



# Zero Project Report 2017

# Employment

## Work and Vocational Education & Training

56 Innovative Practices, 11 Innovative Policies,  
and 21 Social Indicators from 121 countries

International study on the implementation of the UN Convention on the Rights  
of Persons with Disabilities for a world without barriers

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ISBN 978-3-9504208-1-4

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First published 2017. Printed in Austria.

Published in the Zero Project Report series:

Zero Project Report 2016: Education and ICT

Zero Project Report 2015: Independent Living and Political Participation

Zero Project Report 2015 Austria: Selbstbestimmtes Leben und Politische Teilhabe

Zero Project Report 2014: Accessibility

Zero Project Report 2013: Employment

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The composition of geographical regions and selected economic and other groupings, used in this report, is based on UN Statistics ([www.unstats.org](http://www.unstats.org)), including the borders of Europe, and the Human Development Index ([hdr.undp.org](http://hdr.undp.org)).

For more information on the report, to download versions, and for further analysis of the Zero Project, visit [www.zeroproject.org](http://www.zeroproject.org)

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## List of Acronyms

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

# “For a World without Barriers”

FOREWORD BY MARTIN ESSL



For 2017 the Zero Project began its second four-year research cycle by revisiting the theme of disability-inclusive employment, work, and vocational education and training – the theme first addressed in 2013.

This year we are also extremely pleased to be celebrating the completion of the first research cycle with the publication of the Zero Project Almanac, a

comprehensive compilation of 269 Innovative Practices and Policies that have been researched and published over the past four years. These Practices and Policies have focused on: employment (2013), accessibility (2014), independent living & political participation (2015), and education & ICT (2016) – four of the arguably most important Articles of the UN Convention on the Rights of Persons with Disabilities (UN CRPD). Find all of them, with a great many new research opportunities, at [www.zeroproject.org](http://www.zeroproject.org)!

At the same time, the Zero Project Social Indicators have been researched and published annually, based on an annual survey of experts from more than 100 countries who assess the implementation of the UN CRPD in their own country. The entire research programme is based on the Zero Project Network, consisting of some 3,000 experts with and without disabilities from nearly every country, each of them contributing with nominations, evaluations, and voting as well as completing questionnaires and attending the annual Zero Project Conference in Vienna.

So let me take this opportunity to thank each and every one of you who have so generously and enthusiastically participated in the Zero Project. You have joined in our efforts to change the world for the better by finding and communicating those practices and policies, those technologies and regulations, and those services and business strategies that have proven to improve the lives of persons with disabilities – and that are worth spreading, so that they inspire other people to create similar change in their part of the world.

Let me also personally thank the team of the World Future Council, Jakob von Uexküll, Alexandra Wandel and especially Ingrid Heindorf, who helped us develop the Zero Project in close collaboration throughout the last six years. Their expertise in policy research and in building expert networks have been invaluable in those founding years of the Zero Project.

The rights enshrined in the UN CRPD are only to be achieved by a long-term commitment to improve existing institutions and systems, and it requires hundreds if not thousands of changes in all countries of the world. The same is true for the millions of small and mid-size employers and, more generally, for the many large national and international companies and institutions as well as other stakeholders worldwide. The Zero Project adds dozens of innovations to its catalogue of existing Innovative Practices every year, guiding and encouraging opinion leaders and decision-makers from all sectors of society.

This year's Zero Project Report includes 56 Innovative Practices and 11 Innovative Policies, all carefully researched and presented as Fact Sheets, augmented with many inspiring Life Stories of persons whose lives have improved by them: by finding a job, by self-employment, or by meaningful vocational education and training. On the Zero Project Website even more information can be found, including video-weblinks, presentations, and key highlights from the Zero Project Conference 2017. For the first time, the Zero Project was also enriched in 2017 by a Business and Employers Day – a one-day conference of corporate leaders in the field of disability-inclusive employment.

Always looking to improve, this year we have showcased the Zero Project Social Indicators in a new and inspiring way, based on almost 1,000 questionnaires that have been completed in more than 180 countries since 2012. This allows us, for the first time, to present not only timelines covering a period of four years but also to present unique data on the regional and country group level.

In 2017, the Essl Foundation has also initiated the Zero Project Austria Conferences in each of the regional capital cities of Austria, supported by the Austrian Ministry of Work and Social Affairs and in cooperation with many of the regional governments and leading regional DPOs. The conferences take place from April to September 2017 with a clearly defined goal: to support disability-inclusive employment in Austria by bringing together all relevant stakeholders of a region to discuss existing solutions, role-models, and best-practices.

With your continued support and your passion to effect real change for persons with disabilities, we know that the Zero Project and its countless partners worldwide will continue to work towards a “world without barriers” for all. Thank you one and all.

**Martin Essl,**  
Founder of the Essl Foundation and Initiator of the Zero Project, February 2017



# Executive Summary

## About

The Zero Project and Zero Project Report

## Social Indicators

Main results of the annual survey from 121 countries

## Innovative Practices

Overview of the 56 Innovative Practices 2017, world map,  
and common solutions identified

## Innovative Policies

Overview of the 11 Innovative Policies 2017, world map,  
and common solutions identified

# About the Zero Project

The Zero Project was initiated by the Essl Foundation in 2011 with the mission to support the implementation of the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD) and to work for a world without barriers. It does so mainly by researching Innovative Practices and Innovative Policies as well as Social Indicators, and by communicating them worldwide.

## Innovative Practices and Innovative Policies

Worldwide, the Zero Project finds and shares innovations that improve the daily lives and legal rights of all persons with disabilities by carefully selecting annual Innovative Practices and Innovative Policies. The project's awards support outstanding work with global recognition.

## A four-year research cycle

The Zero Project is based on a four-year research cycle. After completing the first cycle (2013: Employment; 2014: Accessibility; 2015: Independent Living and Political Participation; 2016: Education and ICT), this year's research and Zero Project Report mark the beginning of the second cycle, revisiting once again the theme of employment, work, vocational education, and training.

## Measuring the UN CRPD with Social Indicators

Further, the Zero Project also develops and researches Social Indicators that measure how the UN CRPD is being implemented by comparing more than 150 countries in an annual survey. You can research these Social Indicators in depth at [www.zeroproject.org](http://www.zeroproject.org).

## A unique network of 3,000 experts worldwide

The research method is based on a unique, constantly growing network of more than 3,000 experts (with and without disabilities) from all sectors of society and 178 countries who have contributed their expertise over the last five years.

## Partnerships with leading international organizations

Since 2011, the Zero Project has been sponsored by the Essl Foundation in collaboration with the World

## Current activities of the Zero Project

Innovative Practices, Innovative Policies, Collaborations and Partnerships, Conference, Website, Social Media, Network, Social Indicator and Trends

500

participants at the Zero Project  
Conference 2017



One of the Innovative Practices 2017: Karuna Foundation from Nepal

11

Zero Project Innovative  
Policies 2017



One of the Innovative Policy 2017 from the Canadian Association for Community Living and Canadian Autism Spectrum Disorders Alliance

56

Zero Project Innovative  
Practices 2017

Future Council, based in Geneva, and the European Foundation Centre, based in Brussels. The Zero Project also has representatives in New York and Tokyo. Partners of the Zero Project share the mission of promoting the innovation and research of Innovative Practices and Policies, design new joint research and communication projects, and gain from access to this research and organizational network.

The core of this network is a growing group of partners that currently includes such organizations as UN DESA, ILO, ITU, UNICEF, OHCHR, WHO, IDA, DPI, EASPD, ENIL, GAATES, Access Israel, G3ict, Fundación ONCE, Lumos Foundation, Inclusion International, IFES, Ashoka, Light for the Word, World Federation of the Deaf, World Blind Union, Hilfspgemeinschaft, Lebenshilfe, Caritas, Diakonie, Business Disability International, and more than 100 others.

**Zero Project Conference: Innovation and inspiration**

The Zero Project Conference, held annually in the Vienna Headquarters of the United Nations, brings together some 500 participants from more than 70 countries. At the heart of the Conference are presentations of the Innovative Practices and Policies as well as by international decision-makers and opinion leaders from all sectors of society. The Zero Project Conference is a unique meeting point of people who inspire and want to be inspired, of innovators and change-makers.

In 2017 representatives of most of the Innovative Practices and Policies will present their outstanding work at the Zero Project Conference, February 22 to 24, at UN Headquarters in Vienna.

**Measurable impact**

The Zero Project measures both the qualitative and quantitative results of programmes and projects designed to improve the lives of people with disabilities, and only those with a measurable impact are qualified to be selected as Zero Project Awardees. The Zero Project Almanac, published on the occasion of the Zero Project Conference 2017, collects examples of more than 100 Innovative Practices and Policies as well as updates of their current development.

**The Zero Project Social Indicators 2016–2017**

The Zero Project Social Indicators are based on an international survey, jointly organized with international disability umbrella and membership organizations. The survey would not be possible without the terrific support of Disabled Peoples International, whose members have been very active in completing the Social Indicators questionnaire over the past four years.

Since 2016 the survey has been completed with the assistance and cooperation of a large number of international umbrella organizations and their members. This year the European Association of Service Providers for Persons with Disabilities, the World



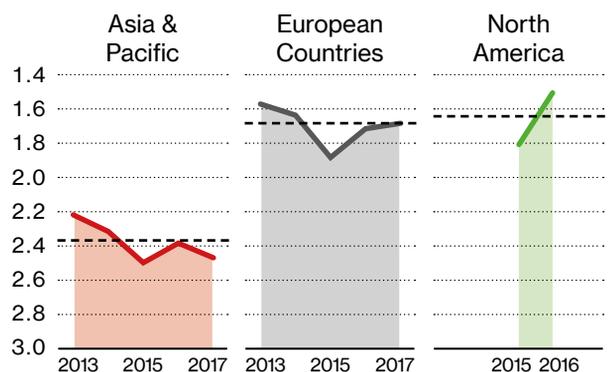
Collaborations and presentations at international conferences



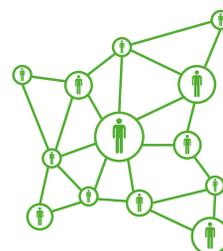
Social Media

**21**

Zero Project Social Indicators 2017



Employment data trends



**3,000**

experts worldwide are part of the Zero Project Network

Union of the Deaf, and the World Blind Union have contributed for the first time.

The 2017 survey consisted of 21 questions, and was completed by 155 respondents from 121 countries. With a four-year track record (2012–2013 to 2016–2017) and nearly 1,000 questionnaires completed, the Zero Project Report and the analysis on the Zero Project website contain unique data trends and comparisons of world regions and other country groups on employment and the other main themes of the UN CRPD.

The Social Indicators are covered in a separate section of this Report, and extensive research material is available at [www.zeroproject.org](http://www.zeroproject.org).

**The Zero Project Innovative Practices & Policies 2017**  
Based on Article 27 of the UN CRPD on Employment, the Zero Project started its nomination and selection

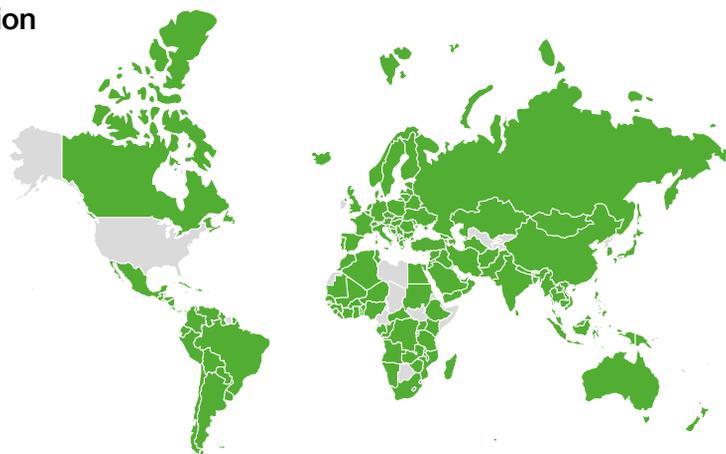
process on Innovative Practices and Policies in May 2016. As a result of this process, more than 260 nominations from 77 countries were received. After a multi-step selection process, engaging hundreds of experts of the Zero Project in commenting, evaluating, and voting, a final 56 Innovative Practices and 11 Policies were selected this year. Innovative Practices and Policies are covered in separate sections of this Report.

**Zero Project Website and Social Media**

All research materials are available for free at [www.zeroproject.org](http://www.zeroproject.org), including Fact Sheets of all Innovative Practices and Policies, enhanced with further research and web-links. The usability of the section on Innovative Practices and Policies has been improved substantially over the years. Results are also communicated via Facebook, Twitter, LinkedIn, and YouTube (see back cover).

**UN CRPD Ratification  
World Map**

All countries (in green) that have ratified the UN CRPD



**The history of the Zero Project**

Milestones from 2007 to 2017



## About the Zero Project Report 2017

This Report is composed of three main sections:

- **Social Indicators:** The Zero Project Survey 2016–2017 consisted of 21 questions covering the most important themes of the UN CRPD, but with an additional focus this year on employment and vocational and educational training. After five years of Social Indicator research, for the first time data trends are published as well as comparisons between world regions. The Social Indicators section also includes analysis of data availability on youth employment with regards to Sustainable Development Goal (SDG) 8, and of the “data gap” of persons with disabilities living in institutions – another reference to the SDGs.
- **Innovative Practices:** 56 Innovative Practices have been selected, and 13 common solutions and “threads” have been identified.
- **Innovative Policies:** 11 Innovative Policies have been selected, and 13 ways to create a significant impact have been identified.

The Zero Project Report is available on the Zero Project Website in an accessible pdf-format.

## A look ahead: The Zero Project 2017 and 2018

The Zero Project 2017–2018 will continue the research cycle by “revisiting” the topic of Accessibility, first researched in 2013–2014. The official nomination process will start in May and June 2017; the Social Indicator survey will be launched in August and September 2017.

From April to September 2017 the Zero Project Austria Conferences will be held: a series of one-day conferences in most of the Austrian regional capitals, focusing on successful models of creating disability-inclusive employment.

## 2013

Second Zero Project Conference in Palais Niederösterreich in February on disability-inclusive employment models. Zero Project research results are presented, for the first time, in side events at the UN Human Rights Council in Geneva, and at the Conference of States Parties (COSP) in New York. Partnership with the EFC.

## 2014

The third Zero Project Conference takes place, for the first time, at the United Nations in Vienna, discussing Innovative Practices and Policies in accessibility. The ESSL Foundation is awarded ECOSOC status.

## 2015

The fourth Zero Project Conference in the United Nations Office in Vienna in February, discussing innovations in independent living and political participation, introducing the Award Ceremony for Innovative Policies and Practices. Zero Project receives the GAATES Recognition Award. Nine regional Zero Project Austria Conferences are organized in all capital cities of the Austrian Country States, jointly with regional partners. A handbook on independent living in German language is published.

## 2016

The fifth Zero Project Conference highlights 98 Innovative Policies and Innovative Practices concerning Inclusive Education and/or ICTs. The first “Zero Project Analysis” covering eight outstanding Innovative Practices on Early Childhood Intervention is published jointly with EASPD in Moldova. UN DPI approves the ESSL Foundation for association with the Department. The Zero Project is taking part in the HABITAT III-Conference in Quito/Ecuador. The UN Department of Economic and Social Affairs and the Zero Project present the report “Good Practices in accessible urban development.”

## 2017

The sixth Zero Project Conference highlights 56 Innovative Policies and 11 Innovative Practices concerning employment, work, and vocational education and training takes place at UN Headquarters in Vienna for the first time in combination with the “Business and Employer’s Day.” The first Zero Project Almanac is published. The Zero Project organizes Austrian country conferences on employment of persons with disabilities.

# About the Social Indicators

The Zero Project Social Indicators measure the implementation of the UN CRPD. This year 155 experts from 121 countries have completed the questionnaire, with a particular focus on employment. With a track record of five years and a dataset of about 1,000 responses, the Zero Project Social Indicators now open up new ways to analyze them, like trends and comparison of world regions.

The Zero Project's Social Indicators are based on questionnaires that are completed by experts who assess the implementation of the UN CRPD in their own country to the best of their knowledge. The survey has been conducted each year since 2010, and the results from 2013 to 2017 can be compared based on identical questions and similar surveys. Find all details on data collection in the section on Social Indicators and many more results in the Annex. Here some of the outstanding results are summarized.

## Six questions on employment and a summary of answers

**Are official statistics about education and employment of persons with disabilities published at least every ten years?**

Very generally, the Zero Project Social Indicators show that the availability of data worldwide is quite

poor, and this indicator is no exception, with the indicators being 2.0 or below in all of the world's regions.

### **Did the percentage of persons with disabilities employed increase in calendar year 2015?**

All indicators are significantly below 2.0, showing that (again, with the possible exception of North America) employment percentages are deteriorating in the respondents' countries. The situation seems to be extremely bad in northern Africa, but also in Europe, with a Social Indicator of just 2.5.

### **Does the state oblige employers to take the necessary action on accommodations made in the workplace for all employees with disabilities?**

There is a huge gap between the Social Indicator of Europe (1.7) and all world regions that were calculated. Asia, on the opposite end of the spectrum, has a particularly poor indicator of 2.8.

### **Is the number of persons with disabilities employed by the state both calculated and published?**

Both Latin America and Oceania (Australia, New Zealand, and smaller islands in the Pacific) show very low Social Indicators of 2.8, followed closely by most of the other world regions. In Europe, a Social Indicator of 2.0 points to a mixed set of existing publishing policies.

### **Does the state promote the employment of persons with disabilities in the private sector?**

In Europe, a Social Indicator of 1.5 shows that in most European countries some policies are in place. On the other hand, compared with the results of Question 2, which clearly indicate that employment figures are going down, this would lead to the conclusion that many policies are not effective.

### **Does a quota exist for providing employment to persons with disabilities in the public sector?**

Social Indicators between 2.0 and 2.9 show that a minimum employment quota for the public sector does not lead to sufficient employment rates of persons with disabilities, as perceived by the questionnaire respondents. Oceania is the laggard, with a uniquely low Social Indicator of 2.9.

## THE DATA GAP FOR INSTITUTIONS

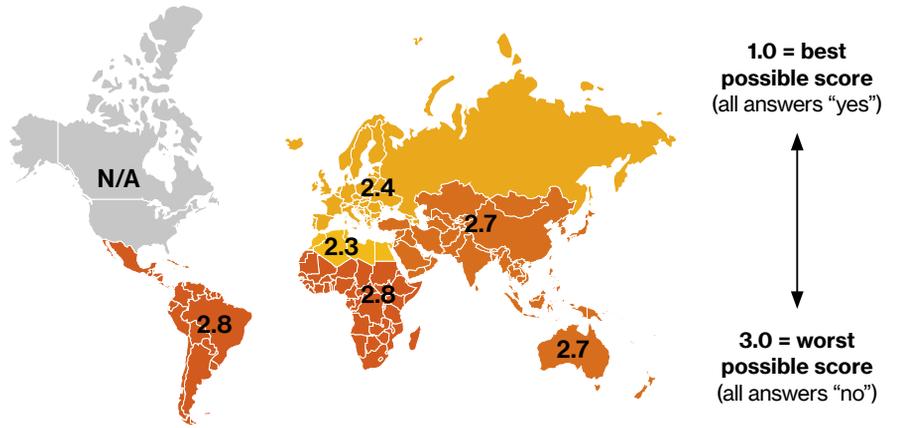
The questionnaire for the Zero Project Social Indicator this year included a question on the availability of data about people living in institutions. The answers that were collected make a strong case that in almost no country in the world is there sufficient data about the number and conditions of people living in institutions – a deficiency that has severe consequences.

**United Kingdom:** Although there is a national census every ten years, it does not ascertain anything specific about the number of people with disabilities in care/residential settings.

**United States:** There is some data available through the National Study of Long-Term Care Providers, but this data is difficult to access and does not appear to provide comprehensive information about people with disabilities.

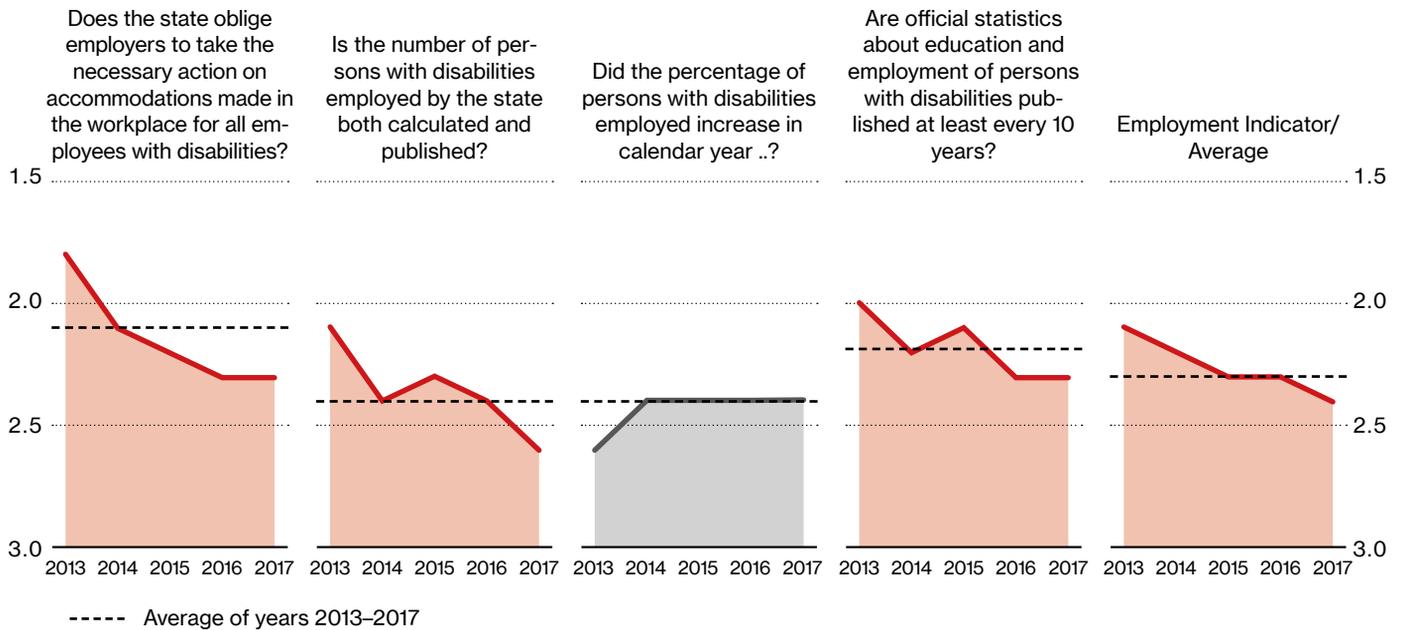
**Measuring the UN CRPD as well as the Sustainable Development Goals**

Question 20 refers the employment rate of young persons with disabilities. It refers to the SDG (especially Goal 8, Target 5) that defines “full and productive employment ... including young people and persons with disabilities” as a goal by 2030. Currently, almost no data at all seems to be available.



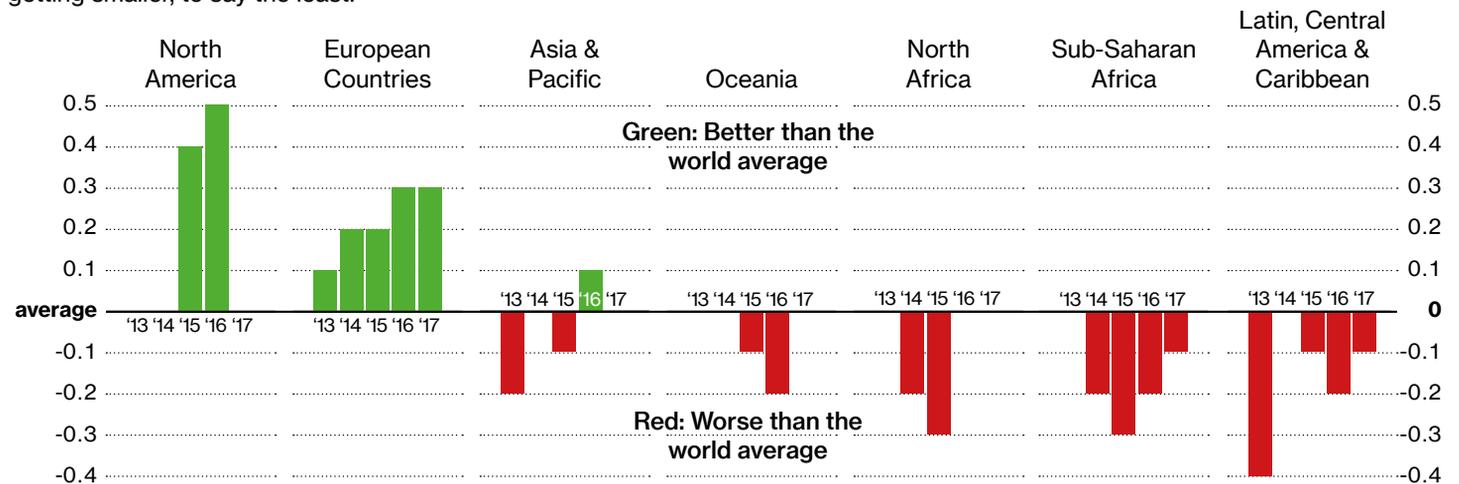
**Zero Project Social Indicators show a worldwide negative trend in disability-inclusive employment**

Of the four questions, that have been asked continuously, only one is pointing upwards. The three others show a negative tendency and resulting also in the Employment-Indicator-Average to decline.



**A comparison of the world regions with the world averages: Differences remain**

The bar shows the difference of a world region with the whole world average in the respective year,\* and points out if differences between world regions are getting bigger or smaller. The bars do not show a clear tendency, but differences are not getting smaller, to say the least.



\*if bar is missing = no data for this year

# About the Innovative Practices

## 56 INNOVATIVE PRACTICES OF THE ZERO PROJECT 2017 ON EMPLOYMENT

This year the Zero Project selected 56 Innovative Practices that positively impact the rights of persons with disabilities in employment, work, and vocational and educational training.

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

### The Innovative Practice approach

In order to implement fully the United Nations Convention on the Rights of Persons with Disabilities (CRPD), significant social innovation is needed. However, social innovation – which can often be disruptive rather than incremental – is a complex process that involves a variety of decision-makers and stakeholders, including some who may be strongly opposed to the change process for any number of reasons.

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

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

### Engaging a worldwide network

The Zero Project has developed its own unique way to identify Innovative Practices, engaging its full network of experts in the nomination, evaluation, and selection process. The selection process this year was conducted in five steps: nomination, internal shortlisting, shortlisting involving experts, voting, and final selection (for details see section on Innovative Practices).

### Life Stories of beneficiaries who found employment or meaningful VET

Many of the Innovative Practices contributed “Life Stories” of their beneficiaries, which are published in this report (between the Fact Sheets on the following pages).

### How Innovative Practices (and Policies) are communicated

- Find a table of all Innovative Practices on the next page of the Zero Project Report
- A World Map and Map of Europe visualize the countries of operation of the Innovative Practices
- The finalists of “Innovative Practices 2017 of the Zero Project on employment, work, and vocational education and training” get a lot of additional opportunities to communicate their innovative solutions:
  - All of them are invited to present at the Zero Project Conference 2017 in Vienna.
  - All of them can be found on the Zero Project Website and can be searched by various criteria, jointly with those from the years 2014 to 2016.
  - The finalists of “Innovative Practices 2017 of the Zero Project on employment, are invited to present at the Zero Project Conference 2017 in Vienna at the UN Headquarters.

### DEFINITION OF INNOVATIVE PRACTICES

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

Innovative Practices are selected using three criteria:

1. Innovation
2. Impact
3. Potential to grow



One of the Innovative Practice 2017 from Paraguay: Fundacon Saraki's project "Effective Labour Inclusion."

“It is important to get in touch with people without disabilities in the workplace. Otherwise, your world is very small.”

Jacint, a LetsCo! trainee, Belgium



One of the Innovative Practice 2017 from the United States: Attending the one-year school-to-work programme of the Cincinnati Children's Hospital.

#### 13 COMMON SOLUTIONS OF INNOVATIVE PRACTICES

1. Rehabilitation strategies
2. Creating a "nexus" of many different stakeholders
3. Employment strategies targeted towards unique skills and needs
4. Inclusive business strategies of multinational companies
5. Transition models already starting in secondary or high school
6. Matchmaking platforms
7. Engaging with employer associations and company networks
8. Supporting entrepreneurship, self-employment, and microfinancing
9. The power of the trial period: Internships and summer trainings
10. Leasing instead of hiring
11. Peer education models: Persons with disabilities as teachers and trainers
12. Engaging with universities
13. Transition from sheltered workshops to the open labour market

# Overview: All 56 Innovative Practices 2017

Innovative Practices 2017 on employment, ranked by country

Title of nominated practice	Country	Organisation
Government supporting community-led micro-enterprises	Afghanistan	Ministry of Rural Rehabilitation and Development
A full chain of support from primary school to employment	Armenia	Save the Children International
Large-scale, all-encompassing training and transition programme	Armenia	Bridge of Hope NGO
Comprehensive support and jobs for persons with epilepsy	Austria	Institut für Epilepsie IfE gemeinnützige GmbH
An all-encompassing service package leading to employment in the open labour market	Austria	autArK Soziale Dienstleistungs-GmbH
Sheltered workshops piloting 'cooperations' and the transition to the open labour market	Austria	Lebenshilfe Salzburg gGmbH
Full-time, unlimited jobs in facility management	Austria	Chance B
Initiating microfinancing and micro-enterprises for a whole city sub-district	Bangladesh	YPSA (Young Power in Social Action)
A comprehensive training and transition model involving hundreds of partnerships	Bangladesh	Centre for Disability in Development (CDD)
28-week employment training programme	Belgium	LetsCo!
Providing summer internships for young people with disabilities	Canada	Community Living Sarnia Lambton
Persuading employers that inclusive employment can support their business case	Canada	York University
Large-scale rehabilitation project provided by an insurance company	Chile	Mutual de Seguridad C.Ch.C
A certification scheme creating job opportunities for young people with intellectual disabilities	Chile	Fundación Descúbreme
Large-scale support for employers who have to meet a quota of employees with disabilities	Egypt	Helm
Focusing on employer needs and creating hundreds of jobs for young people with intellectual disabilities	Egypt	SETI Center Caritas Egypt
Alternative ways for successful job applications	Ethiopia	Ethiopian Center for Disability and Development (ECDD)
A whole IKEA department run by persons with disabilities	Germany	alsterarbeit gGmbH
Persons with intellectual disabilities working as university lecturers	Germany	Institut für Inklusive Bildung gemeinnützige GmbH
Being employed by a university for the duration of PhD study	Germany	Universität zu Köln, Lehrstuhl für Arbeit und berufliche Rehabilitation
Jewellery production – creating jobs for persons with intellectual disabilities	India	Jhankar-A Turning Point Initiative
Fighting unemployment from two sides: with training centres and by influencing legal frameworks	India	Youth4Jobs Foundation
Creating an inclusive strategy for a multinational company	India	Wipro Ltd
Inclusive organic agriculture farming for all, with approximately half being persons with disabilities	India	CBM
Launching a specialized microfinance bank for women with disabilities	India	Equitas Holdings Limited
Hospital internships as a strong bridge to the open labour market	Ireland	KARE
Support programme for young people leaving school	Ireland	WALK
Universal training and job services for persons with psychosocial disabilities	Israel	Shekulo Tov

Title of nominated practice	Country	Organisation
Two-year-transition period for young people with autism	Israel	Avnei Derech La'Haim
Training professional baristas in the Caribbean	Jamaica	Deaf Can Coffee
Changing the hiring policies of companies leading to hundreds of new jobs for young people with disabilities	Lebanon	lebanese physical handicapped union
Placing teachers with disabilities in regular schools	Lesotho	Ministry of education and training
Felting and knitting skills as the key to self-employment	Nepal	Entire Power In Social Action (Epsa)
Training and seed financing within local communities	Nepal	Karuna Foundation Nepal
A "sales unit" to connect Technical Vocational Education and Training (TVET) and the business world	Netherlands	Woord en Daad
How to successfully apply for jobs in the public and private sector	Paraguay	Fundacion Saraki
A shortcut to the open labour market	Romania	Pro ACT Suport
Offering the services of well-trained persons with intellectual disabilities to private-sector companies	Romania	Pentru Voi Foundation
Building bridges to multinationals and Russian companies	Russia	same
A company employing 90 per cent persons with disabilities by structuring the work processes to accommodate them	Singapore	Genashtim Innovative Learning Pte Ltd
A multifunctional hub towards the open labour market	South Africa	The Living Link
Jobs for adults with intellectual disabilities following intensive developmental and career path training	South Africa	Training Workshops Unlimited – A project of Cape Mental Health
Adding a university degree to job placement	Spain	Universidad Miguel Hernandez De Elche
A voluntary certificate for companies required to implement minimum standards on CSR and disability	Spain	Bequal Foundation
Entrepreneurship training for persons with disabilities	Spain	Once Foundation
A bank uses its networks to create career options for persons with visual impairments	Taiwan	Standard Chartered Bank (Taiwan) Limited
Online job-platform used by more than 10,000 jobseekers with disabilities	Turkey	Engelsizkariyer.com, Disabled HR and Career Web (Barrier Free Careers)
Employment in the open labour market for persons with Down syndrome	Turkey	Down Syndrome Association
People with intellectual disabilities as project coordinators	United Kingdom	Change
Jobs for the most marginalised people with disabilities	United Kingdom	Sightsavers
Encouraging a variety of approaches in creating jobs for people with visual impairments	United Kingdom	International Council for Education of People with Visual Impairment (ICEVI)
Three internships to provide a variety of career options	United States	Cincinnati Children's Hospital Medical Center
IT training for people with disabilities	United States	Catholic Relief Services/Vietnam program
Empowering school girls with disabilities	United States	University of Oregon
Providing a variety of career services for high school students with disabilities	United States	Georgia Committee for the Employment of Persons with Disabilities, Inc.
Vocational training and meaningful jobs for persons who are blind or visually impaired	Viet Nam	Nhat Hong Center For The Blind & Visually Impaired

# About the Innovative Policies

## INNOVATIVE POLICIES OF THE ZERO PROJECT 2017 ON EMPLOYMENT

This year the Zero Project received 48 Innovative Policy nominations from around the world. Of these, the Zero Project's network of experts selected 11 policies that measurably advance the right of persons with disabilities to be included in employment, work, and vocational education and training.

### The Innovative Policy approach

The nomination, research, and selection process for Innovative Policies is a multi-step approach, involving a network of experts along the way (for details, see section on Innovative Policies). The 11 Innovative Policies that were finally selected come from five continents and cover a broad variety of approaches and backgrounds.

### At all stages of training and employment

Employment of persons with disabilities is enhanced through a wide variety of factors that go beyond vocational education and training. While training is a key issue (and much remains to be done so that it is

meaningful and market-oriented), it is also crucial to invest in employment services that identify employers, jobs, as well as job-seekers with disabilities, and to provide them with the necessary supports, to link them to the right job, and to assist them with workplace adaptation and on-the-job-training. It is also essential to tell the right story (moving from charity to ability); to ensure just and favourable conditions of work; and to network with exemplary, inclusive employers who can testify to the added value of employees with disabilities.

### Tackling the major problems

Innovative Policies 2017 work on critical issues that hinder persons with disabilities to succeed on the same level as their peers without disabilities in the open labour market. One of these issues is *skills development*: for example, Bangladesh's partnership addresses the lack of accessible infrastructure of the country's skills system, as do Ecuador's partnership and the programmes from Peru and Chile. *Employment services* are also key: USA-Vermont's programme, for instance, is providing a wide range of supports for people with intellectual disabilities. *Advice and funding* are crucial: Australia's programme, for example, greatly reduces the bureaucratic burdens connected to employment assistance funding, while Ecuador's programme addresses the fact that financial and consultancy services are difficult to access. Another important matter is *employers' attitudes*, addressed particularly by Canada's partnership and by Malaysia's programme. Also vital is *law enforcement*, which is part of the focus of Egypt's partnership that works to stop unequal payment of employees with disabilities.

Find all Fact Sheets of Innovative Policies starting on page 122, and the maps of the world and Europe on the following pages.

### 13 REASONS WHY INNOVATIVE POLICIES 2017 ARE IMPACTFUL

1. Believe all people can work
2. Partner across the stakeholder spectrum
3. Benefit from the expertise and support of partners
4. Focus on demand and supply
5. Improve effectiveness of skills training
6. Provide a person-centred service
7. Transform how services work
8. Present the business case
9. Change mind-sets
10. Assist employers
11. Inform, advise, and fund
12. Explore technology
13. Support entrepreneurs with disabilities

## DEFINITION OF INNOVATIVE POLICY

Innovative Policies have achieved identifiable improvements on the ground, and have demonstrated a positive dynamic of change that can be easily replicated in many countries to advance the implementation of the UN Convention on the Rights of Persons with Disabilities (UN CRPD). Like all innovation, some policies may be incomplete or dependent on other developments to maximize their impact. Some policies, no matter how positive, may also contain elements of old thinking. Since the implementation of the UN CRPD is a work in progress for all countries, these elements are taken into account in the overall assessment of innovation.



One of the Innovative Policy 2017 from Ecuador: An entrepreneur financed by government backed self-employment and microfinance.

## OVERVIEW OF ALL 11 INNOVATIVE POLICIES 2017

Name of Innovative Policy	Country	Organization
JobAccess Service, 2006	Australia	Department of Social Services
National Skills Development Policy, 2011; Draft National Strategy for Disability Inclusion in Skills Development, 2014	Bangladesh	Directorate of Technical Education of the Ministry of Education and International Labour Organization
Ready, Willing and Able Initiative, 2014–2017	Canada	Employment and Social Development Canada, Canadian Association for Community Living, and Canadian Autism Spectrum Disorders Alliance
More Capable Programme, 2014	Chile	National Training and Employment Service
Productive Inclusion for Persons with Disabilities Programme, 2013	Ecuador	Ministry of Industries and Productivity
Labour Integration Service for Persons with Disabilities, 2006	Ecuador	National Disability Council, Federation of Ecuadorians with Physical Disabilities, Petroamazonas EP, and others
Employment Opportunities for Persons with Disabilities Programme, 2013	Egypt	Ministry of Communications and Information Technology, Misr El Kheir Foundation, Chamber of Communications and Information Technology
Job Placement & Employment Support Services, 2008 (part of Return to Work Programme)	Malaysia	Social Security Organization
I am Capable Model, 2012	Peru	Ministry of Women and Vulnerable Populations
Tawafuq Empowerment for Employment for Persons with Disabilities Programme, 2014	Saudi Arabia	Ministry of Labour and Social Development
Vermont's Supported Employment Programme, 1983	USA	Vermont's Developmental Disabilities Services Division

# Innovative Policies and Practices around the world

For Europe see following page

## ZERO PROJECT 2017

- Innovative Practice
- Innovative Policy

### Global

- **Encouraging a variety of approaches in creating jobs for people with visual impairments**  
International Council for Education of People with Visual Impairment (ICEVI)

### Canada

- **Providing summer internships for young people with disabilities**  
Community Living Sarnia Lambton
- **Persuading employers that inclusive employment can support their business case**  
York University
- **Creating employer demand for inclusive hiring**  
Employment and Social Development Canada, Canadian Association for Community Living and Canadian Autism Spectrum Disorders Alliance

### United States

- **Three internships to provide a variety of career options**  
Cincinnati Children's Hospital Medical Center
- **IT training for people with disabilities**  
Catholic Relief Services/  
Viet Nam programme
- **Empowering school girls with disabilities**  
University of Oregon
- **Providing a variety of career services for high school students with disabilities**  
Georgia Committee for the Employment of Persons with Disabilities, Inc.
- **Long-term inclusion in the state-wide open labour market**  
Vermont's Developmental Disabilities Services Division

### Ecuador

- **Government supporting self-employment and microfinance**  
Ministry of Industries and Productivity
- **All-sector cooperation creating jobs in thousands of companies**  
National Disability Council, Federation of Ecuadorians with Physical Disabilities, Petroamazonas EP, and others

### Jamaica

- **Training professional baristas in the Caribbean**  
Deaf Can Coffee

### Peru

- **Model promoting decent work for persons with all kinds of disabilities**  
Ministry of Women and Vulnerable Populations

### Saudi Arabia

- **Quotas, support, and subsidies for private employers**  
Ministry of Labour and Social Development

### Chile

- **Large-scale rehabilitation project provided by an insurance company**  
Mutual de Seguridad C.Ch.C
- **A certification scheme creating job opportunities for young people with intellectual disabilities**  
Fundación Descúbreme
- **Training and placing the vulnerable in Chile**  
National Training and Employment Service

### Paraguay

- **How to successfully apply for jobs in the public and private sector**  
Fundacion Saraki

### South Africa

- **A multifunctional hub towards the open labour market**  
The Living Link
- **Jobs for adults with intellectual disabilities following intensive developmental and career path training**  
Training Workshops Unlimited – A project of Cape Mental Health

### Lesotho

- **Placing teachers with disabilities in regular schools**  
Ministry of Education and Training

## Egypt

- **Large-scale support for employers who have to meet a quota of employees with disabilities**  
Helm
- **Focusing on employer needs and creating hundreds of jobs for young people with intellectual disabilities**  
SETI Centre Caritas Egypt
- **A national effort to promote employment in the ICT sector**  
Ministry of Communications and Information Technology, Misr El Kheir Foundation, Chamber of Communications and Information Technology

## Turkey

- **Online job-platform used by more than 10,000 jobseekers with disabilities**  
Engelsizkariyer.com, Disabled HR and Career Web (Barrier Free Careers)
- **Employment in the open labour market for persons with Down syndrome**  
Down Syndrome Association

## Armenia

- **A full chain of support from primary school to employment**  
Save the Children International
- **Large-scale, all-encompassing training and transition programme**  
Bridge of Hope NGO

## Russia

- **Building bridges to multinationals and Russian companies same**

## Afghanistan

- **Government supporting community-led micro-enterprises**  
Ministry of Rural Rehabilitation and Development

## Nepal

- **Felting and knitting skills as the key to self-employment**  
Entire Power In Social Action (EPSA) Nepal
- **Training and seed financing within local communities**  
Karuna Foundation Nepal

## Taiwan

- **A bank uses its networks to create career options for persons with visual impairments**  
Standard Chartered Bank (Taiwan) Limited

## Viet Nam

- **Vocational training and meaningful jobs for persons who are blind or visually impaired**  
Nhat Hong Center for the Blind & Visually Impaired

## Ethiopia

- **Alternative ways for successful job applications**  
Ethiopian Centre for Disability and Development (ECDD)

## India

- **Jewellery production – creating jobs for persons with intellectual disabilities**  
Jhankar-A Turning Point Initiative
- **Fighting unemployment from two sides: with training centres and by influencing legal frameworks**  
Youth4Jobs Foundation
- **Creating an inclusive strategy for a multinational company**  
Wipro, Ltd.
- **Inclusive organic agriculture farming for all, with approximately half being persons with disabilities**  
CBM

## Bangladesh

- **Initiating microfinancing and micro-enterprises for a whole city sub-district**  
YPSA (Young Power in Social Action)
- **A comprehensive training and transition model involving hundreds of partnerships**  
Centre for Disability in Development (CDD)
- **A target and a push for inclusive skills training and employment**  
Directorate of Technical Education of the Ministry of Education and International Labour Organization

## Israel

- **Universal training and job services for persons with psychosocial disabilities**  
Shekulo Tov

- **Two-year-transition period for young people with autism**  
Avnei Derech La'Haim

## Singapore

- **A company employing 90 per cent persons with disabilities by structuring the work processes to accommodate them**  
Genashtim Innovative Learning Pte Ltd

## Lebanon

- **Changing the hiring policies of companies leading to hundreds of new jobs for young people with disabilities**  
Lebanese Physical Handicapped Union

## Malaysia

- **Returning Malaysians with acquired disabilities to work**  
Social Security Organization

## Australia

- **One platform for all – from assistance to incentives for employers**  
Department of Social Services

# Innovative Policies and Practices in Europe

## ZERO PROJECT 2017

- Innovative Practice
- Innovative Policy

### United Kingdom

- **People with intellectual disabilities as project coordinators**  
Change
- **Jobs for the most marginalised people with disabilities**  
Sightsavers

### Ireland

- **Hospital internships as a strong bridge to the open labour market**  
KARE
- **Support programme for young people leaving school**  
WALK

### Spain

- **Adding a university degree to job placement**  
Universidad Miguel Hernandez De Elche
- **A voluntary certificate for companies required to implement minimum standards on CSR and disability**  
Bequal Foundation
- **Entrepreneurship training for persons with disabilities**  
Once Foundation

### Germany

- **A whole IKEA department run by persons with disabilities**  
alsterarbeit gGmbH
- **Persons with intellectual disabilities working as university lecturers**  
Institut für Inklusive Bildung gemeinnützige GmbH
- **Being employed by a university for the duration of PhD study**  
Universität zu Köln, Lehrstuhl für Arbeit und berufliche Rehabilitation

### Netherlands

- **A "sales unit" to connect technical vocational education and training (TVET) and the business world**  
Woord en Daad

### Belgium

- **28-week employment training programme**  
LetsCo!

