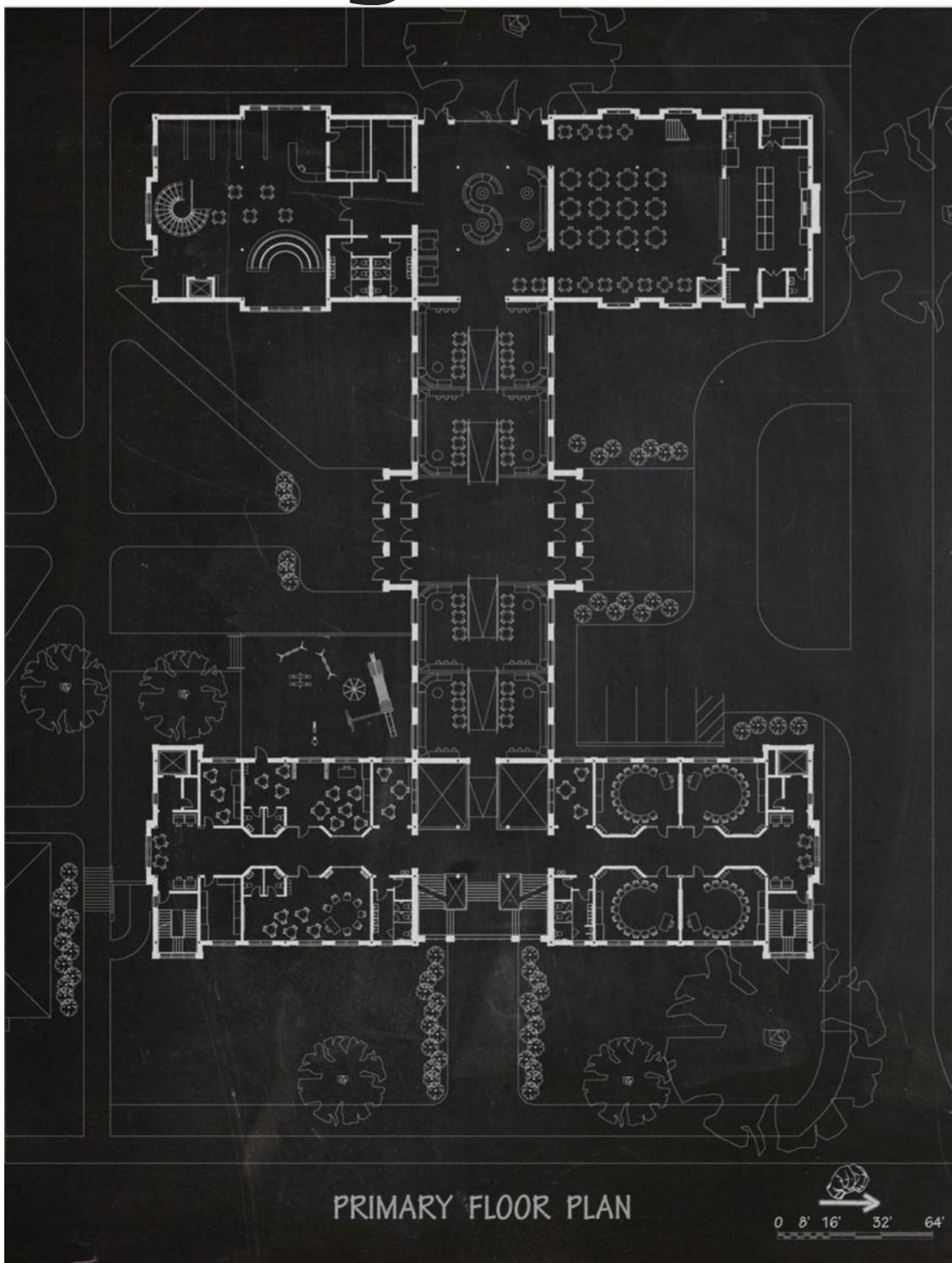


Design for All



**Guest Editor: Robert Nichols,
Chairman of Board of Directors,
World Deaf Architecture of American Institute of Architects
Knowledge Communities, Washington, DC**

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Robert Alan Nichols is the Co-Founder and Chairman of Board of Directors of World Deaf Architecture/AIA in Washington, DC. World Deaf Architecture (WDA) is a new Knowledge group of American Institute of Architects (AIA), which is involved with the AIA Communities and Networks for professional architects, designers, and teachers who are deaf, deaf-blind, hard of hearing or severe hearing loss members of AIA (thereafter designated as 'deaf/hard of hearing'). WDA endeavors to bring together American and International deaf/hard of hearing architects, designers, and teachers to provide opportunities for networking, professional development, and education worldwide.

