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### The right to youth education

The law enables young people with special needs to attain personal, social and vocational competencies through a three-year youth education. The training is based on a person-centred curriculum. It can take place in different schools or in the form of work experiences, and is completed with a certificate.

#### **The right to youth education, Denmark**

### Creating school communities of acceptance, inclusion, and respect

The goal of the Special Olympics Unified Strategy for Schools and Youth is to reduce bullying and exclusion, promoting healthy activities and engages young people in pro-social activities. 2014/2015 6,424 youth participated at 184 Arizona schools and 335,463 youth were exposed to awareness and advocacy messaging and activities.

#### **United States of America**

### Youth transition programme

The Youth Transition Program (YTP) is a collaborative school-to-work transition programme that serves young adults with disabilities statewide in Oregon, USA. The purpose of YTP is to prepare young adults for employment or career-related post-secondary education. YTP is jointly funded by local schools and Oregon Vocational Rehabilitation.

#### **Youth transition programme, United States of America**

### EmployAble: Inclusive vocational training and workplaces for youth with disabilities in Kenya, Rwanda and Ethiopia

Young people with disabilities who are unemployed receive the necessary skills in mainstream training institutes to become employed or self-employed. More than 20 stakeholders are involved in the core implementing teams. In August 2015, 273 persons were enrolled in institutes or received in company training.

#### **Rwanda**



Focusing on employer needs and creating hundreds of jobs for young people with intellectual disabilities

The SETI Centre was founded by Caritas Egypt to provide vocational preparation and training to youth with intellectual disabilities. From its beginnings until 2016, the SETI Centre has placed over 500 youth with disabilities in various types of jobs as well as supported 300 of them to start their own businesses.

#### **Egypt**



DIA Inclusive Innovation Lab

The Democratizing Innovation in the Americas (DIA) Inclusive Lab provides youth with and without disabilities a free space to learn digital and technical skills and to develop new ideas using adaptive and high-end technologies such as 3D printers, laser cutters, screen readers, and voice recognition programmes.

#### **DIA Inclusive Innovation Lab, Mexico**



Providing Meaningful Volunteer Work for Students with Disabilities

"Volunteering for a Change" arranges trainings and provides briefings on how to manage volunteers with disabilities. The partners develop relevant roles for youth with special needs so that volunteers can have meaningful placements. By 2018, Volunteering for a Change had trained some 200 students and 500 professionals.

#### **Volunteering for a Change, Israel**



### ONE-ON-ONE, Public-Private Transition Program from Social Services to the Labour Market

A multidisciplinary team provides training, support, and internship opportunities to inactive youth with intellectual or psychosocial disabilities. Between 2017 and 2019, One-on-one has been working with 228 employers and supporting 2,054 people with disabilities to transition to employment.

#### **One-on-one, Spain**

### “Right to Earn a Living”

The programme aims to improve the economic and social integration of young people with disabilities in Armenia. To this end, various activities are carried out. These include vocational training through inclusive courses, which have been created in vocational training centres throughout the country.

#### **Programme “Right to Earn a Living”, Armenia**



### Workplace Inclusive Solutions

Helm is working with companies in Egypt to provide both job analysis for recruitment and accessibility consultancy services, including accessibility audits. By 2020, Helm had completed a total of 1,063 accessibility audits in a number of sectors and helped recruit 100 people with disabilities.

#### **Workplace Inclusive Solutions, Egypt**



### Inclusive school safety in Panama (disasters and natural hazards awareness)

RET Americas has developed inclusive learning methodologies to integrate disaster risk reduction and management (DRR&M)

as a topic in public schools, introducing curricula and exercises specifically for students with disabilities. Since 2015, more than 4,000 young people with disabilities have taken part in the project.

**Inclusive school safety in Panama (disasters and natural hazards awareness), Panama**



**Promoting Inclusive Sports in Schools**

Working in close cooperation with the Special Olympics Austria, Inklusion Sport empowers youth and educators to promote social inclusion. Begun in 2004, they offer unified sport events, education and training in the Austrian state of Styria. Each year five physical education (PE) teachers receive training to become official advisers on inclusive sport.

**Austria**



**Living alone with individualized support**

API developed models of community-based services, such as "organized housing" and specialized foster family care, to enable children and adults with intellectual disabilities to move from large residential institutions to a life in the community. In 2003, "organised housing" was introduced by law as a new type of service.

**Croatia**



**Empowerment Programmes for Youth with Disabilities Involving their Families and Communities**

ETI primarily focuses on young people with visual impairments, offering life-skills training in group and one-to-one settings, parent workshops, and other community activities to promote social inclusion. ETI also works with relief agencies to ensure that young refugees with disabilities can also access its programmes.