### Austria

- **Comprehensive support and jobs for persons with epilepsy**  
Institut für Epilepsie IfE gemeinnützige GmbH
- **An all-encompassing service package leading to employment in the open labour market**  
autArK Soziale Dienstleistungs-GmbH
- **Sheltered workshops piloting 'cooperations' and the transition to the open labour market**  
Lebenshilfe Salzburg gGmbH
- **Full-time, unlimited jobs in facility management**  
Chance B

### Romania

- **A shortcut to the open labour market**  
Pro ACT Suport
- **Offering the services of well-trained persons with intellectual disabilities to private-sector companies**  
Pentru Voi Foundation

# A selection of Life Stories 2017

Persons with disabilities from around the world who found employment, work, or at least meaningful vocational training, supported by the Innovative Practices and Innovative Policies 2017. Find Life Stories on pages 54, 64, 74, 86, 94, 106, 130, and 140.



**“Now we are hosting career fairs, putting our work on display.”**

*Atugonza, working for Sightsavers, Uganda*



**“I am far away from my family, but I am now able to help them.”**

*Shuely, sewing machine operator, Bangladesh*



**“I like when clients say ‘thank you’”**

*Eduardo, Peru*



**“Inclusive hires demonstrate a zero per cent turnover.”**

*Mike Stargratt, Wendy’s Restaurant, Canada*



**“My return to work experience was bliss to me.”**

*Hairuman, customer service officer, Malaysia*



**A blind shepherd boy, now with full employment at a high school**

*Lukas Zida, student counsellor in Ethiopia*



**“We are proving that the deaf can do anything!”**

*Carlyle Gabbidon, café manager in Jamaica*



**“I tell them that they must persist in their job interviews.”**

*Yolanda, employed at the Labour Integration Service, Ecuador*



**“Now I work at the deli in Eurospar, stocking all the shelves.”**

*Aoife Cully, supermarket employee in Ireland*



**“Happy that our skills and abilities are valued in our new roles.”**

*Ibrahim and Abdul-Rahman, receptionist and accountant assitant, Saudi Arabia*



**On the path to economic security, and a strong voice in the community.**

*Maya, India*



**“We produce 50 orthopaedic chairs per month.”**

*Miguel Trujillo, owner of Ortopedia Tecnica, Ecuador*



**“I teach Inclusive Education at universities.”**

*Marco Reschat, education specialist, Germany*



**“Most importantly, I learned how to create my own appropriate workplace personality.”**

*Vander, employee at a U.S. Government Agency, United States*



**“By creating beautiful jewellery I have gained control over my life.”**

*Nusrat Parvin, jewellery and handicraft producer, India*



SECTION 1:

# Key findings of the Zero Project Social Indicators

## Six questions

Analysis of the six questions on employment, work, and vocational education and training

## SDGs

Analysis of the current availability of data on the employment of youth with disabilities, part of Goal 8 of the SDGs

## Data development

Development of the Social Indicators on Employment from 2013 to 2017

## Institutional Gap

Availability of data about people with disabilities living in institutions

# Analyzing the Social Indicators

## HOW THEY ARE CREATED AND HOW TO INTERPRET AND USE THEM

The Zero Project Social Indicators measure the implementation of the UN CRPD. This year 155 experts from 121 countries have completed the questionnaire, with a particular focus on employment. With a track record of five years and a dataset of about 1,000 responses, the Zero Project Social Indicators now open up new ways to analyze them, like trends and comparison of world regions.

The Zero Project's Social Indicators are based on questionnaires that are completed by experts who assess the implementation of the UN CRPD in their own country to the best of their knowledge. The survey has been conducted each year since 2010, and the results from 2013 to 2017 can be compared based on identical questions and similar surveys. The questions are designed to focus on concrete implementation of the most important rights granted by the UN CRPD, as stated in its Articles, and to augment the work done by many authorities, statistics departments, and international organizations.

### The Principles of the Social Indicators

#### Traffic Light System

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

Green: Yes

Yellow: Yes with qualification

Red: No

#### Calculation of Social Indicators

The answers are aggregated into Indicators (with yes=1, yellow=2, and red=3). If the averages are used as Social Indicators, when based on a minimum number of responses (minimum number is five), in all instances the number of responses are published. A Social Indicator of 1.0 means that all respondents have answered the question with "Yes"; a Social Indicator of 3.0 means that all respondents have answered with "No." The spectrum of 1.0 to 3.0 is also displayed in a colour spectrum from green to red in the analysis by the Zero Project team.

#### Quantitative and qualitative data

Respondents are encouraged to comment on their answers, which provides for the qualitative data used in explaining the Social Indicators.

#### Experts from international umbrella organizations

Starting in 2017, only experts from international umbrella organizations are asked to take part in the survey. Disabled Peoples' International (DPI) is taking a leading

role in that respect, whose members have been the backbone of the survey since 2013. This year DPI encouraged its 114 members from 101 countries to participate in the survey, and the Zero Project is especially grateful for its continuing support. The international organizations whose members took part this year for the first time and the number of participants are:

- World Federation of the Deaf: 14
- World Blind Union: 10
- European Union of Service Providers: 7

#### Languages and forms

The questionnaire could be answered online in any of four languages (English, French, German, and Spanish), and is also available in accessible MS Word documents (in four languages) on the Zero Project website. A video-introduction in international sign language was also provided.

#### 21 questions in 2017

In 2017, the questionnaire consisted of 21 questions, 15 of which have been part of the survey since 2013. Another four have been added on employment – this year's research focus. Two of the questions related to employment also target the Sustainable Development Goals (SDGs), especially Goal 8, which asks for meaningful employment of young people and persons with disabilities. In response to the launch of the SDGs, another question has been added this year, asking for the availability of data related to persons with disabilities living in institutions.

### The scope of this year's survey

#### 121 countries

During the period August to October 2016, 155 experts from 121 countries took part in the survey and answered the Zero Project questionnaire.

Breakdown of respondents by world region:

- Asia & Pacific: 36
- Europe: 24
- Latin, Central America & Caribbean: 34

- North America: 2
- North Africa: 4
- Oceania: 9
- Sub-Saharan Africa: 46

**Find all answers, all respondents, and further analysis by other country groups in the Annex:**

- Middle East and North Africa (MENA): 19
- Caribbean: 19
- Central and Eastern Europe, GIS (former Soviet Union countries): 11
- OECD: 22
- European Union: 16
- ASEAN: 11

#### **178 countries covered from 2013 to 2017**

From 2013 to 2017, the survey has been completed by almost a thousand respondents from 178 countries. For this Report, data trends for all questions that are related to employment have been calculated.

#### **Results of Social Indicators 2017**

The answers provided by the experts are based on their experiences and perspectives. This provides a unique set of qualitative and quantitative data. On the other hand, the sampling, collection, and analysis of this data is limited by the size of samples and other limitations of data quality. For the first time, analysis of data trends and by country groups could be done.

#### **Analysis of individual questions of the survey**

Starting at the following page, the Social Indicators of six questions that were part of this year's survey are displayed. Results have been analysed by world regions, with further analysis by country groups in the Annex as well as a breakdown of all other themes of the UN CRPD.

#### **Analysis of the Employment-Social Indicator**

Four questions related to employment (and vocational education and training) have been included in every survey since 2013. The Employment-Social Indicator is the average of these four questions, and its development is also analysed on pages 36 and 37.

#### **Analysis of data on youth employment related to the SDGs and UN CRPD**

Sustainable Development Goal 8 asks for meaningful employment of young people and persons with disabilities. The survey this year includes two questions targeting the current availability of employment data of young people with disabilities, analysed by world regions.

#### **Data on persons living in institutions**

On the occasion of the launch of the SDG, one question specifically targeted the availability of data about persons with disabilities living in institutions. Here again, results have been analysed by world regions.

## **ISSUES FREQUENTLY MENTIONED**

Problems that have been frequently mentioned in the survey that stand in the way of better implementation of the UN CRPD.

#### **Compensation Payment instead of Quota Fulfillment:**

- **France:** It is observed that the financial contribution of business is shrinking – a trend that is indicative of a growing number of companies that meet the employment obligation. Indeed, more than half of the companies subject to OETH pay no contribution to Agefiph as they use different modes of action to achieve the 6 per cent hiring quota.
- **Austria:** In the prescription period 2014, a total of 19,113 companies subject to deposit were registered throughout Austria. Of these, 4,189 companies have fulfilled their employment obligations; 14,924 have not."

#### **Conflict of federal and regional competences**

- **USA:** There are still implementation issues due to the division of federal and state responsibilities.

#### **Data enumerators/investigators not trained on disability issues**

- **USA:** More comprehensive and consistent data collection is needed. There is no agreement about definitions for disability and disability types. Education data relies upon inconsistent definitions and is reported in misleading ways.
- **Bangladesh:** Due to different constraints with the survey, especially lack of adequate training of the data enumerators on disability issues, the detailed information could not be collected adequately.

#### **Lack of monitoring**

- **Moldova:** The law obliges employers to make the necessary accommodations in the workplace for employees with disabilities, but an implementation mechanism is lacking, which makes the law ineffective.

#### **No priority**

- **Argentina:** Given the issue's low priority and lack of continuity in public policies, there is almost no data on the employment opportunities for persons with disabilities.
- **South Sudan:** Because of the country's economic crisis and instability, little attention has been paid to the employment of youth with disabilities.

# The availability of statistics on employment and education

Question 1 of the Zero Project Social Indicator 2017 refers to the availability of statistics on education and employment of persons with disability. The Social Indicators paint a negative picture. Some of the better examples are pointed out here.

## Q1: Are official statistics about education and employment of persons with disabilities published at least every ten years?

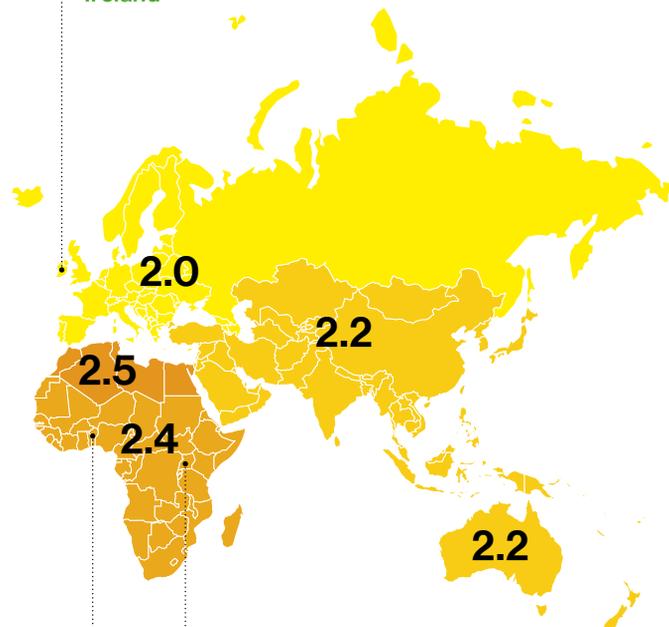
Statistics Canada conducted the “Participation and Activities Limitations Survey” every five years. However, in 2011 they changed the survey to the “Canadians with Disabilities Survey.” The methodologies of the two surveys are different so the CDS data can not be compared ([www.statcan.gc.ca](http://www.statcan.gc.ca)).

Canada



There is the “National Quarterly Household” survey 2010 and the “ESRI Report on Disability in Labour Force and Education,” published 2015, but based on 2006 data ([www.esri.ie/pubs/RS41.pdf](http://www.esri.ie/pubs/RS41.pdf)).

Ireland



In both education and employment, the data for people with disabilities is lacking ([www.ubos.org](http://www.ubos.org)).

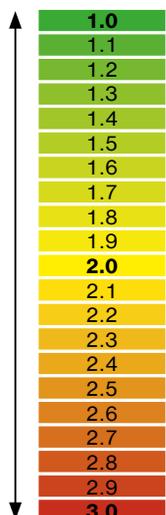
Uganda

“Troisième Recensement Général de la Population et de l’Habitat de 2002” (RGPH3) and “Quatrième Recensement Général de la Population et de l’Habitat de 2013” (RGPH4) are available, but data is too unreliable data when looking at the questionnaire and the quality of the investigators.

Benin

Very generally, the Zero Project Social Indicators show, that the availability of data worldwide is quite poor. This indicator is no exception, with the indicators being 2.0 or below in all of the world’s regions.

Best possible  
(all answers “yes”)



Worst possible  
(all answers “no”)

# Increase or decline in percentage of persons with disabilities in employment

Question 2 of the Zero Project Social Indicator 2017 refers to the percentage of persons with disabilities in employment. The results are close to devastating: The survey indicates that the numbers of employed persons with disabilities are deteriorating almost all over the world.

## Q2: Did the percentage of persons with disabilities employed increase in calendar year 2015?

The monthly employment statistics from the Current Population Survey (ages 16 and up) do not show a significant difference between employment-to-population rates in August 2015 and August 2016, especially not relative to the increase in employment-to-population rates for people without disabilities.

*United States*

N/A

Although the employment figures vary, we do not have reliable statistics as to whether the public and private sector meet the required 2.0 per cent quota.

*Panama*

Unemployment has been rising disproportionately since 2006, more than twice as high as elsewhere in the population over the past three years. Employment figures of people with impairment continue to fall. Existing figures are not sufficiently detailed. People with intellectual impairment are classified as “not workable” and not as unemployed.

*Austria*

2.5

2.2

2.8

2.3

2.3

Anecdotally, we know more companies are employing persons with disabilities. However, we do not have comparative data to see what kind of increase there is. The government said 650 persons with disabilities have been employed under the Open Door Programme, which subsidizes workplace accommodations.

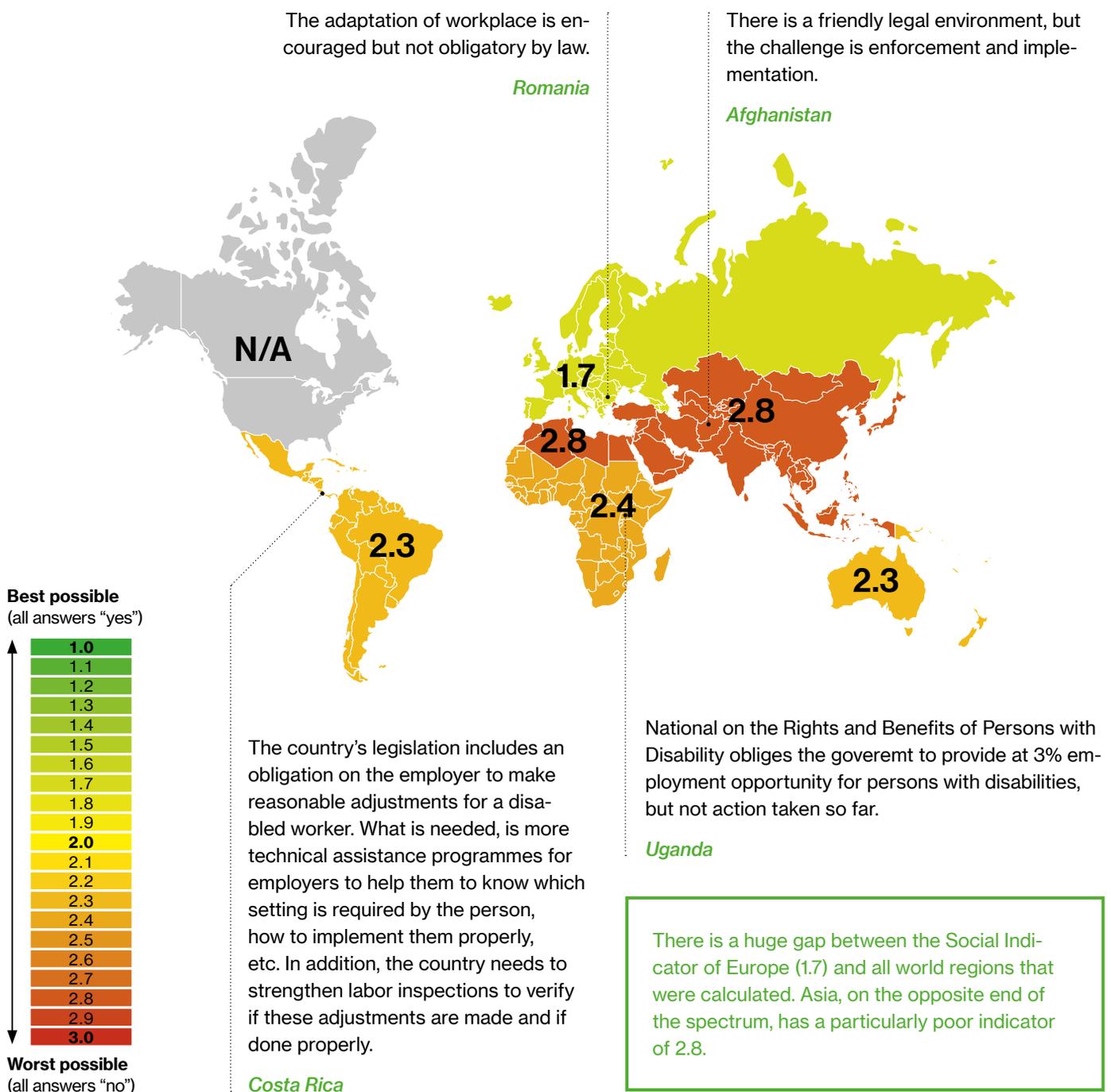
*Singapore*

All indicators (again, with the possible exception of North America) are far below 2.0, showing that employment percentages are deteriorating worldwide. The situation seems to be extremely bad in northern Africa, but also in Europe, with a Social Indicator of 2.5.

# Accommodations of the workplace – legal obligation of the employers

Question 3 refers to regulations, specifically asking if employers have to take action to make accommodations in the workplace accessible. With a Social Indicator of 1.7, Europe is clearly in the lead.

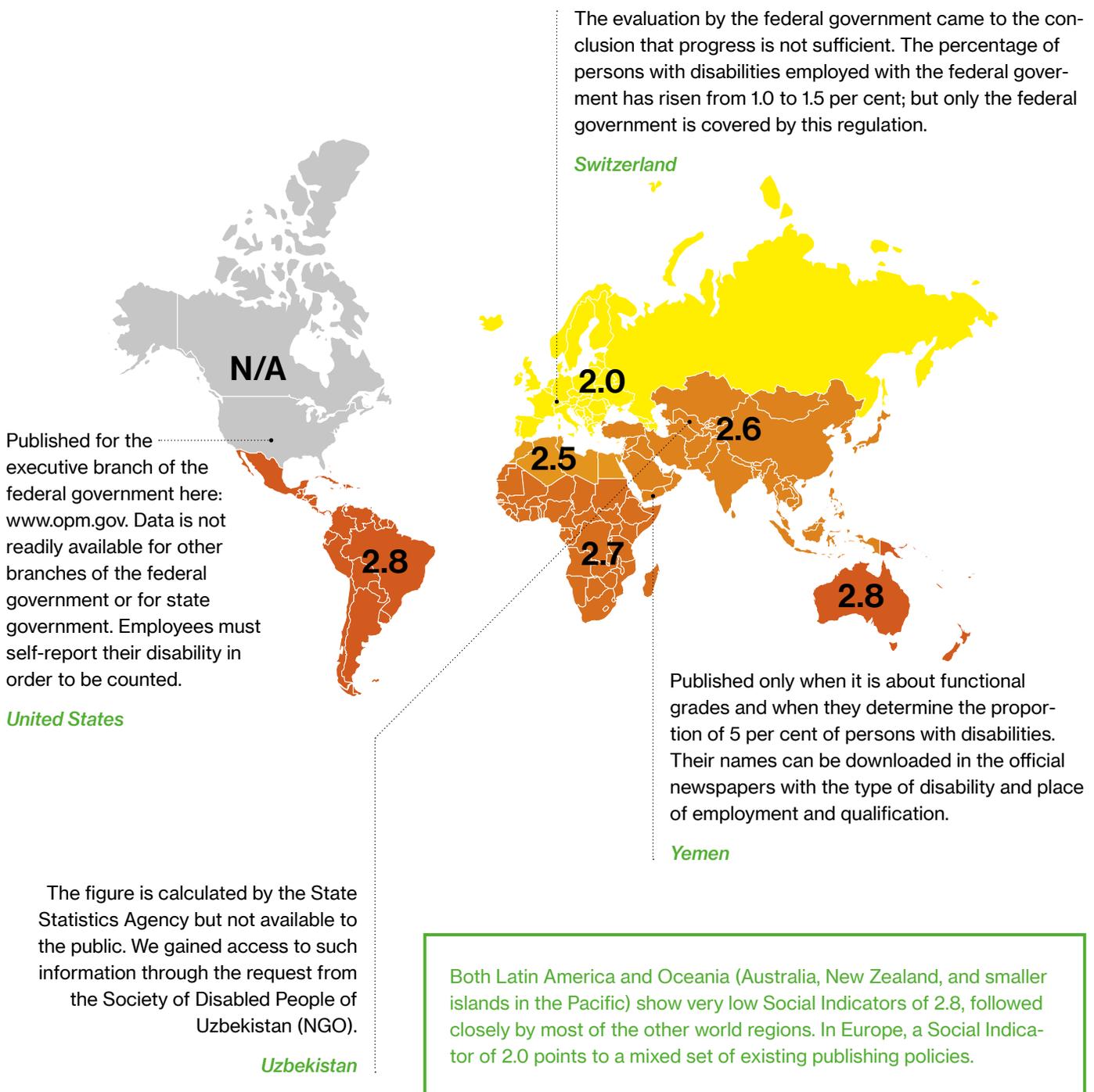
## Q3: Does the state oblige employers to take the necessary action on accommodations made in the workplace for all employees with disabilities?



# Published data on the employment of persons with disabilities by the government

Question 4 refers to the employment of persons with disabilities by the national government, if the government itself fulfills its duties, and, finally, if it also publishes facts and figures. With Social Indicators of 2.8, both Latin America and Oceania are the laggards in this field.

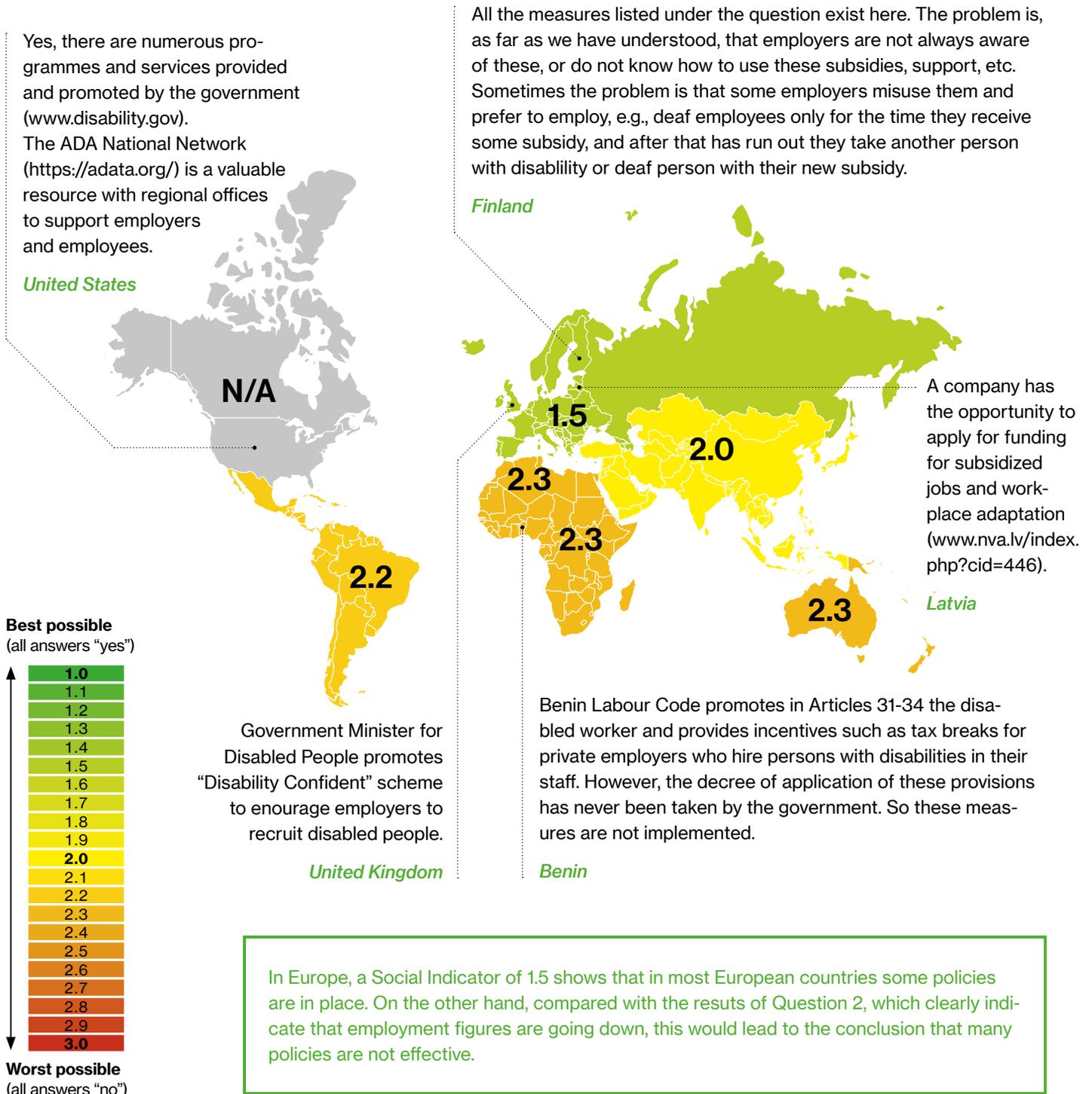
## Q4: Is the number of persons with disabilities employed by the state both calculated and published?



# Incentives by the government to promote inclusive employment in the private sector

Question 5 analyzes if government policies set incentives for private-sector employers that promote inclusive employment policies, or at least should have this effect. A Social Indicator of 1.5 for Europe is encouraging – but on the other hand devastating compared to the results of Question 2.

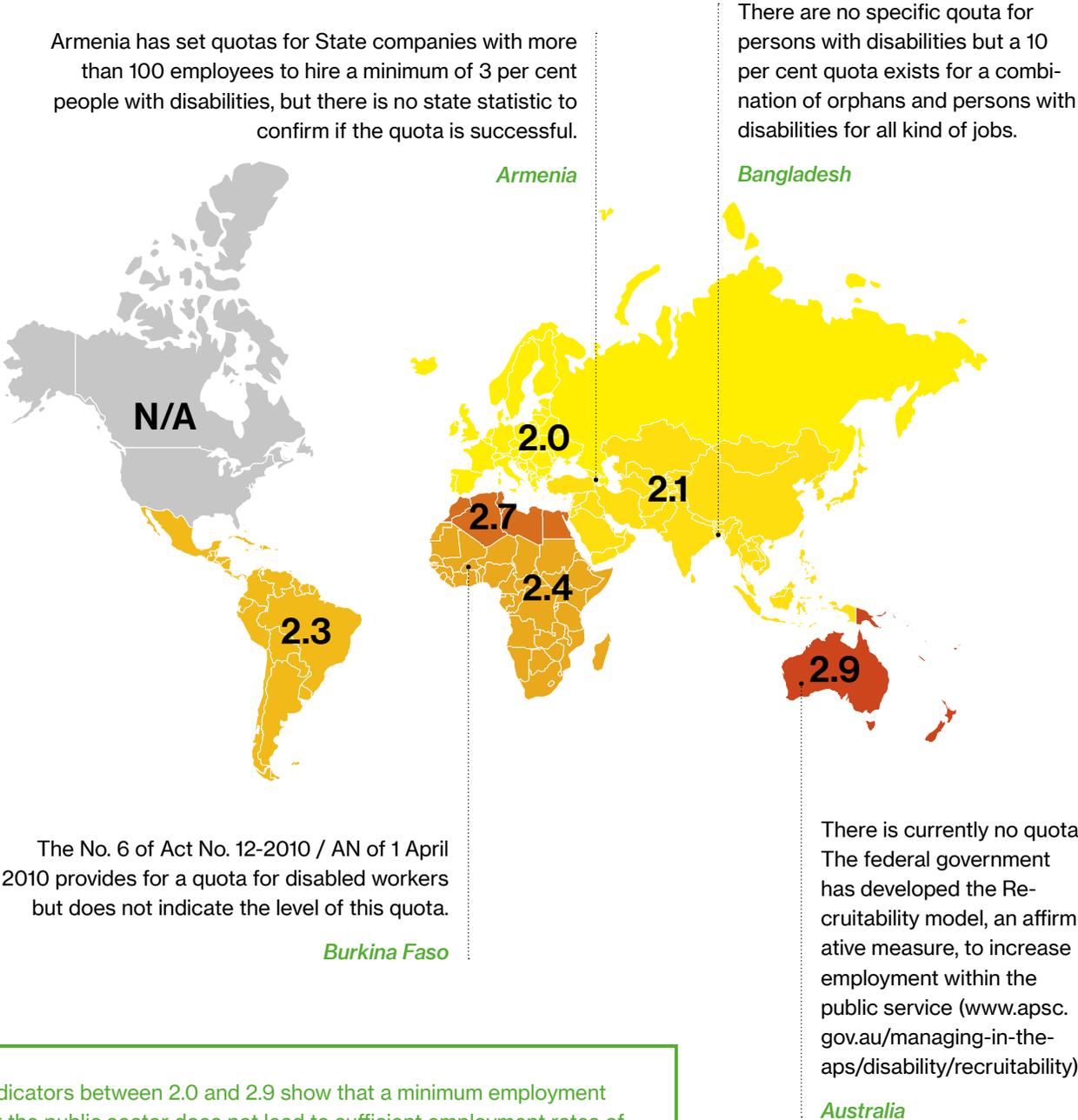
## Q5: Does the state promote the employment of persons with disabilities in the private sector?



# A minimum employment quota for inclusive employment in the public sector

Question 6 asks very distinctly if a quota exists in the national laws requiring the public sector to hire a minimum percentage of persons with disabilities. The resulting Social Indicators between 2.0 and 2.9 reflect the fact that quotas may exist in many countries, but are not executed.

## Q6: Does a quota exist for providing employment to persons with disabilities in the public sector?



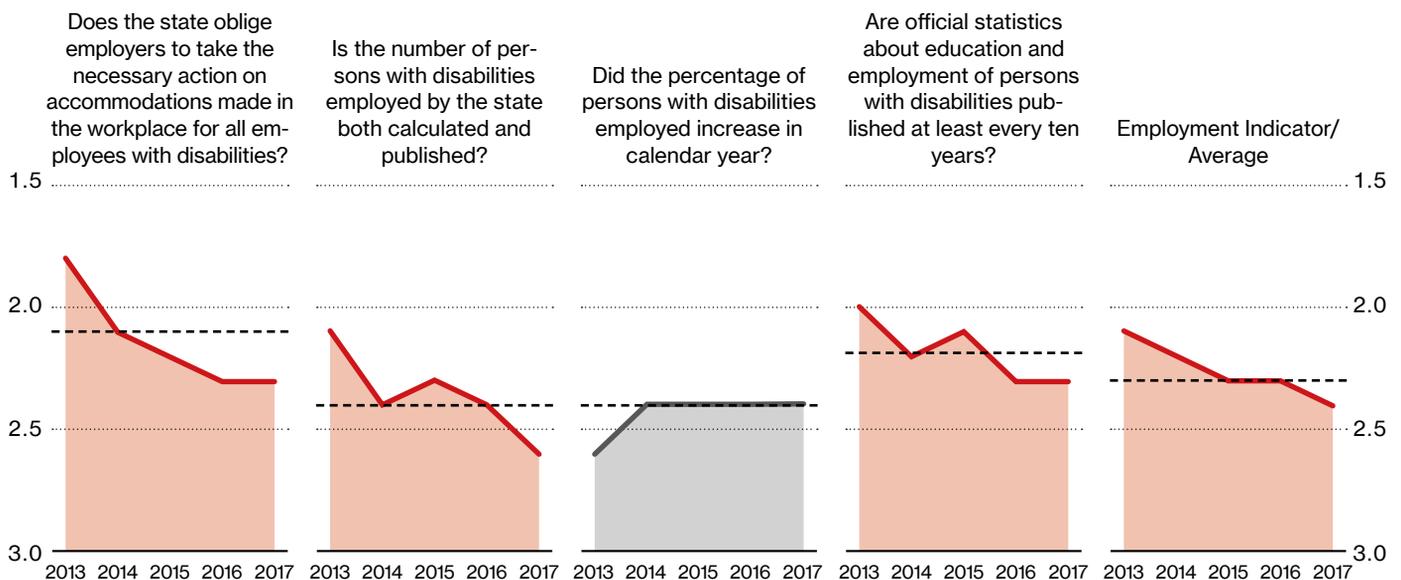
Social Indicators between 2.0 and 2.9 show that a minimum employment quota for the public sector does not lead to sufficient employment rates of persons with disabilities, as perceived by the questionnaire respondents. Oceania is the laggard with a uniquely low Social Indicator of 2.9.

# From 2013 to 2017 – the development of the Social Indicators on employment

The Zero Project Social Indicators survey has been conducted every year since 2013 with a comparable approach and worldwide outreach. On this page, the development of four social indicators, and the resulting average on employment, is described and analyzed. Find more data in the Annex.

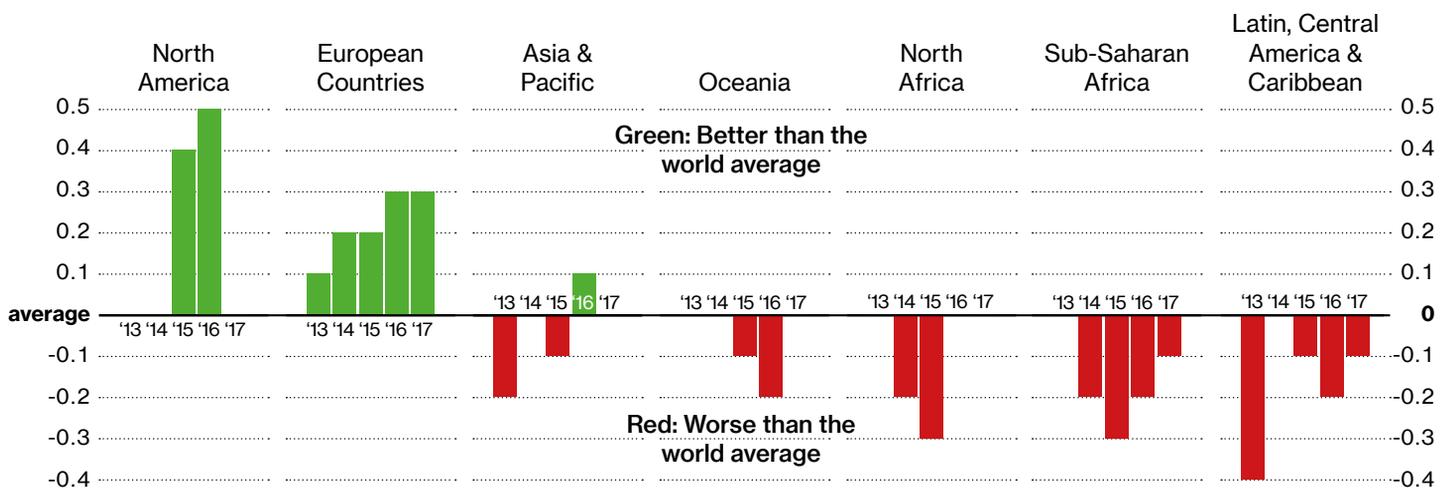
## Zero Project Social Indicators show a worldwide negative trend in disability-inclusive employment

Of the four questions that have been asked continuously, only one is pointing upwards. The three others show a negative tendency, resulting also in the Employment-Indicator-Average to decline.



## A comparison of the world regions with the world averages: Differences remain

The bar shows the difference of a world region with the whole world average in the respective year,\* and points out if differences between world regions are getting bigger or smaller. The bars do not show a clear tendency, but differences are not getting smaller, to say the least.



\*if bar is missing = no data for this year

## HOW TO READ THE CHARTS

The charts analyse four questions asked annually from 2012/13 to 2016/17: Answers were compiled to Social Indicators, and aggregated to world regions or worldwide.

↑ **1.0 = best possible score**  
(all answers "yes")

↓ **3.0 = worst possible score**  
(all answers "no")

Green indicates trend towards **better** score

----- Average of years 2013–2017

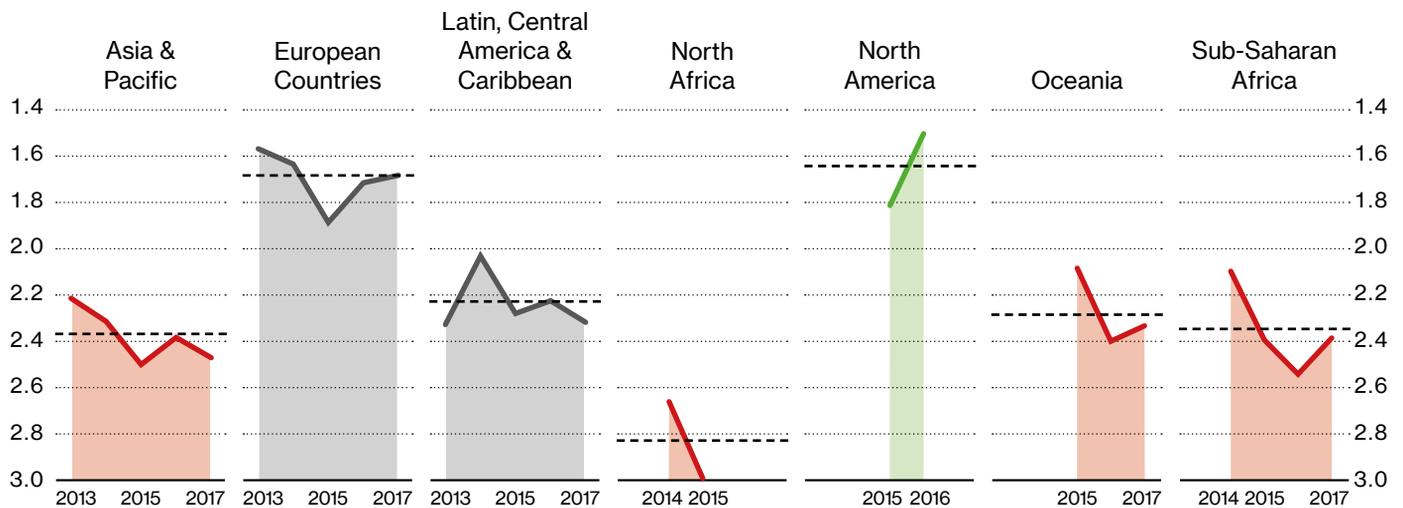
Red indicates trend towards **worse** score

If bar is missing = no data for this year

Grey indicates no trend

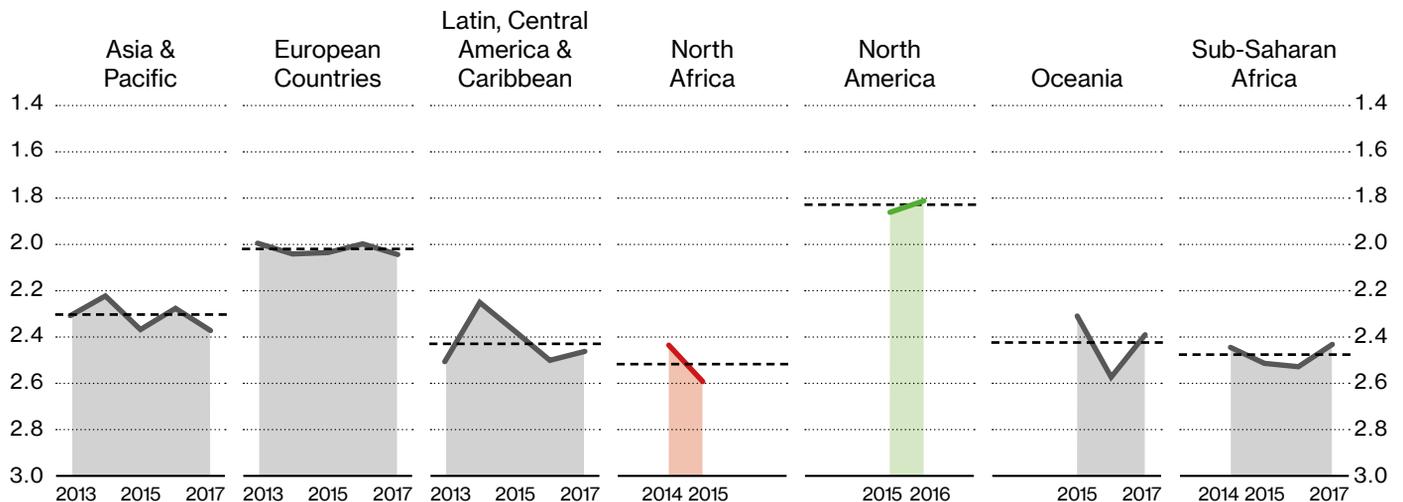
### Analysis of question 1: Does the state oblige employers to take the necessary action on accommodations made in the workplace for all employees with disabilities?

An obligation for employers to support their employees with disability by taking action on accommodations of the workplace is very common in European and North American countries. The gap with lesser developed countries seems to have widened.



### Employment average 2013–2017, analyzed by world region

The average of all four employment indicators, analyzed by world regions, shows a clearly of North America (although based on little data). Looking at further data in the Annex, very high developed countries are in the lead (with a Social Indicator of 2.1), but the three other development levels show almost no difference (2.3 and 2.4).



