Personal development through employment

Samhall is a state-owned company assigned to provide meaningful work that furthers the personal development of people with disabilities. In 2013, 20,000 people were employed in 250 localities throughout Sweden and a total of almost 25,000 had been able to take the next step to a job with another employer.

Innovative Practice 2013 on Employment

 samhall.se

Scandic Hotels: Accessibility Standard

Comprehensive hotel accessibility strategy

The strategy includes training courses for all hotel staff, a dedicated Accessibility Director, and a 135-point checklist of accessibility features. This “Accessibility Standard” was drawn up by following the route taken by guests from the car park and through the hotel, and with input from guests, disability organizations, and hotel staff.

Innovative Practice 2018 on Accessibility

 scandichotels.com

Socialstyrelsen – National Board of Health and Welfare: Personal assistance budget

The right to a personal assistance budget

The personal assistance budget (PAB) covers 100 per cent of service costs, and enables individuals themselves to purchase self-directed personal assistance services from public and private entities. Notably, the policy has created a demand-driven market for personal assistance where providers compete for customers.

Innovative Policy 2015 on Independent Living and Political Participation

 independentliving.org

Socialstyrelsen – National Board of Health and Welfare: PO-Skåne

Personal Ombudsmen in Sweden

In Sweden a nationwide system of Personal Ombudsmen provides support in decision-making for persons with severe mental or psychosocial disabilities. POs assist individuals and identify care needs, but they have no medical responsibility, nor do they make any decisions in the capacity of an authority.

Innovative Policy 2015 on Independent Living and Political Participation


 po-skane.org

Studieförbundet Vuxenskolan: My Choice/My Election

Study circles for persons with intellectual disabilities to engage in voting

Small study circle groups learn from easy-read materials and DAISY-formatted audio texts that describe Swedish democracy and the voting process. A group leader assists by fielding questions to politicians and arranging discussions. For the 2018 election there were 109 study circles, totalling some 650 people in 80 municipalities.

Innovative Practice 2019 on Independent Living and Political Participation

 sv.se

Swedish Labour Committee: Employment Protection Act No. 80

Building an inclusive labour market

Due to the Employment Protection Act No. 80, lesser capability because of age, illness, or acquired disability is not an objective ground for dismissal, and employers must make all reasonable efforts to retain the worker. As a result, in Sweden half of all disabled persons with reduced ability to work are employed.

Innovative Policy 2013 on Employment

 lo.se

The Swedish Agency for Participation: Improving knowledge and performance

Using technology in the classroom to support all students

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 can facilitate participation and performance. In addition, 215 students with disabilities have received individual support. An accompanying study confirmed significant improvements.

Innovative Practice 2016 on Education and ICT

 mfd.se

TAIWAN

Standard Chartered Bank Limited: Project “Seeing is Believing”

A bank uses its networks to create career options for persons with visual impairments

A Corporate Advisory Council was formed of managers who help to create jobs and promote the employability of people with visual impairments. Local NGOs created an integrated platform to improve the listing and hiring process. Between 2013 and 2016, 388 people were supported and 250 were successfully employed.

Innovative Practice 2017 on Employment

 sib.org.tw

TANZANIA

Add International: Tanzania Country Programme

Creating a role model for Tanzania’s Inclusive Education policy

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.

Innovative Practice 2016 on Education and ICT

 add-tanzania.org

Madrasa Early Childhood Programme – Zanzibar: School Enrolment

Community-based inclusive development promoting Inclusive Education in Zanzibar

The project focuses on the training of teachers in inclusive methods and intervention, as well as on fostering greater community awareness by working with parents and administrators. The project has been implemented in three of Zanzibar's eleven districts, and in 2018 more than 4,300 children with disabilities were enrolled.

Innovative Practice 2020 on Education

 khamis.said@akfea.org

State University of Zanzibar: Teacher Training in Inclusive Education

Inclusive Education teacher-training modules in university courses

Teacher training in Inclusive Education for pre-service teachers is an addition to the standard university course offerings and is free of charge. Seven training modules were developed, including a train-the-trainer model. The training is then followed by practical experience and actual implementation in selected schools.

Innovative Practice 2020 on Education

 suza.ac.tz

Tanzania League of the Blind: Training in ICT matters

Modelling ICT in primary and secondary schools for blind learners through assistive technology

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.

Innovative Practice 2016 on Education and ICT

 tanzanialeagueblind.org

TOGO

International Committee of the Red Cross: MoveAbility Foundation

Large-scale access to health services in a low-income country

MoveAbility initiated a project in Togo by working with a national school and a service provider to strengthen rehabilitation services. The coursework includes management and leadership training, the introduction of standardized operational procedures and protocols, and financial sustainability planning.

Innovative Practice 2018 on Accessibility

 moveability.icrc.org

TURKEY

Boğaziçi University and the Association of Barrier Free Access: Voting Stencil

A ballot template for the blind

The ballot template can be used both by those who can read Braille and those who cannot. Also the template can be adapted to the specific candidates of a region, thus allowing blind voters to participate nationwide. In 2017, some 5,000 templates were piloted during the Turkish Constitution referendum.

Innovative Practice 2019 on Independent Living and Political Participation

 engelsizerisim.com

Down Syndrome Association: Job Coaching Supported Employment programme

Employment in the open labour market for persons with Down syndrome

The Down Syndrome Association is a charity organization dedicated to changing the public perception of persons with Down syndrome and to creating an equal opportunity atmosphere. From 2014 to 2016, the Job Coaching Supported Employment programme provided employment opportunities for 30 persons with Down syndrome.

Innovative Practice 2017 on Employment

 downturkiye.com

Engelsiz Erisim Derneği: Online Learning Platform

Volunteer-based distance learning platform for people with visual impairments

Engelsiz Erisim Derneği has developed a online learning platform offering courses to people with visual impairments. Up to seven different classes are taught daily using TeamTalk, a free voice chat room. The courses are prepared and conducted by visually impaired instructors and are uploaded to the online platform.

Innovative Practice 2020 on Education

 dunyayaseslen.com

Engelsizkariyer.com: Disabled Human Resources and Career Web (Barrier Free Careers)

Online job-platform used by more than 10,000 jobseekers with disabilities

Engelsizkariyer.com is the first Turkish career portal for people with disabilities. Jobseekers can obtain free membership and apply for free trainings (via e-learning). The organization also offers services to companies and has created a reference book on communication with disabled persons for HR personnel and communities.

Innovative Practice 2017 on Employment

 engelsizkariyer.com

Special Olympic Europe/Eurasia: Unified Sports Recreation Model

Social inclusion through shared sports leisure

Through the Special Olympics Unified Sports Recreation model, children are able to participate in an inclusive sports setting

based on football. The project mission is to implement the model in Turkey for children aged 8 to 12 with support from six local professional football clubs and the Turkish Football Association.

Innovative Practice 2016 on Education and ITC

 specialolympics.org

TAV Istanbul: Obstacle-Free Airport Project

Airport accessibility for everyone

The specific needs of persons with disabilities were taken into consideration in order to make the Atatürk Airport accessible. A holistic approach was chosen, not limiting itself to the transformation of the physical space but also aimed at creating awareness within the organization as well as among the general public.

Innovative Practice 2014 on Accessibility

 tav.aero, ataturkairport.com

Young Guru Academy (YGA): My Dream Companion

Audio descriptions-app making movies accessible for the blind

My Dream Companion was developed by visually impaired YGA graduates and Turkcell, a mobile phone operator. The cost-free app provides audio descriptions of movies without requiring any other equipment or software. From 2015 to 2017 approximately 180,000 persons have benefitted from the app.

Innovative Practice 2018 on Accessibility

 yga.org.tr

UGANDA

Government Line Ministries in Disability Issues: Transport, Social, Education, Health

Uganda makes accessibility standards mandatory

Uganda is among the first sub-Saharan countries to have developed their own accessibility standards. Uganda's standards are mandatory for school construction projects and other public facilities. Also a National Accessibility Audit Committee and several District Accessibility Audit Committees were set up.

Innovative Policy 2014 on Accessibility

 unapd.org

National Union of Disabled Persons of Uganda: Electoral quota for persons with disabilities

Reserved elected seats for persons with disabilities

Uganda's Constitution rules that the State shall ensure fair representation of marginalized groups on all government bodies: the Parliament as well as every village, parish, sub-county, and district council. As a result, Uganda's 47,000 representatives with disabilities are easily the largest group of politicians with disabilities in the world.

Innovative Policy 2015 on Independent Living and Political Participation

 nudipu.org

Sub-county of Nabbale: By-Law on Accessibility

Binding and effective laws for the construction of accessible school buildings

In 2010 the Uganda National Action on Physical Disability developed and launched its Accessibility Standards. In an effort to promote their effective implementation at a local level, the government of Nabbale has developed the By-Law on Accessibility which is the first of its kind among the eight sub-counties forming the Mukono district.

Innovative Policy 2018 on Accessibility

 unapd.org

Uganda Society for Disabled Children (USDC): Inclusive Education practice

A fully inclusive and accessible school in Uganda

USDC supports schools in helping them to become accessible. It also empowers the parents of children with disabilities to advocate for inclusive policies, and teachers are sensitized about disability. To ensure sustainability, USDC works within existing structures and partners with government and other service providers.

Innovative Practice 2014 on Accessibility

 usdc.or.ug

Uganda Society for Disabled Children (USDC): Inclusive child-to-child methodology

Training teachers to keep children with disabilities in school

The specific target group of the project was 180 children in upper primary classes in 12 selected schools. Eighteen teachers (nine female/nine male) were qualified as master trainers in the inclusive child-to-child methodology. Furthermore, USDC advocates for Inclusive Education, seeking partnerships with likeminded organizations.

Innovative Practice 2016 on Education and ICT

 usdc.or.ug

UKRAINE

Canadian Centre on Disability Studies: Inclusive Education Ukraine

From hidden children to Inclusive Education

The aim of the project was to advance Inclusive Education in two regions in Ukraine. The project took a multi-level approach 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.

Innovative Practice 2016 on Education and ICT

 disabilitystudies.ca

UNITED ARAB EMIRATES

Government of the Emirate of Dubai: Universal Accessibility Strategic Plan 2017–2020

Universal Accessibility Strategy for the whole of Dubai

In 2017 the Government of the Emirate of Dubai has begun

to implement the Dubai Universal Accessibility Strategy and Action Plan involving 15 governmental and semi-governmental local entities. The aim is to create full accessibility to the built environment and public transportation by 2020, based on Universal Design principles.

Innovative Policy 2018 on Accessibility

 tec.gov.ae/en

Manzil Centre: People Receiving Independence & Dignity through Empowerment (PRIDE)

Full-range services in Inclusive Education and job readiness

PRIDE is a modular programme for people with disabilities covering the areas of training (from the age of 4), vocational preparation, and job placement. Participants in the PRIDE programme can either attend the Manzil Educational Centre on a full-time basis or complete individual programmes on a part-time basis

Innovative Practice 2020 on Education

 manzil.ae



UNITED KINGDOM

Association of Train Operating Companies (ATOC Ltd.): Stations Made Easy

Web-based tool to plan access to railway stations

“Stations Made Easy” allows passengers to evaluate accessibility before they start their journey. Interactive station maps provide detailed information about accessibility at every station on the rail network in Great Britain. Stations Made Easy also allows passengers to identify routes through stations that best meet their needs.

Innovative Practice 2014 on Accessibility

 atoc.org

Barclays Bank: Sign Video Interpretation Services

Video sign language interpretation for bank customers

The SignVideo app enables Barclays Bank staff to connect to an interpreter, giving them and customers who are deaf or hard of hearing the possibility to speak with each other without actually having an interpreter physically present. In 2016 the service was available in all Barclays Bank branches in the UK.

Innovative Practice 2016 on Education and ICT

 barclays.co.uk/accessibility

Barclays Bank PLC: Barclays Talking ATMs

Banking made accessible

Talking ATMs not only provide ease-of-use for visually impaired users, but also for people with dyslexia or people who are illiterate. The success of Talking ATMs has led Barclays to develop other accessible services, including high visibility debit cards and sign language interpretation via webcam.

Innovative Practice 2014 on Accessibility

 barclays.co.uk.accessibility

Business Disability Forum (BDI): Enterprise Membership Model

Building disability-smart business

BDI promotes economic and social inclusion by making it easier for corporations to employ and do business with disabled people. Members jointly fund a “not for profit”, expert resource which builds their capacity to deliver the business improvement. In 2012 BDI had some 350 members employing nearly 20% of the UK workforce.

Innovative Practice 2013 on Employment

 businessdisabilityforum.org.uk

Centre for Studies on Inclusive Education: Equality – make it happen!

Reducing all forms of prejudice-based bullying

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 and examples, equality monitoring tools, and sources for further information and support.

Innovative Practice 2016 on Education

 csie.org.uk

CHANGE: Jobs by and for people with intellectual disabilities

People with intellectual disabilities as project coordinators

CHANGE is a non-profit organization led by people with disabilities employing people with intellectual disabilities in open labour market conditions. The projects include a health and care strategic partner programme in cooperation with the National Health Service and a parenting support programme.

Innovative Practice 2017 on Employment

 changepeople.org

CHANGE Ltd.: Co-working model of employment

Sharing responsibility and working together

CHANGE is an international human rights organisation run by disabled people and employs people with learning disabilities as equal employees. They develop accessible resources, deliver training and run projects. The “Co-working Model of Employment” ensures that two people share responsibility and work together in an inclusive way.

Innovative Practice 2013 on Employment

 changepeople.co.uk

Changing Places Consortium: Changing Places

Accessible and spacious toilets in public places

Changing Places include special equipment such as a height-adjustable changing bench and a hoist, offer adequate space in the changing area for up to two carers, and provide a centrally-placed toilet with room on either side for the carers. There are also mobile Changing Places toilets available to rent for large and small events.

Innovative Practice 2014 on Accessibility

 changing-places.org

City Bridge Trust: Accessible London

Providing access to buildings of civil society

The Accessible London programme allows voluntary and community organisations to get free advice and funding for improving accessibility to their buildings and services. This programme provides funding for access consultancy, specialist disability staff, disability training, physical and sensory building improvements.

Innovative Practice 2014 on Accessibility

 citybridgetrust.org.uk

Department for Work and Pensions; Office for Disability Issues: The Access to Work programme

Effective employment services

Rather than focusing on a person's functional limitations through work capability assessments, Access to Work focuses on which supports or work environment enable individuals with disabilities to work. Part of this is the "right to control," giving persons with disabilities control over the budgets allocated to them.

Innovative Policy 2013 on Employment

 disabilityrightsuk.org

Department of Health; National Health Services; Department for Work and Pensions: Individual placement and support

Evidence-based supported employment

Individual Placement and Support addresses the problem that the majority of mental health service clients do not receive help with finding paid work. The programme embeds employment specialists in clinical treatment teams so that clinical treatment and employment support are integrated and occur in parallel.

Innovative Policy 2013 on Employment

 centreformentalhealth.org.uk

Disability Pride Belfast & Vehicles for Change: Mobiloo

The first mobile bathroom for people with complex physical disabilities

Mobiloo – a Northern Irish social enterprise active throughout Ireland and the United Kingdom – has created the first mobile bathroom for people with complex physical disabilities at outdoor events. In addition to a clean toilet, Mobiloo bathrooms provide changing tables, hoists, and adequate space for large wheelchairs and/or a personal assistant.

Innovative Practice 2019 on Independent Living and Political Participation

 ireland.mobiloo.org.uk

Disability Rights UK: Doing careers differently

From "get in" to work to "get on" in careers

The projects include a series of activities led by disabled people to empower other disabled people. Among these were the first ever national survey of disabled people in senior jobs, the first network of disabled people in senior jobs, and a guide written by and for disabled people, rooted in stories and evi-

dence of "what works."

Innovative Practice 2013 on Employment

 disabilityrightsuk.org

Disability Rights UK: disabilityrightsuk.org

Helpline and platform on personalized care

The project provides advice and information on community-care direct payments, creating an individual budget, securing social service funding, and employing personal assistants. A free download area on the website and a bi-monthly newsletter share personal stories and Q&A sections with a broad audience.

Innovative Practice 2015 on Independent Living and Political Participation

 disabilityrightsuk.org

ENABLE Scotland: Stepping Up

Three-step transition to professional life for young people with learning disabilities

Stepping Up supports students to develop skills and confidence for a better transition either to higher education or employment. The three stages are a school-based learning course to introduce the concepts of employment, working with a transition coordinator towards paid employment, and aftercare-support.

Innovative Practice 2020 on Education

 enable.org.uk

ENABLE Scotland: #ENABLEtheVote

Empowering individuals in their right to vote

ENABLE Scotland and the UK Electoral Commission have jointly developed easy-read guides to support people with learning disabilities to vote, plus voting factsheets for family members and support workers. In addition, workshops and events are organized where people with learning disabilities meet their local politicians.

Innovative Policy 2019 on Independent Living and Political Participation

 enable.org.uk

First Step Trust: SMaRT business model

Developing work and employment opportunities

The "Socially Minded and Responsible Trading" (SMaRT) business model enables First Step Trust (FST) to develop work and employment opportunities for people with mental health conditions and other disabilities. In 2012 FST had three garages and two restaurants creating independent, sustainable income streams.

Innovative Practice 2013 on Employment

 firststeptrust.org.uk

Handicap International: Itinerant Teacher model

Itinerant teachers deliver Inclusive Education in Togo

Handicap International uses the Itinerant Teacher model, by assigning teachers with disability-specific skills to primary schools in different villages, working alongside regular teach-

ers. By 2015 eight teachers had been trained, each of them supporting 15 to 20 children. In total there were 900 beneficiaries from the project.

Innovative Practice 2016 on Education

 handicap-international.org.uk

Headway: The Justice Project, Brain Injury Identity Card

An identity card to promote fair treatment for brain injury survivors encountering the criminal justice system

The Justice Project was developed to raise awareness of brain injury within the police and court systems and to ensure fair treatment for persons encountering these systems. A credit card-sized card is issued to persons who have been diagnosed as having sustained a brain injury. As of November 2018, over 4,500 cards had been issued.

Innovative Practice 2019 on Independent Living and Political Participation

 headway.org.uk

Her Majesty's Government: Access to Elected Office for Disabled People Fund

Funding for running for an elected office

The Access to Elected Office for Disabled People Fund, established in 2012, offers individual grants to persons with disabilities who wish to put themselves forward as a candidate or for running their election campaign, but who incur additional costs associated with their disability. As of 2014 the Fund had supported 50 candidates.

Innovative Policy 2015 on Independent Living and Political Participation

 access-to-elected-office-fund.org.uk

Inspired Services Publishing: Transforming information into an accessible format

How to help everyone understand complicated ideas

Inspired Services is an organization run by people with intellectual disabilities and non-disabled people. All easy-read information complies with British and European standards. The customers are various national and international organizations. By 2014, eight employees were involved in this project.

Innovative Practice 2014 on Accessibility and ICT

 inspiredservices.org.uk

International Council for Education of People with Visual Impairment: Nippon Foundation Higher Education Project

A variety of approaches to create jobs for people with visual impairments

The first phase started in 2007 and focused on technology to increase the learning potential of students with visual impairments. From 2012 to 2013 the emphasis was on vocational preparation, technological applications, and advocacy for inclusive universities. Some 117 people found employment through the programme.

Innovative Practice 2017 on Employment

 icevi.org

Johannes Kepler University, Linz: Institute Integriert Studieren

Support for students with disabilities

The Institute Integriert Studieren is a teaching and research facility for accessibility and assisted technologies and a support centre for students with disabilities. Preparing graduates with disabilities for employment is considered an essential element. The measures aimed at students are supplemented by a mentoring system.

Innovative Practice 2013 on Employment

 jku.at/iis

Leonard Cheshire Disability: One-stop-Shop model

Livelihoods resource centres

As "one-stop-shops" Livelihoods Resource Centres (LRCs) provide training, career guidance, and links between employees and employers. LRCs are delivered through local partner organizations and are unique in providing the full range of support that disabled people need when looking for jobs or becoming self-employed.

Innovative Practice 2013 on Employment

 LCDisability.org

London Organising Committee of the Olympic and Paralympic Games (LOCOG): Accessibility Policy

The most inclusive Olympics ever

The London 2012 Olympic and Paralympic Games were held for the first time as one event. LOCOG's Accessibility Policy inculcated accessibility into everything done. For the first time people with disabilities were able to participate in every aspect of the Games, including as spectators, as employees, and as volunteers.

Innovative Policy 2014 on Accessibility

 london2012.com

Lumos Foundation: Deinstitutionalization in Moldova

Changing a whole country's approach on children's institutions

Together with the Moldovan Government, Lumos has promoted an integrated policy and programme of deinstitutionalization. Since launching the programme in 2007, the number of children in institutions has dropped by 86 per cent; and since 2010 more than 6,000 children have been admitted to inclusive mainstream schools.

Innovative Practice 2019 on Independent Living and Political Participation

 wearelumos.org

Manchester Museum: Probos unit

Haptic and tactile museum experience

The "Probos unit" offers the chance to have a tactile experience of museum objects through fingertip discovery. The system features high-quality 3-D scans and offers additional multimedia information and the possibility to zoom in or out. It is possible to feel details on the surface and to differentiate materials from the sound they make.