**Lebanon**



### The Access and Inclusion Model (AIM)

AIM is a non-binding standard for early intervention services addressing children with disabilities. In agreement with the parents, pre-schools can apply for seven different measures for implementation: These include mentoring, support equipment, targeted therapy services as well as personnel and financial assistance.

#### **The Access and Inclusion Model (AIM), Ireland**



### Fighting unemployment in poverty-stricken areas

In order to empower the rural youth with disabilities, ATHENA offers learnerships free of charge. Each learner is placed in a host workplace close to their home and allocated a permanent employee as coach and mentor. Each successful learner graduates with a national qualification and a full year of relevant workplace experience.

#### **Fighting unemployment in poverty-stricken areas, South Africa**



### Accessibility is Inclusion

With the advice of Light for the World, Young Africa Mozambique has adapted their already existing training schedules by reducing the barriers to enable young people with disabilities to study with their peers. Two new accessible hostels were constructed to accommodate 128 young people, one existing hostel was renovated.

#### **Mozambique**



### Promoting Early Childhood Care and Education

The Action Foundation (TAF) is a youth-led NGO supporting children with physical disabilities and their families. In 2015, TAF launched the project targeting low-cost, non-formal schools in poor residential neighbourhoods. Since 2015, more than 1,600 children with and without disabilities have benefitted from the project.

**Promoting Early Childhood Care and Education, Kenya**



**Connecting the Dots**

The project focuses on three main areas: Targeted skills development, interventions and responds to the specific needs and interests of the participants and home-based enterprises for those with severe mobility challenges. From 324 participants in 2014 to 2016, 254 have found employment, 49% were female.

**Project “Connecting the Dots”, United Kingdom**



**Information Technology Training Program (ITTP) linked with jobs for youth with disabilities in Vietnam**

Since 2007, CRS - jointly with three training institutions in Viet Nam - has been offering IT courses to people with disabilities. Businesses and employers have been involved in the curriculum design, in providing internships and in recruitment (which is vital for the training outcomes). Nearly 70 per cent of the participants find employment.

**Information Technology Training Programme (ITTP), Vietnam**



**Providing access to buildings of civil society**

The Accessible London program allows voluntary and community organisations to get free advice and funding for improving accessibility to their buildings and services. This program provides funding for access consultancy, specialist disability staff, disability training, physical and sensory building improvements.

## Providing access to buildings of civil society, United Kingdom



### Vocational training leading directly to jobs in the open labour market

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

### India



### Training to actively engage in civic rights

Besides training and awareness raising, the project focuses on empowering people with disabilities to participate in community groups such as women's groups, school committees, cooperatives, etc. Working together, persons with disabilities gain confidence and community members take on disability issues as their own.

### Nepal



### Hope has an address!

Floare de Cire? is a catering service in the town of Razeni in Modava founded in 2012 to give disadvantaged young people a chance to get their first job. In 2015 the project was extended to include a workplace training programme, which more than 100 people with disabilities had completed by 2020.

### Floare de Cire?, Moldova

## State of Vermont Transition and Post-Secondary Education Initiative



The initiative provides a higher learning programme, a specialized industry-based training, and lifelong adult learning opportunities for people with developmental and/or intellectual disabilities. Over 200 people participate across 19 programmes each year. Graduates have an 84 per cent employment rate.

**State of Vermont Transition and Post-Secondary Education Initiative, United States of America**



**Livros em múltiplos formatos acessíveis**

"Livros em múltiplos formatos acessíveis" is an audio-visual software that converts books into a range of accessible formats, including Brazilian sign language, in a single version. Complementing this, the NGO Mais Diferenças from Brazil offers training and organizes inclusive readings for people with and without disabilities.

**Books in multiple accessible formats, Brazil**



**Inclusion of children and youths with hearing impairments**

Callan Services for Disabled Persons provides nationwide educational and vocational training to children and youths with hearing impairments and capacity-building to school teachers to facilitate inclusion in general education institutions. Between 2008 and 2015 Callan Services had reached over 100,000 children and adults.

**Papua New Guinea**

**Online platform on community-based services**

Through an online database the project brings together – and shares information among – existing and new community-based service providers in Serbia for young people with disabilities in three areas: education, employment, and social protection. In

2015 the project's web portal was visited by up to 1,000 persons per month.

**Serbia**



**Centre for Persons with Disability Livelihoods**

4J sets up centres as a public-private partnership to provide vocational training for young people with disabilities from rural areas and places them in companies. Due to State Government participation in the programme, Y4J has been able to influence the legal framework towards pro-disability policies.