Prior to established WDA in 2014, He works as Owner and Principal of Nichols Design Associates, Inc. in Washington, DC, specializing in universal design and Americans with Disabilities Act (ADA) accessibility requirements. His expertise includes building surveys and the design of barrier-free environments for major governmental, commercial, institutional and residential clients. Prior to establishing his own business, he worked as an accessibility specialist at the Access Board in Washington DC, revising and updating

guidelines related to telecommunications for the deaf. He also prepared telephone and mail responses to typical questions.

He was an instructor and juror in the design studio at Boston Architectural College in Boston, MA from 1985 to 1988 and University of Maryland in College Park from 2011 to 2012. He was a representative for Hearing Loss of America on ANSI A117.1 Committee, the national standard for accessibility, where over 100 members from different organizations and federal agencies in the country participating every quarter of the year. He is an Associates Member of the AIA-DC Chapter and Member of EDRA (Environmental Design Research Association) Board of Directors for a three-year term, starting last August 2018. EDRA is to advance and disseminate research, teaching, and practice toward improving an understanding of the relationships among people, their built environments, and natural eco-systems

Guest Editorial

I am pleased to be honor to accept your invitation to publish for the December issue of Design For All. I'm exciting to write as a guest editor on the two senior thesis projects about the environmental design for students with hearing loss in the facility at the school for the deaf.

These two senior thesis projects explore the emerging concept of the *School for the Deaf* as a profound example of how perception, culture, and community shape spatial organization while building positive change for traditionally underserved cultures, architectural and interior practice, and society at large. Through a case study on the two campuses at Nebraska School for the Deaf in Omaha, NE and Oregon School for the Deaf in Portland, OR as two graduate students in the master of architecture programs, I will unveil their thesis projects' relationship between deaf sensibilities and facility that has historically been overlooked by accessibility discourse. These projects will provide every reader to learn about the campus design principles and processes that enhance visual language, spatial awareness, social connection and cultural identity. This topic introduces a community-based approach to sensory design school, living, and learning.

This thesis projects presents a new understanding of the relationship between human experience, culture and the fundamental aspects of school, living, and learning agency that will be valuable to any architect and designer passionate about building a program more livable and sustainable world. The thesis project will be particularly relevant to scholars, teachers, and staffs working across cultures, particularly for those working with traditionally underserved communities. Most of the students,

faculties, and employees from the school for the deaf who specialize in the building or interior types that serve our students from kindergarten to 12th grade in high school; those leading change in accessibility and Universal Design will all greatly benefit from the thesis presentation. Finally, the message will resonate with a change-makers interested in reimagining their role as education organizer, student and teacher rather than a sole author distanced from those they serve.

Deaf people inhabit a rich sensory world with a visual and tactile means of spatial awareness. Many communicate through visual sign language and identify with a culture rooted in these cognitive and linguistic sensibilities. Throughout history, deaf people have altered their environments through acts of *cultural customization*, often carried out as a communal effort to enhance spatial awareness, visual communication, and social connection. Through humble communal acts such as the arrangement of furnishings and careful adjustments to room lighting levels, material color, and patterns, the school for the deaf program extends beyond accessibility to create a new vernacular facility and campus responsive to and expressive of Deaf experiences.

Meanwhile, architects, interiors, ADA design standards, and Universal Design discourse have largely overlooked the needs and design inspiration inherent to deaf sensibilities. Such an oversight is symptomatic of contemporary design practices' lack of attention to the fundamental relationship between the senses, architecture, playground (if school's exterior recreation is included), interior classroom and well-being—validating the “distorted perceptions [that] further distance the profession from the public at large”.