Innovative Practice 2014 on Accessibility

 manchester.ac.uk/museum
touch-and-discover-systems.co.uk

Neatebox: “Welcome by Neatebox” app

Announce your visit and special request to stores and public services

Using iBeacon and other technologies and accessibility features of regular smartphones, people with disabilities can specify their service need, such as a barrier-free entry or support and guidance, and recipients can plan and prepare for the visit. From July 2017 to June 2018 approximately 1,000 people downloaded the app.

Innovative Practice 2019 on Independent Living and Political Participation

 neatebox.com

Royal London Society for Blind People: Wayfindr

Empowering vision impaired people to travel independently

Wayfindr wants to establish an Open Standard that helps manufacturers create consistent and reliable wayfinding products. For people with visual impairments, such a standard will enable them to navigate independently by giving them access to reliable, consistent directions from their smartphones and other devices.

Innovative Practice 2016 on Education and ICT

 wayfindr.net

Scope and Suffolk County Council: Activities Unlimited

A “brokerage” service to provide short breaks

Activities Unlimited (AU) provides leisure activities for disabled children and young people. It is aimed at tackling barriers faced by parents and caregivers who are seeking activities for their disabled children that are safe, fun, and appropriate, while simultaneously giving them regular breaks from their caring roles.

Innovative Practice 2015 on Independent Living and Political Participation

 activities-unlimited.co.uk

Scope, Beaumont College: Connect to Control/Mind the Gap

Using mainstream lower-cost home automation

The project centres on the use of Environmental Control Systems and how equipment from the mainstream home automation market can be made accessible and affordable to students/service users with disabilities. Twenty-three ECS systems have been installed over the life of the project and a report (“Enabling Technology”) has been published.

Innovative Practice 2015 on Independent Living and Political Participation

 scope.org.uk

Sightsavers: Project “Connecting the Dots”

Jobs for the most marginalized people with disabilities

The project focuses on three main areas: targeted skills de-

velopment, interventions and responses to the specific needs and interests of the participants, and home-based enterprises for those with severe mobility challenges. Of the 324 participants from 2014 to 2016, 254 have found employment, 49% were female.

Innovative Practice 2017 on Employment

 sightsavers.org

SPECTRUM Centre for Independent Living: Peer-supports for new “ULO”s

User-led organization teaching and inspiring others

The SPECTRUM Centre for Independent Living is an established user-led organization (ULO) run by persons with disabilities. It peer-supports the development of new ULOs through the sharing of experiences and information, offering a platform for lessons learned and providing advice and mentoring.

Innovative Practice 2015 on Independent Living and Political Participation

 SpectrumCIL.co.uk

Stay Up Late: Gig Buddies

Teaming up persons with learning disabilities or autism for leisure activities

Stay Up Late matches each participant with a volunteer with the aim to develop an ongoing friendship. The matching process takes into account such factors as cultural tastes, gender, age, geography, and whether the individual can access public transportation. By mid-2017, there were 85 active pairs of “Gig Buddies.”

Innovative Practice 2018 on Accessibility


 stayuplate.org

World of Inclusion: Anti-Bullying Alliance

Preventing bullying in English schools

A variety of resources have been developed to raise awareness at English schools. These include materials on how to challenge offensive language, a language guide, and a history of disability harassment and bullying. The tools are now available for all students, parents, and teachers on the Anti-Bullying Alliance website.

Innovative Practice 2016 on Education and ICT

 worldofinclusion.com, anti-bullyingalliance.org.uk


UNITED STATES

AbleThrive: AbleThrive allies

Creating a community of people with paralysis

AbleThrive has created a website that provides a wealth of information for people with paralysis and their families. Additionally, the organization host events and campaigns. From 2015 to 2018, AbleThrive has built a network of more than 240 partner organizations worldwide called AbleThrive allies to foster collaboration.

Innovative Practice 2019 on Independent Living and Political Participation

 ablethrive.com

AMAC: ICT Accessibility MOOC Education for All

A free online ICT accessibility course, accessible by the blind and deaf

The ICT Accessibility Open Online Course (MOOC) is a six-week, 100-hour course taught by accessibility experts. The self-paced format encourages interaction between students and instructors. The project was initiated in 2016 and by 2017 7,636 enrollments from 169 countries had been received.

Innovative Practice 2018 on Accessibility

 amacusg.org

AMAC Accessibility Solutions: AccessText Network (ATN)

One accessible textbook platform for all universities

The mission of ATN, as a collaborative project of AMAC Accessibility Solutions and the Association of American Publishers, 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.

Innovative Practice 2016 on Education and ICT

 amagusg.org

AMAC Accessibility Solutions and Research Center: AMAC Accessibility

Digital library

AMAC offers a one-stop shop for digital and alternative media textbooks, cost-effective reuse of digital libraries, remote captioning, and downloadable assistive technology software to quickly access materials at universities, colleges, government agencies, non-profits, and corporations. Over 300,000 textbook title records are updated weekly.

Innovative Practice 2014 on Accessibility

 amac.usg.org

AXS Map: "Access map"

The playful way to create accessibility maps

The free app features a gamification element called "AXS Mapathons," whereby teams compete against each other in real time while rating venues in their community on their accessibility. Google supports AXS Map through their annual volunteer programme, Google Serve. By mid-2017, ASX Map had 100,000 users in 200 cities.

Innovative Practice 2018 on Accessibility

 axsmap.com

Benetech: Bookshare

Accessible eBook library with over 775,000 books in 47 languages

Benetech's software platform renders books and other print materials into five accessible digital formats. The organization works with 900 publishers and NGOs. Membership in Bookshare is free for eligible US students, while individuals from the US and other countries pay up to a maximum of USD 50 per year.

Innovative Practice 2020 on Education

 bookshare.org

Burton Blatt Institute, Syracuse University: Curriculum "Human Rights YES!"

A curriculum for advancing the UN CRPD – in six languages

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). By 2016 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.

Innovative Practice 2016 on Education and ICT

 law.syr.edu, humanrightsy.es.org

Catholic Relief Services (CRS): Information Technology Training Programme

IT training for people with disabilities

Since 2007, CRS – jointly with three training institutions in Viet Nam – has been offering IT courses to people with disabilities. Businesses and employers have been involved in the curriculum design, in providing internships, and in recruitment (which is vital for the training outcomes). Nearly 70 per cent of the participants find employment.

Innovative Practice 2017 on Employment

 crs.org

Cincinnati Children's Hospital Medical Center: Project SEARCH

Three internships to provide a variety of career options

Project SEARCH prepares young people with intellectual disabilities for successful employment and job development. The programme takes place entirely within a business setting, providing students with three internships to allow them to explore a variety of career options. In 2016, the project operated 405 programmes worldwide.

Innovative Practice 2017 on Employment

 projectsearch.us

Cincinnati Children's Hospital Medical Centre: SEARCH School-to-work programme

Supported internship

The programme takes place entirely within a business setting where students participate in three internships to explore a variety of career options. This total workplace immersion facilitates a seamless combination of classroom instruction, career exploration, and hands-on worksite-based training and support.

Innovative Practice 2013 on Employment

 projectsearch.us

DanceAbility International: DanceAbility

Bringing dance and artistic expression to people with and without disabilities worldwide

DanceAbility International runs two to three training courses a year for dance teachers, choreographers, therapists, and others who want to incorporate inclusive dance and movement into their work. As of October 2018, over 500 people with and without disabilities have been certified in the DanceAbility method in 35 countries.

Innovative Practice 2019 on Independent Living and Political Participation

 danceability.com



Democracy Live: OmniBallot

Enabling people with disabilities to vote from home and without assistance

In partnership with Amazon and Microsoft, Democracy Live developed OmniBallot, an accessible online voting system available via computer, tablet, or smartphone, thus enabling people with disabilities to vote independently of support. Since its launch in 2015, over 1 million voters have used the system.

Innovative Practice 2019 on Independent Living and Political Participation

 democracylive.com

Department of Health and Human Services: Head Start programme

Promoting school readiness and a head-start for all

The Head Start programme, founded in 1965, is the largest US-federal programme to deliver high-quality early learning opportunities to low-income children under five. Since 1972 at least 10 per cent of its enrolment opportunities have to be reserved for children with disabilities. In 2014, 12.2 per cent of enrollees were children with disabilities.

Innovative Policy 2016 on Education and ICT

 acf.hhs.gov

Department of State: Global video captioning programme

How to support your embassies in producing captioned videos

The Department of State (DOS) produces or owns nearly 20,000 videos per year in more than 70 languages on a huge range of topics. Using cloud services, the DOS has been able to make the process of captioning videos easier. DOS can now caption live video in two languages, and pre-recorded video in over 70 languages.

Innovative Practice 2018 on Accessibility

 state.gov

Exceptional Lives, Inc.: Information for parents and caregivers

“How-To” guides and resource directory for parents and caregivers

Exceptional Lives provides free, easy-to-follow information for parents and caregivers of children and young adults with disabilities. The online platform offers “How-To” guides using a unique decision-tree software that allows parents to be interactive and limits the information to only what the family needs.

Innovative Practice 2018 on Accessibility

 exceptionallives.org

Gallaudet University: VL2 Storybook Creator

Creating bilingual storybooks in written and sign language

With the VL2 Storybook Creator deaf children can use touch

screen tablets to read independently, but also to learn and even create texts in both sign language and printed text. The programme also trains and supports the deaf community to develop vital skills – including filming, editing, and translating.

Innovative Practice 2018 on Accessibility

 gallaudet.edu



Georgia Committee for the Employment of Persons with Disabilities, Inc.: High School/High Tech (HSHT) programme

Providing a variety of career services for high school students with disabilities

Georgia’s HSHT programme offers high school students (aged 16 to 21) with disabilities comprehensive, community-based exposure to academic and career services such as mentoring, industry tours, work internships, college fairs, and family engagement. In 2015, students had a graduation rate of 88 per cent.

Innovative Practice 2017 on Employment

 gacomm-hsht.org

Global Research Innovation and Technology: Leveraged Freedom Chair (LFC)

Mountain bike wheelchair

The LFC is built out of steel and bicycle parts that can be found in any rural village in any developing country. This enables repair anywhere. A mass production manufacturing centre for the LFC was established in 2012. Located in India, the centre is in close proximity to developing countries across Asia and Africa.

Innovative Practice 2014 on Accessibility

 gogrit.org

Houston Community College: VAST Academy

Person-centred transition programme for students to post-school life

The transition programme for students aged 18 to 25 includes vocational certificates and career-readiness credentials. A complementary person-centred support service offers mentoring and tutoring, career counselling, and self-advocacy training. VAST also offers employment and internship placement assistance.

Innovative Practice 2020 on Education

 hccs.edu

International Foundation for Electoral Systems (IFES): Election Access Observation Toolkit

A step-by-step toolkit to monitor voter participation

IFES developed a methodology whereby people with disabilities and their organizations are trained as official observers and use checklists to collect data on access to the electoral process. As of 2018, 13 countries had employed the IFES’s methodology, resulting in the formation of a free-to-download Election Access Observation Toolkit.

Innovative Practice 2019 on Independent Living and Political Participation

 ifes.org

International Foundation for Electoral Systems: Election Access Programme

Strengthening electoral systems to be inclusive and accessible

The Election Access Programme published the first manual, Equal Access, that provides government and civil society with guidance on how to ensure that persons with disabilities have a voice in political life. IFES also developed an election access observation checklist and trained over 700 people in seven countries to be access observers.

Innovative Practice 2015 on Independent Living and Political Participation

 ElectionAccess.org

Mary Free Bed YMCA: First certified facility

A community centre built on Universal Design principles

The Mary Free Bed YMCA is a 36-acre community centre in Grand Rapids, Michigan. The facility is the first building in the world to be certified by the Global Universal Design Commission. Currently, the centre has over 200 adaptive sports athletes that access the YMCA for practice, tournaments, and fitness.

Innovative Practice 2018 on Accessibility

 maryfreebed.com

Microsoft Corporation: Immersive Reader

Tool to improve readability of texts built into mainstream apps and services

The Immersive Reader uses inclusive design and adjustable features, thus allowing improved reading and text decoding, writing, and language learning. The tool is free and built into Microsoft products on web, PC, Mac, iOS, and Android platforms. Users are most notably people with dyslexia, visual impairment, or autism.

Innovative Practice 2020 on Education

 aka.ms/AllAboutImmersiveReader

Microsoft Corporation: Office 365

A comprehensive strategy to make Office 365 fully accessible

To simplify the utilization for persons with disabilities, Microsoft Office 365 has been made accessible by including accessible templates, built-in learning tools, intelligent suggestions for image alt-text, and an accessibility checker. Office 365 is available for home, business, enterprise, and education use, including free versions for students and teachers.

Innovative Practice 2018 on Accessibility

 microsoft.com

MIUSA: Global Disability RightsNow!

Supporting DPOs in six countries to bring the UN CRPD to life

Mobility International USA is an NGO led by people with disabilities. Its Global Disability RightsNow! project partners disability organizations and legal experts in the US with disabled persons' organizations (DPOs) in other countries in coordinating in-country plans to strengthen legislation and increase political participation.

Innovative Practice 2019 on Independent Living and Political Participation

 miusa.org

Mobility International USA (MIUSA): Women's Institute on Leadership and Disability

"Infiltration strategy" for women and girls with disabilities

The three-week WILD programme of MIUSA has trained more than 200 women with disabilities from over 80 countries on strategies for improving the lives of women and girls with disabilities. To move from exclusion to "infiltration" these activists form partnerships with development agencies and governments.

Innovative Practice 2015 on Independent Living and Political Participation

 miusa.org

Museum of Modern Art in New York City: "Meet me at MoMA"

The fully accessible art museum

MoMA offers a variety of programmes and services to ensure the accessibility of the museum and its collection, including tours for visually impaired that provide the opportunity to touch and experience the art or programmes for visitors with dementia. Approximately 60,000 people made use of the opportunity from 2014 to 2016.

Innovative Practice 2018 on Accessibility

 moma.org



Open Doors Organization: Open Taxis

On-demand accessible transportation in Chicago

Open Taxis is a 24/7, 365 days a year operation with dispatchers on-site to assist with passenger ride requests and coordinate timely transportation among drivers, providing passengers with on-demand, accessible transport options in Chicago. In 2017 more than 300 accessible taxis were operating for Open Taxis.

Innovative Practice 2018 on Accessibility

 facebook.com/OpenTaxis

Organization of American States, Trust for the Americas: Accessibility guide for workplaces

Collected ideas for access to the workplace

The guide offers low to no-cost solutions that give persons with disabilities barrier-free access to the workplace. To generate effective and affordable solutions, employers are trained to interact with the surrounding community and with the persons with disabilities to define and build the accessibility solutions together.

Innovative Practice 2014 on Accessibility

 [oas.org, trustfortheamericas.org/guia-accessibilidad](http://oas.org,trustfortheamericas.org/guia-accessibilidad)

Poses Family Foundation: Understood.org

Online resource for parents of children with learning and attention issues

Understood.org is a free website for parents of children aged

3–20+ with learning and attention issues. It offers more than 2,500 pieces of expert-vetted content, five interactive tools, and daily access to experts and to a social media community. The site is available in English, Spanish, as well as in read-aloud mode.

Innovative Practice 2018 on Accessibility and ICT

 [Understood.org](https://understood.org)



RespectAbility: Increasing positive resonance

Fighting stigma through Hollywood and jobs creation

The organization collaborates with Hollywood writers to promote positive, accurate, and diverse portrayals of disability. It has created the Hollywood Disability Inclusion Toolkit and the Emmy Award-winning TV show “Born This Way,” starring people with Down syndrome. At the political level, RespectAbility focuses on employment

Innovative Practice 2019 on Independent Living and Political Participation

 respectability.org

Special Olympics Arizona: Unified Strategy for Schools and Youth

Creating school communities of acceptance, inclusion, and respect

The goal of the Special Olympics Unified Strategy for Schools and Youth is to reduce bullying and exclusion, to promote healthy activities, and to engage young people in pro-social activities. In 2014–2015, 6,424 youth participated at 184 Arizona schools and 335,463 youth were exposed to awareness and advocacy messaging and activities.

Innovative Practice 2016 on Education and ITC

 SpecialOlympicsArizona.org

SpeechGear: Streamer

A website offering instant captioning and translation

Streamer is a subscription-based website that captions speech to text in real-time and also offers an option to translate simultaneously into 117 languages. Streamer is suitable for use with speeches, conversations, classroom lectures, seminars, and webinars. Users can set up a private and secure Streamer website

Innovative Practice 2020 on Education

 speechgear.info

Syracuse University: Disability Law and Policy Programme (DLPP)

Postgraduate studies in disability law and policy

The DLPP recruits students with and without disabilities from the United States and abroad, offering them the opportunity to specialize in the field of international and domestic disability law. DLPP students may also work as interns during the summer or full-time for a semester at disability law-related offices.

Innovative Practice 2020 on Education

 law.syr.edu/academics/centers-institutes/disability-law-and-policy-programme

Taft Community College: Transition to Independent Living (TIL) programme

A two-year programme with proven success in labour market integration

TIL offers post-secondary education for adults over 18 years with intellectual or developmental disabilities. The two-year programme provides independent living-skills training and work experience to increase participants’ functional, social, and career skills. The graduating class of 2018 consisted of 23 students, of whom 78 per cent found employment.

Innovative Practice 2020 on Education

 taftcollege.edu/til

TASH: School Wide Integrated Framework for Transformation (SWIFT)

Analysing the policy framework to identify barriers towards inclusion

SWIFT provides a 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, and much more. The goal is to improve the academic and behavioural outcomes of all children.

Innovative Practice 2016 on Education and ITC

 tash.org

The Arc of the United States: School-to-Community Transition

Support in transition to adult life

The School-to-Community Transition initiative aims to improve the quality of transition planning and transition services for people with intellectual and developmental disabilities. This goal is achieved by identifying successful programmes that can be replicated nationwide within The Arc’s network of local and state chapters.

Innovative Practice 2013 on Employment

 thearc.org

The Arc of the United States: NCCJD, Pathways to Justice

Improving the criminal justice system for people with intellectual and developmental disabilities

NCCJD’s Pathways to Justice programme offers training to develop local multidisciplinary Disability Response Teams composed of criminal justice and disability leaders, including self-advocates, to improve local systems. It is unique in addressing the needs of both victims and suspects, defendants and inmates.

Innovative Practice 2019 on Independent Living and Political Participation

 thearc.org/NCCJD



The Arc of the United States: Wings for Autism

An airport rehearsal programme for people with disabilities, families, and staff

Wings for Autism allows people with autism and with intellectual disabilities, as well as their families, to practice all the

steps involved in travelling by plane, and to do so in a safe environment. From 2014 to 2018, Wings for Autism has trained approximately 13,500 people, family members, as well as airport and airline personnel.

Innovative Practice 2019 on Independent Living and Political Participation

 thearc.org

The Museum of Modern Art, New York: MoMA Access Programme

Inclusive art education at the MoMA

MoMA is committed to providing the most inclusive environment for its diverse visitors. The Access Programme offers a variety of programmes for visitors with different disabilities. Access Programme staff have developed training resources on providing quality art experiences and delivered workshops throughout the world.

Innovative Practice 2014 on Accessibility

 moma.org/learn/disabilities

The Trust for the Americas: POETA Social Franchise Platform

A million-user online platform is strengthening Latin American DPOs

The POETA model is an accessible vocational toolbox for organizations working with people with disabilities in the areas of life skills, technologies and vocational preparation. The POETA Social Franchise Platform replicates and expands the model for DPOs in Latin America and the Caribbean.

Innovative Practice 2016 on Education and ICT

 trustfortheamericas.org

University of Oregon: Paths 2 the Future (P2F)

Empowering school girls with disabilities

P2F is a short-term vocational education programme for girls with disabilities aged 14 to 21. Girls participate in an 18-week class in their high schools designed to teach vocational skills. The curriculum covers four broad areas: self-determination, disability knowledge, gender awareness, and career and college readiness.

Innovative Practice 2017 on Employment

 uoregon.edu

University of Oregon and Oregon Vocational Rehabilitation: Youth Transition Programme

The preparation of young people with disabilities for employment or career-related post-secondary education

The Youth Transition Programme (YTP) is a collaborative school-to-work transition programme that serves young adults with disabilities statewide in the state of Oregon. The purpose of YTP is to prepare young adults for employment or career-related post-secondary education. YTP is jointly funded by local schools and Oregon Vocational Rehabilitation.

Innovative Practice 2013 on Employment

 ytporegon.org

US Department of Labor: Pathways to Careers

New approaches towards inclusive careers for students

Since 2014, the Pathways to Careers model has been testing different approaches to improve the qualifications and professional advancement of students with disabilities. Approaches such as Universal Design for Learning or student learning contracts with companies have already proven successful.

Innovative Policy 2020 on Education

 pstcc.edu/upep

World Access for the Blind: Flashsonar

Teaching the clicking of tongue technique to navigate

World Access for the Blind trains blind and visually impaired persons the technique of human echolocation and calls its training Flashsonar (quite like the navigation of bats). The technique allows people to navigate using tongue-clicking and by responding to the reflected sound from their surroundings.