\*if bar is missing = no data for this year

# A worldwide gap on data about people living in institutions

The questionnaire for the Zero Project Social Indicator this year included a question on the availability of data about people living in institutions. The answers that were collected make a strong case that in almost no country in the world is there sufficient data about the number and conditions of people living in institutions – a deficiency that has severe consequences.

The answers given by country experts seem to reflect a clear pattern: Almost no data is available. The Zero Project Social Indicator is 2.4, which is one of the lowest in the Zero Project survey, but in line with other questions about the availability of data, such as on the employment rate of young people with disabilities (see previous page).

A closer look at the comments given by local experts point out in greater detail why this data gap exists: Some data seems to be collected by governments, but is not published. Per law or common practice, in many countries only people living in private households are counted. Further, there is a variety of forms of institutionalizations, making it difficult to access data. In addition, there are often inconsistencies and a lack of common definitions between the state and local provinces.

## INSTRUCTIONS IN THE QUESTIONNAIRE

*19. Does your country collect data on persons, including children, with disabilities living in institutions?*

Most national statistics offices conduct surveys (census, etc.) by counting people living in households, and do not cover people living in institutions, or they extrapolate data from households. Even if counted, persons with disabilities living in institutions may also not be asked directly, but rather other people (relatives, assistants, staff) answer questions on their behalf, often without even asking for consent. Also, most questionnaires are not made accessible to all persons with disabilities.

## Data gaps from Afghanistan to the United States

**Afghanistan:** No regular data collection done on disability by the national government.

**Argentina:** In general, in recent years the entire registration system, statistics gathering, and public broadcasting has suffered heavy restrictions and manipulations. Besides being a federal country, with little coordination in this respect, there is no comprehensive recordkeeping.

**Armenia:** The state has data on persons with disabilities living in institutions, but such data does not indicate the real living conditions of these persons or the psychological environment of these institutions.

**Australia:** Data is inconsistently collected between the Australian state and its territories, and collection methods also differ between private and state-run organizations.

**Austria:** Only persons in private households are interviewed (for example, micro-census, European Union Statistics on Income and Living Conditions - EU-SILC).

**Bangladesh:** The types of institutions that are home to persons with disabilities vary widely. They may be state or privately run. They may be dedicated to persons with disabilities, but they may also be part of hospitals, orphanages, psychiatric institutions, prisons, or homes for refugees, migrants, the elderly, the homeless, children, or the poor. Some persons with disabilities may even live or be detained in camps or in other informal or temporary settings.

**Belarus:** The data about institutions is only available for official use.

**Belize:** Belize does not have any residential institution for persons with diverse abilities and those institutions in which persons with disabilities live do not recognize their need for accessibility or their specific rights.

**Burkina Faso:** The state is in possession of data, but the findings are not publicly available.

**Costa Rica:** There are no statistics that portray reality faithfully. Data residing in PANI (National Children's Institute) shelters are kept, but not regarding other private institutions.

**Ghana:** Data is primarily available regarding persons with visual impairments, hearing impairments, and those with mental/psychosocial disabilities.

**Guatemala:** There is evidence that people with disabilities are in some institutions, but such data is not published. There are some institutions that manage their own records and statistics where some data is available, such as psychiatric hospitals, institutional homes for children, senior facilities, and (to a small degree) in prisons. However, this data does not contain complete information.

**Ireland:** There is data collected through the census for "residential" institutions and it is also collected administratively through the Health Service Executive. However, data is not collected in a fashion that permits people with disabilities to answer questions as independently as possible.

**Jamaica:** These statistics are usually gathered during the national census. Other statistical information would be known by the relevant ministries of government.

**Kenya:** Other than special education institutions, there are no residential institutions in the country.

**Libya:** Statistics are prepared by the Public Authority for Social Solidarity Fund, which is a government institution.

**Myanmar:** The most recent data is provided by the 2015 national census.

**New Zealand:** The disability survey covers people living in residential facilities, but it is not conducted as regularly as the national census. It recently changed from every five years to every 10 years. There is some monitoring of residential disability services and there is a legislated complaints mechanism, but situations of abuse and neglect still occur.

**Niger:** The practice of the institutionalization of people with disabilities does not exist.

**Palestine:** No such data is collected systematically and periodically by the National Bureau of Statistics, but some parties such as the Ministry of Social

Development collect data as needed, though not on a regular basis.

**Papua New Guinea:** Respective institutions have their own records, but there is no official data collection in place. Work is in progress to develop a standard questionnaire based on the Washington Group.

**Philippines:** There are only a few institutions that cater to persons with disabilities, and some of these institutions have a mix of clients.

**Romania:** Official statistics are issued by the Child Protection Authority and are accessible at [www.mmuncii.ro/j33/images/buletin\\_statistic/copil\\_l2016.pdf](http://www.mmuncii.ro/j33/images/buletin_statistic/copil_l2016.pdf).

**Singapore:** The Ministry of Family and Social Development is building a database of persons with disabilities, but has not yet published any statistics. The Personal Data Protection Act does not apply to the government collection of statistics.

**Trinidad and Tobago:** Such Information is available from the institutions themselves; and in Tobago, the Department of Social Services has access to such information, if required. However, it does not appear that concerted efforts are being made to truly monitor/follow-up on these institutions, especially in Trinidad.

**Tuvalu:** Fusi Alofa, a non-governmental organization, is currently working with the Government of Tuvalu to conduct a national disability survey.

**Ukraine:** The Statistics Bureau publishes some data, but not all forms of institutions are covered. Data about persons with disabilities exists, but it does not allow for meaningful interpretation about living conditions, life expectancy, etc.

**United Kingdom:** Although there is a national census every ten years, it does not ascertain anything specific about the number of disabled people in care/residential settings.

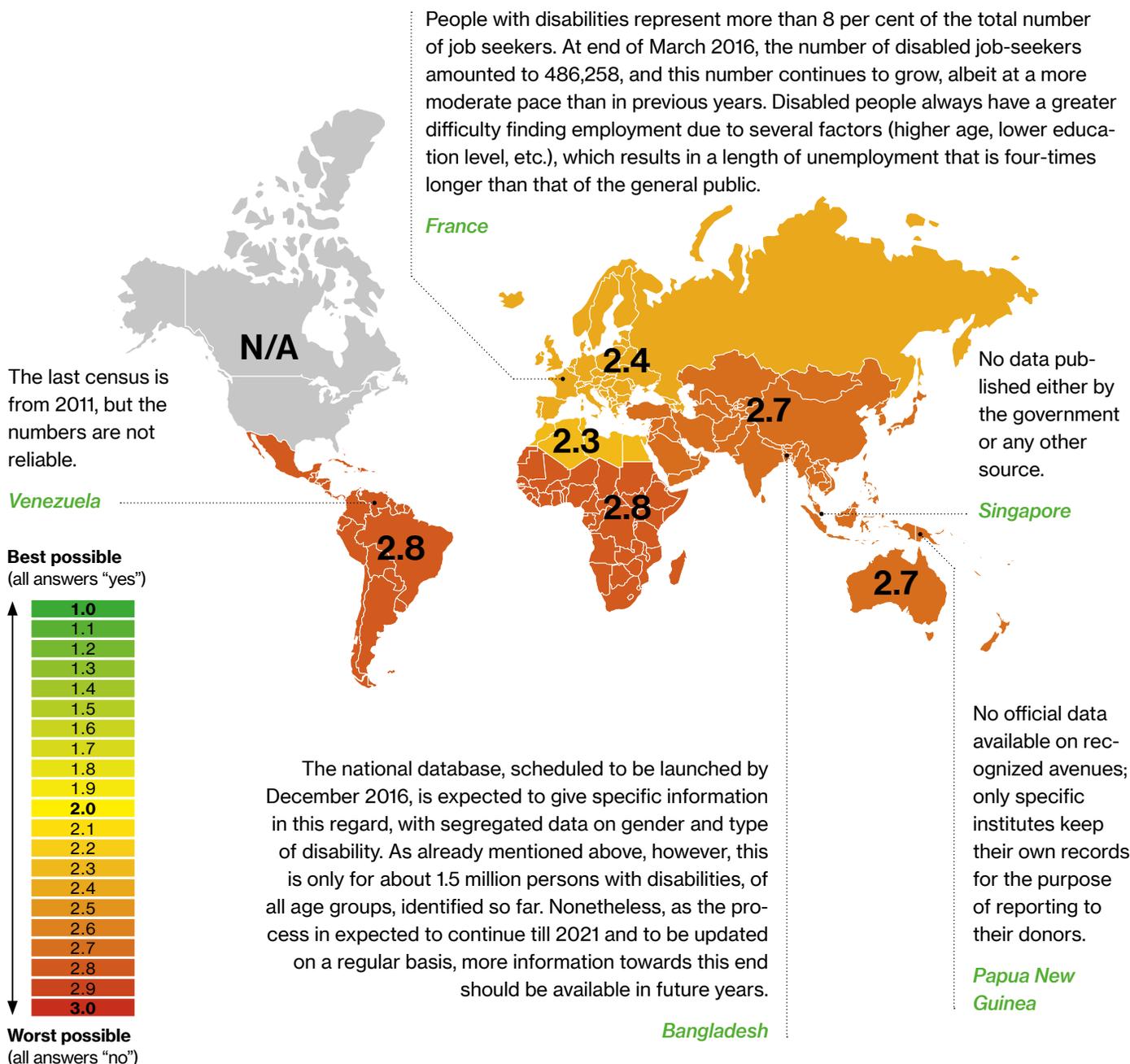
**United States:** There is some data available through the National Study of Long-Term Care Providers, but this data is difficult to access and does not appear to provide comprehensive information about people with disabilities. See <http://www.cdc.gov/nchs/nsltcp/index.htm>.

# Sustainable Development Goals: Employment of young people is close to unknown

Question 20 refers the employment rate of young persons with disabilities. It refers to the SDG (especially Goal 8, Target 5) that defines “full and productive employment including young people and persons with disabilities” as a goal, by 2030. Currently, almost no data at all seems to be available.

## Q20: In your country, are there data available on the employment rate of young people with disabilities?

*As an alternative, at least unemployment data (instead of employment data) for young people should be available. Data should be surveyed at least every two (2) years and be published on an open, accessible website to be used for further research by everyone. All data should be based on consistent definitions of disability, e.g., the Washington Group definitions.*



# Availability of data on youth employment has not improved in the last five years

Question 21 is a follow-up on Question 20 and asked if data on the employment of youth with disabilities is more available than five years ago. The overall majority confirms that data was never available, and there are no signs of improvement with the notable exception of the United States.

## Q21: Compared to five years ago, has the availability of data improved?

*The question is targeted only at the availability of data, not on the actual improvements in employment.*





**SECTION 2:**

# **Innovative Practices 2017**

## **on Employment, Work, and Vocational Education & Training**

### **Fact Sheets**

56 Factsheets from all Innovative Practices 2017,  
ranked by country of origin

### **Life Stories**

More than 20 stories from beneficiaries of the Innovative  
Practices 2017

# How the Innovative Practices were selected

## INNOVATIVE PRACTICES 2017 ON EMPLOYMENT, WORK, AND VOCATIONAL EDUCATION AND TRAINING

This year the Zero Project selected 56 Innovative Practices that positively impact the rights of persons with disabilities in employment, work, and vocational and educational training. In this section the selection method is described, the common “threads” and solutions are identified, and the list of Innovative Practices and “Life Stories” are presented.

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

### The Innovative Practice approach

In order to implement fully the United Nations Convention on the Rights of Persons with Disabilities (CRPD), significant social innovation is needed. However, social innovation – which can often be disruptive rather than incremental – is a complex process that involves a variety of decision-makers and stakeholders, including some who may be strongly opposed to the change process for any number of reasons. Thus, “real change” can take a notoriously long while, espe-

cially when one recognizes the Herculean challenges involved, for example, when moving from an existing separate school system to an inclusive system, and when seeking to create an inclusive and accessible environment.

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

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

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

### Engaging a worldwide network

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

### DEFINITION OF INNOVATIVE PRACTICES

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

Innovative Practices are selected using three criteria:

1. Innovation
2. Impact
3. Potential to grow

- In June and July 2016 more than 3,000 people from nearly every country of the world were approached to nominate practices, policies, projects, models, services, products, business strategies, social enterprises, etc. An astounding 260 nominations for Innovative Practices from 77 countries were received.
- The Zero Project team sorted out those nominations that did not fit the topic of employment, work, or VET, or obviously did not meet the three key criteria, e.g., projects that had not yet been started or had no identifiable impact.
- The Zero Project asked its approximately 150 partners to comment on the remaining nominations (grouped into packages of 15 to 20), assessing their quality as defined by the three criteria, and to recommend which ones to take to the next step. Based on these comments 97 nominations made it onto the shortlist. These shortlisted Innovative Practices were then further researched and working papers produced for each of them.
- A broad range of experts worldwide were now asked to vote on the “more interesting 50 per cent” of the packages, each consisting of 10 to 12 of the shortlisted nominations that were sent to them. As a result, 60 nominations were selected. Nominations and voting experts were matched by random, with one exception: Nominations from highly developed countries (according to the Human Development Index of the UNDP) were preferably sent to experts from these countries, and all other nominations accordingly to experts from other countries.
- In the final step, the core research team of the Zero Project researched all the remaining Practices thoroughly and created the final Fact Sheets, which are published in this report and on the Zero Project website. A final 56 nominations were selected as Innovative Practices of 2017.

#### Life Stories, Zero Project Conference, Website

The finalists of “Innovative Practices 2017 of the Zero Project on employment, work, and vocational education and training” get a lot of additional opportunities to communicate their innovative solutions: - Many of them contributed “Life Stories” of their beneficiaries, which are published in this report (between the Fact Sheets on the following pages).

- All of them are invited to present at the Zero Project Conference 2017 in Vienna.
- All of them can be found on the Zero Project Website and can be searched by various criteria, jointly with those from the years 2014 to 2016.



Innovative Practice 2017: WALK from Ireland works with people with disabilities for five years, resulting in employment at full minimum wage or better.

#### HOW TO USE THE ZERO PROJECT RESEARCH ON INNOVATIVE PRACTICES

**Fact sheet:** A Fact Sheet of each of the 56 Innovative Practices in alphabetical order by country: From page 46 to 115.

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

**World Map:** A World Map of all Innovative Practices and Policies: Pages 20 to 22 in the Executive Summary.

**All Innovative Practices:** Table of all Innovative Practices: Pages 16 and 17 of the Report.

**Factsheets for Download:** [zeroproject.org](http://zeroproject.org): Find all Factsheets online and in download versions in accessible formats.

**[zeroproject.org](http://zeroproject.org), Search:** Find all Innovative Practices and Policies by searching (using our new search systems!).

# Common threads and solutions used by the Innovative Practices

## ZERO PROJECT 2017

The Zero Project team identified 13 distinct methods and solutions among the 56 Innovative Practices, and identified patterns used by several of them. Below is a brief summary.

### 1 Rehabilitation strategies

After an accident or after recovering from a serious illness, rehabilitation and employment with the former or a new employer is not easy. But it can be done if both employees and employers are supported in a comprehensive way, and some Innovative Practices (e.g., Mutual de Seguridad from Chile) have developed strategies that keep people in the workforce.

### 2 Creating a “nexus” of many different Stakeholders

There is a tendency among many stakeholders to “go it alone,” since inter-sector collaboration rarely works smoothly, and arguably even less so when it comes to inclusive employment models. But when they do work, they create a lot of value. Innovative Practices based on the collaboration of several different stakeholders, often including municipalities, training institutes, etc., are among the most commonly used “threads” for successful employment – especially in countries with low or mid-level development.

### 3 Employment strategies targeted towards unique skills and needs

They may not be liked by everyone and may even be considered “non-inclusive,” but they work for those who are supported: employment models that build on the unique skills but also the needs of groups of job-seekers. There are several successful models for those who are blind or sight-impaired, for persons with Autism, or for those who are deaf. Some Innovative Practices focus on certain sectors, such as ICT, handicrafts, facility management, and agriculture. A large number of the selected Innovative Practices focus on the integration of persons with cognitive or learning disabilities into the workforce. Sometimes

they focus even more on persons within the Autism spectrum or with Down Syndrome. This outcome may be attributed to the fact that the experts from the Zero Project network see this field of the work as the most challenging.

### 4 Inclusive business strategies of multinational companies

It is still a tiny group, but a growing one: those multinational companies or other large employers that have developed an inclusive and accessible business strategy. It may be the business opportunity that is the driver (for example, an inclusive workforce is doing better at serving an increasingly diverse customer base), or it may be the CSR strategy, or the need to meet standards, quotas, or regulations.

### 5 Transition models already starting in secondary or high-school

There are several gaps on the way from education in school to a job in the open labour market. To bridge those gaps, some of the Innovative Practices already kick in during school time, organizing summer schools, internships, and so on jointly with potential employers. They seem to be especially well conceived in predominantly English-speaking countries such as the United States and Ireland.

### 6 Matchmaking platforms

For several Innovative Practices, the process of matchmaking between individual jobseekers and individual employers is at the heart of the model, always supported by a technology platform.

## 7 Engaging with employer associations and company networks

Company networks and associations perform a number of functions, such as meeting the specific needs of its member companies, learning from each other, and lobbying on behalf of their particular interests. Motivating these networks to lobby their members for more disability-inclusive hiring policies, or even inclusive business strategies, is an approach used by several Innovative Practices, such as the Standard Chartered Bank in Taiwan, the Helm Foundation in Egypt, and Fundacion Bequal in Spain..

## 8 Supporting entrepreneurship, self employment, and microfinancing

For many persons with disabilities, especially those from countries of low and mid-level development, creating one's own job is unfortunately one of the few realistic options for earning an income. A large number of Innovative Practices work to provide start-up entrepreneurs with a wide variety of support, including business skills and vocational education and training, while at the same time avoiding the misguided notion of providing "cheap labour" and other forms of exploitation. One of the Innovative Practices, Equitas Holdings from India, even founded a bank that specializes in providing microfinancing for women with disabilities.

## 9 The power of the trial period: Internships and summer trainings

The employment of persons with disabilities is often charged with a negative attitude on both sides of the negotiation. Thus, some Innovative Practices have established models whereby job-seekers with disabilities and potential employers have the opportunity to get to know each other without making a prior commitment. These Practices organize internships and/or summer-jobs, some of which involve hundreds of individuals.

## 10 Leasing instead of hiring

Another way to avoid the barriers of negative stereotypes of many employers is to offer them consulting services instead of direct employment. Companies worldwide are used to work with consultants in as different areas as facility management, IT, advertising, accountancy, and even catering. Several of the Innovative Practices just offer this kind of service.. There is not always a "productivity gap" to close, and if there is one, these Innovative Practices have found ways to close them.



Innovative Practice 2017: Baristas at Deaf Can! Coffee from Jamaica.

## 11 Peer education models: Persons with disabilities as teachers and trainers

Without question, every person with a disability possesses a broad and unique set of skills that they have developed over a lifetime. As inclusion, accessibility, and independent living gain in importance, so too do jobs that require this unique expertise. Teaching other people with and without disabilities is a small but growing niche in the job market, and one in where several of the Innovative Practices are working.

## 12 Engaging with universities

Universities almost always see their role as providing their students with the skills and degree necessary to find a good and well-paying job on their own. But some universities, the Innovative Practices have discovered, add something extra, such as offering persons with disabilities employment during the final period of their study. And this has been found to have an enormous effect on their future employability.

## 13 Transition from sheltered workshops to the open labour market

In many countries sheltered workshops have existed for decades, where the workforce receives only pocket money and is deprived of other rights granted to people working in the open labour market. Some Innovative Practices have found ways to facilitate the transition from such workshops to the open labour market by, for example, engaging with local small and mid-size employers.

# Government supporting community-led micro-enterprises

## AFGHANISTAN: MINISTRY OF RURAL REHABILITATION AND DEVELOPMENT – AFGHANISTAN RURAL ENTERPRISE DEVELOPMENT PROGRAMME (AREDP)

The Afghanistan Rural Enterprise Development Programme (AREDP) was established by the Ministry of Rural Rehabilitation and Development in 2010 as a community-led micro-enterprise development project. Specifically, it was designed to support 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.

### Problems targeted

Due to decades of warfare in Afghanistan, the number of people with disabilities has continued to increase, and as such, the government and local actors have had a hard time providing for the growing number of people requiring special support, specifically people with disabilities living in rural settings.

“Before joining an AREDP saving group, I was jobless and had serious economic problems. AREDP helped me to establish a grocery shop in my village, and today I earn enough to support my family.”

Mr. Abdul Bashir, programme recipient with a physical disability

### Solution & Methodology

AREDP supports people with disabilities from rural environments to establish micro-enterprises, such as mechanic workshops, beauty parlours, carpentry, transportation services, embroidery, poultry, shop keeping, and tailoring. After establishing the micro-enterprise, the entrepreneurs receive technical and soft-skills training on marketing, costing and pricing, selling, feasibility and business plan development, business promotion, simple bookkeeping, etc. Moreover, AREDP engages in community-based enterprise development, including:

- Saving groups (SGs): An SG consists of eight to ten community members who conduct regular meetings and each saves 30 AFS (about €0.50) on a weekly basis.
- Village saving and loan associations (VSLA): The purpose of the VSLA is to provide larger loans for commercial and entrepreneurial activities, such as agriculture, handicraft, livestock, poultry, food processing, etc.
- Enterprise groups (EGs): An EG consists of three to five rural entrepreneurs who run small-scale businesses at the community level.

### Outlook & Transferability

The project was funded with US\$200,000 from the World Bank's International Development Association, which covered the costs of employee salaries, trainings, toolkits, and business incubation and monitoring. Currently, the Ministry of Rural Rehabilitation and Development is conducting random monitoring of the project.

### FACTS & FIGURES

- Jobs created in 2014: 100
- Jobs created in 2015: 43
- Jobs created in 2016: 60
- Since its start, the programme has established more than 5,200 “saving groups” in five provinces, with nearly 70,000 members. AREDP has also supported the establishment of over 1,300 “enterprise groups”; supported 674 small and medium enterprises; and established more than 500 village saving and loan associations.

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# A full chain of support from primary school to employment

## ARMENIA: SAVE THE CHILDREN INTERNATIONAL – LIVELIHOOD IMPROVEMENT THROUGH FOSTERED EMPLOYMENT (LIFE)

Save the Children is an international organization whose representative office in Armenia administered the Livelihood Improvement through Fostered Employment (LIFE) programme from 2012 to 2016, funded by the United States Agency for International Development. Using its own unique model for inclusive vocational education and employment for people with disabilities, LIFE introduced vocational training as a way of transitioning from stage to stage, starting as early as primary school and ending with job placement.

### Problems targeted

In Armenia, children and youth with disabilities encounter a lack of guidance and support once they leave school, and very few job options match their skills, knowledge, and personal interests.

### Solution & Methodology

As a first step, the LIFE programme's focus was on providing professional orientation workshops for children during their last year of study at inclusive and special schools. These workshops were conducted by teachers from technical vocational education and training (TVET) institutions as well as inclusive and special schools, all of whom were trained in providing Inclusive Education and career guidance mechanisms. Moreover, students of TVET institutions were provided with programme internship opportunities in various work settings. The second step was to promote equal access to open employment, accessibility

### FACTS & FIGURES

From 2012 to March 2016:

- Approximately 900 persons with disabilities were placed in training in 90 state vocational education institutions.
- 653 persons were employed through the LIFE programme.
- 1,045 teachers from 90 vocational training institutions participated in a series of training sessions on methods of Inclusive Education.
- 720 employers participated in round-table discussions on issues of persons with disabilities' employment.

“My dream was to sing, and many people said that I have good vocal ability. Thanks to LIFE, the miracle took place, and I was admitted to college to study voice. Now I am happy to sing and master my skills!”

Mr. Hakob, student, Gyumri State Musical College

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www.armenia.savethechildren.net

to public-sector workplaces, and supported employment programmes for people with disabilities. It also focused on raising the awareness of disability issues among employers and on providing job placement and post-placement support to people with disabilities.

### Outlook & Transferability

LIFE had an annual cost of US\$200,000. However, the programme has been replaced by the project Social Innovations for Vocational Education and Employability of Young People with Disabilities (SIVVEE). The main objective of SIVVEE is to “Promote social innovation in the technical vocational education sector in order to create equal employment opportunities as a basic human right for Young People with Disabilities and generate shared growth.” This project will last for two years, starting in 2016.

# Large-scale, all-encompassing training and transition programme

## ARMENIA: BRIDGE OF HOPE – PROGRAMME “RIGHT TO EARN A LIVING”

Founded in 1996, Bridge of Hope is a non-profit organization located in Armenia that is dedicated to the protection of the rights of children and youth with both physical and intellectual disabilities.

### Problems targeted

In Armenia, there is still a segregated approach to the education of youth with disabilities. This lack of equal access to education and employment, together with attitudinal barriers and the prejudice of employers towards the ability and working skills of people with disabilities, pose great obstacles for this group of young people.

“Working places are not always suited to the needs of people with disabilities, but my employer has made the necessary adjustment, and currently I work at a TV company and am very happy there.”

Garik Jilavyan, project beneficiary

### Solution & Methodology

The “Right to Earn a Living” programme aims to increase the economic and social inclusion of youth with disabilities through enhanced livelihood opportunities. To achieve this goal, several activities have been conducted, including:

- Organizing large-scale advocacy and awareness-raising campaigns on the rights to vocational education and employment by youth with disabilities.
- Establishment of Platforms for Civic Synergy, whereby sound institutional mechanisms for employment have been established to support people with disabilities, as well as to promote cooperation and the sharing of information among various stakeholders.
- Collaborations with employment agencies, NGOs, and micro-finance institutions in order to provide assistance and training, such as skills assessment, job coaching, job matching, and assistance in financial matters.



Newly established inclusive courses at eight vocational training centres.

- Providing vocational education to 120 youth with disabilities that is relevant to the local labour market through newly established inclusive courses at eight vocational training centres.
- Developing educational materials and curricula and adapting them to comply with the specific needs of youth with disabilities.
- Typical jobs for these young people include hair-dressing and beauty salons, sewing factories, food processing, and transportation.

### Outlook & Transferability

The project’s operational cost amounts to €321,873 for the first three years. In addition to Bridge of Hope, funding has come from Civil Society in Development Denmark (a civil society organization) and Mission East Armenia (an international relief and developmental organization). Bridge of Hope is working on getting the project model approved and adopted by government authorities, which would make it possible to replicate this model and expand it across the country.

### FACTS & FIGURES

- Jobs created in 2014: 11
- Jobs created in 2015: 21
- Jobs created in 2016: 25
- Beneficiaries from 2014 to 2016: 120

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# Comprehensive support and jobs for persons with epilepsy

## AUSTRIA: LEBEN MIT EPILEPSIE IN DER ARBEITSWELT (LEA) – INSTITUT FÜR EPILEPSIE

A non-profit organization operating in the country state of Styria, Austria, Leben mit Epilepsie in der Arbeitswelt (LEA) provides a variety of services (training, advocacy campaigns, workplace adaption, communication, and awareness-raising) to people with epilepsy concerning their integration in the job market.

### Problems targeted

In Austria, there is no individual assessment of people with epilepsy concerning their ability to work and to be integrated into the labour market. Lack of knowledge and the resulting prejudice against people with epilepsy are further obstacles.

“We have one person with epilepsy in one of our supermarkets. She is outstanding – not because of her epilepsy, but due to her friendliness, positive attitude, and hard work!”

Klaus Pollhammer, Managing Director,  
MERKUR Warenhandels AG

### Solution & Methodology

Between 2011 and 2015, the organization supported 818 clients from the target group, helping them to solve their various problems in finding and maintaining work. In addition, 178 people with epilepsy were given further practical help and support. Of these, 63 persons found a proper job in the open labour market, and 28 kept their present job after identifying and removing various obstacles through cooperation with LEA and the employers. LEA has also helped to overcome the problem of possible indemnity claims as a result of seizures at the workplace by issuing “comfort letters” to employers concerning an employee’s capability to work. Further, the organization has developed a guideline called “Epilepsy in the Workplace,” in cooperation with various Austrian public institutions.

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From 2011 to 2015, 63 persons with epilepsy found a job in the labour market.

### Outlook & Transferability

Financed by the Austrian Ministry of Social Affairs, LEA has an annual cost of €106,000, and it is estimated that nationwide coverage would cost approximately €1 million per year. LEA provides evidence that savings in unemployment benefits would offset this cost several times, and going forward the organization intends to expand its work through the state of Styria.

### FACTS & FIGURES

- Jobs created in 2014: 17
- Jobs created in 2015: 19
- Beneficiaries in 2014: 32
- Beneficiaries in 2015: 24
- Beneficiaries in 2016 (to date): 18

# Full-service package leading to employment in the open labour market

## AUSTRIA: AUTARK SOZIALE DIENSTLEISTUNGS-GMBH – CHANCENFORUM

autArk is an association offering support for people with and without disabilities, financed by the regional government of Carinthia, an Austrian province. In 2004, autArk launched its ChancenForum programme, which deals with the integration of people with disabilities into the province's open labour market.

### Problems targeted

Before the start of ChancenForum, people with disabilities in Carinthia mostly worked in sheltered workshops, without proper compensation and without social security coverage. Low self-esteem and very limited career possibilities were among the consequences.

“I was very happy when I could join ChancenForum! I was excited as well, since I did not know what to expect.”

Gerald K., 29 years, with ChancenForum since 2009

### Solution & Methodology

From its beginnings in 2004 until 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 medical and retirement benefits as their non-disabled peers. Positions are in cleaning and maintenance, packing and organizing, as well as supporting facility management and aiding food production. ChancenForum also offers vocational training to prepare young people for their future professional life and provides education in soft skills. Mentors who assist in the post-employment integration process provide the new employees with security and support when needed. One of the success factors of the model is the combination of continuous mentoring and a permanent



Offering a variety of vocational training in packaging, maintenance, and food production.

support system while performing on the job. This has resulted in a very low drop-out rate and in the stable growth of participating companies over the years.

### Outlook & Transferability

The cost for assistance and mentoring in 2016 was slightly more than €2.44 million. ChancenForum provides information for other interested organizations and offers excursions and workshops to explain the model.

### FACTS & FIGURES

- Jobs created by end of 2013: 53
- Jobs created in 2014: 22
- Jobs created in 2015: 23
- Jobs created in 2016 (to date): 22

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# Sheltered workshops piloting cooperations and the transition to the open labour market

## AUSTRIA: LEBENSHILFE SALZBURG GMBH – FLACHGAU INKLUSIV

Lebenshilfe Salzburg is an Austrian NGO and service provider that supports people with intellectual disabilities, guiding them through the various stages of their life and preparing them for independent living. In the regional province of Flachgau, in the Austrian country state of Salzburg, Lebenshilfe started a cooperation with companies and public institutions in 2012 with the aim of integrating people with disabilities into the open labour market.

### Problems targeted

The employment of people with intellectual disabilities in Austria is often limited to sheltered workshops, and the transition to the open labour market is difficult. Further, new employees immediately lose all financial support with their first-time employment, even with part-time work and at minimum wages.

“Christina is a big help in our office. We are all very happy that she works with us!”

Rosmarie Lindner, a mentor of Flachgau Inklusiv

### Solution & Methodology

To overcome the limitations of employment in sheltered workshops, Lebenshilfe began to develop ‘cooperations’ with local companies and public institutions in 2012. Using what it calls the “Flachgau inklusiv” model, people with intellectual disabilities can choose to remain working within the sheltered workshops or they can take up assignments with companies or public institutions. In the latter case, support personnel assist with the employee’s integration into the new surroundings, after which a local mentor takes over. These non-workshop jobs are primarily in cleaning, packaging/filling, administration support, and data entry. In 2015, Lebenshilfe started a cooperation with the company teampool, an employment agency, whereby people with disabilities find work in single or in group jobs. The cooperation has proven to be very successful, with ten persons with disabilities finding jobs in the open labour market in the first year. These workers are employed as Ger-



The “Flachgau inklusiv” model currently has 20 partners, all of which offer employment opportunities.

ingfügig Beschäftigte (“marginally employed”) with a salary of approximately €400 per month, which is the highest salary that is allowed by the government without losing social benefits immediately.

### Outlook & Transferability

The “Flachgau inklusiv” model currently has 20 partners, all of which offer employment opportunities. Lebenshilfe Salzburg funds the “Flachgau inklusiv” model through its sheltered workshop activities, which generate revenue, and the regional government of Salzburg funds Lebenshilfe itself. The organization has a target of 20 new jobs in 2017, and there are plans to transfer the model to other Austrian country states. Pilot projects like this are also targeted towards regulators to create greater awareness of the need to improve the legal framework governing the transition process from workshops to the open labour market.

### FACTS & FIGURES

- Jobs created in 2014: 1
- Jobs created in 2015: 10
- Jobs created in 2016 (to date): 10

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# Life Stories: Afghanistan, Armenia, Austria, Canada & Chile



## THE STORY OF ABDUL BASHIR, GROCERY STORE OWNER

**“Today, I earn enough to support my family of eight people.”**

### *Afghanistan*

Abdul Bashir, who has a physical disability, is a beneficiary of the microfinance programme sponsored by the Afghanistan Rural Enterprise Development Programme (AREDP). A native of the Big Mohammad Khail village in Afghanistan's Parwan province, he is the breadwinner of a family of eight.

At the outset, Bashir had a difficult time finding a job where he could fit in and could earn an income, but that changed when he was selected by AREDP to be a member of a “saving group” in his village. AREDP also provided Bashir with training and business skills, and helped him to establish his own grocery shop.

“Before joining the AREDP saving group, I was jobless and had serious economic problems. AREDP helped me establish a grocery shop in my village, and today I earn enough to support my family,” reports Bashir with obvious satisfaction.

## THE STORY OF THE TWIN SISTERS SYUZANNA AND RUZANNA, STUDENTS

**“Now we are students at the Ijevan branch of Yerevan State University.”**

### *Armenia*

We are 22-year-old Ruzanna and Syuzanna, twin sisters, born in the village Koghb in Tavush Marz, Armenia. Unfortunately, our past 22 years have



not always been easy, as we have functional limitations of movement – best known as cerebral palsy. Since childhood we have undergone endless treatments and rehabilitation exercises.

Nonetheless, with our parents' dedication we managed to overcome physical and psychological barriers, and in 2000 we started to attend school. Today, we are fourth-year students at the Ijevan branch of Yerevan State University, in the faculty of pedagogy and psychology. At the same time, we are working at the non-profit organization Bridge of Hope as project assistants.

Through the “The Right to Earn a Living” project we have become members of a youth advocacy group to protect the rights and interests of people with disabilities, where we have improved our knowledge and skills in advocacy, leadership, communications, etc. The project's debates, roundtable discussions, advocacy campaigns, walkathons, and TV programmes have given us the chance to express our views and opinions. As a result, we have become more self-confident and are now better able to find solutions to the problems that we and other disabled persons must address.

## THE STORY OF DIEGO VILLAGRA, WAREHOUSE ASSISTANT

**“Recently, it was I who taught a new fellow how to do the job!”**

*Chile*



In 2014, Diego Villagra signed his first employment contract – a milestone in his adult life. This is certainly thanks to his perseverance and persistent family support, but also thanks to the SKBergé company's commitment to the integration of persons with cognitive disabilities into the workplace.

Diego has made good progress in carrying out his daily activities, including traveling a long distance each day to work via public transportation. Once at work he performs the duties of a warehouse assistant; and after nine months of internship, during which time he received a living wage, he became a member of the permanent SKBergé staff.

This initiative of labour integration is bringing slow results, yet for Diego it has become an enriching experience that has allowed him to exhibit all his abilities. As he noted, “I like working and it is easy getting along with my companions, working in teams. Even more, recently I taught a new fellow how to do the job!”

## DIE GESCHICHTE VON MANUEL STROMBERGER

**„Ich bin stolz, welches Vertrauen meine Arbeitskolleginnen in mich haben.“**

*Austria*

Mir geht es bei der Arbeit um einiges besser als die Jahre davor. Ich berichte euch von meinen Tätigkeiten: Meine erste Tätigkeit besteht darin, die Bankauszüge und eventuelle Einzahlungen bei der Bank abzuholen, die Rechnungen in die richtigen Ordner beziehungsweise in die richtigen Betriebe abzulegen. Bei insgesamt 14 Betrieben gar nicht so einfach, würde ein anderer sagen, aber ich habe auch super Arbeitskolleginnen, die mich bei der Arbeit unterstützen. Es geht bei solchen Rechnungen auch teilweise um sehr hohe Geldbeträge, und wenn der Wirtschaftsprüfer kommt und solche Rechnungen nicht findet, die er braucht, bekommt die Firma was zu hören. Das ist nie gut für das Geschäft und deshalb bin ich auch so stolz, dass mir meine Arbeitskolleginnen solches Vertrauen schenken, auch wenn ich Schlampigkeitsfehler mache. Ich helfe auch sehr gerne meinen Arbeitskolleginnen bei ihren teils sehr schweren Arbeiten. Dann gehe ich aber auch Kaffee für meine Ladies holen, wenn sie wollen. Ich zerklainere auch entweder jeden Freitag oder jeden Montag die Papierkisten, leere die Mistkübel aus und stecke neue Abfallbeutel in die Mistkübel, oder ich mache anderweitige Arbeiten die gerade anfallen. Ich bin einfach stolz und glücklich zugleich eine Arbeit zu haben und freue mich schon total auf das neue Arbeitsjahr. Auf neue Herausforderungen, alte Gesichter, neue Gesichter und vielleicht sogar etwas mehr?

## THE STORY OF TIFFANY, STAFF MEMBER AT A DAY-CARE CENTRE

**“I got there because of my hard work and determination.”**

*Canada*

My name is Tiffany Cater. I had cancer when I was six years old, and towards the end of my treatment I contracted encephalitis, which caused brain damage. I lost my hearing, vision, my walking ability – I was in a wheelchair for two years.

I currently have a developmental disability and a hearing impairment, but I haven't let that hold me back. After graduating from college I got a job at a day-care centre with the assistance of Community Living Sarnia-Lambton. I started

out in a “floater” position, just filling in where they needed me, but eventually they were able to find me a full-time position in the infant room.

Today, I am a regular staff member and do everything everybody else does. By taking advantage of services that were offered in my community, I reached my goals and I am now independent. Even though I needed a little bit of help, I got here because of my hard work and determination.

# Full-time, unlimited jobs in facility management

## AUSTRIA: CHANCE B – HAUSMASTERS DIENSTLEISTUNGS GMBH

Chance B is an Austrian 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; and through its Hausmasters Dienstleistungs GmbH programme, it provides full-time employment in the regional open labour market for approximately 60 people with disabilities.

### Problems targeted

Even if persons with disabilities manage to find a job in the open labour market, in many cases they drop out again very soon. This is mostly due to a lack of personal and individualized support at the workplace and beyond.

### FACTS & FIGURES

- Jobs created until 2014: 47
- Jobs created in 2015: 3
- Jobs created in 2016 (to date): 9

“The Hausmasters Dienstleistungs GmbH programme is a very important partner for us, as we have about 40 contacts and trial periods with them every year. Last year alone, 10 permanent employment contracts were concluded!”

Mr. Gottfried Walter, Manager of the regional employment agency AMS

### Solution & Methodology

Chance B offers supported employment for people with disabilities and other socially marginalized groups. Most of its clients have had frustrating work experiences, often feeling neglected and suffering from low self-esteem. Chance B returns them to mainstream society by helping them to reintegrate into the open labour market. Support for these employees includes ensuring that their work environment has made the necessary adjustments to accommodate their particular needs. Jobs are primarily in the area of facility management, including gardening, cleaning, and work in repair shops. Chance B started with a trial programme in 1999 and has since created more than 70 jobs, 59 of them for people with disa-

bilities. All positions are open employment contracts without time limit and at market rate salaries, providing genuine security for the employee.

### Outlook & Transferability

Hausmasters Dienstleistungs GmbH had a budget of €2.3 million in 2015, €1.8 million of which was generated through its activities, while the other €500,000 were generated mainly by wage subsidies from the federal government. In Austria, these wage subsidies are individual rights of persons with disabilities and are therefore available for every company in the first labour market and are not restricted to social service providers. These public funds cover the costs of the programme's social workers, who are crucial for the success of the model.



Jobs are primarily in facility management, including gardening, cleaning, and work in repair shops.

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# Initiating microfinancing and micro-enterprises for a whole city sub-district

## BANGLADESH – YOUNG POWER IN SOCIAL ACTION (YPSA)

Young Power in Social Actions (YPSA) is a non-profit social development organization working in Bangladesh. Together with the Disability Rights Fund (which acts as the organization's advocacy partner) and the Sitakund Federation, YPSA provides microfinancing opportunities and vocational training for people with disabilities living in the Sitakund sub-district of Chittagong. In 2015, YPSA surveyed 1,250 persons with disabilities, 250 of whom were selected for an interest-free micro-financing programme based on their socio-economic condition and personal interests

### Problems targeted

People with disabilities living in the Sitakund sub-district of Chittagong have very limited job opportunities and almost no microfinancing options.

“YPSA gave me money, but it also gave me the mental strength to create my own business. Now I am a self-sufficient small entrepreneur in my society and I get a lot of respect.”

Mr. Nurul Abser, a physically challenged person operating a small department store

### Solution & Methodology

YPSA surveyed 1,250 persons with disabilities and organized them into 50 self-help groups, where they contribute part of their income to a general pool to create a fund from which group members can borrow as needed, such as for supporting their healthcare, education, and housing. Based on their socio-economic background and personal interest, 250 persons were selected to receive interest-free loans of US\$250 each. These persons also received vocational training courses and were given technical support and guidance to establish their own businesses, such as tailoring, cow rearing, poultry and dairy farming, and tea stalls. Some engage in the production of handicraft items made out of bamboo, cane, and other local materials. They meet their customers – mostly from the local community – in a market once a week, where no rent is charged for their sales stands. To date, approximately 100 of the micro-enterprises



Starting one's own business as a farmer.

have proven successful, and some have even taken a second loan to expand their business.

### Outlook & Transferability

This initiative has a total annual cost of US\$47,000 and is partly funded by the Government of Bangladesh and the Disability Rights Fund. YPSA itself has contributed US\$16,387. After the current funding expires in 2017, YPSA intends to secure funding for another two years, and is planning to replicate the project in other areas.

### FACTS & FIGURES

From 2015 to 2016:

- 1,250 persons with disabilities were surveyed and organized into 50 self-help groups.
- 250 persons with disabilities were selected for interest-free microfinancing and vocational training.
- 100 persons with disabilities started small businesses, such as tea stands.

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# A comprehensive training and transition model involving hundreds of partnerships

## BANGLADESH: CENTRE FOR DISABILITY IN DEVELOPMENT (CDD)

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.

### Problems targeted

In Bangladesh, persons with disabilities are often excluded from society and open labour market opportunities, as the general conception is that they will not meet the necessary job requirements.

“The CDD capacity-building training gave me the courage to go out on my own and explore the possibilities. I hope never to be dependent on others, but to be self-reliant.”