These thesis projects seek to reposition the profession's "distant" approach to a more empathic one grounded in curiosity and awareness of the relationship between the campus at the school for the deaf, culture, and sensory experience. This thesis research study presented by graduate students in the Master of Architecture program, students, teachers, and architects will learn how to apply specific the school for the deaf which is complied with the "DeafSpace" guideline, building technology, and a radically inclusive design process to enhance opportunities for sensory and cultural connection.

The emergence of the school for the deaf is timely. As pressures mount from kindergarden to 12th grade high schoolstudent and increasing density and diversity of human settlements, school teachers, administrators, staffs and employees must explore new ways to build more livable places attuned to the full range of all physical and sensory abilities. These two thesis projects will inform students, teachers, and architects about straightforward, time-tested ways to address the unique spatial sensitivities of deaf people while inspiring curiosity for ways to apply their spatial wisdom to help better connect people, place, and culture for a more sustainable and livable world.

Within the AIA organization, education and activities, WDA goals also include the following:

- Bring together deaf/hard of hearing professionals to share common experiences, knowledge, and expertise.***
- Conduct forums for both D/HH and hearing professionals on how they can work together effectively.***
- Educate hearing professionals about the benefits of hiring, developing, and promoting D/HH professionals.***

- ***Provide D/HH professionals with resources to develop, market, and grow their own practices.***
- ***Improve access to information and education for deaf/hard of hearing professionals (language modification, interpreting, and captioning).***
- ***Provide deaf/hard of hearing student mentoring.***
- ***To establish a collaborative group initiative where deaf/hard of hearing architects can gather to foster relationships with other professional designers with hearing loss in the design industry. Together we will establish a network of peers where career building and job enhancement with the special accommodation as well as sign language interpreter, CART, and other communication access devices will be supported as we increase the visibility of deaf/hard of hearing in the field of architecture.***
- ***A professional Interest Area of the AIA Local/State Chapter that serves as a state wide organizational unit to coordinate programming and collaboration between WDA/AIA and allied design committees of the AIA chapter will be determined.***

As the organization reaches an advance stage, the WDA of the AIA Knowledge Groups will be served with AIA members and affiliated members in the field of architecture and engage a variety of resources to provide job-search services, continuing education, scholarship and internship programs. The WDA of the AIA Knowledge Groups is led by a Directors of Board and volunteer advisory group of AIA local and state chapters in the nation and a key liaison of international societies of architects.

You are welcome to learn more about World Deaf Architecture and our next WDA Symposium that will be held in Las Vegas, NV on June 5, 2019, by visiting

<https://www.worlddeafarchitecture.org/>

I would like to thank to two graduate students - Daniel Conway and Cosette Hardman - who had successfully completed their Master thesis projects for December 2018 issue of Design for All. I hope you will enjoy to learn from our senior students' thesis projects on the school for the deaf in which I had collected their thesis projects from the department of architecture at the University of Notre Dame and Portland State University.

Robert A. Nichols, Assoc. AIA

Chairman, Board of Directors

World Deaf Architecture, Inc.

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Daniel Conaway

Danny Conaway graduated with Bachelor of Architecture from the School of Architecture at the University of Notre Dame in June 2018. He is currently working as architectural designer at at Rugo/Raff in Chicago, IL. He was born and grew up in Plattsmouth, Nebraska, and he has engaged to be married soon.

Thesis Project: Nebraska School for the Deaf, Omaha, NE

*Daniel Conaway, 2018 graduated from School of Architecture,
University of Notre Dame*

Designing an elementary school for the deaf allowed me to explore concepts of design that would create an environment tailored toward the needs of the students. Some of those concepts were: group space, walkway design, visual range, color and light, and transparency. I wanted to study how these concepts would improve the day to day lives of the students when implemented into a new design, while also working with existing context and buildings. The site of the project was located on an existing elementary school that was surrounded by a historical campus that created an influence into my design (see fig. 1). Because of my site location, I also studied how to incorporate new design theories into an existing building or context. The challenge came from taking a historical context that was built in the early 1900s and adapting it to fit the needs of a modern-day design concept.