Innovative Practice 2018 on Accessibility

 worldaccessfortheblind.org



Department of Disabilities, Ageing, and Independent Living: Vermont's Supported Employment programme

Long-term inclusion in the open labour market

Begun in 1983, the programme provides individually tailored support and thoughtful job matches for people with intellectual disabilities. By 2002, Vermont had closed all sheltered workshops. By 2016, 48 per cent of Vermonters receiving developmental disabilities services were employed in the regular workforce and paid at minimum wage or higher.

Innovative Policy 2017 on Employment

 dail.vermont.gov

UNITED STATES AND EUROPEAN UNION

U.S. Access Board & European Commission: International standards cooperation

Harmonization of ICT standards across the Atlantic

In 2004 the international standards cooperation was initiated to create a framework for developing a wide range of applications that will make ICT products and services more accessible in both continents. Moreover, it facilitates trade between these regions. By 2017, 90 per cent of all standards have been harmonized.

Innovative Policy 2018 on Accessibility

 access-board.gov, cen.eu

U.S. Access Board and European Commission: ICT standards for accessibility

Transatlantic eAccessibility Standards Cooperation

In 2004 the United States and the European Union initiated a process to harmonize the standardization of ICT accessibility requirements. This cooperation resulted in largely compatible standards, which can create enormous leverage for accessible technologies and possibly lay the groundwork for an international standard.

Innovative Policy 2016 on Education and ICT

 access-board.gov, ec.europa.eu

VIETNAM

BasicNeeds Viet Nam (BNVN): Depression recovery

Depression management and microloans for women

In 2014, BNVN started a depression management programme for women, providing also social livelihood training, like-skills training, and self-management courses. After a basic training women can get small loans enabling them to start their own business activities.

Innovative Practice 2019 on Independent Living and Political Participation

 basicneeds.org

Malteser International: Community-based disaster Risk Management

Manual on inclusive disaster risk management

A manual on inclusive community-based disaster risk management was created to complement the national project of “Awareness Raising and Community-Based Disaster Risk Reduction.” A pilot project was launched in 47 villages in six communes of three district of Quang Nam province.

Innovative Practice 2014 on Accessibility

 malteser-international.org

Medical Committee Netherlands-Vietnam (MCNV): Increasing access to Inclusive Education

Transforming special schools into support centres

The project advocated for the establishment of support centres or the transformation of special schools into support centres in 18 districts of three provinces in Viet Nam. MCNV provided technical support for the centres to mandate the early detection, early intervention, and support for Inclusive Education for children with disabilities.

Innovative Practice 2016 on Education and ICT

 mcnv.vn

Nhat Hong Centre: Teaching devices and downloads

Low-cost technology for young people with vision impairment

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. In 2014, 262 children and juveniles participated in project activities.

Innovative Practice 2016 on Education and ICT

 happysuncenter.org

Nhat Hong Centre: Career training programme

Vocational training and meaningful jobs for persons who are blind or visually impaired

The Nhat Hong Centre for the Blind and Visually Impaired trains its students so as to enable them to join the open labour force as well as the supported labour markets in Ho Chi Minh City. The programme creates a personalized career plan that is not only tailored to the job search but also to personal interests and skills.

Innovative Practice 2017 on Employment

 happysuncenter.org

YEMEN

Al Saeeda Association: Advocacy and training

Employment for rural girls with hearing impairments

Women with hearing disabilities from rural areas receive training and education to ensure their participation in the job market. Informing families and communities about the needs and issues of these women leads to greater understanding and inclusion, which in turn helps to empower them economically and socially.

Innovative Practice 2019 on Independent Living and Political Participation

 facebook.com/alsaeedadeafgirls.taiz

ZIMBABWE

CBM: Inclusive Educational Centres in Zimbabwe

Converting special schools into inclusion centres

In 2018 CBM, together with the Jairos Jiri Association, began converting three special schools into Inclusive Education centres. Each centre has a specific focus and serves also as an education platform on inclusion for local governments, companies, and schools while working closely with the community.

Innovative Practice 2020 on Education

 cbm.de

Jairos Jiri Association: Inclusive Education in Zimbabwe

Integrating Inclusive Education in local communities

The project's two model schools have a total enrolment of 738 children, including 85 with disabilities. Seven teachers were trained in sign language and Inclusive Education issues, as well as 14 school development committee members. Some 2,000 community members were informed on Inclusive Education through awareness campaigns.

Innovative Practice 2016 on Education and ICT

 jairosjiriassoc.com

Jairos Jiri Association: Accessible polling stations

Enfranchising people with disabilities in Zimbabwe

The programme has sought to secure the inclusion of people with disabilities in Zimbabwe's governance systems by advocating for their accessibility to polling stations. It is also aimed at ensuring proportional representation of people with disabilities in decision-making bodies or a quota system in employment.

Innovative Practice 2019 on Independent Living and Political Participation

 jairosjiriassoc.com

Leonard Cheshire Zimbabwe Trust: Pioneer school

Inclusive school systems rolled-out in Zimbabwe

This project aims to support nearly 3,000 children with disabilities to go to school in rural Mashonaland West Province. 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.

Innovative Practice 2016 on Education and ICT

 leonardcheshire.org.zw

The Zero Project Network 2013 to 2020

Almost 4,000 people have contributed to the Zero Project over the past eight years, as nominators, reviewers, voters, Awardees, or active Conference participants.

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Sabine	PRENN	Cornelia	ROSENKRANZ	Ingrid	SCHMIEDT
Nina	PRENNER	Vera	ROSENER-NOGEL	Sonja	SCHMOEKEL
Walburg	PRIBYL	Alexandra	ROTH	Andrea	SCHMON
Christina	PRITZ	Doris	ROTHAUER	Thomas	SCHMUCKER
Selma	PRODANOVIC	Nadine	ABOU ROUMIE	Dieter	SCHNAUFER
Franz	PROMBERGER	Marcella	ROWEK	Svenja	SCHNEIDER
Franz Karl	PRUELLER	Max	RUBISCH	Robert	SCHNEIDER-REISINGER
Georg	PSOTA	Lukas	RUCKENSTUHL	Andreas	SCHNIDER
Franz	PUEHRETMAIR	Peter	RUDLOF	Christian	SCHOBBER
Victoria	PURNS	Friedrich	RUHM	Ernesto	SCHOBESBERGER
Jasna	PUSKARIC	Juan	RUIZ	Petra	SCHOEN
Sieglinde	PUSS-INREITER	Robin	RUMLER	Georg	SCHOEN
Jakob	PUTZ	Stefan	RUSCHER	Petra	SCHOEN
Nina	PUTZENLECHNER	Rudolf	RUX	Christian	SCHOENDORFER
Norbert	RABL	Nora	RUZSICS	Magdalena	SCHRAMEK
Astrid	RADNER	Christoph	SACKL	Claudia	SCHRAM-JANSEN
Fides Johanna	RAFFEL	Judith	SAFAR	Cornelia	SCHRANZ
Markus	RAFFER	Soraya	SAHLI	Thomas	SCHREIBER
Rossana	RAMIREZ DE WAREKA	Dieter	SALZMANN	Dominik	SCHREIBER
Claudia	RAUCH	Sigrid	SAMM	Michaela	SCHRETZMAYER
Hermann	RAUTER	Johanna	SAMS	Gundula	SCHRITTWIESER
Samira	RAUTER	Maria	SANTNER	Sandra	SCHUEGERL
Anasthasia Sorta	REBECCA	Walter	SATTLBERGER	Hermann	SCHUETZENHOEFER
Ulrike	REBHANDL	Karin	SATTLEGGER	Guenther	SCHUSTER
Vera	REBL	Amelie	SAUPE	Josef	SCHUSTER
Alex	REDLEIN	Markus	SAUTNER	Barbara	SCHUSTER
Georg	REGAL	Karoline	SCHABERREITER	Susanne	SCHWAB
Dominic	REGESTER	Roswitha	SCHACHINGER	Angelika	SCHWANDA
Sabine	REHBICHLER	Anna	SCHADEN	Peter	SCHWARZ
Rainer	REICH	Helmut	SCHAFFLER	Christine	SCHWARZ-FUCHS
Andreas	REICHINGER	Katharina	SCHALBER	Christian	SCHWARZL
Tanja	REICHL	Elisabeth	SCHALUDEK-PALETSCHEK	Franz	SCHWEIDLER
Paula	REID	Bianca	SCHANTL	Claudia	SCHWEINZER
Andreas	REINALTER	Birgit	SCHAUER	Vanja	SEHIC-GAVRILOVIC
Ulrike	REINDL	Elke	SCHAUMBERGER	Maria	SEISENBACHER
Birgit	REINTHALER	Anna	SCHEEER	Michael	SEITLINGER
Gernot	REINTHALER	Katja	SCHIBENPFLUG	Gabriela	SELLNER

Regina	SENARCLENS DE GRANCY	Raphaela	TONCIC-SORINJ	Mark	WILSON
Dzemaal	SIBLJAKOVIC	Anna	TRAGL	Christoph	WINDER
Michael	SICHER	Eduard	TRAMPUSCH	Elfriede	WINDISCHBAUER
Andrea	SIHN-WEBER	Richard	TRAPPL	Johnathan	WINTER
Ulrike	SIMACEK	Martin	TREE	Herbert	WINTERLEITNER
Karin	SIMONITSCH	Michael	TREML	Hermann	WOEGERER
Michael	SINGER	Werner	TRUECKL	Manuela	WOESS
Cristina	SISERMAN	Peter	TRUHLAROVSKY	Ralf	WOHLERS
Oto	SKALE	Margot	TSCHANK	Monika	WOLF
Eva	SKERGETH-LOPIC	Elisabeth Anna	TSCHANN	Markus	WOLF
Manfred	SKOFF	Georg	TSCHARE	Nora	WOLLOCH
Robert	SLADE	Martin	TSCHERKASSKY-ALEKSIC	Stefan	WOLNER
Christian	SMOLINER	Kristina	TSVETANOVA	Lisa	WONKA
Wolfgang	SOBOTKA	Katharina	TURNAUER	Mark	WOOLLEY
Maria	SOBOTKA	Matthew	TURNER	Patrick	WUERNITZER
Vera	SOKOL	Elisabeth	UDL	Christina	WURZINGER
Wolfgang	SPERL	Robert Jan	UHL	Delil	YILMAZ
Peter H.	SPITALER	Johannes	UNGAR	Wolfgang	ZAGLER
Andrea	SPITALER	Bettina	UNGER	Gerhard	ZAKRAJSEK
Gabriele	SPRENGSEIS	Guido	UNTERBERGER	Patricia	ZANGERL
Uwe	STADELBAUER	Martina	UNTERWELZ	Rudolf	ZANGL
Gerlinde	STADLER	Annick	VAN BOCKRYCK	Erwin	ZARFL
Andreas	STAINER-HOCHGATTERER	Loic	VAN CUTSEM	Rudolf	ZDRAHAL
Gabriele	STAUBMANN	Angelika	VAUTI-SCHEUCHER	Rita	ZEBEDIN
Bettina	STEFFEL	Christoph	VEIGL	Sophie	ZECHMEISTER
Dagmar	STEINER	Susanne	VEIT-ASCHENBRENNER	Christian	ZEHETGRUBER
Joseph-Sebastian	STEINLECHNER	Nadine	VOGEL	Lisa	ZEILER
Peter	STEINWIDDER	Christian	VOGELAUER	Peter	ZELLINGER
Thomas	STELZER	Nicola	VOGL	Petra	ZIMMERMANN
Brigitte	STEVKOVSKI	Christian	VOIGT	Dagmar	ZOEHRER
Martha	STICKINGS	Ute	VON MAURNBOECK-MOSSRE	Markus	ZUCKERSTAETTER
Hannes	STICKLER	Tina	VRBANIC	Markus	ZUCKERSTÄTTER
Christoph	STIEBER	Monika	VYSLOUZIL	Cornelia	ZWICKER
Stefan	STIGLBAUER	Eva	WACHTER	AZERBAIJAN	
Dietmar	STOCKINGER	Niklas	WACHTVEITL	Gwendolyn	BURCHELL
Irene	STOCKNER	Monika	WAGNER	Fuad	DARGAHLI
Helmuth	STOEBER	Hans-Peter	WALDBAUER	Brendon	HAMMER
Gerald	STOELLNBERGER	Saskia	WALLNER	Gunel	HASANOVA
Juergen	STRADNER	Caroline	WALLNER-MIKL	Israyil	ISGANDAROV
Gabriela-Maria	STRAKA	Elisabeth	WANIK	Davud	REHIMLI
Iris	STRASSER	Bernhard	WAPPIS	Fatma	SOFIYEVA
Paul	STREIT	Franz	WARUM	BAHAMAS	
Johannes	STRELKA-PETZ	Walter	WASNER	Erin	BROWN
Viktoria	STROMMER	Michael	WEBER	BANGLADESH	
Maria	STRUTZ-WINKLER	Barbara	WEBER	Murshid	AKTAR
Gudrun	STUBENRAUCH	Germain	WEBER	Neha	ARORA
Angelika	STUHLIK	Karin	WEGSCHEIDER	Vashkar	BHATTACHARJEE
Gerhard	STUEBE	Angela	WEGSCHEIDER	Ashoke Kumar	BISWAS
Harald	TAMEGGER	Nicole	WEIDINGER	Sajida Rahman	DANNY
Lisa	TASCHEK	Ingrid	WEIDNER	Md.Nazrul Islam	Dhali
Andrea	TASNADI-ASZTALOS	Ursula	WEILENMANN	Mohammad	HABIB
Ralf	TATTO	Nicole	WEINERT	Monjurul	
Manfred	TAUCHNER	Emmerich	WEISSENBERGER	Nafiz Imtiaz	HASSAN
Boyko	TCHAKAROV	Franz	WEISZ	Md. Saidul	HUQ
Claudio	TEDESCHI	Florian	WENDE	Md. Shakhawatul	ISLAM
Heinz	TEMPL	Helga	WENZEL-ANDERS	Muhammad	ISLAM
Stefan	TESCH	Barbara	WERWENDT	Monirul	
Selina	THALER	Georg	WESTPHAL	Md Johurul	ISLAM JEWEL
Linto	THANIKKEL	Robert	WIDL	Murteza R.	KHAN
Saskia	THOMAS	Christina	WIESELTHALER	Salma	MAHBUB
Alexander	TIMMERMAN	Sandra	WILDING	Albert	MOLLAH
Heinz	TIPPL	Michael	WILHELM	Abu Hena	PRODHAN
Mekonnen Nega	TIRUNEH	Georg	WILLEIT	Mostafa Kamal	
Beate	TOMASSOVITS-WEIS	Ruth	WILLIAMS	Nafeesur	RAHMAN
				Mahfujur	RAHMAN

Mostafizur	RAHMAN
Mohammed Arifur	RAHMAN
Kishore	SINGH
Mahamudul	SOHAG
Farida	YESMIN

BARBADOS

Colbert	ASHBY
Roseanna	TUDOR

BELARUS

Aliaksandr	AUDZEVICH
Sergey	DROZDOVSKY
Inesa	LARYIENAVA
Iryna	MALINSKAYA
Vladimir	POTAPENKO
Elena	TITOVA
Anna	ZAKREVSKAYA
Anastasiya	ZHYRMONT

BELGIUM

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Carmen	ARROYO DE SANDE
Kurt	ASSELMAN
Valeria	ATZORI
Silvia	BALMAS
Brando	BENIFEI
Sandrine	BOHAN-JACQUOT
Susanne	BOSMAN
Mieke	BROEDERS
Ines	BULIC COJOCARIU
Chris	BURNS
Maria	OREJAS CHANTELOT
Dita	CHARANZOVA
Marleen	CLISSEN
Glenn	CONINGS
James	CROWE
Elena	CURTOPASSI
Katrien	DE BAETS
Marie Lene	DENNINGHAUS
Aleidis	DEVILLE
Koen	DEWEER
Daisy	DRIESEN
Sabrina	FERRAINA
Jennifer	FITZSIMONS
Katrien	GELDERS
Veronique	GHESQUIERE
Pieter	GHIJSELS
Timothy	GHILAIN
Alba	GONZALEZ
Stefanos	GRAMMENOS
Emmanuelle	GRANGE
Vincent	HAUQUIER
Miriam	HEMELSOET
Luc	HENAU
Julian	HILLS
Rudi	KENNES
Gail	KENT
Sevda	KILICALP
Adam	KOSA
Karolina	KOZIK
Ewoud	LAGRING
Luca	LASZLO
Delphine	LE MAIRE
Sara	LEFEVRE
Andras	LENART
Sabine	LOBNIG

Pablo	LOPEZ-ALVAREZ
Anna	LUDWINEK
Alicja	MAJEWSKA-GALEZIAK
Letizia	MANZONI
Gisele	MARLIERE
Ilse	MARTENS
Wendy	METTEN
Michael	MILLIGAN
Tine	MISSINNE
Alejandro	MOLEDO DEL RIO
Catherine	NAUGHTON
Heleen	NEERINCKX
An	NEVEN
Didier	PELEMAN
Maureen	PIGGOT
Jyrki	PINOMAA
Inmaculada	PLACENCIA PORRERO

Marek	PLURA
Shanta	RAU BARRIGA
Alessia	ROGAI
Eszter	SALAMON
Gerry	SALOLE
Teresa	SILVESTRE
Martina	SINDELAR
Frank	SIOEN
Jolien	SMIS
Hanna	STAEHLE
Helga	STEVENS
Milan	SVEREPA
Filip	THIEREN
Tineke	TONNARD
Danny	VAN DE PERRE
Hugo	VAN DE VEIRE
Joris	VAN PUYENBROECK
Matthijs	VAN TRIGT
Dirk	VANDERSTIGHELEN
Geert	VANDEWALLE
Rachel	VAUGHAN
Yves	VEULLIET
Johan	WARNEZ
Bart	WEETJENS
Mark	WHEATLEY
Els	WINTERS
Matthieu	WIRTZ
Franz	WOLFMAYR
Luk	ZELDERLOO

BELIZE

Pambana	BASSETT
Evan	COWO

BENIN

Sourou Jacob	BOKINI
Geronime	MLLE

BHUTAN

Pema	CHHOGYEL
Sanga	DORJI
Chencho	DORJI
Sonam	GYAMTSHO
Pelden	PELDEN

BOLIVIA

Adriana	AYALA
Jaime	ESTIVARIZ
Javier	MENDOZA
Luis Marcelo	ZELADA PANOSO
Alejandra	RIVERA EID

BOSNIA AND HERZEGOVINA

Lejla	AGIC
Vesna	BAJSANSKI-AGIC
Jasminko	BIJELIC
Nermin	COCALIC
Binasa	GORALIJA
Ivana	HADZIHASANOVIC
Haris	HAVERIC
Anka	IZETBEGOVIC
Sevdija	KUJOVIC
Marina	NEZIROVIC
Amela	ODOBASIC
Aida	VEZIC

BOTSWANA

Modesta	NYIRENDA
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BRAZIL

Alberto	ARGUELHES
Fernando H. F.	BOTELHO
Sarah	CAMPOS
Ira	CARDOSO
Amy	CLIFFORD
Regina	COHEN
Aracelia	COSTA
Denise	COSTA
Paulo	CUNHA
Luis Henrique	DA SILVEIRA MAUCH
Jorge Amaro	DE SOUZA BORGES
Karla Demonti	PASSOS CATHCART
Daniela	DEMORO
Joelson	DIAS
Martinha Clarete	DOS SANTOS
Valeria Silva	FERREIRA
Antonio Jose	FERREIRA DOS NASCI- MENTO
Rosana	FONSECA
Marta	GIL
Adriana	GOMES ALVES
Jaspreet	GREWAL
Rodrigo	HUEBNER MENDES
Nelson	KIRST
Ronaldo	Assunção Sousa do Lago
Regina Celia	LINHARES HOSTINS
Geovana Mendona	LUNARDI MENDES
Vania Costa	MARTINS
Carla	MAUCH
Lailla	MICAS
Lisyane	MOTTA
Vitor	NEIA
Carlos Edmar	PEREIRA
Fernando	PESSOA DA SILVEIRA MELLO
Isabel Cristina	PESSOA GIMENES
Pedro	PRATA
Carlos Jorge	RODRIGUES
Shirley	RODRIGUES MAIA
Riane Natalia	SOARES VASCONCELOS
Flavia	SOUZA
Monique	VIEIRA
Howard	WEINSTEIN
Carlos	WERNECK
Claudia	WERNECK
Ilene R.	ZEITZER