Jotsna Khatun, self-help group member

### Solution & Methodology

The organization engages in providing the following activities for people with disabilities:

- Healthcare and rehabilitation services
- Education for children
- Livelihood related services, including for caregivers
- Disaster risk reduction training
- Various forms of capacity-building and related training
- Advocacy related activities
- Personnel and logistics related costs

CDD prepares persons with disabilities for the open labour market by providing them with skills, vocational training, and mentoring. Additionally, self-help groups are formed in order to support the targeted group and to allow them to work together on issues of advocacy, meeting, and lobbying with respective stakeholders. In rural environments people with disabilities are mainly employed in agriculture-related activities, such as animal rearing, vegetable gardening, handicrafts



CDD helps to create more than 300 jobs every year, in a variety of professions.

making, hand looming, farming, cell phone and electronic equipment repairing, and tailoring as well as working in fish hatcheries and small grocery shops. In urban areas people with disabilities work in garment factories (e.g., sewing machine operators), various shops (as salespersons), flower selling, electronic and welding workshops, and offices (office assistant, computer operator, etc.). Most persons who are employed work five days per week, approximately 8 to 10 hours per day.

### Outlook & Transferability

CBM-Australia has funded the project at a total cost of US\$851,537 for five years (2010–2017). The organization aims to reach out to more marginalized people with disabilities in the future.

### FACTS & FIGURES

- Jobs created in 2014: 337
- Jobs created in 2015: 385
- Jobs created in 2016 (to date): 146

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# 28-week employment training programme

## BELGIUM: KONEKT – LETSCO

LetsCo! – an educational centre for young adults with intellectual disabilities operating in the province of Flanders, Belgium – organizes practical trainings and internships for people who would like to work in the open labour market but have not managed to find employment. To date, almost 200 participants have been trained and have found supported employment.

### Problems targeted

Adults in Flanders with an intellectual disability who have not managed to get a job in the open labour market receive financial support from the government, but such support cannot be combined with a salary. Since they cannot get a paid job, many people with an intellectual disability go to day-care centres or stay at home.

### FACTS & FIGURES

- Internships created in 2014: 49
- Internships created in 2015: 40
- Internships created in 2016 (to date): 48

“It is important to get in touch with people without disabilities in the workplace. Otherwise, your world is very small.”

Jacint, a LetsCo! trainee

### Outlook & Transferability

One training costs approx. €25,000 per year and is funded by the Flemish Government. LetsCo! has been expanding into various types of education, has increased its partnerships with corporations, and is working towards a self-sustaining model.

### Solution & Methodology

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 strengths, talents, and areas in need of improvement. On-the-job-training takes place in a company or organization close to where the individual lives. During the second half of the training programme, the participants are enrolled in a 14-week internship, working a minimum of three hours/maximum of six hours per week. Consequently, young adults with intellectual disabilities are strengthened to take an active role in their own community. With a success rate of 82 per cent, this model offers these young adults a perspective for the future and a chance to work in a regular environment.



Longterm on-the-job training in companies, kindergarten, and in elderly-care centres are the key to success.

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# Providing summer internships for young people with disabilities

## CANADA: COMMUNITY LIVING SARNIA-LAMBTON – SUMMER EMPLOYMENT TRANSITIONS

Community Living Sarnia-Lambton – an NGO registered in Ontario, Canada – operates a variety of programmes supporting employment for people with disabilities. One such programme is Summer Employment Transitions, whereby young people with various disabilities (aged 16 to 29) are placed in corporate summer internships, and are supported by job coaches and paid by their employer.

### Problems targeted

A U.S. study shows that the number one factor for people with severe disabilities to successfully enter the labour market upon graduation is having had a paid job/internship while in school [Carter, E. W., Austin, D., and Trainor, A. (2012)]. At the same time, summer jobs give employers an opportunity to experience the inclusion of persons with disabilities in their own company, opening the door to future and more diverse hiring practices for those employers who become more confident with the situation.



Micheal works hard on blueprints during his summer job at an engineering firm.

“I loved my summer job; it helped me prepare for my future. I also appreciate the guidance of my job coach. I really enjoyed my employer and everything they did for me.”

Mounir Dalal, student, summer 2016

### Solution & Methodology

The school-to-work transition service is designed to assist students with disabilities aged 16 to 29 to get internships during the summer months. Job coaches, who are students themselves (without disabilities), act as role models while also providing the required on-the-job training. All summer jobs are paid at minimum wage or better without any financial incentives offered to the employers. These jobs are in a wide variety of sectors – from municipalities to school boards, restaurants, retail, manufacturing, petrochemical plants, offices, etc. Many of these students have summer jobs in several consecutive years, preparing them for the workforce after graduation.

### Outlook & Transferability

The cost of the programme is approximately US\$140,000 per year and is funded in part by the Canadian Government. Over the last five years over 435 students have had paid summer job experiences. In 2015, the Summer Employment Transitions model and toolkit were shared with 19 agencies/communities, as well as three Ontario school boards for use in secondary schools. Growing interest from other schools resulted in the process of transferring the materials into a formal school curriculum targeting younger students.

### FACTS & FIGURES

- Jobs created in 2014: 100
- Jobs created in 2015: 75
- Jobs created in 2016 (to date): 70

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# Persuading employers that inclusive employment can support their business case

CANADA/INDIA/NEPAL/BANGLADESH: YORK UNIVERSITY, DISABILITY RIGHTS PROMOTION INTERNATIONAL – ASIAN WORKPLACE APPROACH THAT RESPECTS EQUALITY (DRPI AWARE)

DRPI AWARE is a collaborative five-year project of York University in Canada that is altering the perspective on employment of persons with disabilities in India, Nepal, and Bangladesh. DRPI AWARE cooperates with organizations of disabled persons (DPOs) that work with employers to recognize the skills of disabled workers, instead of focusing on their disabilities and limitations. During the period 2013 to 2016, DRPI AWARE has successfully placed 163 people with disabilities in jobs in the open labour market.

## Problems targeted

Many of the existing disability employment practices in India, Nepal, and Bangladesh focus on the need to rehabilitate and train individuals to better fit into the labour market, instead of looking at societal norms and practices that could be modified to better accommodate and include people with disabilities.



Active in the call centre

“I always wanted to mainstream disability. Teaching these children has allowed me to do so.”

Nirmal Bista, Head Teacher and person with low vision, Shree Kabir English Boarding School – Nepal

## Solution & Methodology

DRPI AWARE introduces employers to the benefits of inclusive employment policies by collaborating with DPOs that work with them to understand specific job skills and business and employment needs. DRPI AWARE has organized seminars for employers in which the business case for having a diverse workforce is highlighted. Employers are supported throughout the process of hiring and welcoming new employees. Additionally, persons with disabilities are sustained in identifying jobs that support their interests and build on their skills and knowledge. In this way, people with disabilities have found an array of jobs, such as accounting assistants, production workers, quality assurance personnel, teachers, call centre agents, telephone operators, and waiters, to name just a few.

## Outlook & Transferability

For the five-year period 2013–2018, DRPI AWARE has received funding of CAD\$2,800,000 (approximately US\$2,125,000), provided by York University and Global Affairs Canada. During the period 2013 to 2016, the number of persons with disabilities who have found jobs through the project has risen from 50 to 163 annually. Going forward, the DRPI AWARE team is seeking opportunities to implement a similar employment model on other continents. As the AWARE project is connected to the international community through the larger DRPI project, there are many opportunities to connect with global allies.

## FACTS & FIGURES

During the period 2013 to 2016:

- 437 employers have been connected to the project.
- 47 per cent of persons with disabilities who have found jobs in the open labour market are women.
- 52 persons with disabilities have received human rights monitoring training.



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# Large-scale rehabilitation project provided by a social insurance company

## CHILE : MODELO DE ATENCIÓN INTEGRAL EN SALUD (MAIS) – MUTUAL DE SEGURIDAD

Mutual de Seguridad, a Chilean social insurance company, developed a model to reintegrate persons into the job market after they have suffered a labour accident resulting in a disability. Their MAIS initiative brings together all stakeholders – including family, social and medical institutions, employers, and fellow workers – and has been very successful over the years.

### Problems targeted

Labour accidents that result in a disability represent a complex and multidimensional problem. The resulting consequences can include a change in one's opportunities, often a less skilled job, and the high risk of lower remuneration in the new activity. This leads to limited development of personal skills as well as possible exclusion from the labour market.

### FACTS & FIGURES

- Beneficiaries in 2014: 2,300
- Beneficiaries in 2015: 2,300
- Beneficiaries in 2016 (to date): 1,078

“At Mutual, they are concerned about my needs and those of my environment. For example, if I need to work in electricity, they adapt my prosthesis.”

Don Manuel Pino, client, Mutual de Seguridad

### Solution & Methodology

Started in 2009, the MAIS model aims to minimize and overcome the difficulties faced by people who have incurred a disability as the result of a labour accident. It brings together all relevant stakeholders from the individual's personal environment, including family and community as well as social and medical institutions. The organization also talks directly to employers and provides psychological and social support. MAIS helps to keep or reintegrate these persons within the same company, seeking improved accessibility and adequate working conditions tailored to the individual circumstances. Moreover, it promotes an inclusive culture within companies and promotes open communication regarding the new situation. In 2015, approximately 1,230 persons were reintegrated within their former companies; 800 persons are in transition to becoming self-employed; 10 per cent are receiving financial support; and approximately 1,000

workers and their families are receiving some forms of social support. There is a five-day working week in Chile and the minimum weekly wage is US\$386. MAIS notes that the average salary of people after a labour accident is US\$707.

### Outlook & Transferability

The programme has an annual budget of nearly US\$1 million and deals with some 2,300 cases per year. In addition to MAIS, there are two other private companies and one public one that provide similar services, but the strength and innovative element of MAIS is its intersection of private and public networks. This multi-stakeholder approach is quite new, whereas previously a primarily medical approach prevailed. Mutual de Seguridad believes that their MAIS model is easily transferable to other environments.



In 2015, approximately 1,230 persons were reintegrated within their former companies; 800 persons are in transition to becoming self-employed.

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# A certification scheme creates jobs for people with intellectual disabilities

## CHILE: FUNDACIÓN DESCÚBREME – PROVIDING CERTIFICATION FOR SECONDARY EDUCATION AND VOCATIONAL TRAINING

The Descubreme (“Discover Me”) Foundation is a Chilean NGO that works for the inclusion of people with intellectual disabilities. With the cooperation of six partner organizations, Descubreme has recently started a process of certification to enable young people with intellectual disabilities to participate in secondary education and vocational training.

### Problems targeted

A national study shows that in Chile only 23 per cent of people with disabilities finish the full primary and secondary education programme of 12 years, and only 9.1 per cent complete higher education. For young people with intellectual disabilities the situation is even worse, since the Ministry of Education does not recognize the special education curriculum, which is where many of these students must study. Consequently, they are virtually excluded from secondary and any further education.

“After my practice period, this job was a great challenge both personally and professionally, but my tutor helped me a lot. I have left the school behind, and now I consider myself an adult and am very happy.”

Nicole Herrera, kitchen assistant, Sodexo.

### Solution & Methodology

The Descubreme Foundation along with the private company SK Bergé and the Chilean Chamber of Construction have started a pilot project to certify the education of students with intellectual disabilities with the appropriate authority – Chile Valora (Sistema Nacional de Certificación de Competencias Laborales). For the project, ten students of the Los Escuela Diferencial Santa Teresa de Ávila were selected, and the knowledge and competences that

### FACTS & FIGURES

- Initial participants: 10
- Jobs created in 2015: 8

they acquired during the training programme and work practice were officially recognized. This enabled eight students who passed the exam to obtain jobs in the open labour market. The two students who not receive certification will continue their training and be given the opportunity to take the test again. Project graduates currently work in a cafeteria, in a grocery shop, as operator of assisted sales, and in administrative support. They earn US\$460 per month, which is above the country’s minimum wage. Project staff provided support during the first twelve months of employment to ensure a smooth transition.

### Outlook & Transferability

This pilot project had a total cost of US\$11,706, and the model will now be replicated with 20 young people with intellectual disabilities. Moreover, three companies have already shown concrete interest in hiring the participants after they have received their certification.



Certifying the education of students with intellectual disabilities.

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# Life Stories from Egypt, Ethiopia and Germany

THE STORY OF NABILA YAHIA,  
HUMAN RESOURCES COORDINATOR

**Trusted employee, but also dedicated volunteer**

*Egypt*

Nabila is a 27-year-old woman who was born blind. Despite her disability, however, she used to work as a telesales executive at a non-profit foundation in Egypt from May 2011 till November 2015. Her dream was to become a trainer, but her goal was obstructed by her employer's misperceptions regarding persons with visual impairments. As a result, none of the vacancies she applied for gave her a chance to prove herself.

Through the recruitment efforts of the Helm Foundation, Nabila now works as a coordinator in the Human Resources Department of Vodafone Egypt, a position she has held since November 2015 – and making her the first blind candidate to hold a position in the history of the company. According to Nabila, the Helm Foundation not only supported her professionally but morally as well. Nabila is now a Helm “ambassador” and one of the foundation's most dedicated volunteers.

Nabila was first introduced to Helm through joining one of its scholarship programmes, which included soft skills and English language, and after that she received technical courses in the field of human resources. At the end of her programme, the foundation helped Nabila get interviewing opportunities with multiple organizations, ultimately landing her current job with Vodafone. Over the past year she has shown her direct manager and colleagues that she can perform all the required tasks of her position just like everyone else despite her disability. Over time, and through her hard work, determination, and dedication, not only was Nabila able to gain her manager's trust but she was able to change her fellow employees' views towards disability as well.

THE STORY OF LUKAS ZIDA,  
STUDENT COUNSELLOR

**A blind shepherd boy, now with full employment at a high school**

*Ethiopia*



Lukas Zida was born and raised at Boditi Woreda, a short distance outside of Wolaita town. As a young shepherd boy, Lukas was attacked by an angry cow, which resulted in his total blindness. Although his father lost hope for the boy's future, by studying hard

Lukas managed to graduate from secondary school, and then from Hawassa University with a degree in sociology in 2014.

After graduation, however, Lukas was frustrated by lack of employment. He found it difficult to cover the cost of transportation and a personal assistant to apply for announced job vacancies. Worse, even when he did apply he was always turned down by recruiters because of his disability.

Fortunately, it was at this moment that Lukas was recruited by the Ethiopian Centre for Disability and Development to be a beneficiary of its Inclusive Skills Training and Employment Programme, funded by the US Agency for International Development. The programme offered Lukas three days of job search training before placing him in an internship in a government bureau for six months. During the internship, Lukas was provided with an allowance to meet the cost of transport and a personal assistant. The training and internship helped Lukas develop his work capacity by equipping him with both theoretical knowledge and on-the-job training in a formal working environment.

After successfully completing his internship and passing an exam, Lukas is currently employed at Otana High School as a student counsellor. As he reports, when he returned to his village for the first time after being employed, the residents were amazed at his success.



#### THE STORY OF MARCO RESCHAT, EDUCATION SPECIALIST

### „I teach Inclusive Education at universities.“

*Germany*

My name is Marco Reschat and I am 32 years old. I was born with a so-called open spine (spina bifida) and water on the brain (hydrocephalus), which has resulted in various health restrictions and learning difficulties. I am also confined to a wheelchair. However, I have also become quite purposeful and persevering, for I have often been marginalized and have learned that not many things in life are handed to you unless you fight for them.

My aim is to raise awareness for the needs and capacities of people with disabilities in order for them to be taken seriously and appreciated. There should be no more reservations about interacting with us, nor any doubts about our competences. We must remove the barriers that exist in the mind. This is why I have completed a three-year qualification process to become an education specialist. Previously, I worked for 14 years in a workshop for people with disabilities. Now I teach at colleges and universities to communicate first-hand experiences of the lives of people with disabilities to students, teachers, and managers.

As an education specialist and as part of an academic community, I make a valuable contribution towards Inclusive Education. Therefore, the Institute for Inclusive Education, which is an affiliate of Kiel University, has offered me permanent employment, and I can now live on my own salary.

IN GERMAN LANGUAGE:

#### DIE GESCHICHTE VON JANA BIGGER, MITARBEITERIN IM RECOVERY TEAM VON IKEA IN HAMBURG

### „Ich montiere Möbel, völlig selbständig.“

*Germany*

Jana Bigger ist eine gehörlose Beschäftigte im Recovery-Team. Sie erzählt von den Anfängen: „Für alle war es eine spannende und neue Situation, der offen begegnet wurde. Denn schließlich war die Situation für alle neu.“ Für Jana Bigger war das alles kein Problem. Sie hat vorher in der Werkstatt gearbeitet und Lust, sich einer neuen Herausforderung zu stellen. Schon in der Praktikumszeit merkte sie, wie viel Spaß ihr die Arbeit macht.

„Ich montiere Möbel. Das mache ich vollkommen selbständig. Das Gute ist, das alles bebildert ist und ich so die Arbeitsvorgänge unkompliziert kennenlernen kann. Sollte es doch noch eine Frage geben, weil vielleicht eine Zeichnung spiegelverkehrt ist, dann ist immer ein Ansprechpartner da. Egal ob es direkt von Ikea oder von alsterarbeit jemand ist.“

Jana Bigger fühlt sich wohl. Nach einiger Zeit hat sie auch andere Tätigkeiten übernommen und betont: „Selbständigkeit ist mir wichtig und das wird mir hier geboten. Ich fahre ja auch alleine mit den Öffentlichen Verkehrsmitteln zur Arbeit, dabei wohne ich außerhalb Hamburgs! Hier bei Ikea bin ich voll akzeptiert. Ich gehöre dazu.“

Einen Wunsch hat Frau Bigger, sie würde sich über mehr gehörlose Kollegen freuen. Ein zweites gehörloses Teammitglied gibt es schon, nun kann Jana in ihrer Muttersprache kommunizieren.

# Support for employers who need to meet quotas of employees with disabilities

## EGYPT: HELM (“DREAM”) FOUNDATION

The Helm Foundation (Helm means “Dream”) aims to promote the full inclusion of persons with disabilities in all aspects of life by supporting companies to develop effective disability employment initiatives, and to ensure an inclusive work culture and environment. Since 2014, Helm has worked with a network of more than 250 companies.

### Problems targeted

According to Egyptian law, companies that exceed 50 employees must meet a minimum quota of 5 per cent employees with disabilities. Yet most companies end up either paying the fine, as is the case in many other countries in the world, or even hiring a person with disability on paper, paying them a tiny salary without letting them do any work.



Helm assessed 300 locations, making 200 of them accessible in less than a year.

“I wish people could believe that I can live and work just like anyone else!”

Ms. Nabila Yahia, a 27-year-old Egyptian woman who was born blind and is now working in the HR department of Vodafone

### Solution & Methodology

To date, Helm has supported around 1,500 persons with disabilities by providing them with various opportunities to use their existing skills and to meet the needs of the open labour market through:

- Assistance in setting career goals
- Access to training opportunities
- Job placement services that best suit each individual skillset
- On-the-job training and regular follow-up with both the employee and employer

Helm also works to change the stereotype of “typical jobs” for people with disabilities by placing its clients as HR specialists, marketing and sales professionals, and IT managers and executives, among other positions. At the same time, Helm has assisted some 300 employers by short-listing suitable candidates, identifying the required accommodations, and ensuring that employees with disabilities maintain

their positions. Helm targets HR managers, marketing managers, and other top management personnel in companies – especially those who have to apply the 5 per cent rule. Helm Foundation also makes public locations such as restaurants and hotels accessible and creates apps and websites that enable people with disabilities to find accessible places. Helm’s team audits each premises based on international standards of accessibility. The organization was able to assess 300 locations, making 200 of them accessible in less than a year.

### Outlook & Transferability

Helm has a total budget of US\$281,500 per year and has obtained civil society funding until 2017. Moreover, the organization earns revenues from companies for its services. Helms is working towards a self-sustaining enterprise after the end of its initial funding period.

### FACTS & FIGURES

- Beneficiaries in 2014: 300 people with disabilities, 15 companies
- Beneficiaries in 2015: 1,500 people with disabilities, 150 companies
- Beneficiaries in 2016 (to date): 1,000 people with disabilities, 220 companies

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# Focusing on employer needs and creating jobs for people with disabilities

## EGYPT: SETI CENTRE CARITAS

The SETI (Support, Education, and Training for Inclusion) 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. The organization works in partnership with a network of over 350 organizations.

### Problems targeted

Persons with disabilities face several challenges when it comes to proper education and inclusive employment.

“I wish other staff were as active as Marwan. You only give the order once. If he makes a mistake, he is careful not to repeat it.”

Supervisor of Marwan, a young restaurant manager with an intellectual disability

### Solution & Methodology

The programme model supports persons with disabilities with:

- Job placement and employment in the open labour market or in starting their own business
- Providing vocational training according to the selected jobs at the centre's premises as well as on-the-job training at the work place
- Assisting candidates at the workplace
- Supporting families in acquiring the necessary documents for employment

Furthermore, the initiative helps to:

- Raise awareness among employers and fellow colleagues at the work place
- Guide other associations to provide the same services

SETI has placed young people with disabilities in a variety of jobs, including : office work (clerks, photocopying, human resource assistants, telephone operators, etc.), manufacturing and assembly chain work (electrical appliances, clothes and garment production, food product manufacturing, gift bags, dolls and frame making, etc.), and catering, to name



They started their own business!

a few. In addition, SETI staff members are currently involved in drafting a national strategy for employment of youth with disabilities with other local and international organizations.

### Outlook & Transferability

In order to create 60 job opportunities, the operational cost per year amounts is €18,000. The SETI Centre has obtained grants from civil society organizations in Germany (Caritas Germany), France (Handicap International and a French company), and Egypt (Sawiris Foundation). In the coming two years the focus will be on two governorates in Upper Egypt (Sohag and Qena) where unemployment among youth is particularly high. Six community development organizations in these governorates will benefit from this training to employ 280 youth with disabilities.

### FACTS & FIGURES

Jobs created:

- In 2014: 22
- In 2015: 64
- In 2016 (to date): 96

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# Alternative ways for successful job applications

## ETHIOPIA: ETHIOPIAN CENTRE FOR DISABILITY AND DEVELOPMENT (ECDD)

The Ethiopian Centre for Disability and Development (ECDD) is an NGO and registered charity. Since 2013, the organization has been collaborating with public vocational training colleges in Ethiopia on the Inclusive Skills Training and Employment Programme for and by Persons with Disabilities (ISTEP). ISTEP facilitates inclusive vocational skills training opportunities for people with disabilities, including with intellectual disabilities. To date, ISTEP has assisted more than 1,500 beneficiaries.

### Problems targeted

Employment opportunities in Ethiopia are very limited for persons with disabilities, especially in the private sector. The limited awareness of companies, lack of exposure of employers on hiring persons with disabilities, and the limited number of skilled persons with disabilities are some of the major barriers.



All jobs are available in the open labour market and are paid at least minimum wage.

“My old self would not have been able to imagine where I am now. I have started writing a better story for myself and my family – with a new vision to be productive in leather production. I will be a model for others with disabilities.”

Ms. Roda Nersedin, an ECDD trainee

### Solution & Methodology

ECDD collaborates on the ISTEP programme with public TVET institutions and facilitates inclusive vocational training opportunities. It has also collaborated with the company Info Mind Solutions to create a system that delivers job opportunity information to job seekers with disabilities via alternate dissemination methods, such as text messages. In the ISTEP programme, ECDD offers job-hunting training for job seekers with disabilities. Typical jobs for people with disabilities include metalwork, woodwork, welding, food preparation (restaurant), building-block production, tailoring, leather goods production, plumbing, laundry service, and hairdressing. All jobs are available in the open labour market and are paid at least

minimum wage. Sixty interns who were placed in private companies through the ECDD ISTEP project were later retained or hired by the host organizations.

### Outlook & Transferability

ISTEP has been funded by the United States Agency for International Development with US\$150,000 per year. Currently, ECDD is also participating in a flagship project known as “EmployAble,” which is supported by Light for the World and is being implemented in Kenya and Rwanda as well.

## FACTS & FIGURES

From 2013 to 2016, ISTEP has:

- Trained 297 persons with disabilities, 88 of whom have obtained jobs. Sixty per cent of the total number of jobs were in the open labour market, and the remaining 40 per cent were created specifically for the Technical and Vocational Education and Training (TVET) graduates with disabilities.
- Provided access to job information via text messaging to 134 job seekers with disabilities.
- Trained 95 human resource managers in creating inclusive employment practices.

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# Being employed by a university for the duration of PhD study

## GERMANY: UNIVERSITÄT ZU KÖLN – PROJECT “PROMI”

In 2012 the University of Köln (Cologne) initiated a project called “Promi” to enable and promote post-graduate education for students with disabilities. Since then it has created 45 job positions at 21 partner universities in Germany where students can simultaneously obtain a PhD degree.

### Problems targeted

Approximately 7 per cent of all university students have some form of disability. Often neglected as a group, research shows that even with a university degree, barriers remain for people with disabilities in finding employment in the open labour market.

### Solution & Methodology

One way to break down the barriers of disability is to encourage college graduates to pursue a PhD degree. Under the guidance of the University of Köln, Promi (which stands for “promotion included – inclusive doctoral studies”) and in cooperation with the German Ministry of Labour and Social Affairs, which funds the project, 45 graduates with disabilities have been placed in PhD programme and provided with employment at their university for the duration of their studies.

The participants’ fields of studies include law, ethnology, education, art history, literature, psychology, chemistry, astrophysics, and information technology. Notably, some of the research projects conducted by the students are associated with issues of disability and inclusion. In terms of support, the students are connected via an exchange platform, which enables them to learn from each other’s experience; and there are yearly meetings at which they can meet in person. Moreover, there is a contact person at every university to facilitate integration and address day-to-day issues.

### Outlook & Transferability

IN 2015, the project cost was €668,250. In addition, scientific and social support costs approximately €124,000 per year. The project is partly funded by public grants, and the universities pay between 30 and 50 per cent of the personnel cost.

### FACTS & FIGURES

- Jobs created until 2014: 24 (one position is the project leader)
- Jobs created in 2015: 19
- Jobs created in 2016 (to date): 3

“I am amazed at the talent, the drive, and the depth of the Promi people. Working with them is a pleasure and highly rewarding.”

Ms. María Machón, Coach for Personal Development, Humboldt-Universität zu, Berlin

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# A whole IKEA department run by persons with disabilities

## GERMANY: COOPERATION WITH IKEA – ALSTERARBEIT GMBH

Alsterarbeit is a non-profit social enterprise operating in Hamburg that provides various forms of employment for people with disabilities. Through its contacts with a variety of employers, alsterarbeit offers such job opportunities as gardening, carpentry, packaging, IT, and gastronomy, among others. In June 2014, the organization entered an agreement with IKEA, the global furniture chain, to run the recovery department of IKEA, providing 30 jobs for people with disabilities in its Hamburg Altona store.

### Problems targeted

Even in large, developed cities such as Hamburg, employment opportunities outside of sheltered workshops remain hard to find for persons with disabilities. Such people need a certificate stating that they cannot perform a job without proper support; and once they have obtained the necessary permits, organizations such as alsterarbeit can provide them with employment opportunities.

“I put furniture together. I do that totally independently. Every step has a pictogram that helps me to understand the required steps in an easy manner. Should I have questions, there is always someone present I can ask.”

Ms. Jana Bigger, a hearing-impaired worker in the IKEA recovery department

### Solution & Methodology

Alsterarbeit supports people both with and without disabilities to find employment, and cooperates with various companies to supply an inclusive workforce for production sites, offices, and stores in the Hamburg area. Several tasks are specifically designated for people with disabilities, such as the sale of articles that are slightly damaged and therefore discounted, the sale of articles that are to be discontinued, etc. Notably, the recovery department in this particular IKEA store has at times higher revenues than other

### FACTS & FIGURES

- Jobs created in 2014: 17
- Jobs created in 2015: 13

comparable IKEA stores. Alsterarbeit and IKEA have prepared fellow employees for their new colleagues and have offered courses in sign language, communication, and leadership to ease and enable inclusion. Employees with disabilities participate in courses about business processing, attend trainings, learn about client contact, and enjoy the same career possibilities as their non-disabled peers. The Hamburg team consists of 30 persons of disabilities supported by a team of eight people without disabilities. Ten persons with disabilities receive professional training, and 20 are full-time employees. Employees with disabilities can choose how many hours per week they wish to work.

### Outlook & Transferability

The cooperation is financed by grants from the German social welfare system, compensating mainly the costs of professional rehabilitation of people with disabilities. IKEA pays a fee to alsterarbeit to cover their administration expenses.

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Managing the recovery department.

# Persons with intellectual disabilities working as university lecturers

## GERMANY: INSTITUT FÜR INKLUSIVE BILDUNG & DRACHENSEE FOUNDATION

The Drachensee Foundation an Inclusive Education project whereby people with disabilities become qualified to work as university lecturers on the topic of disabilities. The student lecturers, called “education specialists,” receive their training the Institut für Inklusive Bildung gemeinnützige GmbH, part of the Christian-Albrechts-Universität in Kiel, Germany.

### Problems targeted

Universities teach about people with disabilities, but they do not do so with disabled people themselves. People with intellectual disabilities are almost totally excluded from the university education system.

“We provide unique knowledge that no one else has, and can best tell what it is like to live with a disability. This allows us to overcome prejudices and break down barriers.”

Laura Schwörer, Educational Specialist,  
Institute for Inclusive Education

### Solution & Methodology

The Institut für Inklusive Bildung (Institute for Inclusive Education) qualifies people with intellectual disabilities and provides them with job opportunities, mostly teaching about the specific requirements of people with intellectual disabilities. Following an intensive three-year seminar (2013 to 2016), the first graduates have started their teaching job as education specialist (“Bildungsfachkraft”) at the University of Kiel in the fall of 2016. They will teach regular seminars, special coursework, and hold lectures. Moreover, they will teach in high schools, speak at conferences, and conduct workshops. They will work independently, and will plan and conduct their teaching job in an autonomous way.



The first graduates have started their teaching job as education specialist at the University of Kiel.

### Outlook & Transferability

The overall cost for the five participants over the three years of course work was €360,000 per year. The institute has contacts to more than 25 third-level education facilities in Germany and abroad to further promote the issue. In the long run, the institute seeks to educate and graduate 30 to 35 such educational specialists. The model of the Institut für Inklusive Bildung is receiving more attention each year. During approximately 40 public lectures, more than 2,000 people came into direct contact with the topic. In addition, a study group promoted this theme in the United Kingdom, and media coverage has further increased public awareness of the project.

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### FACTS & FIGURES

- Jobs created in 2016: 5 (courses initially started with six students, but one dropped out due to personal reasons)

# Creating an inclusive strategy for a multinational company

## INDIA: WIPRO LTD. – INCLUSIVE COMPANY STRATEGY

Wipro Ltd. is a global information technology, consulting, and outsourcing company with a workforce of more than 170,000 people, serving clients in more than 175 countries. In 2009, the company 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 to date.

### Problems targeted

Wipro faces the challenge of ensuring that the company's Disability Inclusion Policy Framework is disseminated across a very large organization in many countries. The organization stresses its importance to all employees – from senior management to support personnel – in order to display sensitivity in their day-to-day work, and to ensure that the policy becomes a part of the corporate DNA.

### FACTS & FIGURES

- Beneficiaries in 2014: over 500
- Beneficiaries in 2015: 455
- Beneficiaries in 2016: 368 (until June)

“Wipro’s inclusion framework has been instrumental in dispelling all notions attached to job identification for persons with disabilities and has promoted equal employment opportunity for all. As part of Wipro’s reasonable accommodation process, I was provided with JAWS (a screen-reading assistive technology) that enabled me to perform my job responsibilities.”

Mr. Pratik Rajiv Jindal, a visually impaired corporate professional at Wipro

### Solution & Methodology

Wipro has taken the following actions:

- Employ and involve employees with disabilities to drive the initiative
- Create organization-wide awareness
- Build capacity of relevant teams to ensure universal design approach in the services
- Developed an online training module to cater to a large audience. To date, 55,000 employees have

undergone the training. Further, Wipro has introduced a website tool to educate all employees in sign language.

More than 1,000 recruiters and hiring managers have been certified on inclusive interviewing skills, and over 455 employees with various disabilities have found jobs, including in technical departments, human resources, administration, and consulting, in 2015. Moreover, Wipro has put together a specific programme for supporting inclusive schools as well as early intervention programmes that promote inclusion, and each year it organizes several awareness events such as the International Day of Disability and the annual All Hands Meet.

### Outlook & Transferability

Wipro, being an inclusive organisation, has a budget for general activities under the diversity and inclusivity charter every year. The company reports that it has received interest from Shell UK, Thomson Reuters, and Google to visit and to replicate the model.

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455 employees with various disabilities have found jobs in 2015.

# Inclusive organic agriculture farming for all, with half of them with disabilities

## INDIA: CBM

Based in India, CBM is an international disability and development organization that supports projects to train and create employment for persons with disabilities in the field of agriculture. CBM's "Inclusive Organic Agriculture Value Chain" brings together over 11,000 farmers, both with and without disabilities, and provides them with training and jobs in organic farming.

### Problems targeted

India's largest source of livelihood is agriculture, and people with disabilities often have a hard time joining this work force due to a lack of adequate training and support.

"I was the first woman with a disability to join the farmers' group in my village, and at that point I started working towards becoming independent and taking on the role of the 'man' of the house!"

Ms. Maya Devi, organic farmer

### Solution & Methodology

CBM cooperates with local partners across six 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 machines, beekeeping boxes, and livestock. Farmers are trained in a variety of organic practices, such as vermicomposting, creating poly-houses, processing species, and harvesting honey. The produce is certified organic and the farmers are connected to producer groups to facilitate production, harvest, and sales. Farmers with and without disabilities work together and in inclusive self-help groups (SHGs), where they contribute part of their monthly income to a general pool so as to create a fund from which members can borrow as needed, such as for supporting their healthcare, education, and housing.

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The produce is certified organic and the farmers are connected to producer groups to facilitate production, harvest, and sales (see also Life Story of Maya).

### Outlook & Transferability

In the four years from 2012 to 2016, the project has incurred a cost of approximately US\$1.24 million. During this period, CBM has established partnerships with seven organizations, and has spread the project from two to six states in India. Within the next three years, CBM and its partners expect to become a self-sustaining agricultural value chain.

### FACTS & FIGURES

- 11,158 farmers participate in the project, 4,098 of whom are people with disabilities.
- CBM's livelihood project works in 1,110 villages, spanning six states.
- Total land coverage is 2,315 hectares.

# Three Life Stories from India and one from Ireland



THE STORY OF CHINNU MARIA BABU,  
ASSOCIATE CORPORATE COUNSEL

**“I was awarded the Best Lawyer Award in 2013!”**

*India*

Maria was diagnosed with profound hearing loss at the age of two. For three years Maria studied at the Bala Vidyalaya School for Deaf Children, in Chennai, where she learned to speak and hear with the help of lip reading and hearing aids. Subsequently, she studied in mainstream schools. After completing her B.A. and LL.B. (with honours) from the National Law School of India University, Bangalore, in 2011, she joined the litigation and compliance team at Wipro Ltd., and currently, at just 29, is an Associate Corporate Counsel.

Maria works primarily in areas of immigration, data protection, and information technology. This involves advising various internal business teams and support functions on compliance with applicable laws and obligations thereunder, as well as engaging in corporate advocacy. Further, in September 2015 she represented Wipro at an international law conference at Oxford, England, hosted by DLA Piper – one of the top law firms in the world.

“I have always found the people at Wipro to be incredibly supportive and well-informed about the needs of differently abled persons. It is due to this inclusivity and promotion on merit that I was awarded the Best Lawyer Award (in the under five years’ experience category) at the Annual Legal Meet in 2013. The incredible opportunities given to me by Wipro testify to the efficacy of its efforts at promoting career growth and all round development for differently abled people.”

THE STORY OF MAYA, SHOP OWNER SELLING ORGANIC PRODUCE

**On the path to economic security, and a strong voice in the community.**

*India*

Maya, 36, is a single mother of four children and the family’s bread winner. Poliomyelitis infection at the age of five affected her with neuromuscular paralysis, taking away her ability to stand or walk independently. Maya also lost her husband to tuberculosis, and the responsibility of four children then fell solely upon her.

With no marketable skills, finances, or assets, and with only a fifth-standard education, Maya appeared to have no income-generating opportunities. But today Maya is part of a disability-inclusive organic agro-enterprise project, supported by CBM, the international Christian development organization. Maya is also a budding shop-owner, processing locally grown organic produce. Specifically, she has been trained in the marketing and packaging of organic spices that are grown by her and other farmers.

One of the main features of the project is that of bringing individuals and the community together so that they can access government schemes designed for the poor and for people with disabilities. The livelihood project has not only set Maya on the path to economic and food security but it has also established her as a strong voice in the community.

## THE STORY OF NUSRAT PARVIN, JEWELLERY AND HANDCRAFT PRODUCER

**“By creating beautiful jewellery I have gained control over my life.”**

*India*



Nusrat Parvin, a woman in her early twenties, was considered a total burden on her family. A woman who is neither good looking nor has a sound mind is rejected not only by the society but also by each of her family members. Under such conditions, Nusrat never realized that she, too, had potential.

During a health fair at Rupnarayanpur, Nusrat approached a stall that was staffed by Jhankar, an NGO that sells jewellery and other crafts designed and produced by people with intellectual disabilities. Thereafter, every day Nusrat would walk 30 minutes and then ride a bus for another 20 minutes to experience an encouraging environment in which she picked up the craft of jewellery making, embroidery, and other skills.

“My father burst into tears when I handed him my first earnings,” Nusrat recalled. “He embraced me and called all the other family members to announce that he was proud of me. That was the best moment of my life. I transformed into a contributing member of my family. I am not an outcast any more. Now I also have the right to take part in family decisions, and now I am able to challenge my mental illness and live my life with dignity.”

## THE STORY OF AOIFE CULLY, SUPERMARKET EMPLOYEE

**“Now I work at the deli in Eurospar, stocking all the shelves.”**

*Ireland*



My name is Aoife Cully and I live in the village of Clonbollogue in County Offaly with my mum and dad. I am 23 years old. Three years ago I worked out my personal plan with Jo, my keyworker, and I told everybody that I wanted to get a job. I never had a job before and I was very unsure about what I wanted to do.

My mum had heard about Project SEARCH at Naas General Hospital and she thought I might get experience there of what it is like to work. I had to learn to get the bus to Naas to go the hospital. I had never used the bus before, and mum and I were nervous about that, but I got very good at it and now I can use the bus by myself.

The hospital was massive and it took me a while to learn how to get around. Wendy and Trish, who volunteer with Project SEARCH, helped me settle in, and I worked in three different departments: in the wards, in the gift shop and the public coffee shop, and in the catering department. During this time I composed my CV and I also did some practice interviews. I told Wendy and Trish that I really wanted to work in a supermarket, and together with my Dad they helped me get a job in Eurospar in Portllington. I work in the deli department, and I also work with the girls stocking all the shelves. I love my job as I get to meet new people and I can buy new things from the money I earn.

# Launching a specialized microfinance bank for women with disabilities

## INDIA: EQUITAS HOLDING LIMITED

Equitas Holdings Limited is an Indian organization that helps women with disabilities to establish their own business by providing microfinancing solutions without collateral. To this end, Equitas has founded the Equitas Small Finance Bank, which currently has a national presence spread over 400 branches in thirteen states. Equitas Holdings Limited also provides training sessions on developing businesses and finding new marketing possibilities. Between 2008 and 2016, more than 14,000 women with disabilities received microfinance loans.

### Problems targeted

Indian women with physical disabilities encounter enormous obstacles to finding proper education and employment opportunities.

### Solution & Methodology

In 2007, Equitas (meaning “fair and transparent”) started as a microfinance institution, based on the Grameen microfinance model implemented by Nobel Laureate Muhammad Yunus. Importantly, Equitas Holdings Limited offers women with disabilities microfinancing solutions without collateral. The company’s

field staff identify women who run small businesses and have a marginalized disabled background, and they then brief these women on the rules and regulations to obtain a loan. More than 90 per cent of the women have a physical disability, and approximately 7 per cent are visually impaired. At the end of these meetings, a joint liability group of 15 to 30 women is formed and all data is collected and forwarded to the processing centre. At that point, a committee composed of the company’s female members and sales officers select the loan recipients. Furthermore, Equitas organizes training sessions in which the women who are given loans are informed about how their businesses can grow and develop and how to place products in various markets. Typical businesses are trading, tailoring, catering, and animal rearing.

### Outlook & Transferability

In the operational year 2015–2016, Equitas Holdings has earmarked US\$132,441 for this project. Equitas has become globally known for financial inclusion of marginalized sections of society. Indeed, the Harvard Business School has conducted two case studies on the financial and social inclusion model introduced and developed by Equitas.

“I started borrowing from Equitas six years back with a loan of INR 10,000 (app. US\$150) and have since borrowed INR 35,000 (app. US\$520) for developing our business of selling toys.”

Mrs. Saroja, a visually impaired woman

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### FACTS & FIGURES

Number of women provided with start-up loans:

- 2013–2014: 927
- 2014–2015: 3,071
- 2015–2016: 3,948

# Jewellery production – creating jobs for persons with intellectual disabilities

## INDIA: JHANKAR

Jhankar is an NGO based in India (Kolkata, West Bengal) that runs a costume jewellery business where the products are designed and produced by people with intellectual disabilities. The project was started by one individual in 2013, and has now grown into a mid-size organization that has created more than 300 jobs so far.

### Problems targeted

Jhankar believes that the unemployment rate of persons with intellectual disabilities ranges from 70 to 90 per cent in India. These statistics are particularly disturbing in light of the fact that productive work can pave the way for an independent and fulfilling life.

### FACTS & FIGURES

- Jobs created in 2014: 20
- Jobs created in 2015: 60
- Jobs created in 2016 (to date): 250

“As I gained skills to create beautiful jewellery, I gained control over my life. Now I earn money, which gives me the satisfaction of doing something meaningful.”

Mr. Nusrat Perving, jewellery producer

### Solution & Methodology

Jhankar provides skills development opportunities for people with intellectual disabilities and transforms them into entrepreneurs who become socially and economically integrated in their communities. Building on the “fashion for a cause” initiative, Jhankar oversees the making and marketing of costume jewellery and other handcrafted products. It also collects the payments for these products and in turn pays the individual craftspeople. Regular producers of the goods receive a monthly payment; others are paid per product. Typical customers are boutiques, art galleries, and shopping malls. In addition, there are exhibitions to display the products to potential retailers. Another sales channel is the Internet. Jhankar has developed a special website where people from all over the world can view the products made by its members, thus creating an opportunity for the craftspeople to interact with their customers

and to exchange comments about the products. Moreover, such feedback enhances the self-esteem of the participants, and promotes the example of an independent lifestyle.

### Outlook & Transferability

Jhankar has expanded its activities and now runs two additional centres: in Rupnarayanpur and in North Kolkata. The organization has also increased its marketing network, and now sells to retailers and hotels. Jhankar is currently self-sustaining, but it is unable to scale-up further due to lack of funding.



Exhibition of the jewellery products.

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# Fighting unemployment with training centres and by influencing legal frameworks

**INDIA: YOUTH4JOBS FOUNDATION – CENTRE FOR PERSONS WITH DISABILITY LIVELIHOODS (CPDL)**

The Youth4Jobs (Y4J) Foundation sets up employment-linked training centres for young people with disabilities, most of whom are from rural areas and all are from poor families. Since its start in 2012, Y4J has scaled-up its model from one state to ten states, and has trained approximately 9,000 youth with disabilities.

## Problems targeted

Young people with disabilities living in India's rural areas have no access to education and employment, and consequently no opportunity for independent and decent living.