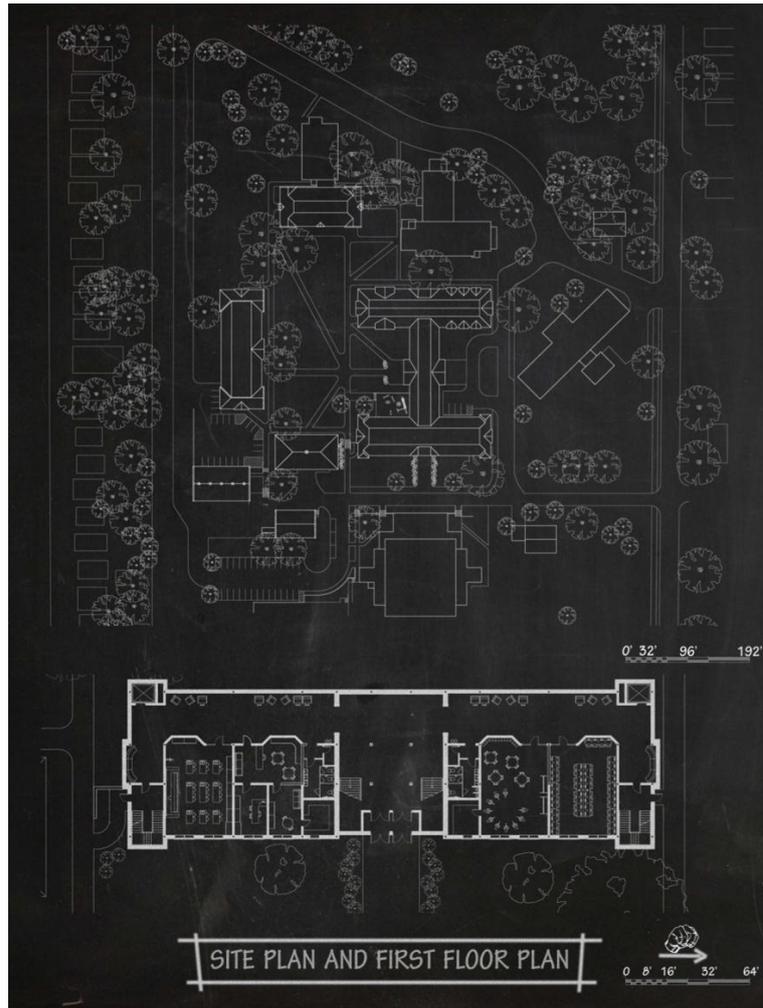


Figure 1 - Site Plan and First Floor Plan.

To begin, I decided that the campus should look cohesive and the exterior of the new school should be respectful to its context. In order to create this cohesiveness, I used similar materials as the existing context with the use of red brick and maintained similar building and floor heights. (see fig. 2 & 3, West & South Elevations) A challenge with the design concepts came with the use of glass and natural lighting within the building. I was able to match the existing windows that were already large enough to allow ample amounts of natural light, but also created an atrium that created a separation from the existing campus while also allowing visual range and transparency. The atrium with the stair hall allows students to be aware of classmates in the building and

on different floors. It also creates a visual cue to the focal point of the building and main method of circulation(see fig. 4).