**Centre for Persons with Disability Livelihoods (CPDL),  
India**



**The ePolicyWorks Initiative\_PS**

The US Department of Labor's ePolicyWorks is a 'virtual town hall'. Through an accessible online crowdsourcing tool, anyone can participate in national dialogues on employment and disability issues - a model that has already been adopted by other US agencies.

**ePolicyWorks Initiative, United States of America**

**Transport service for students in Montenegro**

Through this service young persons with disabilities are enabled to participate actively in society and develop their potential. The service is free of charge and resulted in an increased number of students with disabilities, full participation in academic life as well as enhancement of their visibility in the local community.

**Transport service for students in Montenegro, Montenegro**



**Ecuador-FENEDIF's Labour Integration Service for Persons with Disabilities of 2005**

The Ecuadorian Labour Integration Service (SIL) promotes the inclusion of people with disabilities in the open labour market through training and assistance and by working together with the entire socio-labour spectrum. By 2016, some 12,900 people had found a job in 8,355 public and private companies.

**Labour Integration Service (SIL) of 2006 National Federation of Ecuadorians with Physical Disabilities (FENEDIF), in partnership with CONADIS, Petroamazonas EP and others, Ecuador, Ecuador**



**Developing indicators for Inclusive Education in the Pacific region**

"Pacific INDIE" was developed based on a comprehensive methodology, including surveys with the Ministerial representatives from 14 Pacific countries, and focus group discussions in four selected countries (Fiji, Samoa, Solomon Islands, and Vanuatu). The indicators were then refined following review by an international reference group.

**Australia**



**Grassroots Comics**

Grassroots Comics enables children with disabilities to express their personality and opinions through hand-drawn comics. The children receive four days of training and then draw their own story on paper. Each year, more than 1,000 Grassroots Comics are created by children with disabilities in India.

**Grassroots Comics, India**



**PIKSL Mobil**

PIKSL Mobil is a peer-to-peer teaching approach. People with intellectual disabilities are trained in the use of digital technology and in training other people. Equipped with technical equipment, these trainers then teach other persons with disabilities and seniors living in residential facilities to use digital media

independently.

**PIKSL Mobil, Germany**



**Mary Free Bed YMCA**

The Mary Free Bed YMCA is a 36 acre community centre in Grand Rapids, Michigan. The facility is the first building in the world to be certified by the Global Universal Design Commission. Currently, the center has over 200 adaptive sports athletes that access the YMCA for practice, tournaments, and fitness.

**United States of America**



**Inclusive Micro-Finance for Poverty Graduate**

DRRA's 'Jibika' project supports people with disabilities in the rural districts of Sathkhira and Jhenaidah to run their own vegetable or crab farming businesses by providing training and microfinance. Between 2017 and mid-2020, 514 people with disabilities were involved in running their own businesses.

**JIBIKA, Bangladesh**



**POETA DigiSpark**

The programme offers free and accessible online and in-person training in life, technical, and digital skills, partnering locally with potential employers and mentors. POETA DigiSpark has trained more than 4,000 people since starting in 2013, and has registered 200,000 visits to its seven technology centres.

**POETA DigiSpark, Argentina**



**Make 12.4% Work Initiative**

The Make 12.4% Work initiative is led by young people with disabilities who are trained and certified as Disability Inclusion

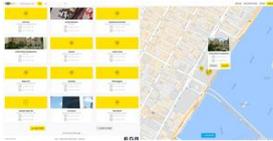
Facilitators. They train member organizations to become more inclusive. From 2018 to 2020, 124 organizations have become members and 5,700 people have benefited.

**Make 12.4% Work-Initiative, Uganda**

**Livelihood Improvement through Fostered Employment (LIFE)**

LIFE is a programme for inclusive vocational education and employment for people with disabilities, starting as early as primary school and ending with job placement. 2012 it was introduced in Armenia. By 2016 approximately 900 persons were placed in training and 653 persons were employed through the programme.

**Livelihood Improvement through Fostered Employment (LIFE), Armenia**



**AXS Map Mapathons**

The free app features a gamification element called "AXS Mapathons," whereby teams compete against each other in real time while rating venues in their community on their accessibility. Google supports AXS Map through their annual volunteer programme, Google Serve. By mid of 2017, ASX Map had 100,000 users in 200 cities.

**United States of America**



**WALK Peer Program**

WALK PEER is a five-year model. In the first two years, young people while they are still at school are guided and trained on topics such as employability, entrepreneurship and transition. Transition is the main topic for years three and four. In the final year, the focus is entirely on a good start of their professional life.