BRUNEI

Teng-Leong	KOAY
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BULGARIA	
Liliya	ARAKCHIEVA
Kiril	ARNAUTSKI
Margarita	ASPARUHO-VA-KANDILAROVA
Lubomir	ATANASOV
Iva	BONEVA
Lazar	DODNIKOV
Byljana	GADJEVA
Ivelina	GADZHEVA
Georgi	GEORGIEV
Ivan	KARAGYOZOV
Lilia	KRASTEVA-PEEVA
Veselina	VASSILEVA
BURKINA FASO	
Philippe	COMPOARE
Evelyne	HIEN-WINKOUN
Rasmata	OUEDRAOGO
Abbe Denis	SANDWIDI
Mouhamed	SAWAGOGO
Haoua	ZANGRE
BURUNDI	
Alexis	HATUNGIMANA
Nyamiye	HERMENEGILDE
CAMBODIA	
David	CURTIS
Samith	MEY
Samnang	PHENG
Colin	REHEL
Herve	ROQUEPLAN
Ngin	SAORATH
CAMEROON	
Etali Genesis	AKWAJI
Francois	KENFACK
Blandine Angele	MESSA
Guy Landry	TABA TAGHUE
CANADA	
Monica	ACKERMANN
Mike	ALMEIDA
Taghreed	AL-ZUBAIDI
Daniel	AMAR
Timothy	AMES
Ali	ANSER
Leonard	BAKER
Mary	BARTOLOMUCCI
Amanda	BASI
Zinnia	BATLIWALLA
Neil	BELANGER
Diane	BERGERON
Monika	BERTRAND
Michael	BODA
Sandy	BOLDT
Tara	BRINSTON
Alexis	BUETTIGEN
Krista	CARR
Sherene	CHAITOO
Isabelle	COWAN
CJ	CURRAN
Joe	DALE
Ines	DE ESCALLON
Ingrid	DEFERT
Betty	DION
Riccardo	DONA DOMENEGHETTI
Nicola	DUNNE

Lisa	DILLON EDGETT
Kelsey	FINLAY
Andy	FRANK
Don	GALLANT
Caitlin	GOODSELL
Christine	GORDON
Susan L.	HARDIE
Molly	HARRINGTON
Paula	HEARN
Ann	HOY
Anne	HUGHSON
Evelyn	HUNTJENS
Lana	KERZNER
Sophie	LANCTOT
Robert	LATTANZIO
Connie	LAURIN-BOWIE
Jerry	LUCAS
Anna	MACQUARRIE
Susan	MADER
Cesar	MAURI
Sarah	MCCARTHY
Wendy	MCDONALD
Kathy	MCLACHLAN
John	MCLAUGHLIN
Julie	MICHAUD
Samer	MUSCATI
Kevin	NG YU KWONG
Ken	O'BRIEN
Orsa	PAPAIANOANNOU
David	PEREYRA
Linda	PERRY
Marnie	PETERS
Ken	PIKE
Gordon L.	PORTER
Francoise	REYNETTE
Marcia	RIOUX
Christine	ROBBINS
Fredric	SCHROEDER
Meenu	SIKAND
Kristin	SNODDON
Andria	SPINDEL
Timothy	STANTON
Nicholas	STOKLEY
Laura	STOKLEY
Ling	SUEN
Kim	THOMAS
Bob	TOPPING
Jutta	TREVIRANUS
Bruce	UDITSKY
James	VAN RAALTE
Jose María	VIERA
Boris	VUKOVIC
Keenan	WELLAR
Sean	WILTSHIRE
CAPE VERDE	
Manuel J.S.	ROSA
Antonio Pedro	VARELA CARVALHO DE MELO
CHAD	
Robkedi	DJIMNAYEL
Jonathan	MADJIAREBAYE
Ngueradjim	TONINGAR
CHILE	
Marcela	ACEVEDO

Maritza Loreto	MOYA AGUILERA
Daniela	ALBURQUERQUE
Mariana	ALMONACID
Natalia	ALVARADO
Isabel	ALVAREZ
Marina	ARAOS
Oscar	ARTEAGA HERRERA
Victor	ASTABURUAGA
Carla	BARRA
Cristhian	BELTRAN
Andres	BEROGGI
Andrea	BOUDEGUER
Cecilia	BREINBAUER
Vania	BRUGAL
Matias	CACERES LIZANA
Paulina	CAVADA
Pedro	CHANA
Maria Soledad	CISTERNAS REYES
Eloisa	DE BILLERBECK
Marco Antonio	DEL RIO
Catalina	DUPRE
Ruth	DUQUE
Carola	RUBIA
Jo	ESCUDERO
Rene	ESPINOZA
Annelore	FERNANDEZ
Juan Ignacio	GARCIA
Paz	GARCIA
Alejandro	GUAJARDO
Felipe	HERRERA
Andrea	LEGARRETA
Nicolas	LI CALZI
Bernardita	LOPEZ
Cristian	MARCELO SILVA
María Soledad	MARTINEZ ULLOA
Gladys	MORALES
Pablo	MORRIS
Juan Pablo	MULLER VON DER MARWITZ
Enrique	NORAMBUENA
Macarena	OVALLE
Victoria	PARKER
Pamela	PRETT
Pedro	QUIROGA MENENDEZ
María Ximena	RIVAS ASENJO
María Isabel	ROBLES MEZA
María Ignacia	RODRIGUEZ
Juan Carlos	SEPULVEDA
Maria Fernanda	TERMINEL
Maria Theresa	VON FUERSTENBERG LETELIER
Diego	ZUIGA
Isabel	ZUÑIGA
Kristine France	ZUÑIGA
CHINA	
Jiajun	BU
Bin	CHEN
Yang	JIA
Han	JIANG
Lin	LIANG
Lingzhou	MA
Chris Kun Man	YIU
Xuan	ZHENG
Bo	ZHOU

CHINA - HONG KONG	
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Ka Yiu	CHEUNG
Fanny	CHEUNG
Stephen	SUI
Myra	TAM
Eric W.C.	TAM
Deborah	WAN
Fay	WONG
Sania Sau-Wai	YAU
Emilyl	WAI YING
COLOMBIA	
Natalia	ACEVEDO GUERRERO
Germán	BARRAGAN
Ana Mercedes	BOTERO
María Teresa	BUITRAGO
Beatriz Lorena	BUITRAGO ECHEVERRY
Luis	CARDENAS
Monica	CORTES
Karim	DEL ROCIO GARZON DIAZ
María Natalia	DIAZ ROZO
Felipe	DUARTE
Liliana	PAEZ DUQUE
Salam	GOMEZ
Carlos	GUERRERO PINTO
Magda Azohitza	HERNANDEZ ACUNA
Gustavo Alberto	HINCAPIE CORRALES
Dean	LERMEN
Carolina	MAYORGA PAEZ
Henry	MEJIA ROYET
Jaifa Margarita	MEZHER ARANGO
Roco	MOLINA BJAR
Luis	OLAVE
Ines Elvira	RESTREPO
Jorge	RESTREPO MUNERA
Marta	ROYO
Catalina	SALAZAR
Carlos Adolfo	SANCHEZ
Marcela	SANTOS NAVAS
María Elena	URBANO DORADO
CONGO	
Nicole	ILUNGA
Alain Denis Rene Joseph	MERCIER
Jean de Dieu	NGOMA
Didier	NTIMANSIEMI
Patrick	PINDU DI LUSANGA
COOK ISLANDS	
Mary	DEAN
Destiny Tara	TOLEVU
COSTA RICA	
Catalina	DEVANDAS AGUILAR
Madai	LINKIMER
Rosa Maria	QUIROS RODRIGUEZ
CÔTE D'IVOIRE	
Kadele Elvige Vincent	BOHOOU
Mamadou	COULIBALY
Atse Sebastian Raoul	N'DE
Yegueleworo	OUATTARA
CROATIA	
Maja	AKSAMOVIC-ANDRIC
Marija	BOROVEC

Daniela	BRATKOVIC
Deni	BRNJAK
Slavica	DUJMOVIC
Blazenka	FILIC VULIN
Tomislav	IVASKOVIC
Damjan	JANJUSEVIC
Mladen	KATANIC
Andreja	MAHJEN
Andreja	MAKAR
Slavenka	MARTINOVIC
Lana	NACINOVIC
Bozo	RAJIC
Nika	RAJIC
Marijana	RAJIC
Jadranka	SAMARDZIC
Anka	SLONJSKAK
Ruzica	STIPCIC
Radmila	STOJANOVIC BABIC
Andrea	SUTIC
Darija	UDOVICIC MAHMULJIN
Irena	VELIMIROVIC
CUBA	
Julio Antonio	CONILL ARMENTEROS
CYPRUS	
María	KYRIACOU
Katerina	MAVROU
Irene	PITSILLIDOU
CZECH REPUBLIC	
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Erik	CIPERA
Terezie	HRADILKOVA
Boris	JANCA
Pavel	PALECEK
Katerina	PIVONKOVA
Klara	SIMACKOVA LAUENCIKOVA
Jan	SISKA
Lucie	SISKOVA
Dorota	SISKOVA
Jitka	SVOBODOVA
DENMARK	
Chris	CORMENCY
Kristoffer	GANDRUP-MARINO
Henrik Ib	JOERGENSEN
Regina	LAMSCHECK-NIELSEN
Stig	LANGVAD
María	VENTEGODT LIISBERG
Henrik H.	OTTESEN
Janina Gaarde	RASMUSSEN
Thorkil	SONNE
Henrik	THOMSEN
Pia	VIGH
DJIBOUTI	
Ali Mohamed	ALI
Samia Moussa	ALI
Mouna Abubaker	SADIK
DOMINICAN REPUBLIC	
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Elena	BEATO
Yvette	BERMUDEZ
Magino	CORPORAN LORENZO
Sara	CUERVO
Luis Antonio	SOUSA DUVERGE
Berlinesa	FRANCO
Alicia	LOPEZ-PENHA

Franklin	MARTE
Nathalie	MURPHY
Nora Isabel	PELLERANO PARADAS
Ricardo	PICHARDO
Bernardo	SANTANA CABRERA
ECUADOR	
Rosangela	ADOUM
Ana Lucia	ARELLANO
Rommel	CARRANCO
María Teresa	DONOSO
Alberto	DUCHI
Luis	GALLEGOS
Diego	HERDOIZA GUZMAN
Jaime	CHAMORRO HIDALGO
Fernando Roberto	JACOME GAVILANEZ
Alexandra	MEJIA
Miriam Bernarda	GALLEGOS NAVAS
Heidi	PALIZ
Bastienne	PALIZ VON HOESSLIN
Wilson Marcelo	PASTOR MORRIS
Maritza	QUEZADA
Miryam Camila	RAMOS GALLEGOS
Daniel	SALAS
Diana C.	SANCHEZ
Pamela	SILVA
Lorena	ULLOA
Sandra Patricia	YEPEZ CHACON
Ricardo	ZAMBRANO
Olmedo	ZAMBRANO
EGYPT	
Mohamed	ABDELMOHSEN
Rania	ADEL
Madleine	AZMY
Eglal	CHENOUDA
Ahmed Emad	DARDEER
Lamise	ELBETAR
Mohamed	EL-HENAWY
Alaa	ELNADY
Amena	EL-SAIE
Mervat	ABD EL SAID ELSAMAN
Saad	SEIF ELYAZAL
Mounir	FAKHRY
Sara	FAWZY
Heba	HAGRASS
Abdul Ghaffar	HASSAN
Talat	MAHER
Ramez	MAHER
Mohamed	NADA
Menna	NASSEF
Noha	RABIE
Xena	SEDKY
Alhassan	SEDKY
Abeer F.	SHAKWEER
Refaat	ZAKI
May	ZEINELDEIN
EL SALVADOR	
Mario Ernesto	DIAZ RODRIGUEZ
Hester	MATA
Angelica	MONTEAGUDO
ESTONIA	
Zsolt	BUGARSKZI
Monika	HAUKANOEMM
Janne	PUKK
Kalle	TAMMEMAE

ETHIOPIA	
Shitaye	ASTAWES
Demelash Bekele	DEBERE
Retta Getachew	DEMISSE
Gulie	DORE
Retta	Getachew
Abayneh	GUJO
Mekonnen	MULAT
Yetnebersh	NIGUSSIE
Elvira	RANSOM
Robert	RANSOM
Simon	REISENBAUER
Tafesse Chirbo	SHANKA
Awotash Alemu	TEFERA
Etenesh	WONDMAGEGNEHU
Melaku Tekle	ZENGETA
FIJI	
Lanieta	TUIMABU
FINLAND	
Maarit	AALTO
Johanna	HAETOENEN
Anni	HANNUKAINEN
Marjo	HEINONEN
Markku	JOKKINEN
Liisa	KAUPPINEN
Kirsi	KONOLA
Timo	KUOPPALA
Sari	LOIJAS
Johanna	MAETAESAHO
Pirkko	MAHLAMAKI
Katri	MALTE-COLLIARD
Tytti	MATSINEN
Markku	MOTTNEN
Mirva	POIKOLA
Petra	RANTAMAKI
Christina	SALMIVALLI
Philippa	SANDHOLM
Terhi	TAMMINEN
Virpi	THUREN
Paula	TOUKONEN
Tuomas	TUURE
Amu	URHONEN
FRANCE	
Sarah	ADIL
Herve	ALLART
Dominique	ARCHAMBAULT
Herve	BERNARD
Francois-Xavier	BOIS
Max	BOUVY
Herve	BUISSIER
Benedicte	CAPELLE-PERCEVAL
Maria Rosaria	D` ANTONIO
Anna CRISTINA	D'ADDIO
Eugenie	DALIMIER
Marie-Helene	DELAUX
Josyane	FRANC
Jean Luc LE	GOALLER
Bernadette	GROSYEUX
Regis	HERBIN
Fleur	HERBIN
Olivier	JEANNEL
Eftychia	KALAMPOUKIDOU
Irmgarda	KASINSKAITE-BUDEBERG
Francoise	LAURENT

Jean	LUC-SIMON
Monique	MAI
Cedric	MAMETZ
Gary	MAY
Ernestine	MELHA
Philippe	MIET
Ita	MIRIANASHVILI
Dominique	NOGENT
Johanna	PACEVICIUS
Denis	PELSY
Samuel	POULINGUE
Pascale	RIBES
Bruce	ROCH
Sebastien	SELLIER
Jean-Luc	SIMON
Erika	TRABUCCO
Sylvie	VASSALO
Carine	VIRY
GABON	
Regis	MIHINDOU
GAMBIA	
Ebrima	DIBBASEY
Dodou	LOUM
GEORGIA	
Mari	DARCHIASHVILI
George	DZNELADZE
Davit	GABAIDZE
Levan	GORGILADZE
Madonna	KHAREBAVA
Nino	KHURTSIDZE
Marine	MGBRISHVILI
Irakli	NADIRAZDE
Khatuna	NAKEURI
Sophio	SITCHINAVA
Giorgi	TAVAMAISHVILI
Suliko	TEBIDZE
Liza	TEDORADZE
Medea	VASADZE
Petre	ZAMBAKHIDZE
Tamar	ZHVANIA
GERMANY	
Raul	AGUAYO-KRAUTHAUSEN
Valentin	AICHELE
Sigrid	ARNADE
Marita	ARNASCHUS-KRUEGER
Jelena	AURACHER
Dirk	BALZER
Katharina	BAST
Jana	BAUER
Marlon	BECKER
Carsten	BENDER
Hubert	BERNARD
Andreas	BETHKE
Daniela	BEYERLE
Andrea	BIENDARRA
Agathe	BOGACZ
Bernadette	BROS-SPAHN
Christian	BUEHLER
Reinhard	BURTSCHER
Young-jin	CHOI
Kathleen	DANIELSON
Seneit	DEBESE
Helle	DEERTZ
Theresia	DEGENER

Andreas	DIEDERICHS
Holger	DIETERICH
Patrick	DOHMEN
Horst-Alexander	FINKE
Heinz Guido	FORMER
Markus	FREIBURG
Stephan	FRIEBE
Andrea	GERARDS
Michael	GERARDS
Anastasiya	GERETS
Regine	GESSNER
Lea	GIES
Thorsten	GRAF
Gerd	GRENNER
Sara	GROSS
Jan Benjamin	GRUBE
Katrin	GRUEBER
Guido	GRYCZAN
Annette	HAMBACH-SPIGLER
Anke	HANNIG
Heike Franziska	HAUG
Maja	HEHLEN
Dennis	HEHR
Andreas	HEINECKE
Karen	HEINICKE-MOTSCH
Natascha	HENRY
Frank	HOFFMANN
Beate	HUEBNER
FariedeH	HUPPERTZ
Igor	INGULTSOV
Alexandra	JANUSZEK
Felix	JEDLINK
Thomas	KAUL
Dunja	KIETZ
Jennifer	KIETZKE
Florian	KIUPPIS
Gideon	KLETZKA
Winfried	KNEIP
Mathias	KNIGGE
Gesa	KOBS
Eva	KONIECZNY
Petra	KUENSEMUELLER
Joschi	KUPHAL
Markus	KURTH
Julia	LAAKMANN
Katrin	LANGENSIEPEN
Udo	LOHREIT
Eckhard	LUCHT
Finnja	LUETTMMANN
Tobias	MARCZINZIK
Christina	MARX
Friedrich	MEHRHOFF
Marius	MEWS
Helene	MLEINEK
Felix	MODDEMANN
Alex	MOLL
Alexander	MUEMKEN
Andre	NECKE
Peter	NEUMANN
Josef	NEUMANN
Tim	NEUMANN
Mathilde	NIEHAUS
Birgit	NOFFTZ
Erih	NOVAK

Andre	NOWAK
Laura-Monica	OPREA
Hedi	OSVATH
Juliane	PABST
Rolf	PAPENFUSS
Ron	PAUSTIAN
Ulrich	PFEUFER
Alan	PIATEK
Astrid	PIETIG
Karen	PILATZKI
Tanja	PISTOL
Matthias	PROESSL
Marco	RESCHAT
Uwe	REUTER
Andreas	RICKERT
Torben	RIECKMANN
Conny	RIPPE
Sascha	RITTER
Sophia	ROSENBAUM
Birgit	ROTHENBERG
Nina	RUDOLPH
Sabine	SCHAEPER
Ralph	SCHLESSELMANN
Gabriele	SCHMIDHUBER
Tobias	SCHULZE
Andreas	SCHULZE
Nikola	SCHWERSENSKY
Manuel	SCHWIERS
Laura	SCHWOERER
Michael	SEIFERT
Ilja	SEIFERT
Michael	SIMON
Carsten	SIMONS
Marlene	SOMANN
Wolfgang	SPAETH
Bernhard	SPELTEN
Tanja	SPIEGEL
Jutta	SPORMANN
Erwin	Stah
Erwin	STAHL
Jonas	STEIN
Ingo	STELZER
Ingeborg	STUDE
Julia	TACKMANN
Run	TAN
Monika	THARANN
Peter	TRENK-HINTERBERGER
Fabian	VAN ESSEN
Andreas	VEGA
Kathrin	VOELKER
Cedric	VON KARPOWITZ
Siegrun	VON LOH
Alexandra	WANDEL
Gerhard	WEBER
Christian Paul	WEGENER
Manuela	WEHRMEYER
Gabriele	WEIGT
Barbara	WELZEL
Christoph	WICHE
Jennifer	WICHE
Kurt-Ulrich	WIGGERS
Marcus	WINDISCH
Nils	WOEBKE
Jan	WULF-SCHNABEL

Samuel	WUNSCH
Rui	XUI
Nadja	ZAYNEL
Lara	ZEYSSIG
Corina	ZOLLE
GHANA	
Abdulai	ABDUL-RAHMAN
Bernice	ADUO ADDAE
Joseph	AGEYU DANQUAH
Peter	ANOMAH KORDIEH
Agnes	ARTHUR
Edward Yaw	BAFFO
Anthony	BOATENG
Yaw Ofori	DEBRA
Auberon Jeleel	ODOOM
Cynthia	KATEE
Boateng	KWABENA
Rita Kusi	KYEREMAA
Asana Shanni	MAHAMA
Gertrude Oforiwa	FEFOAME
Emmanuel	SACKEY
Peter Badimak	YARO
GREECE	
Vaia	ARSENOPOULOU
Rosalyn	BENJAMIN
Aristea	BISMPIKI
Ioannis	BISTAS
Constantinos	FISSAS
Panagiota	FITSIOU
Athena	FRANGOULI
George	GIANNAKOPOULOS
Vassilis	GIANNAKOPOULOS
Mirella	GIANNAKOPOULOU
Ivan	JURIC
Dimitrios	KARANASTASIS
Ludovit	KUPCA
Stylianios	KYMPOROPOULOS
Ioanna Aikaterini	MALATESTA PAPAM- ICHAIL
Panagiota	MARKOMICHALI
Akaterini	NOMIDOU
Panos	PAPOULIAS
Takis	SIABANIS
Antonios	SOTIROPOULOS
Eufimia	TAFA
Gabriela	TELEKFALVI
Georges	XANTHOPOULOS
GRENADA	
Hillary	GABRIEL
Herman	PETERS
GUATEMALA	
Diana	BONILLA
Cailin	CAMPBELL
Reyna	CHAVARRA PALACIOS
Marco Aurelio	COLINDRES ESTRADA
Jorge	CROY
Maria	DE URIAS
Jorge Luis	LOPEZ GONZALEZ
Claudia	LUJAN
Marvin Estuardo	MENDEZ GARCIA
Luis Beltran	RAYMUNDO PEREZ
Diego	
Viviana	SALGUERO
Adriana	SEGURA