**“I am happy to have a job that will help me expand my mother's small store beyond my village.”**

Indiramma, a Youth4Jobs trainee

## Solution & Methodology

The Youth4Jobs Foundation set up the Centre for Persons with Disability Livelihoods (CPDL) as a public-private partnership in association with the Society for Elimination of Rural Poverty, which was established as an autonomous society of the Department of Rural Development by the Andhra Pradesh State Government to implement rural development projects in a professional and accelerated manner. Y4J establishes centres to provide vocational training to young people with disabilities from rural areas and at the same time they approach companies to employ these young people once they have been trained. Graduates of the programme find jobs in such sectors as information technology, manufacturing, hospitality, healthcare, and retail, and are paid at least open market salaries – often more.

Due to State Government participation in the programme, Y4J has been able to influence the legal framework towards pro-disability policies. For instance, a policy was passed that all rurally located computer-operator jobs in the National Rural Employment Generation Scheme (a social security scheme



Graduates of the programme find jobs in such sectors as information technology, manufacturing, hospitality, healthcare, and retail.

that aims to provide employment to rural communities and labourers) have to be filled by persons with disabilities. This resulted in jobs for people with disabilities close to their homes.

## Outlook & Transferability

The CPDL model has an annual budget of approximately €700,000. It can serve as a role model of government policies that effectively create jobs for young people with disabilities in the open labour market and how the government can act as a facilitator. On its own, the Youth4Jobs Foundation has strengthened the CPDL model, adding new dimensions with lessons learned from the field and from companies, and has rolled-out a nationwide programme. In 2016, Y4J has 21 centres in ten states, and 40 per cent of persons trained are women from impoverished rural areas.

## FACTS & FIGURES

- Beneficiaries in 2014: 1,500
- Beneficiaries in 2015: 2,700
- Beneficiaries in 2016 (to date): 4,300

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# Hospital internships as a strong bridge to the open labour market

## IRELAND: KARE WITH NAAS HOSPITAL – PROJECT SEARCH

Project SEARCH is run by the KARE organization, which services and supports children and adults in the Kildare and West Wicklow areas of the Republic of Ireland. Part of this programme is the operation of Project SEARCH at Naas General Hospital, offering young people with intellectual disabilities an internship programme in the hospital. Over a nine-month period, the interns take part in three different real job experiences and then seek employment.

### Problems targeted

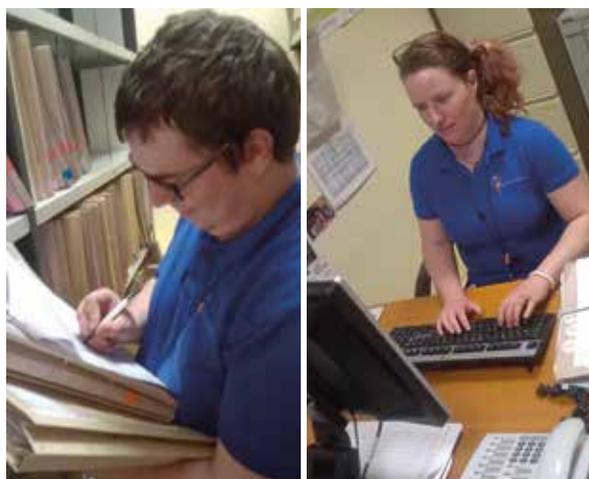
People with intellectual disabilities are often excluded from internship programmes, thus lacking the opportunity to get real work experience to prepare them for the open labour market.

“The hospital was massive and it took me a while to learn how to get around. But the staff helped me to settle in, and I was able to work in three different departments.”

Aoife Cully, Project SEARCH intern

### Solution & Methodology

The internship sponsored by KARE and Naas General Hospital allows the participants to rotate through various departments, such as radiology, medical records, cardiology, nurse practice development, clinical engineering, and laboratory attendant. In this way, they learn about administration, patient care, customer interaction, catering, housekeeping, and general communication skills. Two Project SEARCH staff members are based permanently in the hospital to sustain the interns through one-on-one job coaching. After this initial period, most departments nominate a staff person who will liaise with the Project SEARCH staff to continue training and supporting the interns. Additionally, the interns take part in group learning activities where they provide support for one another.



Students learn by rotating through various departments of the hospital, such as radiology, medical records, cardiology, and nurse practice development.

### Outlook & Transferability

The project is supported by the Irish Health Service and KARE's base funding, and its operating license was purchased through a Genio grant for €25,000. The programme was also a finalist for the 2015 Irish Healthcare Awards. The Minister for Disabilities has acknowledged the project, as have representatives from Ireland's National Disability Authority. KARE plans to develop a similar programme for people with intellectual disabilities from an older age group.

### FACTS & FIGURES

- Following the first academic year (2013–2014), all ten of the interns who completed the programme found employment in the open labour market.
- In 2014–2015, seven of the nine interns found employment.

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# Support programme for young people leaving school

## IRELAND: WALK – WALK PEER PROGRAMME

WALK is an Irish association and a registered charity that provides personalized support for people with disabilities, enabling them to join the open labour market before they leave school at age 18.

### Problems targeted

Low expectations regarding their chances to join the open labour market often forces students with disabilities into separation and isolation in centres for people with disabilities.

### Solution & Methodology

The WALK PEER programme is a five-year model in which the first two years are focused on students and pupils while they are still in school, during which time they receive guidance and training on employability and entrepreneurial skills, work sampling, career development, and transition planning. In years three and four, they are supported in ways that are directly relevant to their transition choices. In the final year, they are helped to sustain their career development and to get a good start in their new environment through vocational education and training, with most positions found in local businesses.

### FACTS & FIGURES

Since 2013, WALK Peer has engaged with and supported:

- 106 students with learning disabilities to explore their job interests.
- 46 students to achieve paid employment in the open labour market.
- 96 students to work in their field of interest.
- 67 students to access vocational training in mainstream options.
- 5 schools, 2 universities, and 2 institutes of technology to change the way they support their students with intellectual disabilities.

“WALK PEER gives the students opportunities and experiences in what they are interested in, and does so in a way we are not resourced to do.”

Patricia Ward, Principal, St. Brigid's Special School

### Outlook & Transferability

Funding for the programme is €278,000 per year. The work of the programme is spread across a variety of government departments (Education and Skills, Social Protection, Jobs, Children and Youth Affairs, Justice and Equality, and Health), so there is some difficulty in getting consistent funding from all parties involved. WALK PEER intends to expand the programme throughout Ireland and has issued a “Guidelines” document, published in October 2016, to support their future steps.



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WALK provides a five-year programme towards full employment in a supermarket.

# Universal training and job services for persons with psychosocial disabilities

## ISRAEL: SHEKULO TOV – VOCATIONAL REHABILITATION TRAINING

Based in Lod, Israel, Shekulo Tov is a service provider that promotes the employment of people with psychosocial disabilities by providing them with skills development and training programmes. Moreover, they receive preparation and support for employment services in the free market, such as customer service, sales, education, manufacturing, and retailing. Since its start in 2005, Shekulo Tov has helped some 2,800 people with psychosocial disabilities to find employment.

### Problems targeted

In 2000, Israel passed the Mental Health Rehabilitation Law, enabling NGOs to participate in the rehabilitation of people with intellectual disabilities. In most cases, however, the rehabilitation and recovery processes of people with psychosocial disabilities remain inadequate, and they lack the necessary creativity to provide a feeling of self-worth and dignity.

“I discovered that the world of sales is a field that I love and am good at. I learned that I should never give up and should be hopeful even in hard moments.”

Ben, a service user of Shekulo Tov

### Solution & Methodology

The main goal of Shekulo Tov is to promote the employment of people with psychosocial disabilities by providing constant and flexible support. Job applicants are offered a number of options, including vocational rehabilitation, skills development, and training programmes, and are provided with the necessary preparation and ongoing support to measure their vocational progress. The organization has dozens of community-based vocational initiatives throughout Israel, allowing participants to move from one position to another as necessary. This gives them a security net such that if for any reason they cannot hold their job in the free labour market, they can always return to vocational rehabilitation services.

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A vocational rehabilitation user that manages a stand of Erkuti in one of the largest malls in Israel and a rebook store in Haifa.

### Outlook & Transferability

In 2015, Shekulo Tov had a turnover of US\$50 million. The organization receives public funding from the Ministry of Health; and because it acts as a service provider for various ministries and generates income from its vocational projects, all its activities are self-sustaining.

### FACTS & FIGURES

- Jobs created in 2014: 215
- Jobs created in 2015: 305
- Jobs created in 2016 (to date): 600

# Two-year transition period for young people with autism

## ISRAEL: AVNEI DERECH MECHINA – PREPARATORY COLLEGE

Avnei Derech Mechina (“Milestones for Life”) is a NGO that provides a two-year transition programme from high school to the open labour market for young adults with autism. During this time the programme offers a setting in which these young people experience many aspects of life, including employment, social activity, community, studies, home/family, and leisure time. Most vocation and volunteer experiences are temporary, but contribute greatly to future careers. Begun in April 2014 with four participants, by mid-2016 it has grown to 19 – five of whom have just graduated.

### Problems targeted

Israeli children with High Function Autism Spectrum Disorder (HF-ASD) do not fit into a clearly defined educational framework. Upon graduation from high school, most of these teens are ill equipped for moving on to the next stage of life and are not provided with a training ground to gain skills and experience. Existing Israeli programmes for young adults on the Autism spectrum provide a social environment and supported housing, but do not offer a choice of services to advance towards independent living and employment.



A three-day wilderness workshop – with all the equipment in backpacks!

“Placing our son in the capable, caring, professional hands of the Avnei Derech staff has allowed us to be passively supportive from afar, and has allowed Eli the space to experiment and experience in a supportive environment.”

Mike & Shari, parents of an Avnei Derech Mechina participant

### Solution & Methodology

Participants in the “Milestones for Life” initiative leave their parent’s home for the first time and live an experiential, independent setting, inhabiting a small apartment on their own. An individualized plan is developed for each participant as she/he takes the lead in determining her/his personal path in life. The programme focuses on acquiring skills to get a job and to develop a career; and all participants are helped to find part-time employment such as a cashier or packer in a supermarket, assembly-line worker, or

storekeeper, whereby they earn at least the minimum wage. Students experience how to maintain a job while studying and they enjoy living in their own apartment and taking on other responsibilities just like their peers. Moreover, the programme includes a module of pre-vocational training in academic and professional courses similar to those taken in a college.

### Outlook & Transferability

The programme, which is a joint venture with the Ministry of Welfare and Social Services, has a total cost of US\$400,000 per year, and starting in March 2017 the government intends to finance the programme entirely. Currently, the programme is dependent on complementary funding from participation fees, grants, and donations, which cover up to 55 per cent of the total cost.

### FACTS & FIGURES

- Jobs created in 2014: 9
- Jobs created in 2015: 11
- Jobs created in 2016 (to date): 3

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# Training professional baristas in the Caribbean

## JAMAICA: DEAF CAN! COFFEE

Founded in 2015 by Harvest Call Jamaica, a Christian mission organization, Deaf Can! Coffee is a social enterprise that trains young people with hearing impairments to become professional baristas. The enterprise currently employs 25 youngsters part-time on the campus of Caribbean Christian Centre for the Deaf.

### Problems targeted

People with hearing impairments face many barriers when looking for employment, which often leads to frustration and demotivation, especially among younger persons.

“When we started our small coffee shop I was nervous talking to customers, but now I’m very confident interacting with hearing people.”

Jerome Pindling, barista, Caribbean Christian Centre for the Deaf (age 17)

### Solution & Methodology

Deaf Can! Coffee engages deaf young people by focusing on their own interests, and equips them with the knowledge and confidence to operate a sustainable coffee venture. The young people are trained and certified as baristas, and the aim of the company is to operate coffee bars that are known to its customers for a great product, talented staff, and an enjoyable experience. Once the candidates complete training (which includes menu card preparation and financial and communication management), they are employed in the café, but also work upon request for mobile coffee stations set up by corporate organizations. Visual tools and iPads are used to bridge communication barriers with the customers; moreover, customers are taught greetings and how to place orders in sign language. The project started with one small coffee shop on the campus of a school for the deaf in Kingston, which has been significantly scaled-up to a larger and more cultivated café training centre, called the E3 Café.



Baristas at Deaf Can! Coffee.

### Outlook & Transferability

Deaf Can! Coffee has an annual cost of US\$40,000 and has obtained funding from the Digicel Foundation and other organizations. It continues working to facilitate sustainable national development in the core areas of skills training, work readiness, education, special needs, and community development. The practice has grown over the last year. Due to the project’s immense success, a second branch was opened in a public space; and discussions are under way for a third location to be opened before the end of the year.

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### FACTS & FIGURES

- 17 Jobs created in 2015 (2 full-time)
- 25 jobs created in 2016 (4 full-time)

# Changing the hiring policies of companies towards young people with disabilities

## LEBANON AND PALESTINE: LEBANESE PHYSICALLY HANDICAPPED UNION

Founded in 1981, the Lebanese Physically Handicapped Union (LPHU) is an advocacy organization for people with disabilities. From 2012 to 2016, LPHU has created more than 200 jobs in various sectors for people with disabilities in Lebanon and Palestine.

### Problems targeted

According to LPHU, the unemployment rate among people with disabilities is 83 per cent in Lebanon and 70 per cent in Palestine.

“I am an independent person now. I can live with my wife independently, and my future children will get all their needs, thanks to my job at Alfa company.”

Rachid Al Hassan is 31 years old with visual impairment.

### Solution & Methodology

LPHU has succeeded in promoting decent work for people with disabilities in Lebanon and Palestine by using networking and training strategies, thereby transforming private companies from being dismissive and reluctant to being active and supportive. LPHU signed cooperation protocols with 97 companies that have begun to add inclusion standards to their employment policies, as well as to modify their buildings to become fully accessible. In addition, LPHU achieved the following:

- Built systematic partnerships with economic committees and syndicates of company owners to add binding inclusion standards to ensure continuity.
- Launched a dialogue on economic inclusion and established the first regional plan of action in collaboration with more than 100 partners from the private and public sector.
- Issued training materials on inclusive employment systems and the media.



LPHU signed cooperation protocols with 97 companies that have begun to add inclusion standards to their employment policies.

- Conducted vocational training for almost 1,000 people with disabilities since 2012. More than 200 of them found employment in the open labour market.
- Examples of employment include administrative assistant, receptionist, human resources assistant, secretary, call centre officer, archive officer, data entry officer, and restaurant chef.

### Outlook & Transferability

The project has a total cost of €250,000 per year and is funded by the European Union and the Christian Aid UK organization.

### FACTS & FIGURES

- Jobs created in 2014: Provided 150 job opportunities and 90 persons were employed.
- Jobs created in 2015: Provided 160 job opportunities and 95 persons were employed.
- Jobs created in 2016 (till July): 20 persons were employed.

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# Placing teachers with disabilities in regular schools

## LESOTHO: MINISTRY OF EDUCATION AND TRAINING

The programme, initiated by the Ministry of Education and Training together with the Lesotho National Federation of Organizations of the Disabled and other stakeholders, 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.

### Problems targeted

It is generally believed that persons with disabilities are not capable of teaching in schools, and most schools lack the special equipment that persons with disabilities need in order to meet the same quality standards as persons without disabilities. Additionally, tasks such as marking papers and holding examinations for children without disabilities are deemed too difficult.

### FACTS & FIGURES

- Jobs created in 2014: 20
- Jobs created in 2015: 10
- Jobs created in 2016 (to date): 4

“My students are really fascinated to see me teaching them in this state. They are now passionate to learn and to pursue their studies.”

Ms. Mankotseng Lebona Mphahama,  
visually impaired teacher.

### Solution & Methodology

Teachers with disabilities are placed in regular schools and provided with assistant teachers for support. These teachers receive a salary and accommodations, and inspectors from the Ministry of Education and Training pay regular visits to the respective schools to ensure that the working standards for disabled staff are provided. As a result, teachers are also able to share their concerns and experience with staff from the Ministry's Special Education Unit. In order to sensitize school personnel to the issues associated with teachers with disabilities, 25 staff members were given training and an accommodation manual was produced.

### Outlook & Transferability

The project is self-sustainable as the initiative is run by the government. The project has been so successful that, going forward, the government is seeking to increase the employment for people with disabilities in the education sector, especially in public schools.

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# Life Stories: Jamaica, Lesotho, Paraguay, Romania, South Africa



THE STORY OF MANKOTSENG  
LEBONA MPHAHAMA, TEACHER

**“I am proud to be a teacher now.”**

*Lesotho*

My name is Mankotseng Lebona Mphahama. I am visually impaired, but despite my disability I had the opportunity to attend Lesotho College of Education, where I pursued a degree in secondary education and specialised in Sesotho and English languages.

During this time I experienced many challenges because there were no assistive devices to help me to learn just like other students, and the lecturers were not willing to accommodate my disability. But now I am proud that I have been employed as a teacher here at Maseru Day High School despite my impairment. My students are really fascinated to see me teaching them, and they are passionate to learn and to pursue their studies further without any hesitation regardless of poverty or disability



THE STORY OF CARLYLE GABBIDON, CAFÉ MANAGER

**“We are proving that the deaf can do anything!”**

*Jamaica*

My name is Carlyle Gabbidon. I am 28 and the head barista at Deaf Can! Coffee. For the last year and a half, I've been responsible for managing the coffee shop at the School for the Deaf, where we started roasting coffee and brewing drinks. Now I am training the students in making food and baking, too.

I've always wanted to work and use my talents, but before Deaf Can! Coffee started, I would do a side job for someone, such as fix a laptop or a phone, and they would expect it for free. I'd say it costs 2,000 Jamaican dollars, but a lot of people think that because I'm deaf I can be taken advantage of, and they wouldn't pay me for my work. When I was younger I went to a bakery because I wanted to learn how to make bread at a factory, but the boss said, “You're deaf, you can't, you're too slow.” I said, “No, I can do this!” I felt like it wasn't fair and I was discouraged.

Now we're opening up a public coffee shop in partnership with another café where Fabian – my assistant manager – and I work alongside hearing people. We're proving that deaf can do anything!

## THE STORY OF CARLOS FRANCO GARCETE, ADMINISTRATIVE ASSISTANT

**“I would like to have my own food business one day.”**

*Paraguay*



I am a 31-year-old man with a visual disability. Some while ago I participated in the pre-work training course offered by the Secretaria Nacional por los Derechos Humanos de las Personas con Discapacidad, which was taught by Fundacion Saraki

trainers, and thanks to this course I was able to learn various tools that helped me to perform better in job interviews and to overcome my shyness.

I didn't have a job before, but I dared to take the course, which benefitted me greatly as only by making an effort can

one reach their dreams. Now I am working at La Agencia Nacional de Evaluación y Acreditación de la Educación Superior as an administrative assistant, where I staff the phone and computer, deliver documents to various offices, as well as perform other tasks. My relationship with my co-workers is really good. They always help me out and accompany me so I can do my best. I feel very comfortable with them.

When I am not at work I like fixing things at home, and I love cooking! I am also thinking about enrolling in the university, and am currently considering three majors – sport sciences, gastronomy, and criminology – but I think I like gastronomy most. I'd like to one day have my own food business.

## THE STORY OF LUMINIȚA CALDĂRAȘ, SELF-ADVOCATE AND EMPLOYEE

**“I have my own salary and am independent.”**

*Romania*

My name is Luminița Căldăraș. I am 37 years old and I have an intellectual disability. I was born in a village in west Romania into a very poor family with eight children. My parents couldn't take care of us. We lived in one room with no beds, no toys, and sometimes no food. We collected recyclables and sold them to earn some money.

When I was eight I left home and went to Timisoara, the largest city in western Romania. There I lived on the streets for almost 10 years, begging for money and food. My only friend was a dog. By the time I turned 18, I had been taken to several state institutions in various cities, but the living conditions were very poor there as well and I would always run away. I didn't go to school at all.

It was in 1999 that I found out about the Pentru Voi Foundation, and it changed my life forever. The foundation supports people with intellectual disabilities, and now I live in one of Pentru Voi's protected homes, where I have my own room. Living here I have learned a lot of things, such as how to communicate with my colleagues, to cook (I even took a cooking training course), to clean, to make candles, to work in the garden, and even to read. Since 2012, I have been a full-time employee of Pentru Voi Social Enterprises. My main job here is cleaning, but I also do other activities such as assembling, sorting, and gardening.

I now have my own money, so I can buy food, clothes, and other things I need. I also have the ability to visit my poor family from time to time. In addition, I was elected as a member of the European Platform of Self-Advocates (EPSA) board, and I represent EPSA at the Women's Committee of the European Disability Forum. I speak on behalf of people with intellectual disabilities from my country, and I promote their inclusion and respect for their rights.

## THE STORY OF VUYANE MONDLA, EMPLOYEE AT A GARDEN POT CENTRE

**“I enjoy teaching others the skills I was taught over the years.”**

*South Africa*

Vuyane Mondla is 41 years old and is currently one of two Team Leaders in the garden pot centre (producing garden boxes etc.) of Training Workshops Unlimited, a non-profit organization that provides developmental and career path training for adults aged 30 to 45 with intellectual disabilities. For the past 18 years he has been a trainee, progressing through the career path.

“I have learned so much about the cement and concrete trade while being a trainee at the garden pot centre. As one of the guys who have been here the longest, I enjoy teaching the new trainees skills that I was taught over the years. When we reach our target goals at work and I get the full wage my two kids are very happy because I can buy some extra luxuries for them to take to school. I also budget and save for special times such as Christmas. If I had the money and equipment, I would open my own business and get guys to work for me!”

# Felting and knitting skills as the key to self-employment

## NEPAL: ENTIRE POWER IN SOCIAL ACTION (EPSA) – EMPLOYMENT PROGRAMME FOR YOUNG WOMEN WITH PHYSICAL DISABILITIES.

EPSA is a non-governmental organization that produces and sells a variety of felting and knitting products made by young women with disabilities. Participants in their vocational training programme come from all over Nepal and are provided with meals and accommodations, with the length of their training ranging from six to twelve months depending on their basic skill level. Since the programme's start in 2009, almost 400 young women have benefited from being trained and equipped to work on a self-employment basis.

### Problems targeted

Living conditions in Nepal can be extremely hard for people with disabilities, and especially for women. Due to the country's traditionally conservative culture and male dominated society, people with disabilities are often neglected by their own families and communities, in addition to lacking opportunities to access education, knowledge, and technology. As a result, women with disabilities suffer discrimination on three levels: for their gender, for being poor, and for being disabled.

### Solution & Methodology

The knitting products produced under the EPSA programme are based on the demands of clients, such as foreign organizations and social entrepreneurs. EPSA

### FACTS & FIGURES

- Jobs created in 2014: 38
- Jobs created in 2015: 49 (fewer participants as planned due to the Nepali earthquake)
- Jobs created in 2016 (to date): 56

collects client orders and manages all activities, such as goods collection, shipping, invoicing, and money transfers, whereas the participating women focus on the design and the production of goods. EPSA also provides a scholarship programme for the children of needy disabled women, and it runs a small rehabilitation centre for homeless disabled women.

### Outlook & Transferability

Since 2009, EPSA has become well known in Tibet, and consequently the organization receives many inquiries and requests from remote parts of the country to admit and train girls with physical disabilities. EPSA receives no public funding. Its activities are self-sustaining, and the main source of income is the sale of handicraft products. The organization has also been successful in creating greater awareness on the issues of women's empowerment through skill development and employment.

“I want to be able to give employment to as many girls as possible who are in need. They are coming every day looking for work.”

Ms. Sangita Pant, Founder, EPSA



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# Training and seed financing within local communities

## NEPAL: KARUNA FOUNDATION NEPAL – PROJECT “INSPIRE2CARE”

Inspire2Care is a project initiated by the Nepali branch of the Karuna Foundation, a Netherland's-based non-profit organization, and is committed to disability prevention and community-based rehabilitation. Work focuses on improving the livelihood of persons with disabilities and providing vocational training for the targeted group and their respective families. From the project's beginnings in 2011 until March 2016, 125 persons with disabilities were provided with vocational training, after which many of the trainees started their own businesses.

### Problems targeted

In Nepal, as in many developing countries, it is generally assumed that persons with disabilities are unable to make valuable contributions in the open labour market, thus they are not given the opportunity to enter the workforce.

“Though I couldn't go to school myself, the additional money I am earning now will help my daughters in their studies in future.”

Laxman Budathoki, programme beneficiary

### Solution & Methodology

The initiative is a community-led project implemented by a local community structure called the Health Management Committee with resource support from government bodies (Village Council and District Council). The cost of the initiative is shared between the Karuna Foundation and the community. Persons with disabilities and their family members are provided with vocational training depending on their interests and skills. They are then provided with seed capital on a loan basis to allow the trained individuals to start own businesses, such as bicycle shops, tailoring, bakeries, and farming. In addition, the foundation strongly advocates for the employment of persons with disabilities – for example, by providing major support for Career Expo, a job fair organized in 2011 and 2013 by the Ministry of Women, Children, and Social Welfare.



Inspire2Care is committed to community-based rehabilitation, helping to start businesses as well as employment.

### Outlook & Transferability

Operational spending amounts to €62,000 per year. Inspire2Care began in 2011 with seven villages in two districts of Nepal (one in the central region, one in the eastern region) and has since expanded to 31 villages and two additional districts in eastern Nepal. However, Inspire2Care believes that the government must take responsibility for all developmental issues in the long run.

### FACTS & FIGURES

- Beneficiaries in 2015: 47 persons with disabilities and 60 family members received entrepreneurial training and increased their income after getting a loan to start a small business.
- Beneficiaries in 2016: 38 persons with disabilities and 24 family members received entrepreneurial training and increased their income after getting a loan to start a small business.

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# A “sales unit” to connect training and the business world

## THE NETHERLANDS & PHILIPPINES: WOORD EN DAAD – JOB & BUSINESS SERVICES (JBS) MODEL

As a Christian foundation from the Netherlands, Woord en Daad runs a variety of support programmes around the world. The Job and Business Service (JBS) model, which targets people with and without disabilities and minimizes the gap between Technical vocational education and training (TVET) and the job market, was developed in 2003 in the Philippines and is now used by Woord en Daad and its partners in 15 countries, training more than 7,000 students per year.

### Problems targeted

The link between TVET and the job market is often weak because TVET is not demand-driven or it is not based on proper market research. In many cases, the industry is not involved in the design of the curriculum.

### FACTS & FIGURES

- Jobs created in 2014: 4,200
- Jobs created in 2015: 4,500
- Jobs created in 2016: 4,800 planned

“Soft skills are very important in business. It is essential to be technically sound, but one should also have the ability to convey the idea to the masses in the simplest possible manner.”

Mr. Mayurkumar Gadewar, Consultant,  
PricewaterhouseCoopers

### Solution & Methodology

To minimize the gap between TVET and the job market, Woord en Daad developed a model called Job and Business Services (JBS). In effect, JBS is the “sales unit” whereas TVET is the “production unit.” JBS provides regular market assessments; student coaching for apprenticeships, employment, and business start-ups; soft skills and business skills training; and feedback from the job market to the TVET centres. The JBS model started in the Philippines, where a TVET centre provided quality training for 400 students per year. Still, it had only limited impact because the placement rate was low. The introduction of the JBS model increased the placement rate from 30 per cent to more than 90 per cent. Graduates find jobs in manufacturing or the service industry or they start their own business.

### Outlook & Transferability

The cost to setup a JBS programme is around US\$100,000 for the first five years, after which the programme can become financially sustainable. The organization currently receives public funds from the Dutch Government as well as grants from Dutch companies and private persons. The JBS model also improves the financial sustainability of the TVET centre by generating income from various student and company fees as well as from alumni contributions. Notably, Woord en Daad's partners in 15 countries in Asia, Latin America, and Africa have multiplied the model.

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The model increased the placement rate from 30 to 90 per cent.

# How to successfully apply for jobs in the public and private sector

## PARAGUAY: FUNDACION SARAHI – PROJECT “EFFECTIVE LABOUR INCLUSION”

Since 2009 Fundacion Saraki, a Paraguayan foundation, has been networking with and advocating for people with disabilities, providing them with vocational training and job-matching services. Due to its “Effective Labour Inclusion” programme, the number of persons with disabilities employed in the public sector has risen from 230 in 2009 to 2,024 in 2015.

### Problems targeted

In Paraguay, a prevailing culture of exclusion and prejudice prevents people with disabilities from accessing labour opportunities.

“People are afraid of doing what they’ve never done, but once you give it a try you realize you can do it. One must take chances.”

Wilson, 24, beneficiary of the Labour Inclusion Program, Fundación Saraki

### Solution & Methodology

Fundacion Saraki works closely with organizations of people with disabilities to develop creative communication campaigns. Every job candidate that works with the foundation goes through a functional, social, and family evaluation process, which is then summarized in an employment profile. Each candidate is then recommended for a training that complements his or her interests and skills. The foundation places people with disabilities in jobs using its job-matching software, which is also available on the Ministry of Labour’s website, and through its network of private companies. Jobs include positions in manufacturing and the food industry as well as administrative tasks in various industries (e.g., IT industry), and these employees are paid at least minimum wage.

The foundation’s other activities include campaigns that highlight the personal experiences of CEOs and company owners who have benefited from inclusive employment. To date, Saraki has worked with 50 public institutions and private companies to develop labour inclusion plans for all types of disabilities.



Jobs include positions in manufacturing and the food industry, and these employees are paid at least minimum wage.

### Outlook & Transferability

The “Effective Labour Inclusion” initiative has an annual cost of US\$208,000 and is funded by the central government, the United States Agency for International Development, and other public and private donors. Its methods, outlook, and success have been presented at three international seminars, which were attended by representatives from other Latin countries and funding agencies as well as representatives from the International Labour Organization.

### FACTS & FIGURES

From 2009 to 2015:

- 217 persons with disabilities were hired in public companies with direct support from Saraki.
- 153 persons with disabilities were hired in private companies with direct support from Saraki.
- 38 companies have made public their commitment to inclusive employment.
- In total, Saraki has contributed to creating some 1,700 jobs for persons with disabilities in the public sector.



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# Offering professional services of well-trained persons with intellectual disabilities to companies

## ROMANIA: PENTRU VOI FOUNDATION – SOCIAL ENTERPRISES

Established in 1995, Pentru Voi Foundation is a non-profit organization that provides community-based services and advocate for the rights, inclusion, and welfare of persons with intellectual disabilities. At the foundation's three social centres located throughout Timisoara, Romania, more than 200 persons with intellectual disabilities have received a variety of services to prepare them for employment opportunities.

### Problems targeted

Almost all persons with intellectual disabilities in Romania are unemployed, primarily due to lack of support and educational opportunities. Of the known 112,519 adults with intellectual disabilities living in Romania, only 809 were employed as of March 2016).

“I like to be employed, to have my salary, and to be independent. I like to work every day and to have colleagues. I do not want to stay home alone.”

Cristina Csizsec, Pentru Voi Foundation beneficiary

### Solution & Methodology

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: Under the supervision of a support person, the foundation “leases” its trainees to various companies for a specified period.
- Job coaching and skills enhancement training.
- Collaborations with various companies whereby persons with disabilities, supervised by a support person, are appointed to tasks such as assembling, sorting, recycling, packing, green space care, parking space demarcation, electronic components testing, and cleaning.
- Clients of these services are primarily private companies (about 90 per cent) and some public institutions (10 per cent), including Vodafone Romania, Continental Automotive, Nestlé, Kromberg & Shubert Romania, and Smithfield Foods.



Clients of the services are primarily private companies, including Vodafone Romania, Continental Automotive, and Nestlé.

### Outlook & Transferability

The social enterprise model is transferable and can be replicated on a national or European level. Moreover, the Pentru Voi Foundation promotes the model at national and international conferences and through a variety of media publications. The foundation states that in 2009 it influenced the modification of Romanian Law 448/2006, which addresses the protection and promotion of rights of persons with disabilities regarding employment. In addition, the foundation's social services were the basis for drafting the quality standards for day-centres and protected housing in Romania.

### FACTS & FIGURES

- Beneficiaries in 2014: 196
- Beneficiaries in 2015: 200
- Beneficiaries in 2016 (to date): 200

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# A shortcut to the open labour market

## ROMANIA: PRO ACT SUPORT ASSOCIATION

Pro ACT supports people with disabilities who formerly lived in institutions to find and retain employment in the open labour market and to live independently. Founded in 2011, Pro ACT Support Association is approved by the Romanian Ministry of Labour, Family, Social Protection, and the Elderly to provide social inclusion services. As of June 2016, all 40 clients of Pro ACT were employed.

### Problems targeted

Romanian employers tend not to hire people with disabilities, and even greater stigma is attached to those who suffer from multiple discrimination – for example, intellectual disability and/or mental health issues, Roma origin, female, coming from public institutions of social assistance (orphanages).

“I now have a job and I have learned how to get there by myself. I feel I have more freedom, I know my way! No one orders me what to do.”

Gina Mezei, client, Pro ACT Support

### Solution & Methodology

Social inclusion services promote the de-institutionalization of adults with disabilities (many who have lived most of their lives in institutions), in combination with integration in community housing and an individualized approach to recovery. The Pro ACT programme has targeted the employment of 40 people with intellectual disabilities in the open labour market, all of whom have found and kept employment (with the exception of two participants who were later employed in social enterprises). This approach eliminates the typical steps taken by many organizations in this field, such as training, sheltered employment, or employment with a job coach. Employers soon understood that engagement with people with disabilities does not require a lot of specialized skills, but simply openness and flexibility. Employment included jobs in warehouses, as an assistant tailor, as carpenters, and even farm work.



Employers soon understood that engagement with people with disabilities does not require a lot of specialized skills, but openness and flexibility.

All employees are supported in a person-centred manner to assess their skills, talents, and desired field of work, and are later assisted to engage with employers to find suitable jobs. Employers were educated as to how to make reasonable accommodations at the workplace, and Pro ACT staff remain engaged to help resolve challenges that may arise on both sides.

### Outlook & Transferability

Pro ACT's supported employment programme costs approximately US\$35,000 per year and is financed by an Open Society Foundation grant. The organization's efforts are focused not only on de-institutionalizing adults with disabilities but they also target social authentic inclusion, including community integration and support activities

### FACTS & FIGURES

- In 2015, 38 full-time or part-time jobs were created.
- In 2016, of a total of 40 clients, 10 are employees in the private sector, 2 in the public sector, 14 in the open labour market, 2 in social enterprises, and 12 in Pro ACT's small social enterprises.

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# Building bridges to multinationals and Russian companies

## RUSSIA: PERSPEKTIVA

Perspektiva is a Russian organization of persons with disabilities (DPO) that since 2004 has worked to provide pre-employment training, job coaching, follow-up support, and internships to people with disabilities. 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.

### Problems targeted

Russian legislation requires companies with over 35 employees to have between 2 and 4 per cent employees with disabilities, but the reality shows that this legislation is not effective. Many persons with disabilities remain in sheltered workshops, work from home, or have no job at all.

to secure and maintain a job; monitoring their integration into the workforce as well as their progress and workplace accommodation; and providing support in overcoming individual barriers.

Perspektiva offers a variety of positions, including manufacturing, service, and home jobs. Most, however, are administrative positions in multinational and Russian companies.

“I am grateful to Perspektiva’s employment team, who have helped me several times with my job search. Special thanks go to the organization’s ‘Path to a Career’ competition, in which I participated and gained new knowledge and job search experience.”

Tatiana Karbovskaya, hearing impaired

### Outlook & Transferability

The annual cost for this project is US\$250,000, with 40 per cent coming from government agencies such as the Ministry of Labour and Social Development, Ministry for Economic Development, and the Moscow Public Relations Committee. Perspektiva has expanded its project from Moscow to six other cities in Russia, and DPOs in four other cities have started to replicate the project. Additionally, Perspektiva has launched employment programmes in three other cities, creating a Business Advisory Board on Disability in each of them. Perspektiva holds regular webinars on disability employment, and disseminates its guides on this topic to other DPOs.

### Solution & Methodology

Perspektiva has developed a two-phase model for seeking employment. The first phase, pre-employment support, includes consultation on career options, assistance in creating a job-search action plan, and training on CV-writing skills. Students receive support in finding and applying for vacancies, and they are helped in identifying and discussing specific barriers that could be faced. The second phase is on-the-job support. Activities in this phase include professional and psychological support for individuals

### FACTS & FIGURES

- From 2004 to 2016, Perspektiva has supported more than 2,500 young persons with disabilities in finding employment.
- Jobs created in 2014: 175
- Jobs created in 2015: 190
- Jobs created in 2016 (to date): 200

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# A company employing 90 per cent persons with disabilities in online services

## SINGAPORE: GENASHTIM INNOVATIVE LEARNING

Founded in 2008, Genashtim is a for-profit social enterprise from Singapore that has created a virtual work environment and online delivery of learning and services. The company has developed the ability to structure work processes in a way that people with various disabilities can work from home.

### Problems targeted

Even with the necessary skills and qualifications, people with disabilities are often unable to work due to lack of accessible transportation or an accommodating work environment.

### Solution & Methodology

Genashtim Innovative Learning has created a virtual employment eco-system whereby persons with disabilities can work efficiently from their homes. For example:

- The Quality Assurance department for the company's English language coaching service is performed mainly by blind people.
- For the company's remote IT support service, most of the technicians have a mobility impairment.

### FACTS & FIGURES

- 90 per cent of the company's 60 permanent staff are people with disabilities, all working from their homes in more than ten countries on four continents.
- Of the company's seven managers, six are people with disabilities.

- Abled Online – started as Genashtim's IT department, hiring 100 per cent people with disabilities, it has evolved into a remote IT support business

“This has given me an opportunity to work again, and from the comfort of my home, without troubling anyone. It has brought back my self-confidence and independence.”

Gunavathy Muthu, accountant, Kuala Lumpur, Malaysia

The company has also created a number of businesses:

- eCornell – the eLearning programme of Cornell University, Ithaca, New York
- Epic Online – a live, one-on-one, face-to-face English language coaching service
- Mandarin eSpeak – a similar service to Epic Online for Mandarin Chinese. These language coaches are currently 100 per cent people with disabilities in China.
- eyRead – training and support for screen readers, the software used by the blind to access computers and the Internet. This work is done 100 per cent by people with disabilities

Clients of Genashtim's services include academic institutions, such as the Kaplan Institute in Singapore, and Taylor's College and Taylor's University in Malaysia; as well as such multinational companies as McDonalds in Thailand and Asea Brown Boveri in China

### Outlook & Transferability

Apart from seed capital from its founder, the company's cash flow funds this project entirely. The Abled Online service won first prize at the Universal Ventures Business Plan Contest in Tokyo in November 2010. The Genashtim model has been studied by other employers and has been recognized by various non-government organizations, which have strengthened their collaboration.

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In the IT support service, most of the technicians have a mobility impairment.

# Life Stories: Singapore, Spain, Uganda, and the United States

## THE STORY OF VANDER, EMPLOYEE AT A U.S. GOVERNMENT AGENCY

**“Most importantly, I learned how to create my own appropriate workplace personality.”**

*United States*



Vander is a young man with cerebral palsy who has achieved remarkable things despite formidable obstacles. At the age of nine he was put into foster care and separated from his mother and four brothers. Moreover, Vander was somehow allowed to fall through the cracks and didn't attend school until he was 10 years old. An important milestone for Vander was when his occupational therapist (a school employee who provided related services specified in his individualized education programme) encouraged him to fill out the application for a Project SEARCH programme at a U.S. Government agency near his Washington, DC, home. Happily, Vander was accepted to the programme. As he recalled, “We learned how to escort guests, how to express ourselves in an appropriate way for the workplace, how to answer the telephone in the proper manner, and most importantly I learned how to create my own appropriate workplace personality.”

Vander became a full-time employee in the department in which he started as an intern. His main task was to scan incoming correspondence and match it with case numbers. When he started in the office there was a one-year backlog, which he was able to clear within six months on the job. Vander's long-term goal is to become a public speaker and to inspire other people with disabilities who “gave up on their life or are headed down that path.”

## THE STORY OF LIDIA PARRA, OWNER OF A THERAPY CENTRE

**“Starting my own business has been extremely positive, both personal and professional.”**

*Spain*

For me, starting my own business (Interactúa, a paediatric therapy centre) has been extremely positive, both on a personal and a professional level. On a professional level, this experience has allowed me to grow without being monitored by a boss who doesn't believe in flexibility; to work with more diverse pathologies that enrich me; to enhance my knowledge and thus enable to provide training courses; and to manage my business.

I am sincerely grateful to the ONCE Foundation and Inserta – not only for the grant I received but also for the support they gave me throughout the whole process, helping me at the very beginning to identify clear goals and to better focus my project. They assisted me in the development of my business plan and, once started, provided me with specific training on digital marketing and finance, which really improved my management skills.

THE STORY OF VILLY VILLANO,  
A QUALITY ASSURANCE MANAGER

**“I have now more than ten staff members reporting to me.”**

*Singapore*

Due to complications with measles as a child, I progressively lost my sight and was totally blind at the age of 18. Despite my disability, I managed to complete my degree in secondary education, but working as a high school teacher was challenging. I needed a fellow teacher to do a lot of things for me in class.

I set out to look for other jobs that I could perform independently, hoping that my achievements would impress a potential employer. My optimism and hopes quickly faded, however, after a series of rejections. What was worse was when people appeared to be courteous, saying that they would get back to me, but then never did.

Some might call it a stroke of luck, but I call it destiny that I came across Genashtim Innovative Learning. I was their first blind English coach conducting classes online. I was able to perform my tasks at par with my fellow non-disabled coaches using assistive technologies, and I got paid as much as they did. Further, after a year I was promoted to become the company's very first Quality Assurance assessor. Being a blind person with a keen sense of hearing, I would listen to the recordings of other coaches' sessions and make recommendations.

With the growth of Genashtim, I currently lead a team of QA assessors. I am also an account manager, which means I have the responsibility to deal directly with several key clients. Recently, I also took responsibility for our Content Team, where I supervise the creation of lesson materials for our learners. I now have more than ten staff reporting to me, including some who are not persons with disabilities. More than just a livelihood, working for Genashtim has given me a sense of pride and confidence.

THE STORY OF ATUGONZA,  
WORKING FOR SIGHTSAVERS

**“Now we are hosting career fairs, putting our work on display.”**

*Uganda*

I am Atugonza Milton Isaac. When I started school I was the only one with a disability. All the other boys called me by hurtful nicknames, but in my heart I felt, “If others can do it, why not me? Why not a person with a disability?” When the Connecting the Dots project of Sightsavers came to my village I was doing some agricultural work. I heard the news on the radio announcing that the programme was looking for young people with disabilities to take them for training. I had previously had an introduction on how to use a computer, so I said to myself, “Let me study computers, because in the next generation everything will be computerised.” Now my job is to go into the field and monitor the young students in the Sightsavers programme: “How's the work environment? How are you getting along?” I even go to visit students in their homes to see whether their parents are supporting them or not. I then report back to the office – this one is doing well, this one has a challenge. My mission is to empower youth with disabilities to acquire a sense of self-worth, to see that they too can earn a living, and to lobby for them to know their rights and benefits. I also help them benefit from government programmes, like special grants.

I have seen youth with disabilities doing great, great things. Now we are hosting career fairs, putting our work on display. Now everyone knows that disability is not inability!