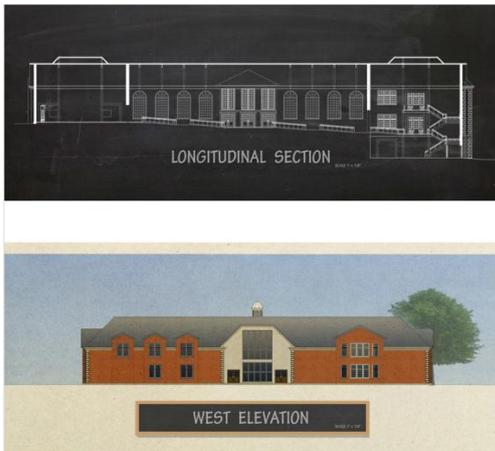


Fig. 2 - West Elevation

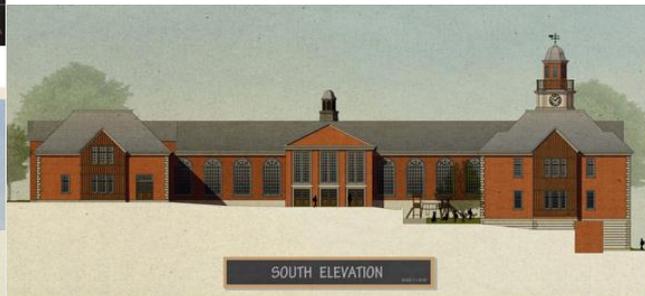


Fig. 3 - South Elevation

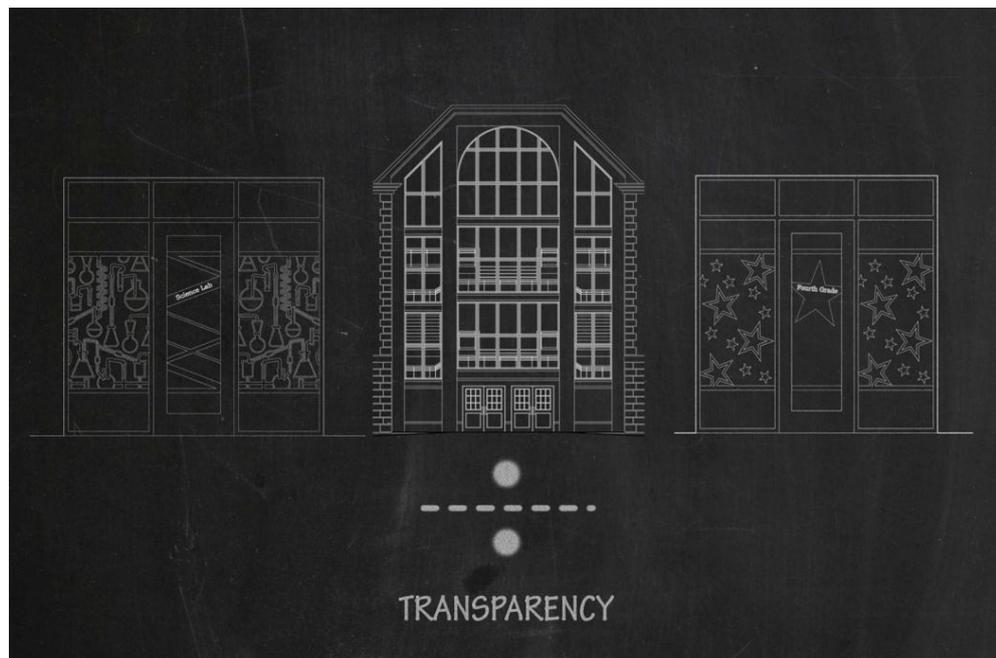


Fig. 4 - Transparency

In order to create a design that met the needs of its students I studied how the interiors would affect deaf students in existing buildings and where adjustments could be made to improve that experience. A lot of improvements could be made with furniture design and layout that would create group space and improve sight lines (see fig. 5). Existing classrooms would place students' desks in rows in order to maximize the number of students in a

classroom and create a focal point at the front of a classroom, but by rearranging the desks into a circle it creates sight lines that allow every student to be part of a conversation when using ASL.