Francisco	SOJUEL
Ana Isabel	ZAPETA VELASQUEZ
GUINEA	
Francois	MORIBA DOPAVOUGH
Ana Muscuta	TURE
Djibril	WAGUE
GUINEA-BISSAU	
Filomena	DE BARRIOS SAID CORREIA SA
GUYANA	
Ganesh	SINGH
HAITI	
Marie Jessie	ALEXANDRE MUSCADIN
HONDURAS	
Maria del Carmen	AYES CERNA
Yuny Edwin	BURGOS LOPEZ
Ana Maria	CANALES DE MUNGUIA
Yolanda	DOMINGUEZ
Maria Fernanda	LARA
Karola SUYAPA	LOPEZ
Dayana	MARTINEZ
Elma Olivia	PERDOMO MORALES
Juan Manuel	VALLADARES ANDINO
HUNGARY	
Aya	AL-AMMARI
Szabo	ANTALNE
Pal	BARTOS
Noemi	BATHORY
Antonia	BURROWS
Lucia	CSABAI
Daniel	CSANGO
Csilla	CSERTI-SZAUER
Balint	DVARIECZKI
Krisztina	EMRICH
Elek	FAZEKAS
Agnes Sarolta	FAZEKAS
Erzesbet	FOLDESI
Daniel	GAL
Katalin	GALAMBOS
Beata	GAL-SZEKER
Beáta	Gál-Szekér
Eva	GYARMATHY
Aron	JAKAB
Szofia	KALMAN
Madina	KARSAKPAYEVA
Eva	KLENOVICS-HORTOBAGYI
Marietta	KÓKAY LÁNYI
Reima Ana	MAGLAJLIC
Marianna	MANDICS
Andrea	MESZAROS
Cerasela	Nicoleta-PREDESCU
Anna	ROSNER
Olena	SZABO
Erzsebet	SZEKERES
Tiborne	SZEKERES
Eva	SZOMOR
Norbert	TAKACS
Sara	TOTH
ICELAND	
Bryndis	SNAEBJORNSDOTTIR
Rannveig	TRAUSTADÓTTIR
INDIA	
Rajasekharan	PAZHANIAPPAN
George	ABRAHAM

Radhika	AGARWAL
Anjlee	AGARWAL
Aditi	AGRAWAL
John	ALEX
Anita Claudia	ALEXANDER
Arman	ALI
Vishal	ANAND
Shashaank	AWASTHI
Swaraj	BAROOAH
Shamnad	BASHEER
Abhinav	BHALLA
Meenu	BHAMBHANI
Nitin	BINDLISH
Lawrence F.	CAMPBELL
Debabrata	CHAKRAVARTI
Neha	CHAWLA
Sunita Rebecca	CHERIAN
Jo	CHOPRA-MCGOWAN
Prachi	DEO
Vandana	DEVIREDDY
Shubha	DEY
Bertha	DKHAR
Kristine	DUBEY
Shakuntala	GAMLIN
Gopal	GARG
Parul	GHOSH
Pankaj	GUPTA
Rashi	GUPTA
Shefali	GUPTA
Prerna	GUPTA
Vishal	GUPTA
R.	HARI
Nimisha	JASHNANI
Christopher	JEYARAJ
Sminu	JINDAL
Suhas	JOSHI
Nitasha	KACHRU
Murugan	KALIRATHNAM
Aditi	KAMATH
Sathasivam	KANNUPAYAN
Shilpi	KAPOOR
Anurag	KASHYAP
Shalini	KHANNA
Kalyani	KHONA
Aditya	KONKIMALLA
Manoj	KUMAR
Deepak	KUMAR
Jitendra	MANDALIA
M.N.G.	MANI
Somashaker	MATTAM
Monika	MEHROTRA
Rati	MISRA
Afzal	MODAK
Bikram Keshari	MOHAPATRA
Pooja	MUKUL
Abhijit	MURUGKAR
Kavita	MURUGKAR
Sankar Sahayaraj	MUTHUKARUPPAN
Sajan	NAIR
Sucheta	NARANG
Nirmita	NARASIMHAN
Carmo	NORONHA
James	NORTHBRIDGE
Vaishali	PAI

Gauri	PARASHER JOSHI
Akhil	PAUL
Radek	PAVLICEK
Guruprasad	PAWASKAR
Vijay Sai	PRATAP
Bridgetta	PREMA
Shanti	RAGHAVAN
G.R.	RAGHAVENDER
Kalvina	RAJENDRAN
Narayanan	RAMAKRISHNAN
Dinesh	RANA
Smitha	SADASIVAN
Ashay	SAHASRABUDDHE
Ramesh	SAMPATH
Olayinka	SAMSON BRIGHT
Mangthianlal	SAMTE
Santanu	SANYAL
Ishita	SANYAL
Vandana	SEHGAL
Rajeshwaran	SETHILNATHAN
Dorodi	SHARMA
Meera	SHENOY
Manisha	SINGH
Mandeep	SINGH MALHOTRA
Sreenivasalu	SREENIVASALU
Sankara Raman	SRINIVASAN
Shankar	SRINIVASAN
Ambika	SRINIVASAN
Nipun	SUGUNAN
Dipesh	SUTARIYA
Julian	TARBOX
Aarti	THAKUR
Pauzagin	TONSING
Aisha Amir	VAINGANKAR
Navamani	VENKATACHALAPATHY
Rosa	WAHLANG
INDONESIA	
Dewi Hawani	ADIWAR
Anna	ALISJAHBANA
Purnawan	BUDISETIA
Birgita Anggre	HAPSARI
Hemen Mangaradas	HUTABARAT
Ilsa	NELWAN
Tanjung	NIASARI
Alies	Poetri LINTANGSARI
Devrina	PUTRI
Ulfah Fatmala	RIZKY
Tia	Sasmita SARI
Mochammad	SASMITO DJATI
Yosca Herman	SOEDRAJAD
Joko	SUDARSONO
Sunarman	SUKAMTO
Edy	SUPRIYANTO
Irna	SUSRIANTI
Syarifuddin	SYARIFUDDIN
Oktaviani	SZORADI
Nuah Perdamenta	TARIGAN
Slamet	THOHARI
Eko Nugroho	TJOKROKUSUMO
Wahyu	WIDODO
IRAN	
Seyed Mohammad	MOUSAVI
Nasim	RASOULIAN
Mani	RAZAVIZADEH

IRAQ	
Elhassan Ali	ELREFAEY
Abdulqader	KAKASUR
IRELAND	
Deirdre	BURNS
Caroline	CARSWELL
Breda	CASEY
Caroline	CASEY
Pat	CLARKE
Madeleine	CLARKE
Ursula	COLLIS
Dermot	COMERFORD
Martin	CONWAY
Orla	COPPINGER
Gerald	CRADDOCK
Noelle	DALY
Catherine	DEASLEY
Majella	DEMPSEY
Tara	Doheny
John	DOLAN
Miriam	DOWLING
Selina	DOYLE
Mark	DYER
Carol	FARRELL
Eilionoir	FLYNN
Peter	FURLONG
Aoife	GAFFNEY
Anne	GERAGHTY
Paul	GLEESON
Jenni	HAKKINEN
Alison	HARNETT
John	HEALY
Teresa	HEENEY
Desmond	HENRY
Noah	HOLDEN
Michael	HOLDEN
James	HUBBARD
Mairtin	KELLY
Catherine	KELLY
Mary	KEOGH
Frank	LARKIN
Teresa	LEONARD
Ann	LOUGHNEY
Nora	LUCEY
Joe	MASON
Charlotte	MAY-SIMERA
Donal	MCANANEY
Matthew	MCCANN
James	MCCLEAN
Anne	MCGOUGH
Liam	MCMUNN
Bernie	MCNALLY
Ciara	MORAN
Austin	O SULLIVAN
Eoin	O'HERLIHY
Brona	O'REILLY
Austin	O'SULLIVAN
Lisha	O'SULLIVAN
Ruchi	PALAN
Gerard	QUINN
Donal	RICE
Emer	RING
Geraldine	SCANLON
Michael	SHEVLIN

Anne	VAUGHAN
C.J.	WALSH
Lucia	WALSH
Chris	WOODING
ISRAEL	
Abbass	ABBASS
Ronen Bar	ABRAHAM
Inbar	ADLER – BEN DOR
Gaby	ADMON-RICK
Brooke	AFICK
Keren	AHARONI ISRAELI
Hagar	ALOUSH
Adi	ALTSCHULER
Roni	ANKORI
Nir	ARAN
Sharon	ASHTAR
Vered	BALOUSH-KLEINMAN
Matan	BAR -NOY
Oded	BASHAN
Ronen	BECHOR
Devora	BECHOR
Rowee	BENBENISHTY
Jean-Pierre	BENDEL
Judith	BENDEL
Rani	BENJAMINI
Noa	BITAN
Merav	BOAZ
Yonat	BURLIN
Rivka	BUZAGLO
Suzanne	CANNON
Pnina	CEIZLER
Ofer	COHEN
Gabi	COHEN
Merav	COHEN
Arik	COHEN
Tal YAACOBI	COHEN
Or	COHEN
Ilil	COMAY-DROR
Yael	DAGAN
Maly	DANINO
Liron	DAVID
Irad	EICHLER
Omer	ELAD
Meirav	ELCHADEF
Yossef	ELIMELECH
Janet	ELION
Ran	EZRA
Ariel	EZRA
Guy	FINKELCZTEJN
Eran	FISHOV
Noa	GAL-OR TEPERBERG
Gal	GERBER-BEN ARI
Orit	GOLDIS ELDAR
Galia	GRANOT
Sarah	GRONER
Nomi	GUTTMAN
Yanir	GVIRTZMAN
Hilla	HADAS
Yishai	HATZIR
Lior	HAVIV
Orna	HAVIV-TAMIR
Monica Georgina	HONORES INCIO
Benny	HOZMI
Natalya	IVSHIN

Jean	JUDES
Dana	KASPI TSAHOR
Daniel	KATZ
Shirley	KENNY
Noga	KEREN
Sharon	KESSLER
Sigal	KARMON KEYNAN
Yifat	KLEIN
Dafna	KLEINMAN
Yoav	KRAIEM
Ravit	KREDI
Yael	LAPIDOT
Shlomit	LEVY
Udi	LIFSHITZ
Neta	LINDER-KATZ
Guy	LIRAN
Michael	MALKOV
Ofer	MANDELBERG
Cohavit	MANOBELA
Dafna	MAOR
David	MARCU
Yael	MAZOR
Einat	MESTERMAN
Offer	MICHAELI
Damir	MILLER
Shelly	MINDEL
Amihai	MIRON
Orit	MOYAL
Shmuel	NAAMAN
Amir	NATHAN
Yael	NEEMAN
Shelly	NORDHEIM
Sar-el Oren	OHANA
Noa	PAISS
Miriam	PALATCHI
Sharon	PELED
Margalit	PILLER
Yakir	PNINI-MANDEL
Avi	PRICE
Sivan	RAZ
Vered	RAZ-GATZEK
Moran	REGEV
Racheli	REGEV
Michal	RIMON
Shelly	ROM
Sally	ROSS BIHARI
Dana	ROTH
Dan	RUSS
Vered	SABAG
Michal	SADEH
Avital	SANDLER-LOEFF
Maya	SCHNEIDER
Naomi	SCHREUER
Pnina	SHAMAI
Michal	SHAMBICCO
Hagit	SHAMLI
Yehonatan	SHAYOVITZ
Toovya	SHENFELD
Yifat	SHMUELEVITZ
Yael	SHOMRON
Smadar	SHOUSTER
Rachel	SHPAK
Revital	SHURTZ-SWIRSKY
Noga	SIVAN

Shiri	SPECTOR
Vered	SPEIER KEISAR
Avner	STEPAK
Efrat	STERN
Amir	TAL
Eran	TAMIR
Shira	TOBER
Yotam	TOLUB
Nirit	TOPOL
Avremi	TOREM
Robin	TREISTMAN
Sharon	TZIZER
Sefit	HASHAVIA TZURI
Yifat	VAGSHAL
Gal	VARSHAVSKY
Orit	VITERBO
Inbal	VORTMAN-SHOHAM
Yuval	WAGNER
Yael	WEINSTEIN
Tamar	GILAD YAKONT
Shira	YALON-CHAMOVITZ
Avital	YANOVSKY
Sharon	YEHEKEL-ORON
Zeev	ZALEVSKY
Lina	ZILBERBERG
Boaz	ZILBERMAN
Ronit	ZUR
Omer	ZUR
ITALY	
Taddeo	ALBANESE
Carlotta	BALDI
Lucia	BARACCO
Paolo	BENEDETTI
Monicaelisa	BETTIN
Francesca	BITONDO
Mitzi	BOLLANI
Daniela	BOSCOLO
Igor	CALCAGNO
Enrico	CAPIOZZO
Mirella	CARLESI
Cristiana	CARLINI
Raffaele	CIAMBRONE
Roberta	CONDITI
Stefania	CONI
Alessandro	DALLA PIETA
Roberto	D'ANGELO
Tommaso	DANIELE
Carmine Alfonso	D'ANTUONO
Claudio	DEIURI
Alberto	DEL CARLO
Sara	DEL VECCHIO
Giuseppe	DI BUCCHIANICO
Lorenzo	DI CIACCIO
Alfredo	DI GINO PUCCHETTI
Ugo	FALACE
Luca	FANUCCI
Fabrizio	FEA
Francesca	FEDLI
Nicoletta	FERRARI
Filippo	FOSSATI
Elizabeth Maria	FRANCHINI
Enrico	GREIFENBERG
Giampiero	GRIFFO
Mariano	IERVOLINO

Peter	KERCHER
Giuseppe	LAQUIDARA
Virginia	MARCI
Barbara	MARTINELLI
Paola	MATERASSI
Maria Enrica	MAZZI BOEM
Roberto	MEZZINA
Eugenio	MIGLIARINI
Mariagiulia	MORLACCHI
Cristina	MUSSINELLI
Laura	NARDONE
Giulio	NARDONE
Leandra	NEGRO
Salvatore	NOCERA
Antonio	PASCALE
Enrico	PESCE
Rosaria Maria	PETRELLA
Lorenzo	PIGATTO
Marco	PIZZIO
Maria	RAMUNNO
Arturo	RIPPA
Sharon	ROTHSCHILD
Gaetano	SANTONOCITO
Deborah	TRAMENZOZZI
Massimo	VALLATI
Mariapia	VERNILE
Roberto	VITALI
Vincenzo	ZOCCANO
JAMAICA	
Gloria	GOFFE
Judine	HUNTER
Floyd	MORRIS
Tashi	WIDMER
Blake	WIDMER
JAPAN	
Emi	AIZAWA
Barry Joshua	GRISDALE
Tomoko	HIKUMA
Yasunobu	ISHII
Toshiya	KAKIUCHI
Ikumi	KAWAMATA
Hiroshi	KAWAMURA
Shigeta	KAZUKI
Satoshi	KOSE
Hiroko	KOSUGI
Kenji	KUNO
Ryosuke	MATSUI
Misako	NOMURA
Yoichi	ODA
Yuriko	ODA
Nagase	OSAMU
Yuzo	OSHIMA
Aqeel Mohammad	QURESHI
Eri	SATO
Daisuke	SAWADA
Shinji	SUDO
Hitomi	SUGIURA
Kazuhiro	TERANISHI
Mari	YAMAMOTO
JORDAN	
Hala	ABDELKHALEQ
Rizan Muhammad Saleh	AL KURDI
Muhammad	ALAZZEH

Ghadeer M.	ALHARES
HRH Prince Mired	Al-Hussein
Mohammad	ALLOUBANI
Omar	ALMASRI
Nehaia	ALNASSER
Noor	ALSAWALHA
Yousuf	AL-SHAREEF
Mervette	AL-SHIHABI
Serien	ALTALLI
Sabah	AL-ZRAIQAT
Yahoko	ASAI
Rawan	BARAKAT
David	DEBATTISTA
Samir	ESAID
Hala	HAMAD
Ghadeer	HAMARNEH
Rola	JARADAT
Samar	Jubran
Rana	KAWAR
Amal	KAWAR
Rana	Matar
Anni	MAZAGOBIAN
Ziad	MOUGRABI
Alisar	QUNIBI
Fajer	SARAIREH
Alia Harran Yacoub	ZUREIKAT
Sabah	ZURIKAT
KAZAKHSTAN	
Gulzhan	AMANGELDINOVA
Bakytzhan	KHUDIYAROV
Anna	KUDIAROVA
Komila	MERGENBAYEVA
KENYA	
Odeny	FAYEL ACHIENG
Jared	GETANDA
Anderson	GITONGA
Fatma	HAJI
Jackson	AGUFANA HASSAN
Lizzie	KIAMA
Joseph	KIARIE
Ambrose	KIPLANGAT LASOY
Kirstin	LEE BOSTELMANN
Ashura	MICHAEL
Luke	KIZITO OJIAMBO MULEKA
Martin	MWONGELA KAVUA
Samuel	NJUGANA KABUE
Maria	OMARE
Lucy Florah Atieno	ONYANGO
Jenfer	RONO
Hubert	SEIFERT
George	SISO
Poonum	WILKHU
KOSOVO	
Hiljmnijeta	APUK
Lulzim	KARAXHA
Ahmet	KRYEZIU
Liridon	SELIMI
KUWAIT	
Fatemah R.S.	ALAQROUQAH
Hana	ALSANE
Rehab	BORESLI

KYRGYZSTAN	
Seinep	DYIKANBAEVA
Shukurbek	KUCHKACHOV
LAOS	
Lattana	SENGALA
LATVIA	
Inese	IMMURE
Sven	KOLLAMETS
LEBANON	
Nadim	ABDO
Jahda	ABOU KHALIL
Ziad	EL LAKKIS
Sylvana	EL LAKKIS
Silvana	EL LAKKIS
Nadine	GHALAYINI
Hussein	ISMAIL
Farah	ISMAIL
Nawaf	KABBARA
Hiba	NASSER
Hayat	SEMAAN
Georges	XANTHOPOLOUS
Doha	YAHFOUFI
LESOTHO	
Sakoane	MAPUSELETSO
Rabasothe	MOLETSE
Mampoi Flory	THEKO
LIBERIA	
Boakai	A.NYEHN JR.
Naomi B.	HARRIS
Veronica	HOLMES
Lincoln	KPOTO
George A.	WASHINGTON
LIBYA	
Bashir	EL-FAITOUORI
Al Sharif Ahmed	EL-RIDA
Abdusalam	SHLEBAK
LUXEMBOURG	
Vera	BINTENER
Yannick	BREUER
Raymond	CECCOTTO
Andrea	DI RONCO
Fabienne	FELLER
Britta	GEHARD
Jeff	HURT
Arthur	LIMBACH-REICH
Ben	MAX
MADAGASCAR	
Martial	MANANA
Holiniaina	RAKOTOARISOA
Ralphine	RAZAKA
MALAWI	
Action Freddy	AMOS
Sekerani	KUFAKWINA
Peter	NGOMWA
MALAYSIA	
Adam	ABU HANIPAH
Aliza	ALIAS
Mohamad Yusli	ASKANDAR
Ms	BATHMAVATHI
Chang GAIK	BEE
Mohammed Azman	BIN AZIZ MOHAMMED
Mohd Hasriq	HASSAN
Natalia	ILIEVA
Rodziah	ISMAIL

Yeo SWEE	LAN
Roshaimi	MAT ROSELY
Mazurah	MOHAMED
Mr	ROZAINI
Puan Sharifa Junidah	SYED OMAR
Edmund	CHEONG PECK HUANG
Nurul Sheema	ABDUL RAHMAN
Sarida	SAIDIN
Fauziah	TAHAR
Roselyn	TAI
Gayathri	VADIVEL
Yoon Loong	WONG
MALDIVES	
Hamid Nasheed Mohamed	HAMID
Ahmed	MOHAMED
Nasleen	NAJEEB
MALI	
Ba	MOCTAR
Mamadou	SISSOKO
MALTA	
Alison	ATTARD
Kristin	BALDACCHINO
Joseph	CINI
Glenda	CURMI
Melanie	MAGRI
Ruth	SCIBERRAS
Rosalie	VELLA PISCOPO
MAURITANIA	
Mamadou Alassane	THIAM
MAURITIUS	
Jean Emmanuel	YANNICK LABONNE
Nalini Devi	RAMASAMY
MEXICO	
Flavia Ester	ANAU
Andres	BALCAZAR
Mayte	CARDENAS ORTIZ
Ana Maria	CARRILLO
Lorenzo	CORDOVA VIANELLO
Sandra	CORTES
Enrique Martin	DEL CAMPO
Paola	DUHEM
Victoria	DUHEM
Pascal	DUHEM
Monica	DUHEM
Linda	EDDLEMAN
Carlos Rios	ESPINOSA
Klaudia	GONZALEZ
Enrique	GRAPA
Raul	HERNANDEZ
Adriana	HERNANDEZ SANCHEZ
Janett	JIMENEZ SANTOS
Mariana	LOPEZ
Eusebio	HUITZILIHUIL LUGARDO
Iarisa Ibarra	MIRANDA
Itzel	MORENO
Rodrigo	ORTIZ SANCHEZ
Liliana	PEREZ
Carlos	RIOS-ESPINOSA
Priscila	RODRIGUEZ
Luis Venancio	RODRIGUEZ-MARTINEZ
Sergio	ROHAN
Ana	TAMEZ