# Developmental and career path training for adults with intellectual disabilities

## SOUTH AFRICA: CAPE MENTAL HEALTH – PROGRAMME “TRAINING WORKSHOPS UNLIMITED”

Training Workshops Unlimited (TWU) is a programme initiated by Cape Mental Health, a non-profit organization located in the Western Cape province of South Africa, to provide developmental and career path training for adults aged 18 to 65 with intellectual disabilities. Each day some 550 people experience the training and career path model of TWU, and many have gone on to find employment.

### Problems targeted

People with intellectual disabilities in South Africa face stigma and are often denied appropriate education and work opportunities.

### Solution & Methodology

The TWU programme offers six levels of disability:

Level 1: For adults with profound intellectual disability in need of higher levels of care.

Level 2: For adults with moderate intellectual disability.

Level 3: A work skills programme for adults with mild intellectual disability.

Level 4: A bridging and support programme providing job coaching for internal and external trainees.

Level 5: Supported employment, whereby reasonable accommodation and additional job coaching is provided for trainees in full-time employment.

Level 6: Open labour market employment, whereby all participants receive a market related salary

Beneficiaries of the TWU programme work in a wide variety of jobs, such as governments administration, construction, woodwork/ carpentry, sewing, machine operating, gardening, packaging, maintenance, retail, driving and delivery, and cleaning and domestic skills.

### FACTS & FIGURES

- Jobs created in 2014: 30
- Jobs created in 2015: 15
- Jobs created in 2016 (to date): 17
- Of the jobs created, 60 per cent have gone to females and 40 per cent to males, and all include regular government employment benefits.

### Outlook & Transferability

TWU's total annual cost is US\$398,000 and is primarily financed by the Department of Social Development at 55 per cent. Another 14 per cent comes from donations and fundraising, and the balance is generated through external sales of goods and services. Through international exchanges with service providers in Germany, the TWU model and programmes have been shared internationally.

“I feel the Sunrise Special Care Centre is my second home and we are one big happy family. I can assist my sister financially and I get to do a job that I enjoy.”

Julia Engelbrecht, TWU beneficiary and care facility worker

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Trainees in the TWU garden pot centre learn the skills and trade of brick and block making.

# A multifunctional hub towards the open labour market

## SOUTH AFRICA: THE LIVING LINK EMPLOYMENT MODEL

The Living Link is a South African non-profit organization that implements a model of supported employment for young people with disabilities. The process begins with life- and work-skills training, continues with hands-on experience through internships, and goes on to formal placement in the open labour market. Notably, candidates who are placed in employment earn the same salary as non-disabled colleagues. In 2015 alone, approximately 50 people were hired in various forms of employment, including several with permanent working contracts.

### Problems targeted

Traditionally, protected or sheltered employment has been the predominant model for people with intellectual disabilities in South Africa. Jobseekers are often excluded from suitable open labour market opportunities because in most cases they are unable to meet the educational requirements. Further, many employers have the misconception that people with disabilities are not employable or that such appointments are high risk.

employees participate on equal terms in the open labour market. The Living Link model is continuously presented to major companies, small to medium-size businesses, recruitment agencies, government departments, and non-profit organizations that might be involved in the employment of young adults with intellectual disabilities.

### Outlook & Transferability

Currently, 65 per cent of the organization's annual revenue is created through job coaching fees, annual membership payments, training fees, and fundraising social events. One of the next goals of The Living Link is to create an employment division that generates sufficient income to cover all its expenses. The organization has shown remarkable growth over the past three years, and the addition of a second vocational training course in 2015 increased the number of students by 35 per cent. As a result, employment figures more than doubled in 2015 compared to 2014.

**“We now have four Living Link ‘Angels’ at Orico. They are reliable, punctual, respectful, and hardworking, and they spontaneously participate in office social activities as well.”**

Ms. Welhma Strauss, Senior Manager,  
Claims Department, Orico

### Solution & Methodology

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. Notably, the model also includes one-on-one professional job coaching as may be needed once a member has been placed, which differs greatly from traditional South African employment models for people with intellectual disabilities. In this way, these

### FACTS & FIGURES

In 2015, The Living Link achieved the following results:

- 14 members were successfully placed in a year-long internship with a major insurance company and 9 at a major cleaning group.
- 17 permanent appointments and 16 contractual appointments were concluded.
- There were 4 volunteer placements, 3 of which will be paid monthly stipends as of 30 June 2016.
- In 2016, 68 placements in various forms of employment have already been made to date.

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# Adding a university degree to job placement

## SPAIN: COOPERATION OF TEMPE, APSA, AND THE UNIVERSITY MIGUEL HERNANDEZ

TEMPE, a shoe manufacturer from Elche, and APSA (Asociación de Discapacitados Psíquicos de Alicante), a local service provider for young people with intellectual disabilities, have been cooperating for a long time in VET, integrating APSA clients in the TEMPE production facilities. Now Miguel Hernandez University in Elche has joined the partnership, providing young people who finish their coursework with a university degree. This combination of theoretical and practical education has significantly increased the opportunities of these young people to find employment in the open labour market, and 15 of them have received a university degree at the end of their coursework in 2016.

### Problems targeted

There are very limited opportunities for young people with intellectual disabilities to receive an adequate education and focused preparation to enter the Spanish job market. Most job offers are for manual labour, and do not provide an opportunity to advance to a higher career position.

“This programme is going to provide me knowledge on how to be a good shop assistant, and I will be able to work and be more autonomous.”

Davinia, a 23-year-old programme participant and student at Miguel Hernández University

### Solution & Methodology

For many years the company TEMPE, which is active in the shoe and fashion business, has run a dedicated training programme for people with intellectual disabilities, in cooperation with the service provider APSA. Beginning in 2015, these two organizations have entered a collaboration with Miguel Hernandez University, which currently offers theoretical and practical courses for 15 students with intellectual disabilities each year. The possibility of a university degree combined with the use of university services and infrastructure has elevated people with intellectual disabilities to a new level and has significantly promoted their integration into the open labour market. Following graduation, alumni will find employment primarily in the shoe and fashion industry. Prior to their cooperation with the university, TEMPE and

### FACTS & FIGURES

- 3 jobs were created in 2015 and 4 in 2016 (with open-ended contracts in the open labour market).
- There were 8 beneficiaries in 2014; 8 in 2015; and 15 in 2016.

APSA trained 24 people with intellectual disabilities. Seven of these have found employment: three in the open labour market and four in a protected environment. Both companies expect that with the university collaboration, employment figures will increase substantially, since the preparation is focused on the needs of the potential employers.

### Outlook & Transferability

The overall costs for academic year 2015–2016 are €32.000. TEMPE covers approximately 55 per cent of the cost of the programme, and 45 per cent is covered by the graduates themselves, although four of them have partial or total scholarships.



Recording a radio programme to improve communicational skills.

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# A voluntary certificate for organizations willing to commit to CSR and disability

## SPAIN: BEQUAL FOUNDATION – CERTIFICATE ON CSR AND DISABILITY (CSR-D)

The Bequal Foundation has created a certificate that focuses on disability as an integral part of corporate social responsibility. To the knowledge of the Bequal Foundation and the Zero Project, it is the only certificate on disability endorsed by people with disabilities themselves. Collaborating with other organizations – such as Fundacion ONCE, CERMI, FEACEM, and the Seeliger y Conde Foundation – a standard was developed that encompasses the employment of people with disabilities as a key point in corporate social responsibility.

### Problems targeted

Even within the ranks of companies that take corporate social responsibility seriously, inclusion of people with disabilities is often overlooked.

“The certificate is not only recognition of our good management model, but it is a continuous improvement process.”

Ms. Marisol Pérez, Deputy Director of Corporate Culture, Repsol

### Solution & Methodology

The CSR-D certificate represents the adoption of a standard structured on 7 categories, with 19 indicators and 69 sources of verification. There are three levels of certification: Bequal, Bequal Plus, and Bequal Premium, thus encouraging continuous CSR development of the company. The audit for the certifying process is conducted by external licensed consultants. The certificate is issued with validity for three years, and assessments are conducted on an annual basis in order to ensure the accredited criteria are continuously met. The certificate criteria address and have direct impact on the accredited companies' recruitment and human resources policies, and on the retention and rehabilitation of workers with disabilities. Since 2013, Bequal has worked with 145 organizations, all of which have obtained the certificate after initially implementing the model. By doing so, the companies have not only improved their initial



Introducing a certification standard.

inclusion and accessibility conditions but have also improved the accessibility of their products, services, and communication.

### Outlook & Transferability

The average cost for certification is €7,000, 40 per cent of which is allocated for covering the expenses of external independent auditors and inspectors. The Bequal certificate represents a model that can be copied, and that encourages its owners to include employment of people with disabilities in its business strategy.

### FACTS & FIGURES

Since 2012 the Bequal Foundation has:

- Trained nine licensed external independent auditors with disabilities.
- Certified 145 organizations.



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# Comprehensive support to entrepreneurs with disabilities

## SPAIN: FUNDACIÓN ONCE-INSERTA – ENTREPRENEURSHIP PROGRAMME

Fundacion ONCE is a leading Spanish foundation whose branch operation for the training and employment of people with disabilities, Inserta, has established entrepreneurship as an option for people with disabilities. Support includes counselling, training, guidance, and financial assistance.

### Problems targeted

The lack of support systems and counselling services for people with disabilities in entrepreneurship has made it difficult for them to create start-up companies on their own.

“Getting my project started was an opportunity to earn a living doing what I like the most: textile design based on riddles.”

Judith Martínez, deaf entrepreneur

### Solution & Methodology

In order to receive a grant by the FSC Inserta project, the following requirements must be fulfilled:

- Be a legally recognized person with a disability.
- Be unemployed or being employed but in need of a job improvement.
- Have the specific qualifications/skills needed to develop a business that is compatible with the disability.
- Have a business plan, funding sources/liquidity, knowledge about the market, clear strategy, innovation, relevance, sustainability, social impact, and growth potential.

Apart from the support to start the business, Inserta and Fundación ONCE provides more help once the start-up phase is over. They then monitor progress and provides counselling in the first stages of the new businesses; and they organize training sessions in specific areas of business skills, such as marketing and finance, which helps to strengthen and consolidate businesses. Fundación ONCE also awards grants for individual training in technological and digital skills, which contributes greatly to increasing the survival rate of small businesses and start-ups. A high



Due to improved trainings the projects have become increasingly diverse.

percentage of businesses are in the field of retail, but due to improved trainings, the projects have become increasingly diverse, including livestock farms and organic gardens, packing stations, recycling businesses, and textile design and production.

### Outlook & Transferability

The annual cost of operations is approximately €300,000 and an additional €750,000–800,000 allocated for start-up grants. The programme started at the regional level and has been extended nationwide. There has been good progress in the evolution of the entrepreneurship initiatives among people with disabilities (more diverse projects, higher level of specialization) due to the higher level of qualification and better training of the entrepreneurs.

### FACTS & FIGURES

- Some 1,500 entrepreneurial projects have been financially supported since the programme's founding in 1988.
- Approximately 5,000 persons with disabilities have received support through this programme since 2009.

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# A bank uses its networks to create career options for persons with visual impairments

## TAIWAN: STANDARD CHARTERED BANK LIMITED – PROJECT “SEEING IS BELIEVING”

“Seeing is Believing (SiB) – Visually Impaired Employment Platform” is a project developed by Taiwan’s Standard Chartered Bank Limited (SCB), jointly with the Parents Association for the Visually Impaired, the Eden Social Welfare Foundation, and the Technology Development Association for the Disabled. The project addresses the lack of diversified career options for people with visual impairments through an employment platform that promotes corporate awareness and creates diversified employment opportunities for the visually impaired. Since its beginning in 2013, 388 individuals have been serviced and 250 have been successfully employed.

### Problems targeted

Statistics from the Ministry of Labour (2013) show that the unemployment rate for people with visual impairments is three-times as high as for other people, and that protective laws and regulations largely restrict the employment of blind persons to the field of massage.

“Even though I graduated from a reputable university and was well prepared for work, most of my interviewers were only interested in whether I could work without assistance. Therefore, I really appreciated the work of the ‘Seeing is Believing’ project.”

Mr. Ren-Jun, Customer Service, Chain Sea Information Integration Co., Ltd.

### Solution & Methodology

The SiB model was developed in two phases. The first phase was the formation of a Corporate Advisory Council composed of CEOs, managing directors, and presidents of major local and international corporations. Managers volunteer their time, ideas, and resources to help create jobs through corporate networking, referral, and external communications. The second phase took place in January 2015 and involved three local NGOs that created an integrated platform in order to improve the process of listing and



An integrated platform to improve listing and hiring of candidates.

hiring candidates. Jobs for the visually impaired are primarily in massage services, tele-sales, secretary/assistant, engineering, and braille translation, among others. This initiative has made significant progress in the area of Taipei City, where the unemployment rate for visually impaired persons has dropped from 12.39 per cent in 2013 to 7.3 per cent in 2015.

### Outlook & Transferability

SCB funds the project at an annual cost of US\$180,000. The project continues to promote awareness among key stakeholders and communities via media events and the annual Standard Chartered Bank Charity Marathon.

### FACTS & FIGURES

- Visually Impaired employed in 2013: 56
- Visually Impaired employed in 2014: 94
- Visually Impaired employed in 2015: more than 100



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# Employment in the open labour market for persons with Down syndrome

## TURKEY: DOWN SYNDROME ASSOCIATION – JOB COACH PROGRAMME

The Down Syndrome Association is a charity organization dedicated to activities designed to change the public perception of persons with Down syndrome, and to creating an equal opportunity atmosphere for people with this disability. From 2014 to 2016, the Job Coaching Supported Employment programme provided employment opportunities for 30 persons with Down syndrome.

### Problems targeted

Societal prejudice and incomplete education force people with Down syndrome to stay at home or in institutions, leaving them without opportunities for inclusion in the open labour market.

### Solution & Methodology

The programme offers persons with Down syndrome and their families a variety of training opportunities, including:

- Consultation in setting career goals
  - Skills enhancement training
  - Support for job matching and seeking
  - Awareness and acceptance training
  - Typical jobs tend to be in sales, but there are also waiters and servers, one human resources assistant, an accountant assistant, and a receptionist.
- The Down Syndrome Association is also publishing supportive educational books; and in cooperation with the Anadolu University Special Education Department, it has begun to give individuals additional training on job coaching.

### Outlook & Transferability

The programme has a total annual cost of €56,000 and has obtained a Social Development Grant from

### FACTS & FIGURES

- Jobs created in 2014: 12
- Jobs created in 2015: 12
- Jobs created in 2016 (to date): 6
- All the jobs created (three part-time; others full-time) are in the open labour market.

the Sabanci Foundation for the years 2015 to 2017. Additional income sources stem from charity bazaars, corporate social responsibility projects, and the Down Syndrome Association's online shop. Since 2012, the business model has been growing substantially and has encouraged a similar project from Yeditepe University in Turkey. Furthermore, the university has collaborated with the Down Syndrome Association to initiate its own pilot project on job coaching.

“I can memorize all the papers in a file in order, and I quickly realize whether there are any missing or not. Because of this, my colleagues call me ‘the detector’ – and I like it very much!”

Mert Kiziltepe, programme beneficiary

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Mert has worked in Bimeks for four years, where his goal is to become a manager. He pays his brother's university fees, and his mother says she is no longer worried about her son's future.

# Online job-platform used by more than 10,000 jobseekers with disabilities

**TURKEY: ENGELSIZKARIYER.COM – DISABLED HUMAN RESOURCES AND CAREER WEB (BARRIER FREE CAREERS)**

Engelsizkariyer.com – a Turkish non-profit enterprise – runs Turkey’s first career and human resources portal for people with disabilities, bringing together people with disabilities looking for a job and employers looking for employees with disabilities. In 2016, the organization listed more than 10,000 CVs on its website.

## Problems targeted

In Turkey, the minimum requirement for employing disabled people in the public sector is 4 per cent of the workforce and in the private sector 3 per cent. However, lack of sufficient information about the needs of people with disabilities, prejudice, and an indifferent attitude by potential employers remain the main barriers to successful employment.

## FACTS & FIGURES

- Website users in 2014: 6,000–7,000
- Website users in 2015: 7,000–8,000
- Website users in 2016: 8,000–10,000

“With its expertise, knowledge, and consultancy, Engelsizkariyer.com helped us to build our corporate disability policies on a strong foundation regarding equality of opportunity as well as diversity.”

Erhan Özel, Human Resources Director, TEMSA

## Solution & Methodology

Engelsizkariyer.com offers awareness-raising courses and counselling to companies, and gives out “awareness awards” to companies that employ people with disabilities in suitable positions. Furthermore, it proposes vocational and personal training courses for people with disabilities who are not working and/or have no professional qualifications. All people with disabilities can obtain free membership and can apply for jobs through the company website, can get free training (via e learning), or can apply for free courses such as CV writing. The organization has also published a book titled “360 Degree Communication with the Disabled,” which serves as a reference guide for HR personnel and community.

## Outlook & Transferability

Total project costs are US\$45,000–65,000 per year, covering the personnel cost of three employees and various running expenses; 75 per cent of the cost is covered by the state, 25 per cent comes from a “usage fee” paid by private companies for the services offered. Since its founding in 2005, Engelsizkariyer.com has grown significantly in the number of users of its website and participants in the courses offered. The organization estimates that several hundred jobs have been created through their activities.

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# Life Stories from the United States and Viet Nam

## THE STORY OF NGUYEN VAN GIAP, OWNER OF ONEDAY IT SOLUTIONS

**Being treated as a talented staff member in designing, analysing, and coding IT systems.**

*Viet Nam*



Nguyen Van Giap owns the OneDay company, providing IT solutions through website development, software engineering, and other IT services to support persons with disabilities and other disadvantaged people. A 2010 graduate of the

USAID-funded Information Technology Training Programme (ITTP) specializing in software engineering, was working as a key programmer at Viettotal, Ltd., an IT company, until early 2016. There he demonstrated his great passion for IT and his ability to collaborate well with his non-disabled colleagues. At Viettotal he was treated as a talented staff member regardless of his being confined to a wheelchair. His daily

job involved designing, analysing, and coding IT systems, as well as training clients in the use and maintenance of such systems. Each year he would run four to five major projects on the management of software, which required advance IT techniques and team-work, and which were aimed at a large number of users.

Giap's life has changed since he joined ITTP. He is no longer dependent on his family for support, and he has more friends with and without disabilities. He has been recognized by employers and colleagues as a committed, competent, and loyal staffer. More recently, and with great support and encouragement from his employer, Giap set up OneDay – realizing his vision to expand the abilities of persons with disabilities.

## THE STORY OF KAYLA WILSON, ACCOUNTING MANAGER

**“I have a college degree and a successful career in accounting.”**

*United States*

My name is Kayla Wilson and I have a learning disability. I confess I have not always embraced my disability. During elementary and middle school I really struggled with learning to spell, with multiplication tables, and with being able to read in class. My classmates noticed that I did not understand things the way that they did and made fun of me. I did not know why I was different; it was very confusing and I had very low self-esteem.

In the seventh grade my parents had me tested and observed, and that's when I was diagnosed with a specific learning ability that affects my reading and writing skills. As a result, I was given accommodations to assist me with test taking and I started doing much better in school. In high school the classes were harder and I still struggled. Fortunately, I had a strong support system with my parents, and

I started participating in Georgia's High School/High Tech (HSHT) programme.

In my junior year I participated in a HSHT Youth Leadership Forum, where I made many friends and found a great many other people who were experiencing the same struggles that I faced. The speakers at the forum were amazing. They embraced their disabilities, shared their difficult journeys to success, and were so inspiring. This forum was life changing for me! It was at this moment when I started believing in myself. I graduated high school and went on to college, where I had to advocate for my own accommodations for my classes and no one noticed or cared that I had a disability.

Now I have a college degree and a successful career in accounting. In fact, in 2013 the Governor of Georgia asked me to serve on the Georgia State Rehabilitation Council.

## THE STORY OF YI-HSUAN, EMPLOYEE IN TELESALLES

**“I barely spoke to strangers,  
and now I am selling to them.”**

*Viet Nam*

Before Yi-Hsuan lost her eyesight she worked as a designer who created visual compositions. Even as a congenital glaucoma patient, she never thought that blindness would come so soon. “Several years ago, after my sudden retinal detachment, I lost vision permanently, and from that moment the grief of being blind consumed me. For six months I could not step out from my room.”

Yi-Hsuan’s father was frequently away on business, and so she was brought up by her grandmother. Grandmother was her greatest support during this darkest time in her life, and thus taking good care of her grandmother became Yi-Hsuan’s strong motivation to pursue rehabilitation.

During her rehabilitation, a social worker introduced her to the Technology Development Association for the Disabled (TWACC), an NGO that provides such professional services as orientation and mobility training and vocational rehabilitation. It is a long and tough journey for people with acquired blindness to restore their abilities and rebuild their lives. Even worse, Yi-Hsuan’s grandmother passed away one year after she lost eyesight. This tragedy made the rehabilitation journey even harder and lonelier.

I really appreciated the trainers from TWACC, who never gave up on me and who supported and encouraged me regardless of how bad my condition was. The four years of personal and vocational rehabilitation were extraordinarily difficult, but finally those efforts paid off when I received a job offer from a telecommunications company as a telesales person.

Aside from traveling between home and work, the first thing I needed to learn was how to communicate effectively,” declared Yi-Hsuan. “In the first four to five years of rehabilitation I only talked to social workers and trainers, and barely spoke to people I did not know. And then the job I was offered required me to sell things to sheer strangers!

# People with intellectual disabilities as project coordinators

## UNITED KINGDOM: CHANGE

CHANGE is a non-profit organization led by people with disabilities. For 22 years, CHANGE has employed people with intellectual disabilities in open labour market conditions to co-work on their projects and to co-deliver training. The projects of CHANGE include a health and care strategic partner programme in cooperation with the National Health Service and a parenting support programme. CHANGE has been asked by the Department of Health to look at improving people's lives as they move from hospital back to the community. Together, these projects create a number of new jobs every year.

### Problems targeted

It is estimated that only 6 per cent of people with learning disabilities are in paid employment in the United Kingdom. People with intellectual impairments are the experts in their own lives. They can teach others what is best for them having a deep understanding and knowledge of what works and what does not.

### FACTS & FIGURES

- Jobs created in 2014: 4
- Jobs created in 2015: 6
- Jobs created in 2016: 5–6

“I feel very proud knowing that I am making a difference in the world for people with learning disabilities.”

Mr. Shaun Webster, a CHANGE project worker

- Helps people to work out ways of looking after themselves and dealing with the problems they face
- Provides role models
- Shows what is possible for people with a learning disability to achieve

### Solution & Methodology

CHANGE employs people with intellectual disabilities as project coordinators with the same salary, status, and responsibilities as their non-disabled colleagues. The organization provides a supportive environment in which everyone's unique contributions are valued. The rights of people with intellectual disabilities within the workplace are promoted through a wide range of accessible policies and procedures. These are all co-designed by people with intellectual disabilities and produced in an accessible format with easy-to-read words and pictures. This includes a range of documents – for example, agendas, meeting minutes, work-plans, and timesheets. These measures have produced the following results:

- Helps people to feel less alone
- Allows people to share their experiences with someone who understands their perspective

### Outlook & Transferability

The cost for employing eight co-workers is £70,557 per year. CHANGE raises most of its income through its various projects, but also receives government support. The “co-worker model” has recently been implemented by the National Health Service (NHS) in England, which created three paid posts for people with intellectual disabilities in the delivery of training and policymaking.



CHANGE employs people with intellectual disabilities as project coordinators with the same salary, status, and responsibilities as their non-disabled colleagues.

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# Jobs for the most marginalised people with disabilities

## UNITED KINGDOM AND UGANDA: SIGHTSAVERS – PROJECT “CONNECTING THE DOTS”

“Connecting the Dots” is a project initiated by Sightsavers, a UK-based NGO, and is implemented by its branch in Uganda. “Connecting the Dots” provides individually tailored trainings to unemployed young persons with disabilities, enabling them to participate in the open labour market. Of the 324 project beneficiaries from 2014 to 2016, 278 have subsequently found employment.

### Problems targeted

Most young people in Uganda are ill equipped to enter the workforce. Hence, young women and men with disabilities are further disadvantaged due to lack of accessibility and appropriate skills training.

“After getting a knitting machine, I will work. I can earn money; I can even get a partner. I can care for my family, and I can help other people.”

Mr. Isaac Kirungi, knitting student

### Solution & Methodology

The project identifies unemployed young men and women with disabilities in rural districts of Uganda. These young people are from the poorest margins of society and are often illiterate. The project focuses on three main areas:

- It supports access to employment through targeted skills development, promoting accessible vocational training institutions and mentorship
- It organizes interventions and responds to the specific needs and interests of the participants
- For those with severe mobility challenges, they and their families are supported with home-based enterprises
- Upon graduation, participants receive a start-up kit and mentorship from a local role model. Women's equitable access is facilitated through targeted support. Most of the young people are self-employed, doing knitting, mechanics, bricklaying, sewing, etc. Some, however, find jobs with local employers, such as in motor garages, carpentry/welding workshops, and barbershops/ salons.

### FACTS & FIGURES

- Jobs created in 2014: 134
- Jobs created in 2015: 120
- Jobs created in 2016 (to date): 24
- Of the 324 youth with disabilities who have received vocational skills training, 168 also received on-the-job training.
- 49 per cent of all participants were female.

### Outlook & Transferability

“Connecting the Dots” has a cost of approximately US\$163,000 per year and is funded by the European Commission. The National Union of Disabled Persons in Uganda, one of Sightsavers' partners, successfully replicated the project in four additional districts in the country.



Florence Katusabe sewing in her workshop in Masindi, Uganda.



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# A variety of approaches to create jobs for people with visual impairments

## GLOBAL: INTERNATIONAL COUNCIL FOR EDUCATION OF PEOPLE WITH VISUAL IMPAIRMENT (ICEVI) – NIPPON FOUNDATION HIGHER EDUCATION PROJECT

Since 2013, the International Council for Education of People with Visual Impairment (ICEVI) – a global association of individuals and organizations – has collaborated with Krousar Thmey in Cambodia, Pertuni in Indonesia, PAVIC in the Philippines, and Sao Mai Centre in Viet Nam in an effort to facilitate access to education and job opportunities for people with visual impairments. As of March 2016, the project had benefitted approximately 2,000 people.

### Problems targeted

People with disabilities who do not have a certain academic background or do not possess job skills or soft skills have a difficult time finding jobs, or at least finding opportunities to acquire these skills.

“Assertiveness and self-advocacy are very much needed to build a strong professional career.”

Mr. Bima, project beneficiary, Indonesia

### Solution & Methodology

The first phase of the project, which started in 2007, focused on using technology to increase the learning potential of students with visual impairments. From 2012 to 2013, the partners focused on preparation for employment as a key component, as well as on technological applications and advocacy towards inclusive universities. As a result, 117 persons with visual impairments have been assisted to get employment. Each project partner uses a unique approach and strategy to promote employment. The Cambodian partner, Krousar Thmey, collaborated with the National Employment Agency and private recruitment companies and created employment for 38 people. The Indonesian partner, Pertuni, developed and used an extensive employment campaign tool to facilitate opportunities for 39 people. The Philippine partner, Resources for the Blind, made films featuring successful employees and generated jobs for 13 persons. The Vietnamese partner, Sao Mai Centre, organized



Typical jobs include telemarketer, information technology assistant, caterer, teacher, and insurance agent.

job fairs as a key strategy to facilitate employment for 27 people. Typical jobs include telemarketer, information technology assistant, caterer, administrative assistant, teacher, language instructor, insurance agent, and counsellor.

### Outlook & Transferability

The budget for the period 2014 to 2016 was US\$640,000, funded by the Nippon Foundation, which is supporting the project mainly in terms of technology inputs, assistive devices, leadership training, and creation of good practices. The employment initiative will also start in Myanmar and Laos in the near future. The higher education project is likely to be expanded to other countries in the East Asia region eventually, and employment creation and soft skills development will become an integral part of the project.

### FACTS & FIGURES

- Jobs created in 2014: 27 (beneficiaries: 284)
- Jobs created in 2015: 35 (beneficiaries: 468)
- Jobs created in 2016: 55 (beneficiaries: 177)

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# Empowering school girls with disabilities

## USA: UNIVERSITY OF OREGON – PATHS 2 THE FUTURE

Paths 2 the Future, a project initiated by the University of Oregon, is a vocational education programme that empowers young women with disabilities. They are trained in self-advocacy and communication skills, preparing them for the future.

### Problems targeted

Women with disabilities face barriers based both on gender stereotypes and disability discrimination, thus creating a “double jeopardy” situation that restricts their career and education opportunities.

### Solution & Methodology

Paths 2 the Future (P2F) is a short-term vocational education programme for adolescent girls with disabilities aged 14 to 21 years old. Girls participate in an 18-week class in their high schools designed to teach vocational skills that will prepare them for future careers in a variety of professions. Programme participants include girls with learning disabilities, autism, intellectual disabilities, and other health impairments. In each high school, a special education teacher or school counsellor provides additional instruction to a class of 12 to 18 girls. The curriculum covers four broad areas: self-determination, disability knowledge, gender awareness, and career and college readiness. The University is currently evaluating the impact of the model through a randomized controlled trial in 26 high schools in Oregon.

### FACTS & FIGURES

#### Beneficiaries:

- 60 girls in four high schools in 2010
- 110 girls in six high schools in 2011
- 137 girls in nine high schools in 2016
- The program served students in 2010 and 2011 and then had a gap in services. The project started up again July 2015 with new funding.

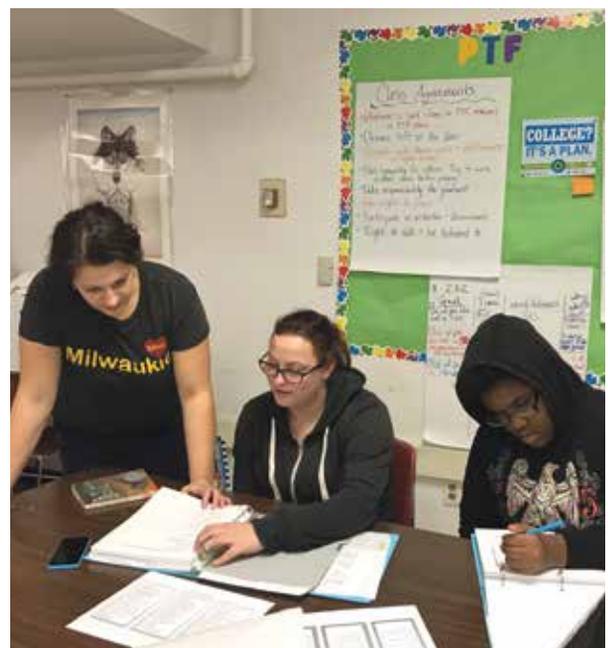
In 2015, the programme received federal funding to extend the project to 500 girls with disabilities in 28 high schools over the following three years. Upon completion of the federal grant, local schools can adopt and sustain the P2F programme at minimal cost.

“Ever since I have been in this class I am not afraid to say how I feel, to ask for help, or to talk about my future and my past.”

A Paths 2 the Future student

### Outlook & Transferability

P2F was developed through a grant from the United States Department of Education, Institute for Education Sciences. It was initially implemented in four high schools serving 60 girls, and in its second year was expanded to 480 girls in 26 high schools.



On their path to the future!

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# IT training for people with disabilities

## USA/VIET NAM: CATHOLIC RELIEF SERVICES, INFORMATION TECHNOLOGY TRAINING PROGRAMME (ITTP)

Catholic Relief Services (CRS), the international Catholic Relief and Development Agency of the United States Conference of Catholic Bishops, has established an Information Technology (IT) training programme in cooperation with three training institutions in Viet Nam. CRS has also created a network of alumni whereby past members of the programme cooperate among themselves and support the current trainees through sharing their professional experience, job opportunities, and ideas for start-ups.

### Problems targeted

Vocational training programmes in Viet Nam usually do not attract people with disabilities, as they are often not designed to provide the prerequisites for the inclusion of people with disabilities.

“A year of learning in the ITTP programme has equipped me with the important initial IT foundation that will help me to go further in my career development.”

Mr. Le Thi Le, a programme beneficiary with mobility disability.

### Solution & Methodology

Since 2007, CRS – jointly with three training institutions in Viet Nam – has been offering IT courses to people with disabilities in the fields of software engineering, graphic design, architectural engineering design, and web management. Businesses and employers have been involved in the curriculum design, in providing internships, in organizing exposure visits to get students familiar with various working environments, and in recruitment (which is vital for the training outcomes). The programme also offers courses in soft skills, such as communication, teamwork, how to prepare a job application, as well as gender-based violence prevention. In addition, ITTP has created an alumni network, which provides graduates of the programme the opportunity to cooperate with and support one another. The involvement of organizations of persons with disabilities together with the alumni network promotes self-confidence, self-help networks, and social inclusion as well as job opportunities.



Offering IT courses in software engineering, graphic design, architectural engineering design, and web management.

### Outlook & Transferability

The ITTP has received funding from the United States Agency for International Development and from CRS, as well as cost shares from the three training institution partners. Since 2015, ITTP has been self-financed by the training partners using funds raised from businesses and philanthropists. Families of youth with disabilities are requested to contribute to living costs. Youth with special economic difficulties still receive support from the training institutions. For example, the six-month training course costs US\$300–450, and a 12-month course costs US\$ 1,200–2,000. Costs include study materials and equipment, as well as support for studying in English.

### FACTS & FIGURES

Since the beginning and until March 2016:

- ITTP has trained 1,461 young people with disabilities (568 women, 893 men).
- Nearly 70 per cent of these programme participants have found employment (both with IT and on-IT industries).
- In addition, 125 students received gender-based violence education.

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# Three internships to provide a variety of career options

## USA: CINCINNATI CHILDREN'S HOSPITAL MEDICAL CENTER – PROJECT SEARCH

Project SEARCH – developed at Cincinnati Children's Hospital Medical Center, a research environment that promotes visionary thinking and innovation – prepares young people with intellectual disabilities for successful employment and job development. The project was launched more than 20 years ago and has since grown into an international network of independent programme sites that are operated and funded at the local level by schools, disability agencies, and companies. In 2016, Project Search operated 405 programmes in North America and several European countries.

### Problems targeted

One reason for the high level of unemployment, underemployment, and poverty among people with intellectual disabilities is the lack of effective services to help them transition from school to a successful adult life. In the United States, laws regulate these transition services, but students too often leave school with no clear plan for achieving maximal independence.



Attending the one-year school-to-work programme.

“When businesses identify the strengths of employees with disabilities and then put them in jobs that match their skills, those employees turn out to be faithful, low-turnover, hard-working employees.”

Teresa Tanner, Chief Human Resource Officer, Fifth Third Bank, Cincinnati

### Solution & Methodology

Project SEARCH is a one-year school-to-work programme targeting students with intellectual and developmental disabilities in their last year of secondary school who want to be employed in the open labour market. The programme takes place entirely within a business setting, providing students with three internships to allow them to explore a variety of career options. This total workplace immersion ensures a good combination of classroom instruction, career exploration, and worksite-based training and support. The goal for each student is competitive employment in the open labour market. Project graduates are integrated into their communities as regular employees at

a variety of companies, hospitals, government offices, etc. As such, they are eligible for Social Security and any fringe benefits offered by their employer.

### Outlook & Transferability

The programme takes place entirely on the premises of a company, which participates without a subsidy and is involved in such crucial decisions as participant selection, internship site development, and the active internal marketing of the programme. Begun at Cincinnati Children's Hospital, Project SEARCH has now expanded to 405 programmes in 45 U.S. states as well as in Canada, England, Ireland, Scotland, and – most recently – the Netherlands. This growth is continuing, and the organization expects to reach 450 sites next year.

### FACTS & FIGURES

- Beneficiaries in 2014: 2,034 – 73 per cent were employed
- Beneficiaries in 2015: 2,568 – 77 per cent were employed
- Beneficiaries in 2016: 3,176

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# Providing a variety of career services for high school students with disabilities

## USA: GEORGIA'S HIGH SCHOOL/HIGH TECH (HSHT) PROGRAMME

The mission of the Georgia Committee on Employment of People with Disabilities, Inc. is to provide information, programmes, and transition activities designed to enhance equal opportunities for young people with all kinds of disabilities. Now in its 18th year, it has served over 10,000 high school students with disabilities and is currently serving 86 high schools in 48 counties of Georgia.

### Problems targeted

The state of Georgia has the third lowest graduation rate in the United States for students with disabilities, at just 36.5 per cent compared to the nationwide average of 78.8 per cent. Georgia High School/High Tech addresses the needs of these students by providing them with the tools to transition from “learning to earning.”

“The HSHT programme gave me the resources and support I needed to navigate my path through college and on to success.”

Ms. Kayla Wilson, Accounting Manager,  
Sherman & Hemstreet

### Solution & Methodology

Georgia's High School/High Tech (HSHT) programme is a collaboration of the Georgia Committee on Employment of Persons with Disabilities, Inc., the Georgia State Vocational Rehabilitation Program agency, and local school systems. It offers high school students with disabilities (aged 16 to 21) comprehensive, community-based exposure to academic and career services such as:

- Mentoring
- Industry tours
- Work internships
- College fairs
- Family engagement

HSHT collaborates with government agencies, school systems, non-profit and community organizations, and companies to provide these services. In 2015, students had a graduation rate of 88 per cent.

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Community-based exposure to academic and career services.

### Outlook & Transferability

Each year the HSHT programme receives a contract from the State of Georgia Vocational Rehabilitation Program, which in 2016 is for US\$486,000. The average cost per student is US\$385 to cover the costs of field trips, laptops, assistive technology, and technical assistance to high schools that want to know how to set up and operate a programme. The vision of HSHT is to have one programme in each of Georgia's 159 counties, and to engage graduates as persons who can contribute to society in paid positions. One programme graduate currently serves as an HSHT board member.

### FACTS & FIGURES

- Beneficiaries in 2014: 746 students provided with 3,167 services
- Beneficiaries in 2015: 827 students provided with 4,756 services
- Beneficiaries in 2016: 1,201 students provided with 9,138 services

# Vocational training and meaningful jobs for persons who are blind or visually impaired

## VIET NAM: NHAT HONG CENTRE FOR THE BLIND AND VISUALLY IMPAIRED – CAREER TRAINING PROGRAMME

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 centre's career training programme creates a personalized career plan for each individual, thereby not only supporting their job seeking process but also basing it on their personal interests and skills.

### Problems targeted

If people with vision impairments in Viet Nam find jobs at all, they are most often low-profile jobs without the potential of developing a career.

### Solution & Methodology

The Nhat Hong Centre is working with the blind and visually impaired to train and educate them in skills such as agriculture, crafts, music and dance, food and drink service, ICT and office work, translation, teaching and caring, business, and domestic economy. A vocational counsellor, who helps students to choose a career and to prepare for its required qualifications, meets with the students at the centre on a regular basis. The counsellor also works out an individual transition plan to help each student to be as prepared as possible to enter the labour market upon graduation.

### FACTS & FIGURES

From 2014 to 2016, the Nhat Hong Centre for the Blind and Visually Impaired has:

- Provided vocational training for 142 persons with disabilities.
- Helped 81 persons with disabilities to obtain jobs in the open labour market and supported labour market, 60 of whom work full-time and 21 work part-time (19 trainees are currently seeking employment and 42 are still in training).

“A blind music teacher has difficulties checking the fingers of the students, but I can make my hands be my eyes to teach keyboard playing very well.”

Ms. Sa Nguyen, a blind music teacher at the Nhat Hong Centre

### Outlook & Transferability

The vocational training programme has a total cost of about US\$75,000 per year. Overall sales of products and services generate US\$30,000 per year, which covers 40 per cent of the programme budget. The difference is paid for by supportive NGOs, such as CBM, BVCF, ONNET, PERKINS and ICEVI. In addition, the programme receives support from some of its alumni.

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Providing training in caring, but also agriculture, crafts, music and dance, food and drink service, ICT, translation and teaching.



# Innovative Policies 2017

## on Employment, Work, and Vocational Education & Training

### Fact Sheets

Factsheets from all 11 Innovative Policies 2017,  
ranked by country of origin

### Life Stories

Persons with disabilities or their peers explain how  
selected Innovative Policies have changed their life

# Introduction to Innovative Policies

## ZERO PROJECT 2017

This year the Zero Project received 48 Innovative Policy nominations from around the world. Of these, the Zero Project's network of experts selected 11 policies that measurably advance the right of persons with disabilities to be included in employment, work, and vocational education and training.

### The Innovative Policy approach

The nomination, research, and selection process for Innovative Policies is a multi-step approach, involving a network of experts along the way.

### Nomination process

Each year the nomination process begins by contacting the full Zero Project network, asking nearly 3,000 experts worldwide to nominate Innovative Practices and Innovative Policies (see previous chapter on Innovative Practices for details). While all policy nominations are then researched by the World Future Council, the Essl Foundation researches all practice nominations. By July 2016, 48 policies from 29 countries had been received, from all continents, concerning crucial topics such as assistance and workplace adaptation, employment services, social entrepreneurship and cooperatives, supported employment,

skills development, job retention, public sector, as well as return to work.

### Screening and shortlisting

A first screening of the nominated policies was undertaken, filtering out those that did not fit the established criteria. For the remaining nominations, 27 renowned experts on disability, employment, work, and vocational education and training from the Zero Project network were asked to shortlist those policies that they considered most innovative; that promised the greatest outcome, impact, and effectiveness; and that were transferable, scalable, and cost-efficient. Of the 48 original proposals, 20 policies were shortlisted in that process.

### Research

All 20 shortlisted policies were researched by the World Future Council, which applied its Future Just Lawmaking Methodology (based on the International Law Association's 2002 New Delhi Declaration – Principles of International Law). The research team conducted phone and written interviews with representatives from governments, academia, and/or disabled peoples organizations about each of the policies, and verified the information provided in the nomination. Numerous experts were involved in this process, answering generic questions and/or clarifying specific aspects of the policy's development, implementation, and monitoring.

### Selection

In October 2016, 80 experts of the Zero Project network – including at least two from each country where the shortlisted policies were implemented – were invited to participate in the final round to choose the Innovative Policies of the Zero Project 2017. The 11 Innovative Policies that were finally selected come from five continents and cover a broad variety of approaches and backgrounds.

### DEFINITION OF INNOVATIVE POLICY

Innovative Policies have achieved identifiable improvements on the ground, and have demonstrated a positive dynamic of change that can be easily replicated in many countries to advance the implementation of the UN Convention on the Rights of Persons with Disabilities (UN CRPD). Like all innovation, some policies may be incomplete or dependent on other developments to maximize their impact. Some policies, no matter how positive, may also contain elements of old thinking. Since the implementation of the UN CRPD is a work in progress for all countries, these elements are taken into account in the overall assessment of innovation.

## Policies: Tools for social change

Policies can be excellent tools for promoting social change. The 11 Innovative Policies can be categorized as follows:

### Government programmes (7)

- Australia's Department of Social Services
- Chile's National Training and Employment Service
- Ecuador's Ministry of Industries and Productivity
- Malaysia's Social Security Organization
- Peru's Ministry of Women and Vulnerable Populations
- Saudi Arabia's Ministry of Labour and Social Development
- USA-Vermont's Developmental Disabilities Services Division

### Partnerships (4)

- Bangladesh's Directorate of Technical Education/ International Labour Organization
- Employment and Social Development Canada/ Canadian Association for Community Living/ Canadian Autism Spectrum Disorders Alliance
- Ecuador's National Disability Council/Federation of Ecuadorians with Physical Disabilities-Petroamazonas EP
- Egyptian Ministry of Communications and Information Technology/Misr El Kheir Foundation/Chamber of Communications and Information Technology

### At different government levels

Innovative Policies 2017 are implemented at diverse levels of government, from the regional or provincial level (for example, the programme from USA-Vermont) up to the national level (for example, the Canadian partnership). To ensure the full implementation of the rights of persons with disabilities, it is crucial to mainstream their rights at all levels of policy-making.