**WALK Peer programme, Ireland**

**A Biographical Graphic Novel Promoting Deinstitutionalization**



### The story of Eli is inspiring greater independence for people with intellectual disabilities

Published in 2017, *Becoming Eli* is the work of Dan Ungureanu and the first graphic novel to address institutional abuse suffered by children and adults, the majority with disabilities. Based on a true story of a young girl left in state care the book wants to show that with the right support deinstitutionalization is possible.

#### **Gravis Novel *Becoming Eli*, Romania**



### Virtualahan

The 10-week programme includes demand-driven digital skills training, work-based learning, and employment support. Virtualahan also employs its own graduates to work as online outsourcing professionals. Since 2015 more than 400 people have graduated from the programme and 78 per cent have found employment.

#### **Virtualahan, Philippines**



### New Brunswick Provincial Autism Training (PAT)

PAT is a training programme for educational staff, families and service providers in dealing with pre-school children and students in an inclusive educational context. The introductory training is available online. Advanced training and on-site coaching is provided for professionals who design and manage programs for learners.

#### **New Brunswick Provincial Autism Training (PAT), Canada**



### Chile's More Capable Programme of 2014

The programme supports financially particularly disadvantaged women, young people and people with disabilities on their way into the labour market through skills training, supported

employment, and labour intermediation. In 2016, 5,235 people with disabilities were given the opportunity to receive training.

**More Capable Programme of 2014-2018 National Training and Employment Service (SENCE), Ministry of Labour and Social Security, Chile, Chile**



**The City of Oslo Universally designed by 2025**

The strategy requires all new government-operated buildings, parks, public spaces, and transport systems to have Universal Design implemented from a project's inception and for this to be included in the overall building costs. In 2017 the majority of government buildings were already fully accessible.

**Norway – City of Oslo – Department for Health and Social Affairs – Comprehensive Universal Design plan by 2025, Norway**



**Hong Kong's retrofitting programme**

"Barrier-free Access & Retrofitting of Facilities" is a programme to create a barrier-free environment by enhancing the accessibility of public premises and facilities. "Access Co-ordinator & Access Officer Scheme" establishes gender focal points in each policy bureau and department and in each venue to manage accessibility issues.

**Hong Kong's retrofitting programme, China - Hong Kong**

**Finnish anti-bullying programme for schools going international**

With KiVa Anti-Bullying, the University of Turku has developed a comprehensive, research-based programme to reduce the spread and negative consequences of bullying in secondary schools. The programme has been used in schools nationwide since 2009 and was also available in six other countries in 2016.

**Finland**



### KASALI – No one left behind

KASALI (which means “no one is left behind” in Filipino) uses a range of methods such as establishing model schools, training teachers and educating parents. Moreover, the organization is conducting advocacy and policy discussions with the government. As a result, 739 children with disabilities have enrolled in school since 2014.

#### **KASALI – No one left behind, Philippines**

### Using pictures to promote health

"Picture my Participation" is a paediatric self-report tool that uses pictures to discuss health-related topics for children aged 5–17 in various contexts and settings. The tool can be used to measure the level of participation of children with disabilities in low and middle income countries (LAMI) and other marginalised communities

#### **Australia**



### Employment Generation for the Person with Disabilities through Inclusive Financing

In 2015, YPSA surveyed 1,250 persons with disabilities in Sitakund and organized them into 50 self-help groups. Based on their socio-economic background and personal interest, 250 persons were selected to receive interest-free loans, vocational training as well as support to establish their own businesses.

#### **Sitakund sub-district of Chittagong, Bangladesh**



### Learn for Life

"Learn for life" provides a range of support mechanisms for children with disabilities at all stages of schooling, from early childhood intervention to vocational training. Local disabled

person's organizations assume leadership of the programme and continue the work after its support is phased out.

**Learn for Life, Bangladesh**



**High School/High Tech Transition Services**

Georgia's HSHT programme offers high school students (aged 16 to 21) with disabilities comprehensive, community-based exposure to academic and career services such as Mentoring , industry tours , work internships , college fairs , family engagement. In 2015, students had a graduation rate of 88 per cent.

**Georgia's High School/High Tech (HSHT) programme, United States of America**



**"It's about Ability" Programme, 2010-2014, UNICEF Montenegro, in partnership with Government of Montenegro, EU and others, Montenegro**

"It's about Ability" was a nationwide TV and radio campaign to improve the attitude towards Inclusive Education. Whereas in 2010 only 35% of the population found it acceptable for a child with a disability to attend the same class as their own non-disabled child, this figure increased to 78% in 2015.

**"It's about Ability" Programme, 2010-2014, UNICEF Montenegro, in partnership with Government of Montenegro, EU and others, Montenegro, Montenegro**