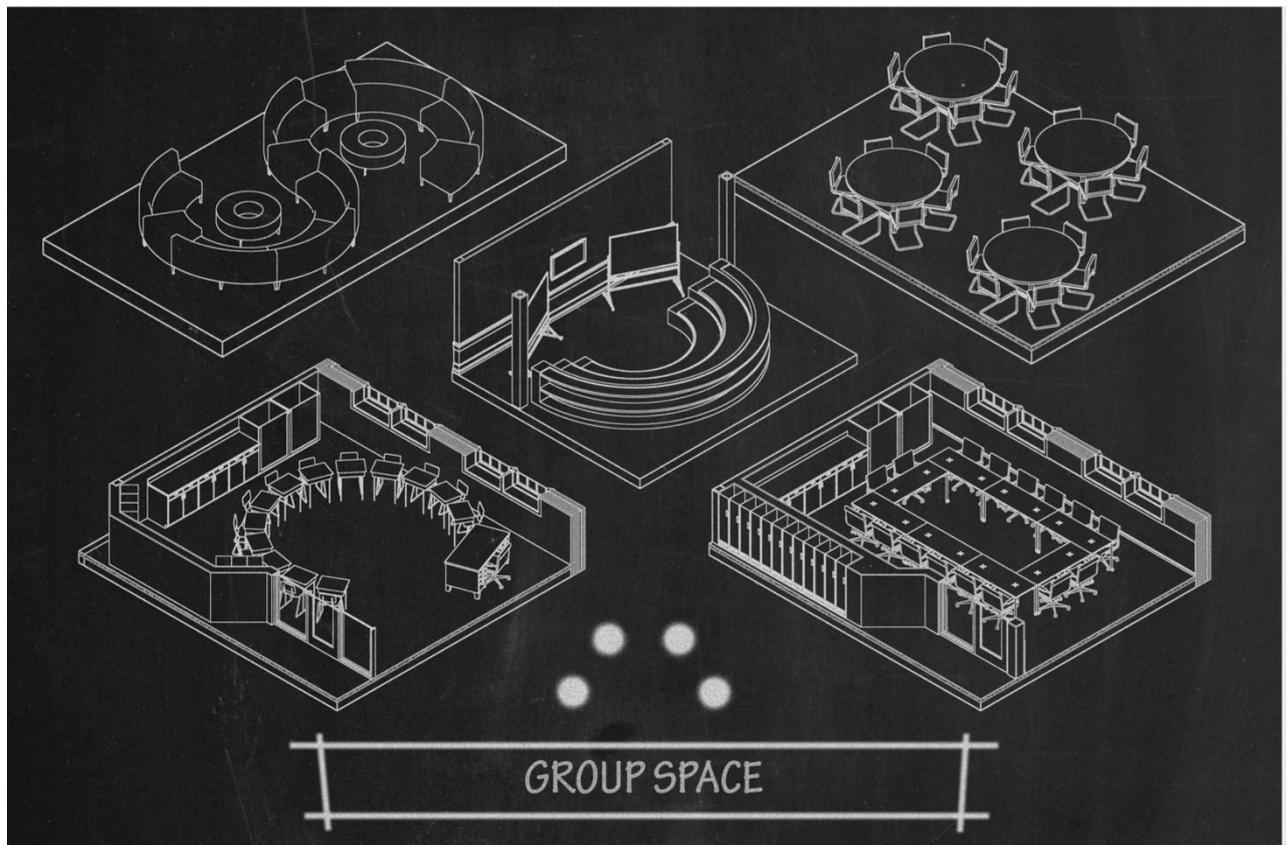


Figure 5 - Group Space.

Hallways also tended to be too narrow for deaf students, because while they are engaged in a conversation, they require more space in order to sign rather than walking side to side and listening. An improvement would be to create wider hallways, but when that cannot be achieved due to an existing structure then the use of breakout areas can be beneficial. By creating a nook at the end of a hallway or a recess in the wall where the entrance to a classroom is located, the students then have areas where they can have a conversation while avoiding other students walking from class to class (see fig. 6)