### At all stages of training and employment

Employment of persons with disabilities is enhanced through a wide variety of factors that go beyond vocational education and training. While training is a key issue (and much remains to be done so that it is meaningful and market-oriented), it is also crucial to invest in employment services that identify employers, jobs, as well as jobseekers with disabilities, and to provide them with the necessary supports, to link jobseekers to the right job, and to assist them with workplace adaptation and on-the-job-training. It is also essential to tell the right story (moving from charity to ability); to ensure just and favourable conditions of work; and to network with exemplary, inclusive employers who can testify to the added value of employees with disabilities. Likewise, far more efforts have to be undertaken to ensure fast and uncomplicated return-to-work after an injury

## OVERVIEW OF INNOVATIVE POLICIES 2017

Name of Innovative Policy	Country
JobAccess Service, 2006	Australia
National Skills Development Policy, 2011; Draft National Strategy for Disability Inclusion in Skills Development, 2014	Bangladesh
Ready, Willing, and Able Initiative, 2014–2017	Canada
More Capable Programme, 2014	Chile
Productive Inclusion for Persons with Disabilities Programme, 2013	Ecuador
Labour Integration Service for Persons with Disabilities, 2006	Ecuador
Employment Opportunities for Persons with Disabilities Programme, 2013	Egypt
Job Placement & Employment Support Services, 2008 (part of Return to Work Programme)	Malaysia
I am Capable Model, 2012	Peru
Tawafuq Empowerment for Employment for Persons with Disabilities Programme, 2014	Saudi Arabia
Vermont's Supported Employment Programme, 1983	USA

or illness. All these steps promise major returns on investment – for persons with disabilities, the state, and the economy.

### Tackling the major problems

Innovative Policies 2017 work on critical issues that hinder persons with disabilities to succeed on the same level as their peers without disabilities in the open labour market. One of these issues is *skills development*: for example, Bangladesh's partnership addresses the lack of accessible infrastructure of the country's skills system, as do Ecuador's partnership and the programmes from Peru and Chile. *Employment services* are also key: USA-Vermont's programme, for instance, is providing a wide range of supports for people with intellectual disabilities. *Advice and funding* are crucial: Australia's programme, for example, greatly reduces the bureaucratic burdens connected to employment assistance funding, while Ecuador's programme addresses the fact that financial and consultancy services are difficult to access. Another important matter is *employers' attitudes*, addressed particularly by Canada's partnership and by Malaysia's programme. Also vital is *law enforcement*, which is part of the focus of Egypt's partnership that works to stop unequal payment of employees with disabilities.

# Why Innovative Policies are impactful

## ZERO PROJECT 2017

A combination of specific elements makes this year's Innovative Policies advancing employment, work, and vocational education and training for persons with disabilities so successful – and impactful. The Zero Project team has identified the most critical ones.

### 1 Believe all people can work

There are persons with certain types of disabilities who are more severely affected from exclusion in employment than others. These include persons with severe mental health and psychosocial problems, plain and sign language users, people with autism, and people with extensive disabilities who may need daily support in order to succeed in mainstream employment. This year's Innovative Policies – particularly Canada's partnership and USA-Vermont's programme – demonstrate that, if provided with individually tailored supports and thoughtful job matches, everyone can contribute to the regular workforce.

### 2 Partner across the stakeholder spectrum

A good number of the Innovative Policies 2017 are successful because they closely collaborate with key actors of the disability world and the labour market. This is the case be it with international organizations (for example, Bangladesh's partnership with the International Labour Organization), with national disabled peoples' organizations (as is the case of Canada), with foundations and/or private sector federations (for example, Egypt 's cooperation with the Misr El Kheir Foundation and the Chamber of Communications and Information Technology), or with single companies and/or development agencies (as with the case of Ecuador).

### 3 Benefit from your partners' expertise and support

Smart public authorities cooperate and profit not only from disabled peoples organizations and their detailed expertise on the needs of persons with disabilities (the case of many policies, but in particular Canada) but also from the private sector's on-the-ground expertise about which skills future workers should master (in particular, Bangladesh and Egypt). However, partnerships can also offer office space and human resources (Ecuador), employer networking and education (Bangladesh), job training and placement (Egypt), and much more.

### 4 Focus on demand and supply

To have an impact, it is key to work at both ends of the issue: with employers, so that employment opportunities are accessible, and with trainers, so that persons with disabilities are skilled (for example, as in Bangladesh, Egypt, and Peru).

### 5 Improve effectiveness of skills training

It is also crucial that skills training is market-oriented and develops the skills that employees need and are looking for. Peru's programme, for instance, coordinates between the public and private sector so that training results in suitable competencies. Bangladesh's partnership developed eleven pilot training courses in three sectors and tested them in five government, private, and NGO-run training institutes to learn lessons that may be disseminated among stakeholders. Egypt's partnership focuses in particular on creating a market value for persons with disabilities by training them in Information Technology (IT).

**“In the context of Bangladesh, specific attention nationwide on the inclusion of persons with disabilities in the workforce and skill-building is a huge achievement.”**

Sander SCHOT, Light for the World, Netherlands

## 6 Provide a person-centred service

Each person is unique. Innovative Policies 2017 are effective because they serve individual needs. Malaysia's programme is countrywide and is the only one that provides individualized job placement services for employees with injuries or illnesses. Ecuador's partnership privileges punctual training, information, orientation, and human accompaniment. USA-Vermont's programme provides individualized supports for people with intellectual disabilities. And Saudi Arabia's programme has established a case review process whereby service providers and employers can engage with a local specialized team of experts to find a solution.

## 7 Transform how services work

It is essential to bring all stakeholders on board and to modernize the whole service system so as to make things work well. Chile's programme, for example, regards both training and employment providers as part of the work inclusion process, while Canada's partnership enhances and transforms the entire community employment delivery system.

## 8 Present the business case

Inclusive hiring is value for money. It should not be presented as a charitable response. Canada's partnership, for example, first engages with and speaks directly to employers, demonstrating the economic benefits associated with hiring a person with a disability. Similarly, Peru's programme focuses on capabilities and rights in its awareness-raising about labour inclusion.

## 9 Change mind-sets

Impactful policies reach out to persons with disabilities, training institutions, service providers, and employers, and change the widespread misconception of 'not being able to work'. Ecuador's partnership, for instance, focuses on overcoming mental barriers for both disabled persons and non-disabled persons; and Egypt's and Canada's partnerships and Malaysia's programme concentrate on eliminating prejudices among employers.

## 10 Assist employers

Disability is a complex issue, and employers need easy access to assistance. To that end, Australia's programme provides not only environmental adaptations but also communication devices, sign language, and



Training course help to expand the skills of persons with disabilities.

mental health supports. It also significantly reduces the bureaucratic burdens connected to employment assistance funding. Similarly, Canada's partnership is successful because it addresses the real and ongoing needs of employers by assisting in the recruitment process or by providing on-the-job support.

## 11 Inform, advise, and fund

A lot can be gained from establishing a comprehensive central gateway for support, self-help information, and multi-channel guidance that provides access to the right advice and funding at the right time. Australia's programme is exemplary in providing access to information and advice.

## 12 Explore technology

By employing technology, the quality and outcomes of services can be pointedly enhanced, as Saudi Arabia's programme shows; it established a sign language call centre and made all e-platforms accessible. But also, by promoting IT training the potential of technology can be harnessed, as Egypt's partnership demonstrates.

## 13 Support entrepreneurs with disabilities

In many countries self-employment opportunities for persons with disabilities are rare, and relevant support services are not specialized in disability. Ecuador's programme is impactful because it offers services to entrepreneurs with disabilities that embrace business plan design, market research, financial viability, brand design, and competency training.

# One platform for all: From assistance to incentives for employers

AUSTRALIA / DEPARTMENT OF SOCIAL SERVICES, WORKFOCUS GROUP

By providing practical assistance to people with disabilities, employers, and service providers, Australia's JobAccess Service is a government-driven service that removes barriers and reduces bureaucratic hurdles to disability employment. To date, JobAccess has managed 245,000 enquiries and 33,000 applications for employment assistance funding, and has created 2,500 job opportunities.

## In Brief

Australia's JobAccess Service of 2006, renewed in 2016, helps people with disabilities, employers, employment service providers, and the community to access advice regarding resources, financial assistance, and workplace services. It engages with employers to educate them on the benefits of employing people with disabilities and on the kinds of support that are available; facilitates the removal of workplace barriers through advice and adaptation grants; and offers people with disabilities the support they need to find or retain a job.

## Innovative Aspects

**Accommodation:** Not only are environmental adaptations provided, but also communication devices, sign language, and mental health supports.

**Continuous consultation:** The involvement of all stakeholders ensures the ongoing improvement of JobAccess, and recent consultations have led to combining four different services while realizing cost savings and efficiencies.

## FACTS & FIGURES

- JobAccess Service was initiated in 2006 and renewed in 2016.
- More than €50 million in employment assistance funding has been provided, and applications for less than €7,000 are now answered within four hours.
- Since 2010 the National Disability Recruitment Coordinator has engaged with 152 large employers, created 2,500 job opportunities, hosted 10 seminars for employers, and held 74 sessions for intermediaries.

**Access to information:** The JobAccess platform creates a central gateway for support, self-help information, and multi-channel guidance, providing access to the right advice and funding at the right time.

## Context

In 2005, Australia's Human Rights and Equal Opportunities Commission undertook a national inquiry to identify the major obstacles to the employment of people with disabilities, and among its recommendations it urged a reduction in the bureaucratic burden that is placed on employers so as to improve their attitude towards such hiring practices. After further consultation, the JobAccess Service was launched in 2006. In 2015 a new stakeholder engagement took place, with 740 people attending 38 public forums and providing 122 written submissions. Eight workshops were conducted to develop the JobAccess website. As a result, in 2016 a renewed JobAccess started to consolidate services and other employment-related elements, such as the Complaints Resolution and Referral Service and the National Disability Recruitment Coordinator.

“We commend the Department of Social Services for its considered engagement with civil society throughout the development of the new JobAccess.”

Dwayne Cranfield, CEO, National Ethnic Disability Alliance, an Australian disabled people's organization



The Australian JobAccess Service incorporates all matters related to the employment of people with disabilities.

### Key Features

The Australian JobAccess Service, overseen by the Department of Social Services and administered by WorkFocus Australia, incorporates all matters related to the employment of people with disabilities. It comprises a user-friendly website that provides information on the full range of employment services available, including: information on recruitment and job search; referral points to government-funded programmes and services; an email and telephone-based information service; the Complaints Resolution and Referral Service; the National Disability Abuse and Neglect Hotline; employment assistance funding that provides financial assistance to purchase a range of work-related modifications and services; the promotion of employment of people with disabilities; and engagement with employers to increase opportunities for people with disability through the National Disability Recruitment Coordinator. WorkFocus Australia provides the Department of Social Services with quarterly reports to review progress, which monitors its performance.

### Outcome, Impact, and Effectiveness

Statistics for January–March 2016 reveal that 96 per cent of people are “satisfied” or “very satisfied” with the service that WorkFocus Australia is providing. A 2015 evaluation of the National Disability Recruitment Coordinator showed that 93 per cent of its partners are satisfied with it. Many of the JobAccess staff have completed a Certificate in Mental Health First Aid. JobAccess won the 2016 Australian Government Contact Centre Award for Best People Strategy.

### Transferability, Scalability, and Cost-Efficiency

The JobAccess team recently provided information to the United States’ Job Accommodation Network, Qatar’s Assistive Technology Centre, and Canada’s Office of Disability Issues. JobAccess was granted the UN Public Service Award in 2008.

#### JobAccess Service 2016

Department of Social Services, WorkFocus Group, Australia

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Sources: JobAccess website: <https://www.jobaccess.gov.au>; 2016 Australian Government Awards: <http://bit.ly/2dsFyHy>; JobAccess, EAF Guidelines, 2016: <http://bit.ly/2eAaKBY>; Business Council of Australia, 2015: <http://bit.ly/1MjDhUp>

# A target and a push for inclusive skills training and employment

**BANGLADESH / DIRECTORATE OF TECHNICAL EDUCATION (DTE); INTERNATIONAL LABOUR ORGANIZATION (ILO)**

With support from the ILO, the European Union, and Canada, the Bangladesh Directorate of Technical Education has initiated a reform to promote an inclusive skills system. It includes a 5 per cent enrolment target for persons with disabilities, the training of technical and vocational education and training (TVET) staff in disability inclusion, developing pilot training, and engaging potential employers. In 2016 the reform process resulted in 328 enrollees and 60 trainees gaining employment.

## In Brief

Based on the National Skills Development Policy of 2011, which sets out a framework for improving skills training for all while also establishing an overall enrolment target of 5 per cent for persons with disabilities, Bangladesh and the ILO's work for inclusion in skills and employment focuses on the Directorate of Technical Education's (DTE) innovative practices and its departmental policy of a 5 per cent admissions quota for persons with disabilities. As of 2016, 140 vice-principals of TVET institutes were trained in disability inclusion, DTE enrolled 328 students with disabilities, and 80 per cent of the 80 trained persons with disabilities got a job.

## Innovative Aspects

**Combining bottom-up & top-down:** DTE's approach is top-down in terms of the 5 per cent admissions quota and national guidelines, while at the same time being bottom-up in terms of introducing disability in the TVET institutes' annual action plans, budgets, performance appraisals, and monitoring.

**Demand- and supply-focused:** It is key to work on both demand and supply: with employers so employment opportunities are accessible, and with trainers so persons with disabilities are skilled.

## FACTS & FIGURES

- Initial year: 2012
- Eleven pilot training courses in three sectors were established in five government departments, non-governmental organizations, and private TVET institutes.
- Five TVET institutes are in the process of establishing partnerships with disabled people's organizations.
- 146 employers were instructed about employing persons with disabilities.
- An Employers' Guide to Disability Inclusion in the Workplace and a Guideline for Disability Inclusion in TVET Institutes were published.

**Piloting effectiveness:** The approach is tested in government, private, and NGO-run training institutes to demonstrate the benefits of disability inclusion and to learn lessons that may be disseminated among stakeholders.

## Context

To address the main barriers – negative attitudes and a lack of accessible infrastructure – that hinder persons with disabilities from being included in the skills system, the National Skills Development Policy (NSDP) was established. The NSDP is a major outcome of a skills reform project funded by the Bangladesh Government, the European Union, and the ILO, and underpinned by the Disabled Welfare Act of 2001. In 2009 a first draft of the policy was

“Bangladesh is showcased as the ‘gold standard’ in terms of the breadth and depth of its skills work.”

Independent evaluators of the ILO's strategy and actions for skills development for jobs and growth, 2010–2015

finalised and consultations were held, and it was then approved in 2012. In 2013 the NSDP Implementation Plan (2013–2016) further clarified the responsibilities of all stakeholders. In 2015 the Directorate of Technical Education issued a circular to implement the 5 per cent admissions quota for persons with disabilities.

### Key Features

Bangladesh's National Skills Development Policy of 2012, implemented by the DTE and monitored by the National Skills Development Council with advice of the ILO, is reforming the vocational training sector to become more inclusive. NSDP recommends the creation of an implementation strategy to upgrade facilities, train instructors, provide accommodations, and enrol 5 per cent people with disabilities in skill programmes. In 2014 a Draft National Strategy for Disability Inclusion in Skills Development was produced, and three ministries have since developed such a plan. In 2015, DTE issued its own departmental policy for a 5 per cent admissions quota for persons with disabilities; and it encouraged all TVET institutes to partner with disabled people's organizations and to include disability in their plans, budgets, procurements, and appraisals. In 2016 the Bangladesh Business and Disability Network (BBDN) was launched. Until 2015 there was a five-year budget of US\$20 million provided by the EU. Currently, Canada supports the reform efforts.

### Outcome, Impact, and Effectiveness

According to BBDN, employers are extremely satisfied with their employees with disabilities. ILO Headquarters has recognized Bangladesh's efforts and plans to document its lessons. DTE is implementing the 5 per cent admission quota to reach the target by 2018. Pilot programmes will train 200 disabled people, and employers have indicated their intention to hire all of them. The 5 per cent admissions quota will ultimately lead to 25,000 trainees with disabilities.

**i** **National Skills Development Policy of 2012, DTE Departmental Policy of 2015, and innovative practices**  
Department of Technical Education, Ministry of Education, Bangladesh and the International Labour Organization



A beneficiary of the Skills Development Policy at work.

### Transferability, Scalability, and Cost-Efficiency

The reform is a major outcome of the EU-funded project, and DTE is planning to disseminate its experiences to 21 other ministries so that these processes will be widely replicated. Further, the initiative's success is likely to lead to disability inclusion in the programmes of other donors.

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# Creating employer demand for inclusive hiring

CANADA / EMPLOYMENT AND SOCIAL DEVELOPMENT CANADA, CANADIAN ASSOCIATION FOR COMMUNITY LIVING, AND CANADIAN AUTISM SPECTRUM DISORDERS ALLIANCE

By adopting an 'Employment First' approach and taking a 'demand' rather than a 'supply' focus, Canada's 'Ready, Willing, and Able' initiative enters into a direct dialogue with employers, informing them about the fact that persons with intellectual disabilities make excellent employees and can fill regularly occurring vacancies. By September 2016, 1,159 employment opportunities were secured.

## In Brief

Canada's Ready, Willing, and Able (RWA) initiative of 2014–2017 is a nationwide partnership between the government and disabled peoples organizations that promotes awareness among employers as to the value of employees with an intellectual disability or autism spectrum disorder. RWA provides individualized assistance to become a more inclusive employer, including assistance in identification of candidates, enhancing disability awareness among employers, making connections to community agencies that provide employment services and support, providing individual on-the-job support, and much more. To date, the initiative has conducted outreach to 5,983 employers.

## Innovative Aspects

**Presenting the business case:** Inclusive hiring is presented not as a charitable response, but rather the RWA team speaks directly to employers, demonstrating the economic benefit associated with the initiative.

**Providing help to employers:** RWA addresses the real and ongoing needs of employers by educating them on disability, by assisting in the recruitment for vacancies, and by providing on-the-job support.

**Transforming how services work:** RWA aligns with current federal priorities, meets employer needs, and enhances but also transforms the community employment delivery system.

## Context

In Canada the employment rate of persons with intellectual disabilities or autism spectrum disorders is around 15–20 per cent, and another 500,000 are 'ready, willing, and able' to work. To address the gen-

## FACTS & FIGURES

- Begun in 2014, RWA operates in 20 communities, with a network of more than 100 employment agencies in all provinces.
- Held 40 employer forums, with 1,817 employers actively involved.
- Facilitated 1,159 employment opportunities with a 96 per cent retention rate, and all are paid at minimum wage level or above.
- Established partnerships with eight national employers.
- In September 2016 an additional 185 employers put forth commitments to hire.

eral lack of awareness among employers, in 2013 the Canadian Association for Community Living (CACL) began to develop multiple pilot projects testing the RWA model and consulting various stakeholders, such as People First of Canada, 13 CACL members, major employers, and others. In 2014, together with the Canadian Autism Spectrum Disorders Alliance (CASDA), CACL applied to the Opportunities Fund for Persons with Disabilities. RWA was approved to operate as a pilot initiative from 1 September 2014 to 31 August 2017.

## Key Features

The RWA initiative is aiming to increase employer capacity and demand to hire job seekers with an intellectual disability or autism spectrum disorder. RWA first engages with the employer and provides

them with the business case of inclusive hiring. If the employer is interested, further meetings are held. As employment opportunities are identified, these are shared with local employment agencies. Jobseekers register with the agencies, and the agencies identify the candidates who match the employers' needs. Employers then screen applications and conduct interviews (there are no wage subsidies). Once a candidate is hired, RWA will work to identify any additional support required. The agency will maintain contacts, and RWA staff will provide follow-up. RWA provides further assistance to employers to enable them to become more inclusive, and it particularly seeks to secure partnerships with national employers.

### Outcome, Impact, and Effectiveness

RWA is currently being evaluated by the University of British Columbia, a process that includes people with intellectual disabilities and autism spectrum disorders. 92 per cent of employers surveyed by RWA said employing individuals with intellectual disabilities or autism spectrum disorders has been a positive experience. RWA was extended by six months (till January 2018); and CACL and CASDA are in discussions for RWA's renewal with the government.

### Transferability, Scalability, and Cost-Efficiency

To date, about €10 million has been invested. The average cost per person is about €6,800, which is only half the cost associated with other federally-funded employment initiatives. RWA is easily scaled-up and can be readily adopted by other countries. The initiative was presented at the Inclusion International Congress in Orlando, Florida (U.S.), in 2016.

Steven and his mentor, Paul, in the break room at Alberta Gas.



Brian and colleagues sharing a story in the kitchen at Liberty-Grand.



“Hiring a person with an intellectual disability or autism spectrum disorder is a good business decision.”

Mr. Patrick O'Neil, Manager, Kent Home Building Supplies

**i** **Ready, Willing, and Able initiative of 2014–2017**  
Employment and Social Development Canada/  
Service Canada, Canadian Association for Community Living, and Canadian Autism Spectrum Disorders Alliance

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Sources: CACL–CASDA, Ready, Willing, and Able initiative website: <http://readywillingable.ca/>; RWA, Business Case Fact Sheet: <http://bit.ly/2eKxdN1>

# Training and placing the vulnerable in Chile

CHILE / MINISTRY OF LABOUR AND SOCIAL SECURITY, NATIONAL TRAINING AND EMPLOYMENT SERVICE (SENCE)

By developing the skills of the poor, including those with disabilities, and by combining such training with a comprehensive array of employment services, Chile's "More Capable" programme is educating a huge number of people who would otherwise remain untrained, including 5,235 persons with disabilities to date.

## In Brief

Chile's "More Capable" programme helps disadvantaged women, young people, and persons with disabilities to access the labour market through skills training, supported employment, and labour intermediation. For the first time, the country's labour market inclusion policy has established a specific budget and programme line for people with disabilities. In 2015, 2,685 persons with disabilities were trained, and in 2016 an additional 2,550 were trained, of whom about 9.5 per cent have found employment three months after the course. It is expected that some 20,000 persons with disabilities will be trained by 2018.

## Innovative Aspects

**Leaving no one behind:** The programme reaches out to the most vulnerable elements of the population, specifically women, young people, and persons with disabilities.

**Disability-Centred:** It is the first Chilean programme with a disability-specific budget and programme line, implementing training, counselling, specialized intervention, and support for placement into the labour market.

**Joining training and employment:** While training and employment providers were previously conceived

## FACTS & FIGURES

- Founded in 2015, the "More Capable" programme now operates in all 15 regions of the country.
- Since 2014, 500 training providers have participated in the programme, including 24 offering specialized courses and 218 offering inclusive training.
- In 2015–2016, 1,504 persons with disabilities received inclusive training and 3,731 received training in specialized courses.
- By 2018 the programme is expected to reach some 300,000 women, 150,000 youth, and 20,000 people with disabilities.

as separate elements, today they work together to promote inclusive employment, which comprises a number of additional components.

## Context

To address the major gaps in access to education and employment for women, vulnerable youth, and persons with disabilities, and at the urging of the President of Chile, the National Training and Employment Service (SENCE) led a participatory process that created the "More Capable" programme in cooperation with stakeholders, including disabled people's organizations. In 2014, Resolution No. 3379 approved labour grants for persons with disabilities as well as Decree No. 101, which created and established the legal framework for the programme. These, in turn, were adopted by the Ministry of Labour and Social Security. The pilot programme was evaluated in December 2015.

**"Thanks to this programme, I became a mechanic and I proved that I am capable!"**

Mr. Diego Navarro, "More Capable" participant with spastic paraplegia



Beneficiaries of the More Capable programme in Chile.

### Key Features

The “More Capable” programme offers two models for persons with disabilities. In one – the inclusive model – they receive training in regular courses; in the other – the specialized model – courses are composed of people with disabilities only. Job training consists of 180 to 300 hours in a training entity, plus 90 to 180 hours of practice. Labour intermediation includes interview, assessment, job search, placement, and monitoring. Competencies are certified. Workers are provided with reasonable accommodation and support for up to six months, and SENCE is required to evaluate the programme annually and to report to the Ministry.

### Outcome, Impact, and Effectiveness

In 2016 another 5,000 people with disabilities are being trained, and 5,500 will be trained in 2017.

In 2015 the media described “More Capable” as “one of the most active programmes of the Labour Ministry.” According to SENCE’s 2016 evaluation, the programme could further optimize resources. The Ministry intends to make the programme a permanent policy.

### Transferability, Scalability, and Cost-Efficiency

In 2015 the programme cost €9.9 million and in 2016 the expenditure was €13.4 million. In 2016 the budget per person is €4,076 from initial candidate assessment to final job support. To start the programme required a significant economic effort due to the country’s lack of accessible training infrastructure and few experienced organizations. Since then, however, the programme has been so successful that it has been presented at an international seminar in Uruguay.

**i** **More Capable Programme of 2014–2018**  
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Sources: Decree No. 101, 2014: <http://bit.ly/2eqYzHc> ; National Training and Employment Service, “More Capable” programme: <http://bit.ly/1eRhUke> ; Operational Guide, 2015: <http://bit.ly/2epuFYv>; National Training and Employment Service, ClioDinámica, Evaluation, 2016: <http://bit.ly/2dtikBq>

# Life Stories from Bangladesh Canada, Ecuador, and Peru



THE STORY OF SHUELY, SEWING MACHINE OPERATOR

**“I am far away from my family, but I am now able to help them.”**

*Bangladesh*

Being the eldest daughter in my family, it made me frustrated that I could not help my family members when they faced problems. At first they did not support me moving to Dhaka, but I went there anyway because I knew I had to do something. Ever since I was a child people always tried to avoid me, and my relatives always treated me differently than others, and so I always felt like a burden. I was looking for job opportunities for three months in Dhaka, but was unable to find anything and so, with my savings spent, I headed back to Khulna. Shortly after returning, I received a call back from the Centre for the Rehabilitation of the Paralyzed and I was straight back on a bus to Savar to enrol in a sewing machine operator's course for underprivileged women and persons with disabilities. I have finished my apprenticeship and I am now a skilled worker with nationally-recognised qualifications. I am also a mentor to other young apprentices as they finish the same course that I graduated from. It is mainly thanks to the Bangladesh-ILO's (International Labour Organization) technical and vocational education and training reform that I was trained and could secure employment.

Now my father visits me monthly, and he can see first-hand that even with my disability I am doing work and earning money. And despite the fact that I am far away from my family, I am now able to help them. For instance, my younger sister is in class eight and I have told her already that I am going to bear her education costs. Families are not conscious about what they should do for their children if they have a disability; they underestimate their potential and they try to hide them from the rest of society. I have proved them wrong.

THE STORY OF MIKE MCGREGOR, HIRING DEPARTMENT AT BLUEWAVE ENERGY

**“Bringing Patrick on board was key to my success on the job”**

*Canada*



I work for Bluewave Energy, a division of Parkland Fuel Corporation, the largest independent fuel distributor in Canada. I had heard

from others about the value of inclusive hiring; and with the company continuing to grow and expand, I was keen to explore how my team could tap into the talents of an inclusive workforce. Through my experience in hiring inclusively, I can confirm that employees with an intellectual disability or autism spectrum disorder are not only productive but safety-conscious.

The entire company was very supportive of my decision right from the start. With the enthusiasm and commitment of my boss and the Human Resources office, and with the support of Canada's Ready, Willing, and Able initiative, I hired Patrick, a young man with an intellectual disability, in May 2016. Patrick worked with teams in both Sudbury and North Bay in landscaping, cleaning, and maintenance. As safety is a number one priority at Bluewave Energy, my team and I were initially concerned that on-the-job safety may be a challenge in hiring someone with an intellectual disability. To support Patrick, Bluewave Energy brought the lead person from their Health, Safety, and Environment Committee to Sudbury to provide Patrick with one-on-one training.

Bringing Patrick on board was key to my success on the job, and throughout Patrick's contract there were zero issues from a safety standpoint. Furthermore, not only was Patrick productive, keen to work, and on time every day but the entire team gained a lot from working alongside him.

THE STORY OF YOLANDA,  
EMPLOYED AT THE LABOUR INTEGRATION SERVICE

**“I tell them that they must persist in their job interviews.”**

*Ecuador*



“I’m Yolanda Viera Zalazar, now 54 years old. When I was just six my mother took me to a nursery because she had to travel to visit her sick mother in another town. In this nursery a man came to make some pyrotechnical games, but he forgot some of his equipment in a room. My friends and I entered into the room and started to play with the equipment when it exploded in my hands.

Today I work for Ecuador’s Labour Integration Service, where I help persons with disabilities to find a job. This is the most important part of my life – to help persons with disabilities, to tell them that we can be useful to society and that we mustn’t allow ourselves to be discounted. I tell them that they must persist in their job interviews – not only to help themselves but to help their families a well.

Currently I am studying English, and my dream is to obtain a college degree, even at my advanced age. If I couldn’t do it when I was young, I will do it today – and I will do it, because it is useful to have a degree. I want to continue to work and to help people, and I thank my colleagues and friends for supporting me. The only things that persons with disabilities need are love and understanding, and I think it is beautiful to work towards those goals.”

THE STORY OF EDUARDO

**“I like when clients say ‘thank you!’”**

*Peru*



I am Eduardo. I’m 22 years old and I have Marfan syndrome, which is a sort of hyperelasticity. I live in Magdalena del Mar with my parents and my sister, and I want my family to be happy. I am a bit shy. In secondary school I studied English and IT. Now I wake up at 6:15 each day and go to work.

When I started my training, my father used to accompany me and wait until the end. After a few days, however, I was able to travel by myself. I never missed a class – not even when someone robbed me of my wallet and cell phone. The biggest problem for persons with disabilities is that they don’t have the opportunity to show what they are capable of. Employers tend to reject you as soon as they see you.

This is my first job. I like when clients say “thank you” and the fact that I can help them with their problems. For me, to have a stable job is a big opportunity. It changed my life, as I can now also help out financially at home. Thanks to the skills training that I received, I have become a better person. Going forward, I will be able to pay my studies to become a computer engineer.



THE STORY OF MIKE STARGRATT,  
WENDY’S RESTAURANT

**“Inclusive hires demonstrate a zero per cent turnover.”**

*Canada*

As the Regional Manager of Wendy’s Restaurants of Prince Edward Island, I can say that our company has always been willing to hire anyone who wants to work. There are employees with some form of disability in every one of our restaurants. We believe in giving everyone an opportunity.

Callie is one of the company’s most recent hires. As a customer service ambassador, she greets customers, does patron surveys, cleans trays, and helps customers with their drink and food orders. We have a zero per cent turnover rate with our employees with disabilities. For me, this is a key benefit to hiring individuals with an intellectual disability.

From assistance with the hiring process to support with on-site training, Canada’s Ready, Willing, and Able (RWA) initiative has helped our business along every step of the way. Overall, it’s no different than hiring any other employee. You have to match the right person with the right job, and RWA provides the help and guidance that business’s need.

# Government supporting self-employment and microfinance

ECUADOR / MINISTRY OF INDUSTRIES AND PRODUCTIVITY (MIPRO)

By providing high-level support and access to financial services and by creating a bridge between persons with disabilities and institutions, Ecuador's Productive Inclusion programme empowers persons with disabilities to develop their own business ideas, to become entrepreneurs, and to ultimately earn their livelihoods. From 2013 to 2016, more than 4,385 entrepreneurs with disabilities were trained.

## In Brief

As part of a broader plan, Ecuador's Productive Inclusion for Persons with Disabilities Programme of 2013 increases entrepreneurship of persons with disabilities by providing assistance to them and their families to develop their own business. Productive Inclusion became a model to generate economic independence of people with disabilities, enabling the creation of opportunities for self-employment. From 2013 to 2016, Productive Inclusion assisted 1,330 entrepreneurs with disabilities or their relatives to develop, or improve, their business.

## Innovative Aspects

**Sustainable self-employment:** It enables the formalization of entrepreneurship through innovative strategies that include financial products and preferential support services focused on persons with disabilities.

**Monitoring and consultancy:** It stretches from business plan design to market research, financial viability confirmation, enterprise brand design, and the creation of relevant competencies.

## FACTS & FIGURES

- Initial year: 2013. Operating in all 24 provinces.
- From 2013–2016, 4,385 entrepreneurs with disabilities or their relatives were trained about entrepreneurial and productive topics.
- USD 6.27 million preferential credit for entrepreneurs with disabilities.
- Entrepreneurs' participation in 85 exhibitions and 7 business roundtables.
- In 2015, the first International Productive Inclusion Meeting was held, with 2,000 participants.

**Privileged access to finance:** With the development of a specific credit line, entrepreneurs with disabilities get a preferential interest rate in the public bank.

## Context

In Ecuador, opportunities for persons with disabilities of self-employment were rare, financial services were difficult to access, and consultancy services weren't specialized in disability. To address these issues, Productive Inclusion became part of national policy when Ecuador adopted the Organic Law on Disability in 2012. It was first coordinated by the Vice-Presidency, then by SETEDIS in 2015 until it closed and, through Ministerial Agreement No. 1653 of 2016, it became part of the programme Strengthening Inclusive Services and Support Networks for Persons with Disabilities, coordinated by the Ministry of Social Development (MCDS) and supported by Ministry of Industries and Productivity (MIPRO).

“Technical assistance and economic aid is not enough. We need productive inclusion, and we will continue to support these endeavors.”

Mr. Jorge Glas Espinel, Vice President of the Republic of Ecuador

### Key Features

Productive Inclusion for Persons with Disabilities Programme of 2013, implemented by MIPRO, overseen and evaluated by MCDS, is promoting business ventures to include people with disabilities and their families. As of 2016, 33 analysts of national and local MIPRO offices provide advice on the development of business ideas in priority sectors such as manufacturing, agribusiness, trade and tourism, help to prepare the business plans and to attain funding, and supervise the implementation. BanEcuador grants credits for people with disabilities and the National Service of Government Procurement has incorporated “persons with disabilities” among the state suppliers. Entrepreneurs with disabilities promote their business during International Productive Inclusion Meetings.

### Outcome, Impact, and Effectiveness

Productive Inclusion received the General Rumiñahui Recognition of Good Practices in Social Responsibility and Design For All for Good Practice Award in Universal Accessibility in 2014 and 2015. In 2015, Ecuador pledged to the Microcredit Summit Campaign to support 500 entrepreneurs with disabilities.

### Transferability, Scalability, and Cost-Efficiency

It is highly replicable and a cost-effective model. A number of Latin American countries conducted technical visits and signed international cooperation agreements. The programme’s key elements are management capability to engage actors in productive inclusion networks and human resources for implementation.



An entrepreneur supported by Productive Inclusion in the province of Napo: Framher.



An entrepreneur supported by Productive Inclusion in the province of Napo: Mueblería Gonzales.

**i** **Productive Inclusion for Persons with Disabilities Programme of 2013, part of Strengthening Inclusive Services and Support Networks for Persons with Disabilities in Ecuador**  
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# A national effort to promote employment in the ICT sector

EGYPT / MINISTRY OF COMMUNICATIONS AND INFORMATION TECHNOLOGY (MCIT), MISR EL KHEIR FOUNDATION (MEK), AND THE CHAMBER OF COMMUNICATIONS AND INFORMATION TECHNOLOGY (CIT)

By developing the skills of persons with disabilities and by supporting equal employment opportunities, Egypt's "Employment Opportunities for Persons with Disabilities" programme of 2013 supports employers in the ICT sector to hire people with disabilities, to comply with Egyptian labour laws, and often also to increase productivity.

## In Brief

Egypt's Employment Opportunities for Persons with Disabilities programme equips people with visual, hearing, speech, and physical disabilities with the skills required for work in the ICT sector, and places them in ICT companies where they are employed under conditions equal to non-disabled employees.

## Innovative Aspects

**A skills-based job creation:** The programme is creating a market value for persons with disabilities, and thus guaranteeing their ability to join the job market based on their skills – not based on charity.

**Innovative collaboration:** The programme is based on an original cooperation-funding model that gives employers the opportunity to know the person with disabilities without additional costs, while also applying the policy of equal payment.

**Rallying for an attitude shift:** The programme is mobilizing all stakeholders through a partnership with 16 ICT companies, three large NGOs, smaller NGOs, as well as other public entities, including ministries and governorates.

## Context

To address the lack of capacity-building, poor employment opportunities, and unequal payment of employees with disabilities, in 2012 the Egyptian Ministry of Communications and Information Technology (MCIT) launched a comprehensive strategy for the use of ICT to empower persons with disabilities. In 2013, MCIT – with the Misr El Kheir Foundation (MEK) and the Chamber of Communications and Information Technology (CIT) – developed the Employment Opportunity for Persons with Disabilities programme

## FACTS & FIGURES

- The programme was founded in 2013.
- By 2016, 467 persons with disabilities were trained in 8 governorates at 13 ICT centres, of whom 83 per cent (one third women) were placed full-time in 16 ICT companies and paid entirely by their employers.
- 25 awareness-raising sessions were held for prospective employers.
- In 2016 (to date), 19 persons with disabilities have graduated, 9 have been employed, and 143 are still being trained.

as a public-private partnership. It took seven months to develop the training for employment grant and the equal opportunity policy before ICT companies started to employ people with disabilities, beginning in late 2013.

## Key Features

Egypt's Employment Opportunities for Persons with Disabilities programme – overseen by MCIT; co-funded by MEK; and carried out with CIT, the disabled persons organization Daesn, and others – is focusing on skills development and on the placement of disabled persons in ICT companies. First, suitable candidates with disabilities are identified. Second, candidates are trained – including by trainers with disabilities – for 4–5 months on data entry, tele-marketing, and administrative work at ICT training centres. MCIT then approaches potential employers. Jobs must pay the same wage as that of a non-dis-

abled employee or the position is not accepted. In the first year MEK supports salaries in a descending manner: 100 per cent for the first six months, 50 per cent for the next three months, and 25 per cent for the final three months. From the second year onward the company pays the full salary. MCIT also provides companies with assistive technologies. For three months employees with disabilities are provided with group support, including persons with disabilities. MCIT regularly reports to the Cabinet of Ministers.

#### **Outcome, Impact, and Effectiveness**

From 2013 to 2015, 20 per cent of trainees were employed without MEK's support. The United Nations Development Programme launched a pilot to develop accessible training content and to train the trainers, which will become part of the programme. From 2015 to 2017 the plan is to train 330 people and find employment for 260 (80 per cent) by targeting additional ICT sectors, offering training in mobile and computer maintenance, and extending the programme to another six governorates.

#### **Transferability, Scalability, and Cost-Efficiency**

The programme is cost effective over the long term. In 2016, as part of a Presidential Initiative, it was extended until 2019, with a target to train 2,000 persons with a 50 per cent employment rate, to equip 200 ICT centres with assistive technologies, and to build the capacity of 300 public entities.



Persons with disabilities working as call centre agents at Xceed.

**“MCIT’s equal opportunity policy supports the development of an inclusive society by combating the discrimination that persons with disabilities face.”**

Dr. Abeer Shakweer, Ministry of Communications and Information Technologies

**i** **Employment Opportunities for Persons with Disabilities Programme of 2013**  
Ministry of Communications and Information Technology, in cooperation with Misr El Kheir Foundation, Chamber of Communications and Information Technology, and Daesn, Egypt

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# All-sector cooperation creating jobs in thousands of companies

## ECUADOR / FEDERATION OF ECUADORIANS WITH PHYSICAL DISABILITIES (FENEDIF)

By orienting its users to find a job, by providing them with punctual training and placement assistance, and by working together with the entire socio-labour spectrum, the Ecuadorian Labour Integration Service offers a wide array of services to support persons with disabilities to access the labour market, especially disabled women and youth. This effort has led to some 12,900 people now working in 8,355 public and private enterprises.

### In Brief

Ecuador's Labour Integration Service (SIL) of 2006, implemented by the Federation of Ecuadorians with Physical Disabilities (FENEDIF), is a partnership of the Ecuadoran Government, NGOs, and companies to promote the inclusion of persons with disabilities in the open labour market. The service includes employment orientation, labour promotion, capacity-building/training, and psychological support as well as work integration monitoring. SIL also addresses employers directly and assists them to comply with their legal obligations. Since 2006, SIL has trained some 50,000 persons with disabilities and has sensitized more than 36,000 people on disability issues through public outreach activities.

### Innovative Aspects

**Using a validated methodology:** SIL has implemented a process of labour integration that has proven to be flexible and that can be adapted to many contexts.

**Person-centred service:** SIL's philosophy privileges training, information, orientation, promotion, and technical and human accompaniment to obtain full labour integration and to decrease labour drop-out rates.

**Changing mind-sets:** The programme focuses on overcoming mental barriers for both disabled persons and non-disabled persons by raising awareness and providing guidance and information about disability and accessibility.

### Context

SIL was launched in 2006 and subsequently expanded thanks to the sponsorship and partnership agreements with the Spanish Agency of International Cooperation for Development, the United States Agency

### FACTS & FIGURES

- The SIL programme was founded in 2006, and from 2013 to 2015 it was expanded to 23 provinces.
- From 2013 to 2015, 3,816 people with disabilities (1,186 female) were employed, 12,577 people were provided with employment orientation, more than 23,000 received non-formal training, and 1,764 received formal training.
- 25 entrepreneurial initiatives were realized through the programme's microcredit fund.

for International Development, the Ibero-American Network of Persons with Disabilities' Entities, the National Disability Council, the state enterprise Petroamazonas EP, the Government of Ecuador, and the Office of the Vice President. It is underpinned by the 2005 amendment to the Ecuadorian Labour Code as well as the Organic Law on Disability of 2012.

### Key Features

By providing advice and training, the profiles of SIL users are enhanced to become more attractive to employers. SIL also works to overcome the stigma that can be associated with people with disabilities, as well assists in creating physical access to workplaces. SIL has multidisciplinary teams composed of professionals who are themselves disabled. Cooperation has allowed FENEDIF to offer its services free of charge. The state enterprise Petroamazonas is paying the wages for SIL staff, while the National



The programme focuses on overcoming mental barriers for both disabled persons and non-disabled persons, here in the Ministry of Education.

Disability Council hosts SIL in its provincial premises. Other organizations, such as the Ecuadorian Service of Professional Training, provide free training to SIL participants.

#### Outcome, Impact, and Effectiveness

In 2016 the National Disability Council and Petroamazonas signed an agreement stating that maintaining the SIL programme was a high priority of the state enterprise. In 2013 the Group Faro Ideas & Collective Action awarded FENEDIF the Civic Innovation Prize for SIL. Since 2009, Petroamazonas has included 104 employees with disabilities.

#### Transferability, Scalability, and Cost-Efficiency

By translating the Labour Code into practice, SIL produces social benefits that also have an impact on the national GDP. In 2016–2017, SIL will be strengthening its training, sensitising potential employers, and boosting self-employment.

“At the beginning it wasn’t easy, but we managed thanks to SIL, which supported us a lot with awareness-raising and workplace support.”