Irene	TORICES RODARTE
Paloma	TREJO MUNOZ
Maria Jose	TREVINO
MICRONESIA	
Nelbert	PEREZ
Henry	PHILLIP
MOLDOVA	
Silvia	APOSTOL
Ana	BUFTEAC
Galina	BULAT
Alexandru	CATER
Nicolae	CIOCAN
Natalia	COJOCARU
Vitali	COVALIOV
Tatiana	ECHIM
Sergiu	GURAU
Ludmila	IACHIM
Victor	IZBASH
Veaceslav	LUCA
Lina	MALCOCI
Ludmila	MALCOCI
Livia	MARGINEAN
Marina	MESTER
Vitalie	MESTER
Natalia	MIHAILOV
Parascovia	MUNTEANU
Iuliana	SAMBURSCHI
Andrei	VOLENTIR
MONGOLIA	
Tserendash	MUNKHSARUUL
MONTENEGRO	
Aleksandra	KIKOVIC
Maja	KOVACEVIC
Anita	MARIC
Tamara	MILIC
Marijeta	MOJASEVIC
Benjamin	PERKS
Jelena	PEROVIC
Sladjana	PESIC
Andela	RADOVANOCIC
Milenko	VOJICIC
Marina	VUJACIC
MONTSERRAT	
Agnes	LEMPRIERE
MOROCCO	
Ahmed	AIDANI
Ahmed	BERKIA
Ismail	BOUDROUS
Noureddine	MAINE
MOZAMBIQUE	
Arcides	BAPTISTA
Bacacheza Joao	
Marcia	JUVANE
Pedro	MATARAUSSE
Stelio	RAMOS
MYANMAR	
Soe Moe	OO
NAMIBIA	
Cynthy K.	HAIHAMBO YA-OTTO
Regina	HAUSIKU
Leopodine	NAKASHOLE
NEPAL	
Devidetta	ACHARYA
Deepak	ACHHAMI

Neera	ADHIKARI
Krishna	BAHADUR
Singha Bahadur	BISHWOKARMA
Jyoti	CHAUDHARY
Matrika	DEVKOTA
Dinesh	DHAKAL
Gokarna	DHUNGANA
Maheshwar	GHIMIRE
Yogendra	GIRI
Sudhakar	JAYARAM IYER
Suresh	KAPHLE
Bhandari Nirmala	KUMARI
Hari Prasad	LAMSAL
Ganesh Bhakta	MAGAR
Mohan	MAHARJAN
Bal Mukunda	MAHAT
Bina	PANDEY
Sangita	PANT
Binod	PAUDEL
Hemav	RAJBHANDARI
Kabindra	REGMI
Deepak Raj	SAPKOTA
Pratima	SHARMA
Birendra Raj	SHARMA POKHAREL
Nangel	SHERPA
Dorji Tsering	SHERPA
Keshav	SHRESTHA
Suraj	SIGDEL
Achut	SUBEDI
Shudarson	SUBEDI
Bijay	TAMANG
Samridhi Rana	THAPA
Prakash	WAGLE
Ajit	YONJAN
NETHERLANDS	
Brigitte	AAN DE STEGGE
Rene	AAN DE STEGGE
Jake	ABMA
Daphne	AHRENDT
Judith	BAART
Andrea	BRODERICK
Stylios (Stelios)	CHARITAKIS
Mathilde	DE GEUS
Edwin Luitzen	DE VOS
Shanti	GEORGE
Brigitte	HAIDER
Michael	KAMP
Frank	KAT
Marije	KOEMAN
Annemarie	NEDERHOED
Matthias	NEDERVEEN
Joni	OYSERMAN
Annelies	PENTERMAN
Bianca	PRINS
Marja	RIJERSE
Sander	SCHOT
Jose	SMITS
Cees	VAN BREUGEL
Stephan	VAN DE VEN
Annet	VAN DEN HOEK
Agnes	VAN WIJNEN
Eric	VELLEMAN
Lisa	WADDINGTON
Johannes Antonius	WELLING

NEW ZEALAND	
Karen Ruth	CHESTERTON KHAYAT
Trish	GRANT
Heidi	JANES
Cindy	JOHNS
Sue	O'SHEA
Virginia	SHULA
Richard	THORNTON
Rose	WILKINSON
NICARAGUA	
Sandra Lorena	DARCE MENDOZA
Indiana	FONSECA
Rosalina Flores	OBANDO
Katharina	PFOERTNER
Pedro	ROMERO GUERRERO
Wilber	TORRES
NIGER	
Moussaa	ALI
NIGERIA	
Gideon	ADELEKE
Olayinka	AKINDAYOMI
David O.	ANYAELE
Idowu Grace	FOLUKE
Nkechiye	KERRY
Oreoluwa	LESI
Aisha	MOHAMMED
Ahmed Mohammed	NASIR
Cosmas	OKOLI
Chinenye	OKOYE UZOH
Ekaete Judith	UMOH
NORTH MACEDONIA	
Loreta	GEORGIEVA
Elizabeta	JOVANOVSKA
Rosica	KOLEVA
Vladimir	LAZOVSKI
Vangel	TRKALJANOV
NORWAY	
Karin	ANDERSEN
Kjersti	BERG
Anna	BJORSHOL
Tove Linnea	BRANDVIK
Stale	BRATLIE
Weiqin	CHEN
Matias	EGELAND
Knut Magne	ELLINGSEN
Lilly Ann	ELVESTAD
Anders	ERIKSEN
Björg Inger	FLATLAND
Tone	FOSTERVOLD
Anne	GAMME
George Anthony	GIANNOUMIS
Ase Kari	HAUGETO
Christian	HELLEVANG
Ingrid	IHME
Geir	JENSEN
Rune	JENSEN
Roger	JENSEN
Eli	KNOESEN
Marianne	KNUDSEN
Siri	KOCH-LARSEN
Pino G.	KOSIANDER
Bjorn	KRISTIANSEN
Vibeke Maroy	MELSTROM
Ulf	PEDERSEN

Carl	RIISE
Katrine	ROREN
Karianne	RYGH HJORTDAHL
Ann-Marit	SAEBONES
Sigrid	SKAVLID
Mikael	SNAPRUD
Gry Magnhild	STROMSNES
Steinar	TOBJORN AASE
Jan	TOSSEBRO
Berit	VEGHEIM
PAKISTAN	
Omair	AHMAD
Bilal	AHMED
Abia	AKRAM
Farzeen	ALI
Muhammad	ATIF SHEIKH
Shahzada	IBRAHIM
Nazneen	IBRAHIM
Azhar	IQBAL
Makkiya	JAWED
Ismat	JUMA
Atta Ul Haq	KHADERZAI
Fatima Jamil	KHAN
Sara	KHURRAM
Samar	NAQVI
Ghulam Nabi	NIZAMANI
Jawaid	RAIS
Ali	SHABBAR
Muhammed Mobin	UDDIN
Iffat	ZAFAR
PALAU	
Natus	MISECH
PALESTINE	
Awad	ABAIYAT
Rima	CANAWATI
Jamil	DERBASHI
Rafeef ABU	JBARA
Mahrar	TAWEEL
PANAMA	
Jose	BATISTA
Lauren	BURNS
PAPUA NEW GUINEA	
Kevin	AKIKE
Michael	LULU
PARAGUAY	
Maria Jose	CABEZUDO
Adriana	CASATI
Raul	MONTIEL
Jimena	VALLEJOS
PERU	
Patricia	ANDRADE BAMBAREN
Felipe	CELI ATO
Paola	CHACON
Milagros	CORDOVA
Luis Miguel	DEL AGUILA UMERES
Vilma	GALARZA LOZANO
Julio Wilfredo	GUZMAN JARA
Hugo LEON	IBANEZ
Galata	LLANO
Ana	NUNEZ JOYO
Liliana	PENA HERRERA
Fredy	SINCE
Barbara	VENTURA
Ricardo	ZEVALLOS

PHILIPPINES	
Erico	ABORDO
Josephine	DE VERA
Cecilia	FRANCISCO
Jennifer	GARCIA
Grant	JAVIER
Leonor	MAGTOLIS BRIONES
Maria	MELENCIO
Rachelle	NUESTRO
Sierra Mae	PARAAN
Mayette	REGALA
Carmen	REYES-ZUBIAGA
Herminio	SIMBOL
Hans T.	SY
Dandy	VICTA
POLAND	
Anete	ERDMANE
Grzegorz	FRANKI
Ewa	GOLEBIEWSKA
Tomasz	JAKUBIEC
Wojciech	KULESZA
Kazimierz	NOWICKI
Piotr	PAWLOWSKI
Anna	ROZBORSKA
Maria	SCHEJBAL
Lubomira	TROJAN
Ireneusz	WALESZCZYK
Monika	ZAKRZEWSKA
PORTUGAL	
Margarida	COSTA SERVULO RORIGUES
Rafael	MONTES GOMEZ
Jos Miguel	NEIVA
Paula	PINTO
Manuela	SANCHES FERREIRA
Ana Maria	SERRANO NOOR VANLOEN
Joana	VALENTE
Tiago	VALENTE
Miguel	VALLES
Helena	VAZ DA SILVA
Margarida	VIEIRA
QATAR	
Hira	ANWAR
Ahmed	HEFNAWY
A. AL	MANNAI
Jennifer	STIRLING
REPUBLIC OF CONGO	
John	NTONTA
ROMANIA	
Ioana	CHIVU
Cristina	CSIZSEC
Roxana	DAMASCHIN-ȚECU
Dorica	DAN
Mihaela Alex- andra	DUMITRU
Zoltan	ELEKES
Andreea-Susana	FERTU
Vlad	GRIGORAS
Ioana	ILIESCU
Terezia Tunder	LOCHLI
Cristinel	LOVAN
Peter	MAKKAI
Anca	MOLDOVAN
Elisabeta	MOLDOVAN

Alina-Maria	NEAMTU
Laila Dana	ONU
Georgiana	PASCU
Carmen Elena	PETRAN
Vasile-Stefan	POKORNY
Raluca	POPESCU
Iris	POPESCU
Nicoleta Cerasela	PREDESCU
Vasile	SAULEA
Zoltan	SZOVERDFI-SZEP
Dan	UNGUREANU
Gafiuc Petru	VASILE
RUSSIA	
Natalia	AMELINA
Svetlana	BOTKINA
Evgeny	BUKHAROV
Oksana	CHUCHUNKOVA
Zalina	DZEYTOVA
Ludmila	KOZHUSHKO
Kheydi	OMARKHADZHIEVA
Denise	ROZA
Kristina	ROZHKO
Eteri	SIGAEVA
Pavel	TIUTRIN
Juergen	ULRICH
RWANDA	
Angelo	EBENGO MUZALIWA
Rene William	NGABO
Sam	NTAZINDA BADEGE
SAINT KITTS AND NEVIS	
Anthony A.	MILLS
SAINT LUCIA	
Roselina	HARRIS
Merphilius	JAMES
SAMOA	
Jennifer Seipua	PEMILA
Tuileva	TUILEVA
Faatino	UTUMAPU
SAN MARINO	
Mirko	TOMASSONI
SAO TOME AND PRINCIPE	
Oswaldo	SANTOS
SAUDI ARABIA	
Ghada	AHMED
Mukhtar	AL SHIBANI
Heidi	AL ASKARY
Renad	ALBENSARI
Reem	ALBENSARI
Farhan	ALFIFI
Turki	ALHALABI
Abdulmonem	ALHAYANI
Mohammed	ALKAHTANI
Masud	ALQUANT
Daniah	AL SAUD
Mohammed	AL SHAIKH
Fatina	ALYAFI
Amal	BASAFFAR
Ahmed	ELSEUOFY
Ajwad	KURDI
Hand	MERZA
Abdul Kader	OSMAN
Abeer	AL SAUD
Al Jouhra	AL SAUD
Mervat	TASHKANDI

Wajdi	WAZZAN
Ahmed	YOUBAH
Zain	ZEDAN
Soud	ZEDAN
SENEGAL	
Sow	ANNE MARIE
Ibrahima	BOB
Abdoulaye	DIALLO
Gorgui	DIALLO
Ba	DIEYNABA
Asmara	FIGUE
Catherine	GILLET
Ndeye Dague	GUEYE
Thiobane	LAMINE
Leclercq	LAURENE
Ibrahima	LO
Makha	NDAO
Francesca	PIATTA
Vieux Inssa	SANE
Alioune	SY
Doriane Orlyse	TCHAMANBE TCHUISSU
SERBIA	
Dragana	CIRIC MILOVANOVIC
Jovana	DJINDJIC
Vladan	DJOKIC
Vladan	DOKIC
Milan	DRLJACA
Deniz	HOTI
Nevena	IVKOVIC
Jovan	JOVANOVIC
Rados	KERAVICA
Sanida	KLARIC
Ivana	KOVACEVIC
Jovana	KRIVOKUCA-MILOVANOVIC
Ksenija	LALOVIC
Mirjana	LAZOR
Sladjana	LEVIC
Dragana	MALIDZAN VINKIC
Miroslav	MARIC
Aleksandar	NIKITOVIC
Filip	PETROVIC
Milana	POCUCA
Zorka	POPADIC
Dina	RAKIN
Nenad	RAVINCOVICH
Damjan	TATIC
SIERRA LEONE	
Solomon	SABONDO
SINGAPORE	
Aliav	ABEY
Shay	ALMOG
Lydia	CHEAM
Siam Imm	GOH
Geok Boon	KU
Sumita	KUNASHAKARAN
Marissa	LEE MEDJERAL-MILLS
Brenda	LIM
Thomas	NG
Jwu Yih	TAN
Chin Wee Alvin	TAN
Joyce	TUNG
Zachary	WALKER
SLOVAKIA	

Stefan	GRAJCAR
Vlaidslav	MATEJ
Anna	SMEHILOVA
Maria	TEKELOVA
Viera	ZAHORCOVA
SLOVENIA	
Valerija	BUZAN
Edvina	DEDIC
Tatjana	DOLINSEK
Tanja	KEK
Zeljko	KHERMAYER
Jasna	KRZIN STEPISNIK
Katarina	MODIC
Klaudija	POROPAT
Miranda	SKAPER
Cveto	URSIC
Rebeka	ZEROVNIK
SOLOMON ISLANDS	
Savina	NONGEBATU
SOMALIA	
Ali	BAKAR
Mohamed	FARAH
SOUTH AFRICA	
Mkuseli	APLENI
Buyile Simon	BASHE
Stanley	BAWDEN
Thomas F.	BEZUIDENHOUT
Hendrietta	BOGOPANE-ZULU
Carol	BOSCH
Laetitia	BOTHA
Sandra	BROWN
Hossain	CHALKLEN
Shuaib	CHALKLEN
Vincent	DANIELS
Guy	DAVIES
Jacelda	DE LA HUNT
Nick	DE LA HUNT
Undere	DEGLON
Wanda	DIAZ MERCED
Susan	DIPPENAAR
Sarah	DRIVER-JOWITT
Kadawwashe	DUBE
Roshan	GALVAAN
Amanda	GIBBERD
Elizabeth	KAMUNDIA
Harsha	KATHARD
Themba	KGASI
Maria	KOCH
Theresa	LORENZO
Khibi	MANANA
Libisi	MAPHANGA
Mpho	MARUMO
Shona	MCDONALD
Tsholo	MOLOI
Ismail	MOOLA
Gillian	MOSES
Zukile	MVALO
Charlie	NAUDE
Sithembelenkos- ini Beauty	NGCOBO
Lawrence	OSUNDE
Devon	PALANEE
Bharti	PATEL
Leonard-Marque	PRETORIUS

Marque	PRETORIUS
Jaco	RADEMEYER
Claire	ROBARTES
Margaret	ROESTORF
Joanne	ROWLAND
Maximus Monheng	SEFOTHO
Olwethu	SIPUKA
Susan	SMIT
Santie	TERREBLANCHE
Christo	VENTER
Simone	ZULU
SOUTH KOREA	
Abraham	CHUNG
Reena	LEE
SPAIN	
Edurne	ALVAREZ DE MON
Aida	ALVAREZ FERNANDEZ
Mara Josefa	ALVAREZ ILZARBE
Francesc	ARAGALL
Gonzalo	ARJONA JIMENEZ
Merce	LUZ ARQUE
Javier	ARROYO MENDEZ
Jon Ander	ARZALLUS
Alicia	BARRAGÁN
Fernando	BELLVER SILVAN
Juan	BENAGES LAVIRGEN
Teresa	BENET
Olga	BERRIOS
Ferran	BLANCO ROS
Alfred	BLASI ESCUDE
Javier	BLAZQUEZ ABRIL
Imma	BONET
Jose Luis	BORAU JORDAN
Miguel Angel	CABRA DE LUNA
Natalia	CEAN CABRERA
Regina	CAMPA
Virginia	CARCEDO
Ivan	CARMONA ROJO
Andres	CASTELLO
Blanca	CEGARRA DUENAS
Gloria	CERRATO
Katherine Michelle	CHACON MARTINEZ
Paloma	CID CAMPOS
Carmen	CORBATON
Patricia	CUENCA GOMEZ
Ines	DE ARAOZ SANCHEZ-DOPICO
Yolanda Maria	DE LA FUENTE ROBLES
Arturo	DELGADO
Enrique	DIEGO BERNARDO
Laura	DIEGO GARCIA
Jose Martinez	DONOSO
Silvia	DUARTE
Borja	FARANJUL
Sergio	FERNANDEZ BALAGUER
Mara Carmen	FERNANDEZ HERNANDEZ
Nuria	FERNANDEZ LINARES
Estrella	DURA FERRANDIS
Ignacio	FRESNEDA
Ferran	GALLEGO
Enrique	GALVAN
Franciso Javier	FONT GARCIA

Laura Diego	GARCÍA
Ricardo	GARCIA BAHAMONDE
Angel	GARCIA CRESPO
Sonia	GARCIA FRAILE CAMARA
Alejandra	GARCIA FRANK
Esther	GARCIA GARALUZ
Juan Carlos	GARCIA LOPEZ
Miguel	GOMEZ HERAS
Francisco	GONZALEZ MACIA
Juan Manuel	GONZÁLEZ SERNA
Natali	GONZALEZ VILLARINY
Daniel	GUASCH MURILLO
Javier	GUEMES
Jesus	HERNANDEZ GALAN
Francisco	HEVIA
Antonio	HINOJOSA
Begona	IVANEZ
Eduardo	JAUREGUI
Garcs Ferrer	JORDI
Maria Jose	JUAN VERA
Adoracion	JUAREZ SANCHEZ
Ana	JUVINO
Irene	KOPETZ PLEGUEZUELOS
Maria Angeles	LA FUENTE DE FRUTOS
Sabina	LOBATO
Ana Cristina	LOPEZ
Santiago	LOPEZ NOGUERA
Javier	MAIRENA GARCIA DE LA TORRE
Lourdes	MARQUEZ DE LA CALLEJA
Lluis	MARROYO
Isabel	MARTINEZ
Francisco Javier	MARTINEZ CALVO
Jose Luis	MARTINEZ DONOSO
Antonio Luis	MARTINEZ-PUJALTE LOPEZ
Cristina	MENESES
Ana	MOHEDANO ESCOBAR
Reyes	NOYA
Fermin	NUNEZ
Fermin	Núñez
Valle	ONATE
Maria	ORTS
Begona	PINO
Enrique	PREZ
Natalia	PRIVEE
Beatriz	RABADAN
Fernando	RIANO
Marta	RIPOLLES
Alejandro	RODRIGUEZ-ASCASO
Maria Teresa	ROYO LUESMA
Ana Isabel	RUIZ LOPEZ
Maria Jose	RUIZ PENALVER
Salvador	SANCHA
Manuel	SANCHEZ LAVADO
Carlos	SANCHEZ MARTIN
Rachele	TARDI
Mari Satur	TORRE CALERO
Josep	TRESSERRAS
Avelina	TRIGO BARRO
Maria	TUSSY
Isabel	VERA-RENDÓN
Miguel Angel	VERDUGO