Vladimir Vásquez, Administration and Finance Manager, SONDA Ecuador

**i** **Labour Integration Service (SIL) of 2006**  
National Federation of Ecuadorians with Physical Disabilities (FENEDIF), in partnership with the National Disability Council, Petroamazonas EP and other Ecuadoran corporations

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# Quotas, support, and subsidies for private-sector employers

KINGDOM OF SAUDI ARABIA / MINISTRY OF LABOUR AND SOCIAL DEVELOPMENT (MLSD) AND THE HUMAN RESOURCES DEVELOPMENT FUND (HRDF)

By building on validated initiatives, particularly with regard to the involvement of private-sector employers, Saudi Arabia's "Tawafuq Empowerment for Employment for Persons with Disabilities" programme has established legislation, policies, and procedures for employers that include quotas, incentives, and subsidies.

## In Brief

The Tawafuq Empowerment for Employment for Persons with Disabilities programme focuses on the creation of a nationwide, fully inclusive private sector economic system by improving and developing legislation and policies, providing pre-employment and employment services, offering vocational training, and using data tracking to promote and support suitable and sustainable employment of persons with disabilities.

## Innovative Aspects

**Inclusion-centred:** Tawafuq strongly focuses on inclusion, providing fertile ground for building and promoting inclusive employment opportunities.

**Technology-based delivery:** The programme provides quality services with effective outcomes by using

## FACTS & FIGURES

- The programme was launched in 2014.
- Of the approximately 648,000 Saudis with disabilities, 62,728 were employed by 31,790 companies by 2016, and nearly 17,400 received subsidies.
- By 2016, 17 companies joined the Business Disability Network; seven of them increased the number of employees with disabilities; and an additional 45 companies applied for membership.
- Various employment channels have been trained in the inclusive job-seeking process.

“The provision and enforcement of legislation and inclusive work environments is at the core of empowering the employment process of persons with disabilities.”

Mr. Ahmed Al-Humaidan, Vice Minister, Ministry of Labour and Social Development

technology (e.g., a sign language call centre) and by ensuring that all e-platforms for training become accessible.

**Case study reviews:** A case review process was established to build capacity and solve disability-related challenges. Service providers and employers can call and engage with a local team of experts to find a solution related to the employment of persons with disabilities.

## Context

The Tawafuq programme tackles the limitations of clear processes for the enforcement of current policies regarding the employment of people with disabilities. In particular, Article 28 of Saudi Arabia's Labour Law mandates a 4 per cent quota of such employees within the private sector. In 2008 the country ratified the UN Convention on the Rights of Persons with Dis-

abilities, and within this context the Ministry of Labour and Social Development took the initiative to work on private sector employment of persons with disabilities. From 2012 to 2014 an international benchmarking study and assessment of laws were undertaken; and in 2014 the programme was launched with the Human Resources Development Fund (HRDF) as the service delivery arm. In 2016, Royal Decree No. 1982 specified the definition of disability and employment as well as recommendations for minimal accommodations and services.

### Key Features

Implemented and overseen by the Ministry of Labour and Social Development (MLSD), HRDF, and the General Office of Social Insurance, the Tawafuq programme promotes employment of persons with disabilities in the private sector. It improves policies and procedures, provides training, documents information, and offers access to subsidies. Royal Decree No. 1982 of 2016 and the Disability and Work Card (Kudra) were introduced, regulating access to employment services. To make employment agencies and platforms inclusive, a job-seeker itinerary and training were designed and accessibility services were mandated. MLSD established the Certification System for Disability Confident Work Environments (Mowaamah, pilot phase 2015–2016), and HRDF endorsed a set of best practice standards for procurement processes. With advice from the International Labour Organization, the Business Disability Network (Qaderoon) was established in 2014, and an IT-training platform for developing professional skills (“Dor-oob”) became accessible.

### Outcome, Impact, and Effectiveness

The number of employees with disabilities in the private sector increased from approximately 15,500 in 2011 to 62,728 in 2016.

**i** **Tawafuq Empowerment for Employment for Persons with Disabilities Programme of 2014**  
Ministry of Labour and Social Development and the Human Resource Development Fund, Saudi Arabia



Changing lives and improving the quality of life: three brothers employed in one company.

Tawafuq is now part of the “National Transformation Plan for Saudi Arabia’s 2030 Vision.” It is planned to assess the impact of Tawafuq with the World Bank’s core diagnostic systems assessment instrument (CODI). By 2020, it is planned that an additional 4,200 companies will employ persons with disabilities, an additional 48,500 persons with disabilities will be employed, and an additional 3,200 companies will be disability-confident and compliant with Mowaamah.

### Transferability, Scalability, and Cost-Efficiency

Tawafuq’s scalability builds on current services and avoids duplication. Its cost-effectiveness is enhanced by cross-ministerial efforts that aim to transform welfare beneficiaries to economically productive members. Tawafuq’s annual budget of €4.3 million is secured under the National Transformation Plan.

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# Life Stories from Ecuador, Egypt, Saudi Arabia, United States, and Malaysia

## THE STORY OF MARY, CHILDCARER

**“I never gave up my passion or my abilities regardless of what I was told by others!”**

*United States*



For 24 years I was employed in childcare, where I was known as trustworthy and loving by parents and kids alike. Sadly, I was forced to leave this job due to Vermont’s credentialing of child-care staff. With no certification, I was unable to keep my job as a primary care provider, a huge loss to my employer and to me. Determined to

save my career, I explored accreditation classes, but the faculty assumed my disability would prevent my successful completion. Again, I was distraught and I felt disrespected. I lost a career where I excelled!

I moved to a janitorial job, but never stopped believing in myself and my love of children. I babysat on the side and could often be seen around town with my small charges. What came next is due to my resolve to hold onto my dreams. Hearing of my child-care skills, Middlebury’s Parks and Recreation Department hired me for their ‘Tot Time’ programme. I quickly advanced to the summer camp programme, where I was re-united with a child I had cared for years earlier but who was now to be my co-worker! I advanced in my position, and was key in helping create the Special Olympics Young Athletes programme, in which I am a mentor.

My dedication to childcare rings clear in the words of my director: “Mary is very reliable, she never says no, is always early for work, and often stays late. Dustin and Mary are two peas in a pod, always laughing and joking with each other. Everyone loves Mary and we are never going to let her go!” Although forced to leave a job in which I expected to retire, I re-shaped my career with a team where I am respected and loved. I never gave up my passion or my abilities regardless of what I was told by others!

## THE STORY OF IBRAHIM & ABDUL-RAHMAN, RECEPTIONIST AND AN ACCOUNTING ASSISTANT

**“Happy that our skills and abilities are valued in our new roles.”**

*Saudi Arabia*

Leaving home and relocating to a new region in the Kingdom to find a job is not an easy decision for any person. We lived in Jazan where we looked for employment, but we could find no suitable job vacancies. So we were faced with a tough decision: We could stay in Jazan and continue our unsuccessful job search, or we could relocate somewhere with better job prospects. Motivated to find work and focused on our career goals, we decided to expand our horizons and move to another region. We considered that a move to the eastern province might give us greater opportunities. To this end, the Human Resources Development Fund worked with and supported us to find suitable and sustainable positions. After our initial training, we quickly settled into our new jobs as a receptionist and an accounting assistant. Today, we are happy that our skills and abilities are valued in our new roles, and that our five-day work week allows us to visit our family in Jazan at the weekend.



## THE STORY OF HAIRUMAN, CUSTOMER SERVICE OFFICER

**“My return to work experience was bliss to me.”**

Malaysia



The palm oil estate where I worked was a second home to me and my brother ever since we were orphans, having to take care of two disabled sisters. Work was as usual until one day, while plucking the palm fruits, I was thrown unconscious, having been struck by a high voltage wire. Both my hands were amputated up to the elbow. I was subsequently transferred to the Kuala Lumpur General Hospital for further treatment when one of my blood vessels burst in my left leg, requiring an amputation up to the knee.

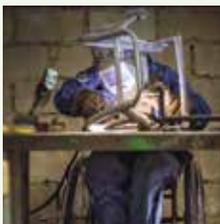
At the Kuala Lumpur General Hospital, the rehabilitation specialist advised me to participate in the national Social Security Organization's (SOCSO) Return to Work Programme, as she felt that with the right prosthesis and proper management I might be able to find employment. Two years after my injury, treatment, and the fitting of all the prosthesis I attended a job fair organized by SOCSO, and there I participated in several interviews. Happily, I was successful, and I now work as a customer service officer at Efinite Value Sdn Bhd, a furniture manufacturing company. Because the company is a very supportive employer, my return to

work experience was bliss to me, which I still cherish to this day. A year later, and on my own initiative, I embarked on a study of Information Technology, and recently I successfully completed and received my IT certificate. I have also applied for a disability car license so to be able to drive and to integrate even further into society.

## THE STORY OF MIGUEL TRUJILLO, OWNER OF ORTOPEDIA TÉCNICA

**“We produce 50 orthopaedic chairs per month.”**

Ecuador



I am 39 years old and I have had a physical disability since I was 12. For a long time I had to live with limitations due to my lack of resources to buy a wheelchair, but my tireless spirit never collapsed and was the engine that drove me to realize my own dream: to

build orthopaedic wheelchairs for people with reduced physical mobility. At 18, I decided to start a learning process. I got a scholarship to study English in Atlanta, Georgia (USA); and at the same time I enrolled in the Eagle Sport Chairs factory workshop, where I learned assembly techniques for orthopaedic wheelchairs. Six years ago I opened a workshop here in Ecuador to maintain and build these chairs, and today I am an entrepreneur – so much so that my work is considered one of the emblematic projects by the government.

I am proud to be the owner of Ortopedia Técnica Ecuador, where specialized wheelchairs are built according to the mobility capacity of each person. I work with my wife and employ three other people. I am grateful for Ecuador's Productive Inclusion for Persons with Disabilities initiative, because its advice to strengthen my business has helped my small company to produce 50 orthopaedic chairs per month. Through this company I have managed to get ahead and have a decent life – as all Ecuadorians deserve.

## THE STORY OF MENNA, MINISTRY OF COMMUNICATIONS AND INFORMATION TECHNOLOGY

**“Even with my disability I am contributing to society.”**

Egypt



I graduated in 2010 from the journalism department of the Faculty of Arts. I was the only visually impaired student to join this department, as at that time persons with visual impairments were not yet

allowed to join. I was only allowed on the condition that I would pass all exams right from the start. Fortunately, I excelled in my studies, graduated, and then took additional courses in media and broadcasting, human resources, and English. Two years ago I joined the employment training programme of the Ministry of Communications and Information Technology, where again I excelled, and as such I was employed as the first visually impaired customer service agent at the largest call centre in Egypt. Further, based on my performance the company adopted the idea of employing other persons with disabilities. In addition, I was awarded a merit certificate from my company and was promoted twice, and currently I work as a human resources coordinator in the recruitment department and have helped in employing more than 100 disabled employees. Now I help in recruiting both disabled and non-disabled employees.

# Returning Malaysians with acquired disabilities to work

MALAYSIA / SOCIAL SECURITY ORGANISATION (SOCSO)

By providing job placement and employment support for workers who have acquired disabilities and, at the same, by challenging the conception of the term “not able to work,” Malaysia’s Job Placement & Employment Support Services initiative is promoting the return to work, and has placed 3,072 people in new jobs to date.

## In Brief

Under the auspices of Malaysia’s Social Security Organization (SOCSO), the Job Placement & Employment Support Services (JPES) initiative is a component of the national Return to Work (RTW) programme, which offers comprehensive physical and vocational rehabilitation to employees suffering from injuries or invalidities. The RTW programme is the first to provide such services to those who are unable to return to their previous employers, including job placement assessments, job matching, and counselling – all using a case management and multidisciplinary approach. From 2007 to 2015, SOCSO engaged with more than 10,000 companies.

## Innovative Aspects

**Individualised support:** SOCSO is the only organization that provides individualized job placement services countrywide for employees with injuries or illnesses and that builds close ties with employers, which together result in placement success.

**Adequate monitoring:** The programme’s follow-up process helps to ensure that the candidate has gained employment and is able to continue to be productive and to contribute to the economy.

## FACTS & FIGURES

- The JPES initiative began in 2008.
- In 2016 some 4,100 persons with disabilities will receive RTW services, of whom 20 per cent will receive JPES.
- From 2007 to 2016, JPES placed 3,072 persons in new jobs (18 per cent female); 1,194 became self-employed.
- On average, SOCSO engages with 700 new employers per year.
- Five disability equality trainings are held each year, reaching approximately 300 employers; and some 2,100 employers have been trained since 2009.

**Bringing everyone on board:** The success of JPES is due to the commitment of all stakeholders, including the medical staff, employers, job candidates, case managers, and job placement officers.

## Context

Stigma among employers causes many workers to lose employment after they suffer a significant injury or illness. To address this, SOCSO introduced the Return to Work programme in 2007, in accordance with the Employees’ Social Security Act of 1969 and Employee Social Security General Rules of 1971. RTW was the result of a cost/benefit analysis by the Australian Government in 2003 and a pilot disability management programme by SOCSO in 2005. In 2008, JPES became a component of the RTW programme, which has operated in every region of the country since 2009. Various stakeholders, including disabled peoples organizations, have been

“This programme is very meaningful for those who are going through a rough time in their lives, and for employers it is a social responsibility.”

Ms Hasiah Mohd Dom, Human Resource Executive,  
Mydim Mohamed Holdings Berhad



Thousands of persons with disabilities are benefiting from the Return to Work programme.

and continue to be engaged in its development and implementation.

#### Key Features

The JPSS initiative ensures that the responsible case manager is assisted by a job placement officer, who makes a job placement assessment of each candidate and designs an individual employment support plan. This officer disseminates information on jobs, prepares and places the person through case management, in some cases helps the individual to start a business, utilises the job coach approach (if needed), and connects with employers. JPSS also raises awareness with employers, provides for accessibility/inclusion measures, and provides information about fiscal benefits. SOCSO reports to the Ministry of Human Resources and feeds back to the National Council for Persons with Disabilities. It also manages a pooled fund of statutory contributions made by employers.

#### Outcome, Impact, and Effectiveness

Placed people showed an increase in skills, career goals, independence, self-esteem, and health. In 2014 the Ministry of Human Resources added the Return to Work programme to the Ministerial Key Results Area of the Government Transformation Plan. Private companies are adopting similar disability management policies. In 2016 additional job placement officers have been added and some 20,000 companies engaged.

#### Transferability, Scalability, and Cost-Efficiency

The JPSS initiative has an annual cost of €54,000–75,000. In 2012, SOCSO was awarded the International Social Security Association's Good Practice Award (Certificate of Merit) for Asia and Pacific for its Return to Work programme and its Commuting Accident and Prevention Plan.

**i** **Job Placement & Employment Support Services of 2008 (Return to Work programme)**  
Social Security Organisation, Malaysia

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Sources: SOCSO, Return to Work programme of 2007: <http://bit.ly/28WLWE3>; H. Awang et al, 2015: <http://bit.ly/2fhnO18>; SOCSO, Disability: Not A Tragedy – Life Changing Stories After Return to Work, 2014: <http://bit.ly/2g8GEJj>

# A model for promoting decent work for persons with various disabilities

PERU / MINISTRY OF WOMEN AND VULNERABLE POPULATIONS

By involving employers and disabled people's organizations in skills development and employment services, and by accompanying and monitoring their placement and adaptation in the work environment, Peru's "I Am Capable Model" has resulted in more than 3,000 new workers with disabilities joining the labour force and in a national labour policy that is responsive to the demands and needs of the disabled.

## In Brief

Based on a capability approach, Peru's "I Am Capable Model" is a nationwide pilot model that promotes skills training and labour intermediation for persons with disabilities in order to enhance their employment opportunities in the open labour market both in the private and public sector. To date, the model has facilitated the hiring of 3,015 persons with disabilities. As of July 2016 it has been placed under the Ministry of Labour and Employment Promotion, and is now planned to become a national programme.

## Innovative Aspects

**Rights-based approach:** The work among the various stakeholders is focused on capabilities and rights, and is coordinated in a way that awareness-raising about labour inclusion is not based on charity.

**Market-relevant skilling:** Labour competency training also transmits a set of behaviours, enhances the ability to analyse and make decisions, and facilitates the transmission of information – all of which improve the employability of the worker.

**State-business dialogue:** The model is also a coordination tool between the public and private sector, facilitating training in competencies that are suitable to the demand.

## Context

In Peru there are few equal opportunities to access the labour market, especially for persons with disabilities, who tend to suffer from discrimination and often have limited qualifications. To strengthen their labour inclusion, the "I Am Capable Model" was developed through the Department of Promotion and Social Development of the National Council for the Inclusion of Persons with Disabilities (CONADIS), which is part of the Ministry of Women and Vulnerable Populations. Importantly, it was initiated in strategic collaboration

## FACTS & FIGURES

- The "I Am Capable" model was launched in 2012.
- Of those 2,800 currently working, 63 per cent had a physical disability, 18 per cent a hearing impairment and 10 per cent a visual impairment, 6 per cent an intellectual disability, 3 per cent a mental health problem.
- As of 2016, 81 public and private-sector employers were recognised as being inclusive, including Clothing Lancaster SA, Monark Perú SA, Industrial Gorak SA, and the Metropolitan Municipality of Lima.

with the business sector under Peru's Equal Opportunities of Persons with Disabilities Plan (2009–2018). In 2012 it was launched with the goal to employ 1,000 people with disabilities in both the private and public sector, and CONADIS adopted the programme by means of Presidential Resolution No. 107.

## Key Features

Peru's "I am Capable Model" is composed of three steps: first, coordination with persons with disabilities (selection and training of beneficiaries); second, coordination with companies and public institutions (advice, studies of the workplaces, etc.); and third, the monitoring and accompaniment of the new workers, including a follow-up process. Training on entrepreneurship, technical production careers, and other employment areas is provided by educational institutions, NGOs, and state programmes. An awareness campaign informs employers about the model's benefits and usefulness. Inclusive companies are then recognized by the government by identifying them at



Persons with disabilities work as sales operators (left) and are trained in computer operations (right).

an annual ceremony in Lima as having good employment practices.

#### Outcome, Impact, and Effectiveness

The model promotes the economic independence of employees with disabilities, fiscal benefits for companies, and tax contributions for the government. By 2016–2017 there will be approximately 5,000 beneficiaries, and the Government Plan 2016–2021 seeks to increase that number by 10 per cent annually.

#### Transferability, Scalability, and Cost-Efficiency

At its inception the “I Am Capable Model” had only a small budget, essentially for merchandising. However, strategic partnerships, such as with business groups, has allowed it to have a far wider reach. It is now planned to be transformed into a national programme of the Ministry of Labour and Employment Promotion, even though this process has not yet been formalized.

“It makes me happy that through my work I am able to support my family.”

Jeny Rivera Cuña, Call Centre IBT

#### **i** I Am Capable Model of 2012

National Council for the Inclusion of Persons with Disabilities, Ministry of Women and Vulnerable Populations, Ministry of Labour and Employment Promotion (since July 2016)

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Sources: National Council for the Inclusion of Persons with Disabilities: <http://www.conadisperu.gob.pe>; Government, General Disability Law No. 29973, 2012: <http://bit.ly/2dAkQAL>; Government, Plan de Gobierno. Peruanospor el Kambio, 2016–2021: <http://bit.ly/1VVd6tx>

# Long-term inclusion in the state-wide open labour market

UNITED STATES (VERMONT) / DEPARTMENT OF DISABILITIES, AGEING, AND INDEPENDENT LIVING (DAIL)

By offering a broad spectrum of support that ranges from full job-site support to the occasional follow-up with more independent workers, Vermont's Supported Employment Programme facilitates the shift from sheltered employment settings to more inclusive employment for people with developmental disabilities. In 2015 almost half of all individuals in Vermont receiving developmental disabilities services were employed.

## In Brief

Vermont's Supported Employment Programme of 1983 is providing state-wide a full range of services that enable people with developmental disabilities to access and succeed in integrated competitive employment, including person-centred planning, meaningful job matches, full inclusion in the workforce, and creative strategies that broaden employment opportunities. By 2002, Vermont had closed all sheltered workshops. Today, 48 per cent of Vermonters receiving developmental disabilities services are employed in the regular workforce, all of whom are paid at Vermont minimum wage or higher.

## Innovative Aspects

**Believing all people can work:** The programme provides individually tailored support and thoughtful job matches by which people with intellectual disabilities can contribute like others to the regular workforce.

“Employment in Vermont is the cornerstone for enabling individuals with disabilities to be included in the full fabric of living and participating in one's community.”

William Ashe, Upper Valley Services, Inc.

## FACTS & FIGURES

- Begun in 1983, the programme is in effect in all 13 regions of the state.
- In 2013 the employment rate for people with intellectual disabilities grew to a record 47.8 per cent.
- In 2015, 1,213 individuals received employment support to work; 19 were on a waiting list.
- In 2015, 194 people per 100,000 received supported employment in Vermont, the highest of all U.S. states (U.S. average: 35).

**Overcoming fear and conflicts:** As the first U.S. state to close workshops, Vermont had to overcome significant issues that emerged in the conversion process. Embracing this change was not easy for families.

**Contributing to self-advocacy:** In 1994 a statewide self-advocacy network – Green Mountain Self-Advocates – was formed. Run by people with developmental disabilities, it hosts an annual conference and has developed a training on converting sheltered workshops.

## Context

Approximately 75 per cent (420,000) of Americans with developmental disabilities are in sheltered workshop settings or in non-work programmes, where as only 25 per cent are in community-based supported employment. Following a state/federal-funded pilot,

Supported Employment became an authorized state-wide funded programme in 1983, per a new service category developed by the U.S. Centres for Medicare and Medicaid Services and reflected in Vermont's State System of Care Plan. This was further strengthened by Vermont's Developmental Disability Act of 1996. In 2002, Vermont closed its last sheltered workshop; and in 2008 it clearly prescribed that Medicaid may fund neither workshops nor congregate work.

### Key Features

Vermont's Supported Employment Programme of 1983 is overseen by DAIL's Developmental Disabilities Services Division (DDSD) in partnership with the Division of Vocational Rehabilitation (DVR), and is implemented by 16 non-profit agencies. The programme provides a full range of community-based services that enable people with developmental disabilities to secure paid employment in regular settings. New funding for the programme focuses on transition-aged youth (up to 26 years). Services are specified in an individualized plan, e.g., person-centred planning, job search, accommodation, on-the-job training, follow-up services, and career enhancement. Equipment and transportation may also be provided. Highly independent workers often work 26–63 hours per week, and workers requiring staffed support may receive up to 25 hours per week of job-site support. Appeals related to service provision are made to the Human Services Board. The annual budget is provided by DDSD (US\$9–10 million) and by DVR (US\$1.3 million).

### Outcome, Impact, and Effectiveness

In 2015 the employment rate for Vermonters who receive developmental disabilities services was 48 per cent (U.S. average: 19 per cent). A 2015 survey indicated that 90 per cent of these workers enjoyed

Bill enjoys his work as a stocker at Sweet Clover Market.



their current job and 52 per cent felt they were able to work sufficient hours. In 2015, Vermont was featured in the *Minneapolis Star Tribune's* highly acclaimed civil rights series; and the National State Employment Leadership Network featured Vermont in a White Paper on promising employment practices.

### Transferability, Scalability, and Cost-Efficiency

According to research, the cumulative costs of supported employment are dramatically less than sheltered workshops (US\$6,618 compared to US\$19,388 per person per year). Staff members from Canada, China, Ireland, Italy, Singapore, and the United Kingdom have visited Vermont to study its programme. In 2012 the National Council on Disability included Vermont in its recommendations to U.S. President Barack Obama.

**i Supported Employment Programme of 1983**  
Department of Disabilities, Aging, and Independent Living, Agency of Human Services, Vermont, USA

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Sources: DAIL, Website of Supported Employment Programme: <http://bit.ly/2eR7HWr> ; <http://bit.ly/2f6LQhh> Vermont, Developmental Disabilities Act: <http://bit.ly/2d14Phe> ; DAIL, Regulations 2011: <http://bit.ly/2ffddVT>; Annual Report 2015: <http://bit.ly/2eagYYi>; DVR Manual: <http://bit.ly/2dW5f1X>

# Annex

## Social Indicators

Questionnaire, all data, and full analysis

## Network

The Zero Project network 2016–2017

# Acknowledgements

The Zero Project would not have been possible without the broad and continuous support of many individuals and organizations over the last five years.

First of all, we wish to express our deep gratitude to the entire network of the Zero Project. The Zero Project would not exist if not for the continuous support of its network, which we list starting on page 157. In addition, we want to take this opportunity to single out some individuals and organization that have been of particular help to us over the years.

Disabled People's International has been a vital contributor to the research of the project's Social Indicators, especially Javed Abidi, and without such help this report would not be possible. In addition, Luk Zelderloo of the European Association of Service Providers, Phillipa Sandholm of the World Federation of the Deaf, and Jose María Viera of the World Blind Union all did wonderful work in motivating their organizations to join in the survey.

We are especially grateful to the following individuals for their contributions to the shortlisting and selection process of this year's Innovative Policies and Practices: Ana Lucia Arellano, Susanne Bruyere, Shuaib Chalklen, Bob Grove, Akiko Hart, Nawaf Kabbara, Madan Kundu, Klaus Lachwitz, Ana Mohamedano Escobar, Barbara Murray, Dorodi Sharma, Damjan Tatic, Esteban Tromel, Ignacio Velo, and Doha Yahfoufi.

Specifically, we thank the following for supporting us in shortlisting Innovative Policies 2017: Mukhtar Al Shibani, Óscar Arteaga Herrera, Siobhan Barron, Fernando Bellver Silvan, Miguel Angel Cabra De Luna, Marina Canchari, Romel Carranco, Jaime Chamorro Hidalgo, Rama Chari, Loh Sau Cheong, Edwin Luitzen De Vos, Alpha Boubacar Diop, Steven Estey, Peter Fremlin, Marta Gil, Martin Gould, Dr. Heba Hagrass, Jan Hauser, Laszlo Gabor Lovaszy, Dr. Sherifa Massoud, Padmani Mendis, Albert Mollah, Menna Nassef, Trevor Parmenter, Herbert Pichler, P. Rajasekharan, Eliana Rosas Aguilar, Christopher Rueggeberg, Bettina Schmidt, Sander Schot, Graeme Smith, Tim Stainton, Michael Ashley Stein, Dipesh Sutariya, Karen Topper, Deborah Wan, and Angela Wegscheider.

For contributing to a successful Zero Project Conference 2016, we are most thankful to the United Nations Organization of Vienna, which served as an excellent host; and we extend special thanks to Ambassador Christine Stix-Hackl and Gerhard Götz from the Permanent Mission of Austria to the UN in Vienna, to Dennis Thatchaichawalit and Linto Thanikkel from the United Nations Office in Vienna as well as to Caroline Casey, as always, for her incredible energy and inspiration as Conference moderator.

Our thanks also go out to Klaus Höckner from Hilfsgemeinschaft der Blinden und Sehschwachen in Austria and Michal

Rimon from Access Israel for supporting the exhibition part of accessible conference technology during the Zero Project Conference.

Stefan Tromel from the International Labour Organization, Susan Scott Parker from Business Disability International, Gregor Demblin and Wolfgang Kowatsch from Disability Performance Austria, Miguel Angel Cabra de Luna and Lourdes Marquez de la Calleja from the ONCE Foundation, and Meera Shenoy and Gopal Garg from Youth4Jobs were all crucial to initiating the first "Business and Employers Day" at the Zero Project Conference.

In Austria, the home country of the Zero Project, we are proud of the support that we continue to receive from many sources. The Austrian Ministry for Europe, Integration, and Foreign Affairs has supported the Zero Project in many ways, both in Austria and abroad. For example, for co-sponsoring our side events at the UN Conferences, we very much wish to acknowledge the help provided by H. E. Thomas Hajnoczi, Thomas Zehetner (both in Geneva), and Ambassador Jan Kickert, Mourad Mouhadi, and Johanna Lindner (New York). In addition, Alois Stöger, Austrian Minister of Social Affairs, supported the Zero Project and the Zero Project Austria Conference, as have the Ministry's Alexander Miklautz, Manfred Pallinger, Max Rubisch, Hansjörg Hofer, and Andreas Reinalter.

We are also indebted to Walburga Fröhlich and her team from atempo, including Christoph Almasy (graphics and design), Martin Habacher (social media), Cezar Neaga (webmaster), Petra Plicka (graphic facilitation), and Karin Pra-niess-Kastner – all of whom are always there when needed.

Finally, we are very proud of the international cooperation that we have enjoyed over the years. Above all Daniela Bas, Akiko Ito, and Eric Zhang from UN DESA/DSPD/SCRPD have been wonderful partners. The European Foundation Centre has been a platform for the international outreach of the Zero Project, with Silvia Balmas of the Centre's Disability Thematic Network being at the heart of many conferences and meetings in Brussels as well as facilitating contacts with other foundations and the EU-community. These include Franz Wolfmayr, Luk Zelderloo, Sabrina Ferraina, and Carmen Arroyo de Sande from the European Association of Service Providers; and Mukhtar Al-Shibani and Betty Dion from GAATES, just to name a few.

In sum, the Zero Project would not have been possible without the broad and continuous support of so many wonderful individuals and organizations over the last five years, and we thank them all most sincerely.

# Social Indicators 2017: All 21 questions

The Questionnaire 2017 consisted of 21 questions, with a focus on employment. Questions 20 and 21 target not only the implementation of the UN CRPD but at the same time the Sustainable Development Goals (SDGs): Goal 8, Target 8.5 asks specifically about the employment of young people and persons with disabilities.

Questionnaire 2017: All Questions of Social Indicators	Article(s) of the UN CRPD targeted
1. Are official statistics about education and employment of persons with disabilities published at least every ten years? This question refers only to whether such statistics are published or not, and to their quality. It does not refer to what the statistics actually tell us about one state in contrast with another - based on those statistics.	data, education, employment
2. Did the percentage of persons with disabilities employed increase in calendar year 2015? The question refers only to employment in companies that are required by law to employ persons with disabilities.	data, employment
3. Does the state oblige employers to take the necessary action on accommodations made in the workplace for all employees with disabilities? For employees with disabilities both to work and to work effectively, such accommodations need to be made in the work place. Obliging such action on the part of employers helps to ensure that persons with disabilities are properly included in the workforce.	employment
4. Is the number of persons with disabilities employed by the state both calculated and published?	data, employment
5. Does the state promote the employment of persons with disabilities in the private sector?	employment
6. Does a quota exist for providing employment to persons with disabilities in the public sector?	employment
7. Are all modes of urban public transport (bus, metro, tram and train) accessible to all persons with disabilities?	accessibility, access to infrastructure/transportation
8. Are all newly constructed buildings to which there is public access required by law to be accessible to all persons with disabilities?	accessibility, access to infrastructure/built environment
9. Is there a legal time frame for all existing buildings to which there is public access to be made accessible to all persons with disabilities?	accessibility, access to infrastructure/built environment
10. Is there a legal requirement for public-sector bodies' websites and websites of publicly available services in your country to be accessible to all persons with disabilities?	accessibility/access to information
11. Is an audio version, a sign language translation, and a plain language version of the Convention available on an official state website, in all official languages of your country?	accessibility/access to information
12. In a situation of risk, is the state's early warning system accessible to all persons with disabilities?	emergency
13. Is sign language an officially recognized language in the courts?	independent living/access to justice
14. Are official statistics published covering the number of persons with disabilities who graduate from university (and tertiary education in general)?	data, education
15. Do university students with disabilities have access to alternative testing methods?	education
16. Does a person with disabilities have the right to receive free and compulsory primary education within the mainstream educational system?	education
17. Is there an umbrella organization representing at minimum 50% of all those associations for persons with disabilities that directly receives basic public funding?	monitoring of UN CRPD
18. If the state has signed or ratified the Convention, has it designated 'focal points' within the government to address matters relating to the Convention's implementation?	monitoring of UN CRPD
19. Does your country collect data on persons, including children, with disabilities living in institutions?	data, independent living
20. In your country, is there data available on the employment rate of young people with disabilities?	data, employment, SDG
21. Compared to five years ago, has the availability of data improved? The question is targeted only at the availability of data, not on the actual improvements in employment.	data, employment, SDG

Find the full questionnaire at [www.zeroproject.org/downloads](http://www.zeroproject.org/downloads)

# Social Indicators on Employment 2013–2017

Development of all Social Indicators that are related to employment, from 2013 to 2017. All four questions have been asked annually, and augmented by the average of these four indicators. Indicators that are based on five or less respondents are not considered. For definition of indicators, see next page.

	Does the state oblige employers to take the necessary action on accommodations made in the workplace for all employees with disabilities?	Is the number of persons with disabilities employed by the state both calculated and published?	Did the percentage of persons with disabilities employed increase in calendar year?	Are official statistics about education and employment of persons with disabilities published at least every ten years?	Number of Respondents	Employment Indicator/Average
<b>2013</b>						
average all	1.8	2.1	2.6	2.0	57	2.1
Europe	1.6	2.0	2.6	1.9	31	2.0
North America	N/A	N/A	N/A	N/A	1	N/A
Latin America*	2.3	2.6	2.8	2.4	9	2.5
Asia & Pacific**	2.2	2.2	2.6	N/A	14	2.3
North Africa	N/A	N/A	N/A	N/A	0	N/A
Sub-Saharan Africa	N/A	N/A	N/A	N/A	1	N/A
Oceania	N/A	N/A	N/A	N/A	1	N/A
<b>2014</b>						
average all	2.1	2.4	2.4	2.2	161	2.2
Europe	1.6	2.1	2.4	2.0	34	2.0
North America	N/A	N/A	N/A	N/A	3	N/A
Latin America*	2.0	2.5	2.3	2.2	29	2.3
Asia & Pacific**	2.3	2.4	2.1	2.1	51	2.2
North Africa	2.7	2.7	2.3	2.1	7	2.4
Sub-Saharan Africa	2.1	2.6	2.7	2.4	33	2.4
Oceania	N/A	N/A	N/A	N/A	4	N/A
<b>2015</b>						
average all	2.2	2.3	2.4	2.1	294	2.3
Europe	1.9	2.1	2.4	1.8	107	2.0
North America	1.8	1.7	2.6	1.3	20	1.9
Latin America*	2.3	2.5	2.3	2.4	37	2.4
Asia & Pacific**	2.5	2.4	2.3	2.3	59	2.4
North Africa	3.0	2.3	2.4	2.7	6	2.6
Sub-Saharan Africa	2.4	2.5	2.7	2.5	50	2.5
Oceania	2.1	2.5	2.6	2.0	15	2.3
<b>2016</b>						
average all	2.3	2.4	2.4	2.3	195	2.3
Europe	1.7	2.1	2.4	1.8	37	2.0
North America	1.5	1.8	2.8	1.3	5	1.8
Latin America*	2.2	2.6	2.7	2.5	26	2.5
Asia & Pacific**	2.4	2.3	2.2	2.3	66	2.3
North Africa	N/A	N/A	N/A	N/A	1	N/A
Sub-Saharan Africa	2.5	2.6	2.4	2.6	48	2.5
Oceania	2.4	2.5	2.9	2.5	12	2.6
<b>2017</b>						
average all	2.3	2.6	2.4	2.3	155	2.4
Europe	1.7	2.0	2.5	2.0	24	2.0
North America	N/A	N/A	N/A	N/A	2	N/A
Latin America*	2.3	2.8	2.4	2.4	34	2.5
Asia & Pacific**	2.5	2.6	2.2	2.2	36	2.4
North Africa	2.8	2.5	2.8	2.5	4	2.7
Sub-Saharan Africa	2.4	2.7	2.3	2.4	46	2.4
Oceania	2.3	2.8	2.3	2.2	9	2.4
<b>2013–2017</b>						
average all years	2.1	2.4	2.4	2.2	862	2.3
Europe	1.7	2.0	2.4	1.9	233	2.0
North America	1.7	1.7	2.7	1.3	31	1.8
Latin America*	2.2	2.6	2.5	2.4	135	2.4
Asia & Pacific**	2.4	2.4	2.3	2.2	226	2.3
North Africa	2.8	2.5	2.3	2.4	18	2.5
Sub-Saharan Africa	2.4	2.6	2.5	2.5	178	2.5
Oceania	2.3	2.6	2.6	2.2	41	2.4

# Social Indicators 2017 by theme and region

Social Indicators aggregated by 12 themes of the UN CRPD, and by regions and country groups

	Accessibility	Built environment	Data	Education	Emergency	Employment	ICT	Independent Living	Sustainable Dev. Goals	Transportation	UN CRPD	Number of questionnaires
Averages of all answers	2.3	2.1	2.5	2.2	2.7	2.3	2.4	2.2	2.5	2.6	2.1	
No. of questions aggregated	4	2	7	4	1	8	1	2	2	1	3	

## Social Indicators disaggregated by world region

Asia & Pacific	2.4	2.1	2.4	2.3	2.8	2.3	2.6	2.2	2.5	2.7	2.3	36
European Countries	1.9	1.8	2.3	1.9	2.8	2.1	1.9	1.5	2.2	2.3	1.8	24
Latin America	2.2	2.0	2.5	2.3	2.6	2.4	2.3	2.2	2.5	2.6	2.2	34
North America	N/A	2										
North Africa	N/A	4										
Oceania	2.5	2.2	2.5	2.2	2.4	2.5	2.6	2.2	2.3	2.8	2.0	9
Sub-Saharan Africa	2.5	2.3	2.5	2.3	2.8	2.4	2.6	2.4	2.7	2.8	2.1	46

## Social Indicators disaggregated by UN CRPD ratification

all ratified	2.3	2.1	2.4	2.2	2.7	2.3	2.4	2.2	2.5	2.6	2.1	132
all not yet ratified	2.5	2.4	2.5	2.3	2.9	2.5	2.5	2.3	2.6	2.7	2.5	23

## Social Indicators disaggregated by the UNDP Country Development Index

very high developed	1.9	1.8	2.3	1.9	2.7	2.1	2.0	1.7	2.3	2.2	1.8	26
high developed	2.3	2.2	2.5	2.2	2.7	2.4	2.4	2.0	2.4	2.7	2.3	43
medium developed	2.2	1.9	2.5	2.2	2.7	2.3	2.4	2.3	2.4	2.6	2.2	37
low developed	2.6	2.4	2.6	2.4	2.9	2.4	2.7	2.5	2.8	2.8	2.2	47

## Selected world regions disaggregated by the UNDP Country Development Index and region

<b>Asia &amp; Pacific</b>												
very high developed	N/A	2										
high developed	2.5	2.2	2.5	2.4	2.8	2.5	2.8	2.0	2.4	2.8	2.4	9
medium developed	2.3	2.0	2.4	2.2	2.8	2.2	2.5	2.3	2.5	2.6	2.3	18
low developed	2.6	2.3	2.5	2.5	3.0	2.4	2.9	2.3	2.7	3.0	2.2	7
<b>Europe</b>												
very high developed	1.9	1.7	2.2	1.9	2.8	2.1	1.9	1.5	2.3	2.2	1.7	18
high developed	2.1	2.1	2.4	2.1	2.7	2.1	2.0	2.0	1.9	2.4	1.9	5
medium developed	N/A	1										
low developed	N/A	0										

	Accessibility	Built environment	Data	Education	Emergency	Employment	ICT	Independent Living	Sustainable Dev. Goals	Transportation	UN CRPD	Number of questionnaires
<b>Latin America</b>												
very high developed	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2
high developed	2.3	2.1	2.6	2.3	2.8	2.4	2.3	2.1	2.5	2.7	2.3	24
medium developed	2.2	1.8	2.6	2.2	2.5	2.5	2.5	2.6	2.7	2.5	2.1	6
low developed	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	2

#### Social Indicators disaggregated by selected country groups

MENA	2.5	2.3	2.5	2.3	2.7	2.5	2.7	2.1	2.3	2.8	2.4	19
Caribbean	2.2	1.9	2.6	2.2	2.4	2.4	2.3	2.2	2.5	2.8	2.2	19
Central & Eastern Europe, CIS	2.1	2.0	2.4	2.1	2.9	2.2	2.0	2.0	2.1	2.5	2.2	11

#### Social Indicators disaggregated by economic membership organizations

OECD	2.0	1.8	2.3	1.9	2.6	2.1	2.0	1.8	2.3	2.3	1.8	22
European Union	1.9	1.8	2.2	1.8	2.7	2.0	1.7	1.4	2.3	2.3	1.8	16
ASEAN	2.3	2.0	2.4	2.5	2.8	2.2	2.7	2.1	2.4	2.5	2.1	11

#### Social Indicators disaggregated by membership of respondents in umbrella organizations

DPI	2.4	2.2	2.5	2.3	2.8	2.4	2.6	2.3	2.5	2.7	2.2	114
World Federation of the Deaf (WDF)	2.2	2.0	2.4	2.1	2.8	2.1	2.4	2.0	2.3	2.3	1.8	14
World Blind Union (WBU)	2.0	1.8	2.4	2.1	2.4	2.3	2.1	2.1	2.6	2.2	2.1	10
EASPD	1.7	1.6	2.0	1.8	3.0	1.8	1.3	1.5	2.0	2.3	1.9	7

**Number of questionnaires:** Number of questionnaires that were received and data aggregated in this Indicator.

**Themes in Columns:** Selected core themes of the UN CRPD.

**Number of questionnaires aggregated:** Total number of questionnaires completed by respondents .

**Indicator Value:** A social indicator of 1.0 means that all questionnaire respondents (would) have answered with “yes” (“green light”). A social indicator of 3.0 means that all questionnaire respondents (would) have answered with “no” (red light). A social indicator of 2.0 means that all questionnaire respondents have, on average, answered with “yes with qualifications” (“orange light”).

**Averages all countries:** The Social Indicators state the average of all respondents worldwide.

**Country Development Index:** Based on the Human Development Index, annually published by the UNDP.

**Country groups** (including the definition of “Europe”) is based on the system of the United Nations Statistics Division ([www.unstats.un.org](http://www.unstats.un.org)).

Data was collected in summer and autumn of 2016.







# Research Network 2017 of the Zero Project

List by country of all nominators, evaluators, questionnaire respondents, and conference participants

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## Research Network of the Zero Project (continued)

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**“Now we are hosting career fairs,  
putting our work on display.”**

*Atugonza, working for Sightsavers, Uganda*

**“We produce 50 orthopaedic  
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*Miguel Trujillo, owner of Ortopedia Tecnica, Ecuador*

**“I am far away from my family,  
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*Shuely, sewing machine operator, Bangladesh*

**“I like when clients  
say ‘thank you!’”**

*Eduardo, Peru*

**“Most importantly, I  
learned how to create  
my own appropriate  
workplace personality.”**

*Vander, employee at a U.S. Government  
Agency, United States*

**“We are proving that the deaf  
can do anything!”**

*Carlyle Gabbidon,  
café manager in Jamaica*

**“I teach Inclusive  
Education at  
universities.”**

*Marco Reschat, education  
specialist, Germany*

**“Now I work at the  
deli in Eurospar,  
stocking all the  
shelves.”**

*Aoife Cully, supermarket  
employee in Ireland*

**“I tell them that they  
must persist in their  
job interviews.”**

*Yolanda, employed at the Labour  
Integration Service, Ecuador*

**“Inclusive hires  
demonstrate a zero  
per cent turnover.”**

*Mike Stargratt,  
Wendy's Restaurant, Canada*

**“Happy that our skills  
and abilities are valued  
in our new roles.”**

*Ibrahim and Abdul-Rahman,  
receptionist and accountant assistant,  
Saudi Arabia*

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ISBN 978-3-9504208-1-4