Naiara	VIDAL SELLES
Ignacio	VIDAU ARGUELLES
Pilar	VILLARINO
David	ZANOLETTY GARCIA
SRI LANKA	
Lasanthi	DASKON ATTANAYAKE
Ananda Vijitha Kumara	MAPA
Prasanna	KURUPPU
SUDAN	
Edema Anthony	ERIKO
Cornelio Wani	LADU
Henry Swaka	LEGGE
Mohammed Gaafar Musa	OSMAN
Sophia	SAYED
Jiji	STEPHAN
Abo Osama Abdalla Mohamed	TAKTOOK
SURINAME	
Natasia	HANENBERG -AGARD
SWAZILAND	
Tryphinah Winnile Annie	MVUBU
SWEDEN	
Niklas	AGATON
Annika	AKERBERG
Leif	ALM
Anna Karin	AXELSSON
Magnus	BERGLUND
Ylva	BJELLE
Urban	BLOMBERG
Camilla	BOGARVE
Ulla	BOHMAN
Jamie	BOLLING
Rickard	BRACKEN
Karolina	CELINSKA
Malin	EKMALDEN
Ingemar	FAERM
Idalie	FERNANDEZ
Viveca	GRANBERG
Bjoern	HAKANSSON
Eva	HEDBERG
Pia	HEDERSTEDT
Per-Olof	HEDVALL
Laura	HERRERO FUENTES
Maths	JESPERSON
Susanna	LAURIN
Amanda	LINDBERG
Arvid	LINDEN
Jenny	LINDSTROEM BEIJAR
Maria	LIST-SLOTTE
Pauline	LJUNGBERG
Birgitta	MEKIBES
Bengt	PERSSON
Adolf	RATZKA
Sofie	REHNSTROEM
Terry	SKEHAN
Kjell	STJERNHOLM
Kaveh	VEFAGH
Diana	WALTERS
Annamaria	WESTREGARD
SWITZERLAND	
Jenny	ARANA
Jorge	ARAYA

Jean	AYOUB
Astrid	BESELER
Michaela	BJOERK
Anton	BOLFING
Eugenia	CARRELLI
Nicole	CELLERINO
Facundo	CHAVEZ PENILLAS
Maria Alarcos	CIEZA MORENO
Vladimir	CUK
Alireza	DARVISHY
Oliver	DREHMANN
Natalie	DREW-BOLD
Markus	ERLE
Carolina	FELLINGHAUER
Peter	FREMLIN
Michelle	FUNK
Alexandra	GASPARI
Ingrid	HEINDORF
Caroline	HESS-KLEIN
Christine	HOFMANN
Cedric	JACOBS
Karin	JESTIN
Chapal	KHASNABIS
Daniel	KROPP
Maryka	LAAMIR-BOZZINI
Klaus	LACHWITZ
Lindsay	LEE
Christian	LOHR
Marina	LOPEZ-ANSELME
Michael	LORZ
Juergen	MENZE
Daniela	MOHAUPT
Marcel	NIEDERER
Silvia	PEREL-LEVIN
Debra	PERRY
Cornelius	PIETZNER
Samuel	RACINE
Thierry	REGENASS
Stefan	RITLER
Peter	SAXENHOFER
Chryste	SCHOENLAUB
Susan	SCHORR
Joachim	SCHOSS
Tino	SENONER
Ursula	SIMON
Bernd	TREICHEL
Esteban	TROEMEL
Roos	VAN KLEEF
Jenny Arana	VIZCAYA
Ariane	WALDVOGEL
Roxana	WIDMER-ILIESCU
Harry	WITZTHUM
Michele	WOODS
SYRIA	
Ali	CHAVIA
TADJIKISTAN	
Asadullo	ZIKRIHUDOEV
TAIWAN	
Swan	CHEN
Vina	JHENG
Shi-Ting	LI
Hope	ONG
Andrea	SHYUR
Song-Jin	YANG

TANZANIA	
Abeida	ABDALLAH
Juma	ALI
Doreen	BATEYUNGA
Christina	BWANA
Anne	HAINER
Maryam	ISMAIL
Said	JUMA
Vincent	KADUMA
Jonas Atugonza	LUBAGO
Meshak	MASANJA
Felician	MKUDE
Clement	NDAHANI
Steven	REVELIAN
Khamis	SAID
THAILAND	
Diana Azu	AGULABA AMBI
Kannika	SARUAYSUWAN
Hironobu	SHIBUYA
Saowalak	THONGKUAY
Sirinart	TONGSIRI
TOGO	
Dodzi	AGLAGO
Yawovi	ALIPUI NANA
Komivi	AYASSOU
TRINIDAD AND TOBAGO	
Jason	CLARKE
TUNISIA	
Hichem	ABAAB
Apply	ALMZZATI
Arbi	CHOUIKH
Yousri	MZATI
TURKEY	
Idil Seda	AK
Suleyman	AKBULUT
Ali	ALPASLAN
Deniz	BASKAN
Pelin	BAYKAN
Milica	BEGOVIC
Filiz	BIKMEN BUGAY
Nevgul	BILSEL SAFKAN
Martha Jo	BRAYCICH
Kursat	CEYLAN
Ozlem	CEYLAN
Nazli Enif	DIPSAR
Ibrahim	ELIBAL
Zeynep	GUNDUZ
Aysegul Bayar	HILDGEN
Mehmet	KIZILTAS
M. Kayra	KIZILTAS
Hasibe	KIZILTAS
Rana	KOTAN
Betul	OLGUN
Nebahat Seda	OZTURK
Safak	PAVEY
Naci	POLAT
Özen	PULAT
Nevgul	SAFKAN
Zeynep Hande	SART
Fatma	TABANLI
Emre	TASGIN
Baris	TEMUR
Erhan	USTUNDAG
Sevda	YILMAZ

Engin	YILMAZ
Goekhan	YUEKSEL
TURKMENISTAN	
Muhammed	ANNAYEW
TUVALU	
Matakina	SIMII
UGANDA	
Openy	ALFRED
Hellen Grace	ASAMO
Martin	BABU MWESIGWA
Nabaasa	CAROLINE
Mugoya	CHRIS
Ssebadduka	CLOVES
Nsamba	GEORGE
Daniel	IGA
Christine	KABEGA
Ronald	KASULE
Nassir	KATURAMU
Dominic	KIAMBA
Lydia	KIWUMULO
Phyllis	KWESIGA
Mbaziira	RICHARD KYEYUNE
Kalibbala	MARK
Richard	MATOVU KITYO
Apollo	MUKASA
Annet	NABUKEERA
Lynda Eunice	NAKAIBALE
Maureen	NANSUBUGA
Kawooya	AHMED NOOR
Henry	NYOMBI
Moses Serwadda	WALUGEMBE
UKRAINE	
Bohdan	BOIKO
Viktor	BULKA
Olha	HONCHARENKO
Olena	IVANOVA
Maryna	LEBID
Viktoriya	LUCHKA
Andri	MAGERA
Vasyl	NAZARENKO
Anastasia	NEKRASOVA
Marrja	NIKITINA
Yevgen	POBEREZHNYI
Olesya	POPOVA
Denys	RYBACHOK
Katerina	RYBALCHENKO
Yulia	SACHUK
UNITED ARAB EMIRATES	
Samar	ADDASI
Hanadi	AL JAFARI
Moza	AL MAZROEY
Afaf	AL HARDI
Zamzam Khalil	AL HOSANI
Amal	AL KHAMIS
Eman	AL KHAYYAL
Mona Saeed	AL MANSOORI
Noora	AL SAADI
Salem	AL SHAFIEI
Eman Hamad	AL TAMIMI
Fatma	BELREHIF
Wafa	BINSULAIMAN
Ricky	HUSAINI
Aisha	ABDULLA MIRAN
Sukoluhle	NGWENYA

Sean	PAVITT
Ayesha	SAEED HUSAINI
Wedad	SHAHEEN
Angie	THADANI
UNITED KINGDOM	
Ola	ABU ALGHAIB
David	ADAMS
Constance	AGYEMAN
Lianne	AILSBY
Lorna	AITKEN
Ivor	AMBROSE
Lilia	ANGELOVA-MLADENOVA
Mark	APPLIN
Mostafa	ATTIA
Victoria	AUSTIN
Katya	BALEN
David	BANES
Sasha	BENNETT
Paula	BENNEWORTH
Julinda	BEQIRAJ
Darren	BIRD
Richard	BODEN
Philipa	BRAGMAN
Lawrence	BROCKLESBY
Ethan	BROOKS
James	BULLEY OBE
Joyce	BURNS
David	BUXTON
Ajmal	CHAUDHRY
Alex	CHRISTOPOULOS
Matthew	COCK
Suzanne	CONBOY-HILL
Neil	CROWTHER
Ahmad	DABBAGH
Ester	DAKIN
Roger	DAKIN
Esther	DAKIN-POOLE
Michelle	DALEY
Luc	DE WITTE
Christopher	DEAN
Jenny	FIELD
Sharon	FORBES
Ann	FRYE
Tim	GADD
Jodie	GILBERT
Rebecca	GILL
David	GOWANS
Alasdair	GRANT
Wendy	GREEN
Elaine	GREEN
Nora	GROCE
Margaret	HADDOCK
Philip	HANKS
Eszter	HARSANYI
Liz	HVERDA
Robert	HEMPHILL
Christine	HEMPHILL
Michael	HOLDEN
Andrew	HOLMAN
Catherine	HOWGEGO
Olivier	HUYGHE
Penny	INNES
Amanda	JORDAN
Linda	KENNEDY

Graham	KENNY
Merel	KREDIET
Anna	LAWSON
Michael	LE SURF
James	LEE
Ingrid	LEWIS
Nick	LILEY
Fan	LIN
Lord Colin M.	LOW
Ian	LOYNES
Eliot	LYNE
Andrew	MACKENZIE
Ross	MARTIN
Ruth	MARVEL
Peter	MCCABE
Julia	MCGEOWN
Iain	MCKINNON
John	MCLACHLAN
Jeff	MCWHINNEY
Manel	MHIRI
Neil	MILLIKEN
Hector	MINTO
Daniel	MONT
David John	MUSENDO
Gavin	NEATE
Julie	NEWMAN
Kate	OGDEN
Tiziana	OLIVA
Florence	ORBAN
Konstantinos	PAPACHRISTOU
Liz	PARTRIDGE
Michael	PAUL
Katherine	PAYNE
Rachel Elizabeth	PERKINS
Katherine	PERRY
Tom	PEY
Miranda	PRAG
Andrea	PREGEL
Mark	PRIESTLEY
Paul	RICHARDS
Kathleen	RICHARDSON
Richard	RIESER
Miles	RINALDI
Brendan	ROACH
Teresa	RUMBLE
Jamie	RUTHERFORD
Ashley	RYAN
Artemi	SAKELLARIADIS
Antonio	SANTOS
Liz	SAYCE
Susan	SCOTT-PARKER
Md.	SHAHINUJJAMAN
Tom	SHAKESPEARE
Zak	SHERLOCK
Nidhi	SINGAL
Alexandra	SMEDLEY
Tracey	SMYTHE
Armineh	SOORENIAN
Samantha	SPORTUN
Eleonora	STAKE
Veronica	STAPLETON
Michele	TAYLOR
Kayleigh	THORPE
Zara Lindsay	TODD

Mark	TODD
Kathryn	TOWNSEND
Chris	UNDERHILL
Tracy	VAUGHAN GOUGH
Evelyn	VINCENT
Jakob	VON UEXKULL
Tim	WAINWRIGHT
Mike	WALD
Shaun	WEBSTER
Rachel	WHIPPY
Ronnie	WILSON
Junhui	YANG
UNITED STATES	
Rebecca	AABERG
David	ADI
Jose Julio	AGUILAR OJEDA
Katie	AHOLT
Alito	ALESSI
Colin	ALLEN
Heidi	ALTESCU
Quemuel	ARROYO
Allison	ASLAN
Virginia	ATKINSON
Diana	AUTIN
Aaron	AZELTON
Mohamed	BA
Bryan	BALLMANN
Anthony	BANBURY
Koli	BANIK
Akinyemi	BANJO
Bianca	BARR
Daniela	BAS
Federico	BATISTA POITIER
Betsy	BEAUMON
Kimberly	BEER
Amy	BENTLEY
Rosangela	BERMAN-BIELER
Peter	BERNS
Richard	BERNSTEIN
Michelle	BISHOP
Sarah	BLAHOVEC
Howard	BLAS
Ryan	BOESCH
Adina	BRAHA-HONCIUC
Dean	BROOKS
Evyenia	BROWN
Janet	BROWN
Susanne	BRUYERE
Jane	BUCHANAN
Kelly	BUCKLAND
Dylan	BULKELEY
Cathie	BUSCAGLIA
Dale	BUSCHER
Thomas H.	BUTCHER
Victor	CALISE
Ana	CALVO
Alex	CAMACHO VASCONEZ
Vickie	CAMMACK
Eleanor	CANTER
Angela	Cantillon
David	CAPOZZI
Claudia	CAPPA
Shelley	CARNES
Carol	CARR

Francesca	CESA BIANCHI
Maureen	CLARKE
Ann E.	CODY
Derrick L.	COGBURN
Chet	COOPER
Mimi	CORCORAN
Bobbi	CORDANO
Colleen	CRISPINO
Lisa	CULBERTSON
Tamara	CUNNINGHAM
Jason	DA SILVA
Bryan	DAGUE
Michelle Lynne	DAMIANI
Benjamin	DARD
Maryellen	DASTON
Leigh Ann	DAVIS
Brittany	DEJEAN
Michael	DELANEY
John	DODSON
Georgia	DOMINIK
Rick	DONOVAN
Kyle	DUARTE
Dee	DUNCAN
Laura	DUNCAN
Susan	DUNN
Madi	DWELLE
Steven	EIDELMAN
Brent Carson	ELDER
Samantha	EVANS
David	FAZIO
Lainey	FEINGOLD
Tonia D.	FERGUSON
Felipe	FERREIRA
Kay	FERRELL
Bryan	FINNEY
Anara	FRANK
Heather	FUENTES
Michael	GAMEL-MCCORMICK
Jennifer	GERST
Richard	GIBBONEY
Robert	GLASER
Michal	GOLAN
Maggie	GOLDBERG
Joshua	GOLDSTEIN
Luis Miguel	GONZALEZ
Martin	GOULD
Malla Nanja	GOWDER MANI
Patrick	GRAHAM
Sheryl	GROSSMAN
Katherine	GUERNSEY
George	HAGERTY
Thomas	HARKIN
Jackie	HARRIS
Jason P.	HARRIS
Lindsay	HARRIS
Cariann	HARSH
Anne	HAYES
Amy	HEBERT KNOPF
Judy	HEUMANN
Jody	HEYMANN
Glinda	HILL
Alison	HILLMAN
Paul	HIPPOLITUS
Hollie	HIX-SMALL

Isabel	HODGE
Alan	HOLDSWORTH
Charles	HOOKER III
Sheri	HORN-BUNK
Erin	HUGHES
Peter	HUGHES
Jana	HUSSEINI
Venus	ILAGAN
Andrew	IMPARATO
Akiko	ITO
Martha	JACKSON
Jordan	JANKUS
Kathryn E.	JOHNSON
Joseph	JONES
Patricia	JORDAN
Joshua	JOSA
Grace	JUN
Yaara	KADEM
Philip	KAHN-PAULI
Shane	KANADY
Dimitri	KANEVSKY
Arlene S.	KANTER
Jennifer	KARL
Leah	KATZ-HERNANDEZ
Masahito	KAWAMORI
John	KELLY
Robin	KENNEDY
Michael	KENNEDY
Anthony	KENNEDY SHRIVER
John	KENNEKE
Richard	KESSLER
William	KIERNAN
Daniel	KISH
Joy E.	KNISKERN
Sofija	KORAC
Anirudh	KOUL
Madan	KUNDU
Vicki	LANDERS
Alana	LAUDONE
Jenny	LAY-FLURRIE
Axel	LEBLOIS
Barbara	LEDUC
Paul	LEE
Christopher M.	LEE
Tirza	LEIBOWITZ
Randy	LEWIS
Cindy	LEWIS
Lauren	LIEBERMAN
Lauren	LINDSTROM
Eric	LIPP
Shelly J.	LONDON
Janet E.	LORD
Mohammed Ali	LOUTFY
Thomas	LUTZ
Lucero	MACEDO
Mac	MACSOVITS
Jennifer	MADANS
Mourad	MAHIDI
Melissa	MALZKUHN
Anne	MARCUS
Aaron	MARKOVITS
Anna	MARTIN
Lia	MARTIROSYAN
Molly	MARTZKE

Jennie	MASTERSON
Kerry	MAUGER
Leah	MAXSON
Irene	MBARI-KIRIKA
Charlotte	MCCLAIN-NHLAPO
Carrie	MC GEE
John N.	MCGOVERN
Jeff	MEER
Brunhilde	MERK-ADAM
Ricki	MEYER
Sara	MINKARA
Gopal	MITRA
Jennifer	MIZRAHI
Suguru	MIZUNOYA
Pamela	MOLINA TOLEDO
Maria Liliana	MOR
Michelle	MORANDOTTI
Susan	MORASKA
Arthur	MURPHY
Rhonda	NEUHAUS
Sloan	NICKEL
Ned	NORTON
Samuel	ODOM
Katy	O'REILLY
Kristie	ORR
Keith	OZOLS
Robert	PALMQUIST
Michael	PERRY
Veronica	PHILIPPE
Piper	PHILLIPS
Sandra	PIERCE
Victor	PINEDA
Pranesh	PRAKASH
Jessica	RAFUSE
Deepti Samant	RAJA
Erika Betzabe	RAMIREZ
Jose	RAMIREZ JR.
Diane	RICHLER
Erin	RIEHLE
Jennifer	RIGG
Albert J.	RIZZI
Patrick	ROMZEK
Raquel	ROSA
Francesca	ROSENBERG
Dori	ROSSI
Karen	ROYSTON
Jay	RUDERMAN
Shira	RUDERMAN
Debra	RUH
Susie	RUTKOWSKI
Maya	SABATELLO
John	SAJDAK
Ann	SAM
Diana	SAMARASAN
Diana	SANCHEZ
Isaac	SANFT
Magdalena	SANTOS RAMIREZ
Emily	SCHETTLER
Lara	SCHWELLER
Tish	SCOLNIK
Earlene	SESKER
Christine	SHARKEY
Rush	SHARRON
Jennifer	SHEEHY

Andy	SHIH
Tracey	SHIPMAN
Lydia	SHULA
Elizabeth	SIGHTLER
Leigh DA	SILVA
Ariel	SIMMS
Stephan	SMITH
Anastasia	SOMOZA
Kevin	SPENCER
Pamela	STAFFORD
Michael Ashley	STEIN
Lamar	STEWART
Wendy	STROBEL GOWER
Sue	SWENSON
Susan	SYGALL
Michael	SZPORLUK
Farsheed	TARI
Elizabeth	TAURO
Tammy	TESKE
Mike	THOLFSEN
James	THURSTON
Catherine	TOWNSEND
Filippo	TREVISAN
Mark	TRIEGLAFF
Lisa	TRYGG
Zachary	TURK
Brad	TURNER
Barry	TUSSMAN
Stephanie	VALENCIA
Connie	VANDARAKIS
Gregg C.	VANDERHEIDEN
Emily	VARGAS BARON
Shruti	VERMA
Lisa WADORS	VERNE
Ronald	VINOPOLE
Corinne K.	VINOPOLE
Kristopher	WEAVER
Corinne	WEIBLE
Donald	WERTLIEB
Frances	WEST
Carol	WHITE
Edward	WINTER
Lisa	WRENCH
Ursula	WYNHOVEN
Mohammed	YOUSUF
Isaac	ZABLOCKI
Maysoon	ZAYID
Raminta	ZEBRAUSKAS
Eric Guozhong	ZHANG
Amy Xiaorong	ZHOU
Ezra	ZUBROW
URUGUAY	
Mara Jos	BAGNATO
Camila	ROSSI
UZBEKISTAN	
Oybek	ISAKOV
Isokov	OYBEK
VANUATU	
Nelly	CALEB
VENEZUELA	
Jose Gregorio	DELGADO HERRERA
Gleydi Josefina	OROPEZA PEREZ
VIETNAM	
The Truyen	DANG

Nguyet	DINH
Van	DT
Mai Thi	DUNG
Minh Hien	LE
Thi Van	NGUYEN
Tam	NGUYEN
Dung	PHAM
Le Thi KIM	PHUNG
Nguyen	THI THANH THUY
Le	VAN-NGA
YEMEN	
Manal Ali Saleh	AL-ASHWAL
ZAMBIA	
Sela	BROTHERTON
Patience	KANGUMA
Francis	MBALANGA
ZIMBABWE	
Molin	CHIPOYI
Godfrey	DZVETA
Nkosana	MASUKU
Wilson N.	RUVERE
Deborah	TIGERE

The Zero Project in plain English

What is Zero Project?

In 2008, the Essl Foundation founded the Zero Project.

It is pronounced like this: Siro Prodschekt.

The motto of Zero Project is: "A world without barriers".

There should be zero barriers.

Zero Project wants to improve the rights of people with disabilities all over the world.

The basis for this is the UN Convention on the Rights of Persons with Disabilities.

People with disabilities are often at a disadvantage.

However, there are also new and useful solutions to eliminate such disadvantages.

These solutions are at the heart of Zero Project.

Zero Project seeks, collects, and spreads the solutions and ideas.

This is done together with experts from all over the world.

Currently, this involves around 6,000 people with and without disabilities from 180 countries and many partner organizations, associations, and companies.

Some present their new and useful solutions.

Others evaluate these solutions and select the most useful ones.

Many experts come to the Zero Project conferences.

They want that good solutions to become known all over the world.

Zero Project has a website.

There are also books from Zero Project that describe the solutions in easy-to-understand language.

Every year, Zero Project explores a specific theme.

The themes repeat themselves every 4 years:

- 2013, 2017, and 2021: Work and Employment
- 2014 and 2018: Accessibility
- 2015 and 2019: Self-determination and Political Participation
- 2016 and 2020: Education

Zero Project Conferences

Every year, Zero Project holds a conference in Vienna.

The conferences shall also be a model for accessibility.

Together with the organization Escola de Gente from Brazil, Zero Project has developed guidelines for accessible events.

In February 2020 the biggest Zero Project conference to date took place. The theme was Education.

Thereby, young people have also actively participated.

For example, they took care of the social networks on the Internet.

The date was lucky, because shortly afterwards the Corona virus spread.

Later, such a large conference could not have taken place.

Every year, Zero Project presents prizes at the conference for particularly good and innovative solutions.

The prizes are called Zero Project Awards.

In 2021, winners from different countries received 82 awards.

Zero Project–Impact Transfer

Since many years Zero Project is closely connected with some partners.

This partnership has the goal to promote innovatives and measurable solutions for accessibility around the world.

For example, Ashoka is one partner.

Ashoka is a worldwide network of social entrepreneurs. Together with Ashoka, Zero Project started the Zero Project–Impact Transfer programme in 2017.

The programme supports selected solutions with training, mentoring, and contacts.

Because particularly good solutions shall be used all over the world.

A particularly important partner for Zero Project is also the organization Fundación Descúbreme in Chile.

Fundación Descúbreme works for people with disabilities so that they can find work more easily and better.

Together with Fundación Descúbreme, Zero Project also wants to reach many people who speak Spanish in the future.

Zero Project in Austria

In Austria, Zero Project does a lot of work on the theme of employment.

Employers shall learn and understand:

Employing people with disabilities has many advantages.

That is why Zero Project informs companies and organizations how to find and employ people with disabilities:

- There are presentations by Zero Project for companies and organizations.
- There is an information supplement in the daily newspaper “Die Presse” every year.
- Zero Project gives awards to companies that employ people with disabilities.

What can you find in this Almanac?

In 2017, Zero Project produced the first Almanac for the four years from 2013 to 2017.

The 2021 Almanac is about all eight years from 2013 to 2021, since the Zero Project exists.

In the Annex there is a list of all award winners since 2013.

The Almanac will not only be published in English.

The Almanac 2021 will also be available in German and a little later in Spanish.

The 2017 Almanac described mainly of the activities of Zero Project.

The 2021 Almanac is even more about the impact and successes of Zero Project, so for example:

- What progress has Zero Project made, when and where?
- Which opportunities have come up?
- What has changed through Zero Project?

The Almanac has a clear structure:

- The four key themes of work, accessibility, self-determination, and political participation
- Information and communication technologies
- Impact Transfer (Promotion and transfer of knowledge)
- Art
- Austria, because the ESSL Foundation is at home there
- Chile, because the Fundación Descúbreme is at home there.

The Zero Project Almanac in pictures and graphics



Cooperation,
information-transfer,
and Award

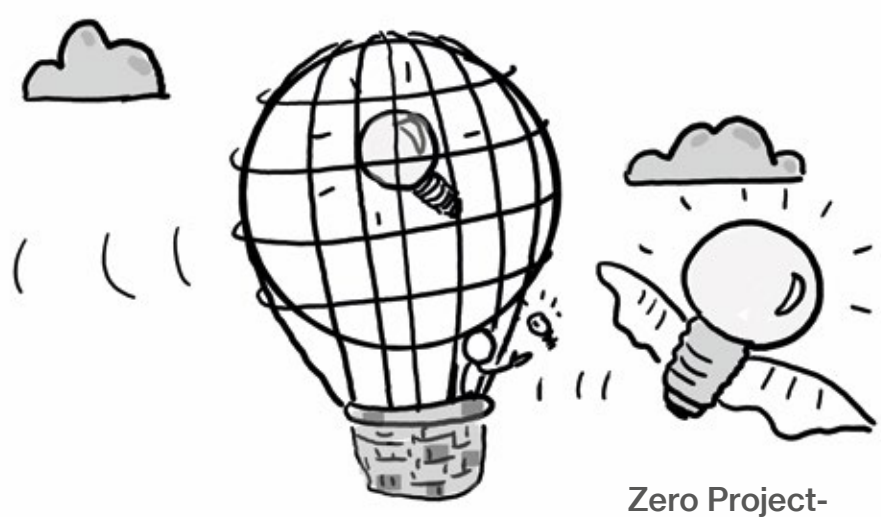
“For a world with
zero barriers”



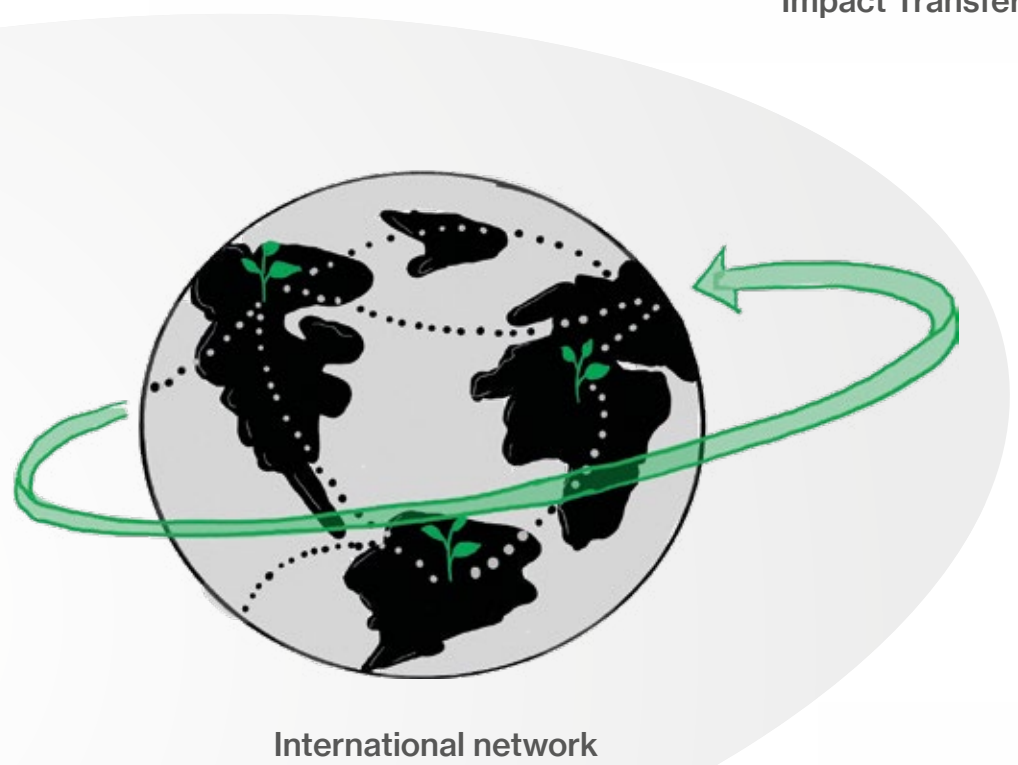
Women/Mothers with Disabilities



International
experts with
disabilities



Zero Project-
Impact Transfer



International network



UN Convention

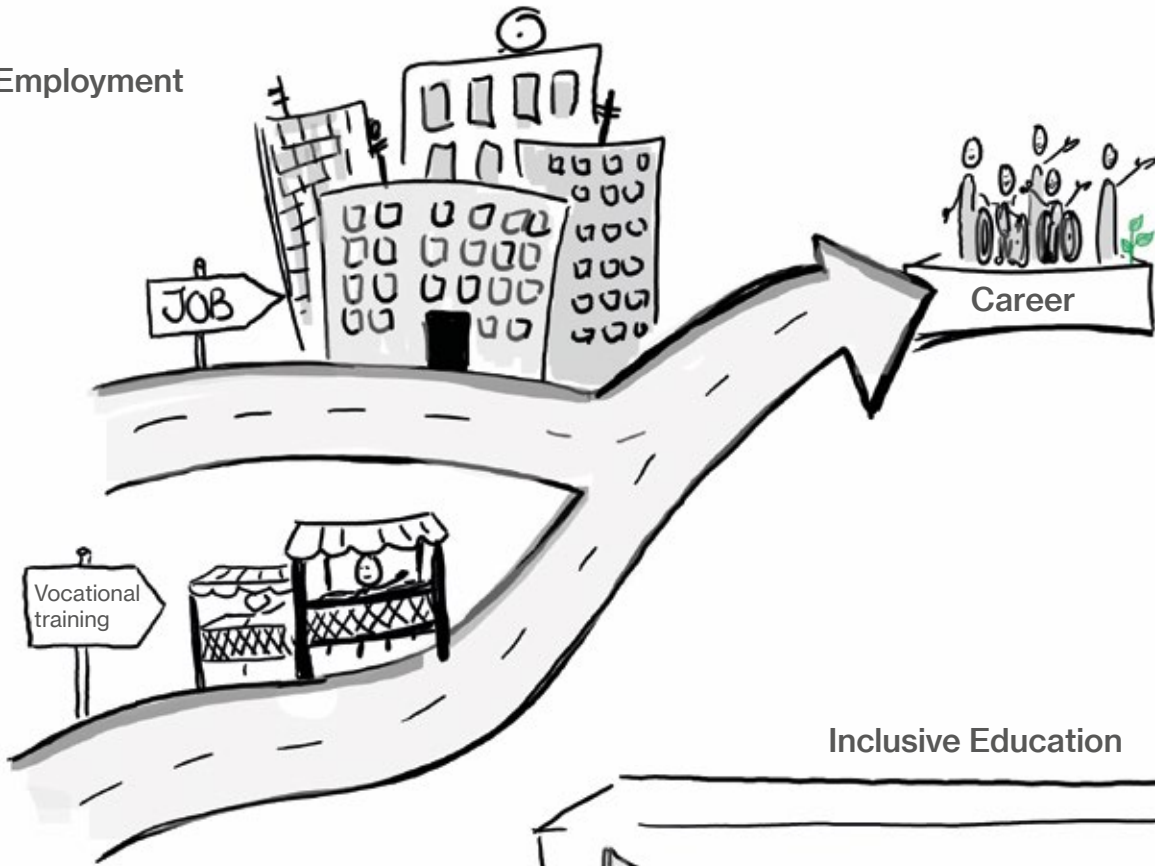


Find and support
good practice
solutions



Stop
poverty

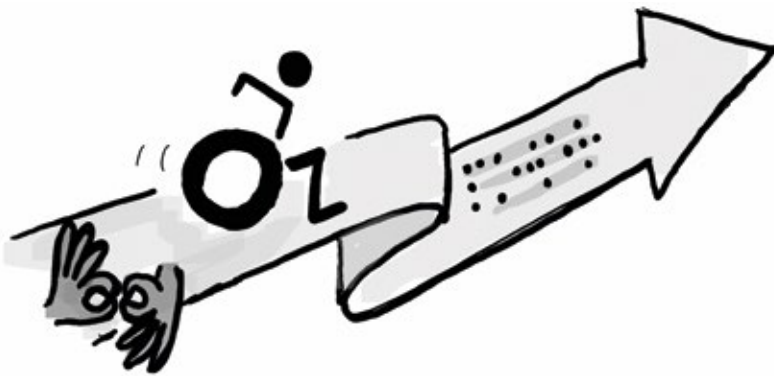
Employment



Inclusive Education

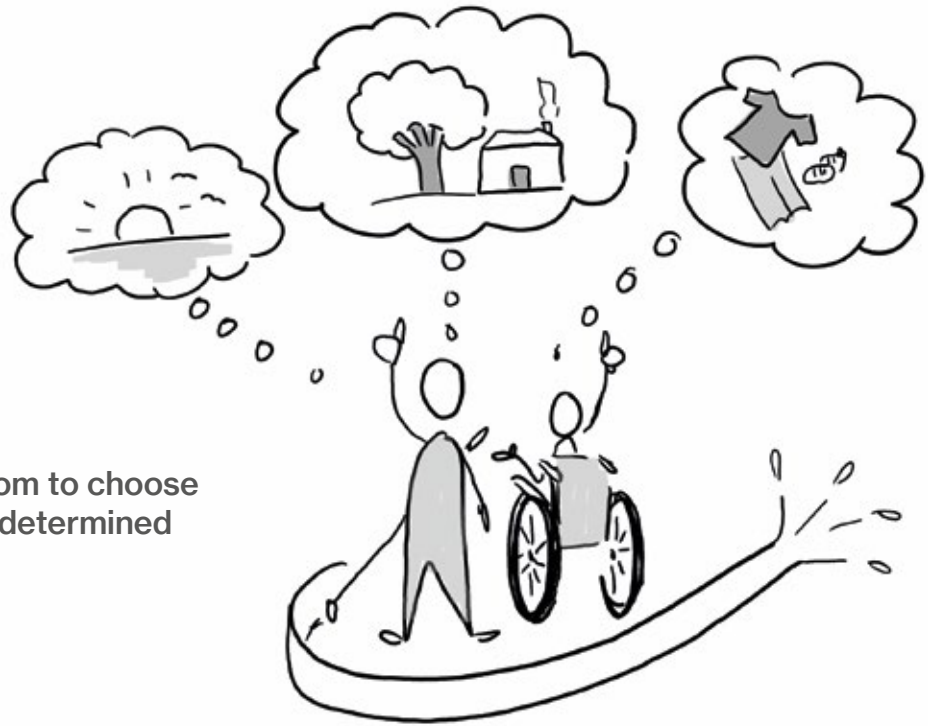


School and University

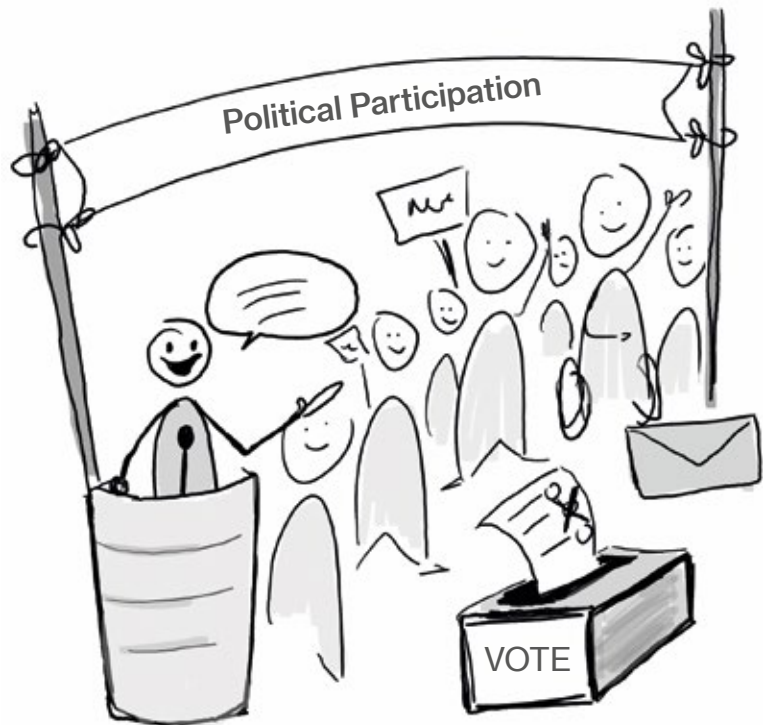


Accessible

Freedom to choose self-determined



Inclusive arts



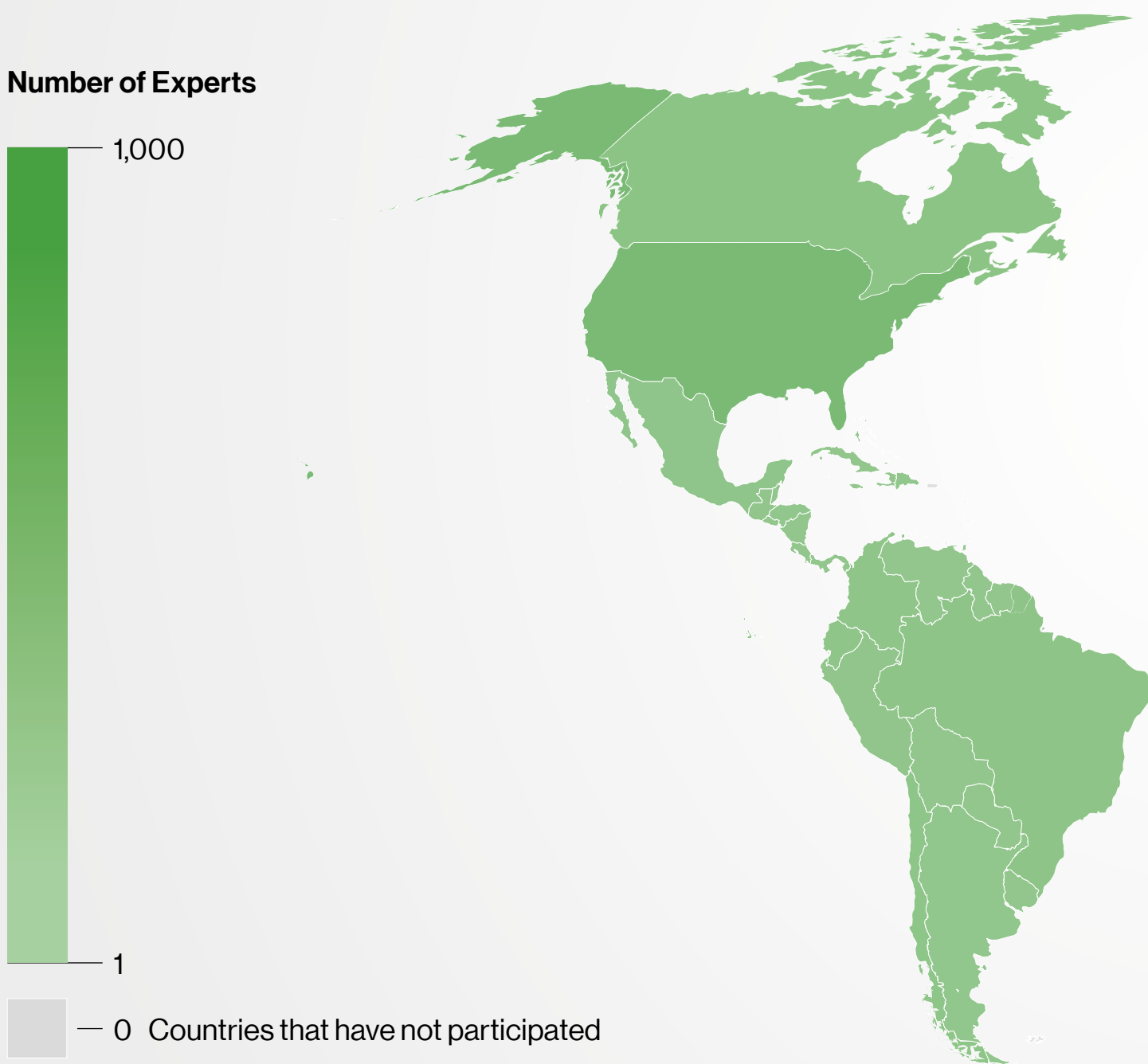
“For a world with zero barriers”

The mission of the Zero Project



Participants of the Zero Project Network 2013–2020

Number of experts who have participated by country from 2013 to 2020 (total: 3,906): Participants at the Zero Project Conference, Nominees and Nominators, Peer-Reviewers, Voters.





“In ten years the Zero Project has become a global force for inclusion and a barrier-free world.”

*Former US Senator Thomas Harkin
(at Zero Project Conference 2019)*

“The Zero Project network is a global practical arm for the main priority areas in need of barrier-removal vis-a-vis the CRPD.”

HRH Prince Mired Al-Husseini of Jordan

“Zero Project has created a community of friends who are glad and ready to help each other any time. I see the Zero Project as a big convening power focused on innovating continuously and adapting to change.”

Yetnebersh Nigussie, GLAD (Global Action on Disability Network) and Laureate of the Right Livelihood Award (“Alternative Nobel Prize”)

“The Zero Project has made amazing contributions and has raised awareness to our united ability to adapt to new global situations, even pandemics.”

Daniela Bas, Director, Division for Inclusive Social Development, UN Department of Economic and Social Affairs (at Zero Project Latin America Conference 2020)

“I want to thank the Essl Foundation and the Zero Project for their continued commitment to a world without barriers, and to disabled people across all areas of life.”

Judy Heumann, activist and author of Being Heumann (at Zero Project Conference 2018)

“Zero Project has been the meeting place of minds on disability issues and has made a difference for many organizations and individuals around the world.”

Luis Gallegos, Minister of Foreign Relations of Ecuador

“The Zero project has an instrumental role in raising awareness about accessibility, including European accessibility policies and legislation, by sharing results globally.”

Inmaculada Placencia-Porrero, Senior Expert – Social Affairs, Directorate-General for Employment, Social Affairs and Inclusion, European Commission (at Zero Project Conference 2019)

#ZeroProject – join the Network!

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www.zeroproject.org

Stay in touch on:
Twitter, Facebook, Youtube

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zeroproject.org/almanac2021