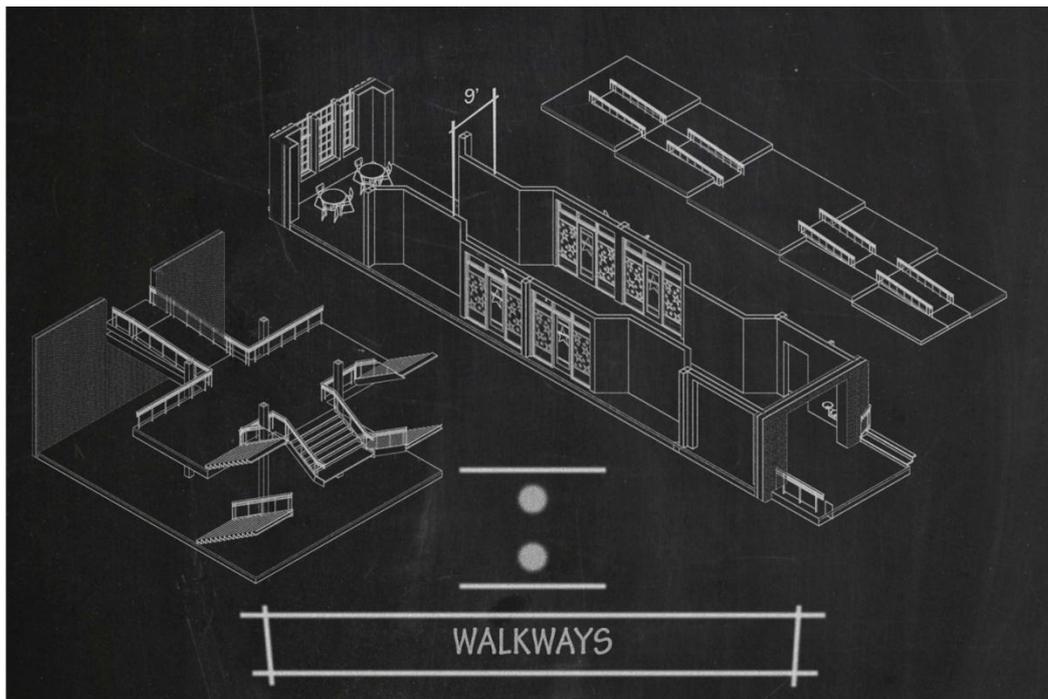


Figure 6 - Walkways.

Another issue with existing buildings is the use of a couple steps in order to change level within a floor of a building. When deaf students are engaged in a conversation while walking their focus is mainly on other student while they sign, and the use of steps can create a break in that conversation while a ramp allows the conversation to continue. Creating different levels or taking advantage of level changes within a building can create positive sight lines but connecting those levels with ramps also allows for a smooth transition that allows students to interact without having to focus on the environment around them.

By allowing the context of the campus to drive the style of the building and the concepts to drive the layout of the building, I was able to design a project that met the needs of its students while also respecting its surroundings. The design methods used to create a better environment can easily be adjusted to existing structures and in the end can benefit more than those who are just deaf.



Cosette Hardman

Cosette Hardman graduated with Master of Architecture from Portland State University in June 2018 where she had completed her thesis project, called "Vibrotorium – Read my hands, not my lips" which was purely focused on the deaf space research for the Oregon School for the Deaf. Furthermore, it was specifically on creating an auditorium to improve visual communication at OSD since they were a lack of accessible space inside and outside of the structure. She discovered that some of the schools of the deaf in the nation has an auditorium with improvement for the visual communication and friendly deaf space that enabled her a considerable knowledge in the Master program at Portland State School of Architecture.

She is currently an ASL tutor who has received the international ASL tutor certificate. During this time, she is an associate member of the American Institute of Architects (AIA), participating on the Emerging Professional of the AIA Oregon Chapter. At this moment, she volunteered baking cookies and selling coffee to raise finances for the AIA Oregon Chapter.

Thesis Project: Vibrotorium - Read my hands, not my lips at Oregon School for the Deaf

Cosette Hardman, 2018 graduated from School of Architecture, Portland State University, Portland, OR



It is important to start changing architecture that will accommodate all bodies. By doing this the architecture will need different surfaces, textures, lighting, and senses that help deaf people to feel like they belong to the space rather than being excluded. The closed off walls, steeped stairs, hard floors, and contrasted lighting are all what the barriers are for the deaf. In typical auditoriums, the acoustics for hearing have certain limitations with noise. With this unique world of senses, for the deaf, the louder; the deeper; the more vibrated, the better it is for their performing experiences. It's one of the examples that is appropriate design for the deaf. Considering the context for Oregon School for the Deaf, it is a fully sign language communication in the deaf cultural community. Everyone is

experiencing some sort of hearing loss as well as from profound loss of hearing to hard of hearing. They would appreciate this new typology of architecture that is included within the "auditorium". With the "Vibrotorium", which means a combination of two terms - vibration + auditorium, they will increase a sense of identity in a way that no other typical performing spaces would have architecturally.



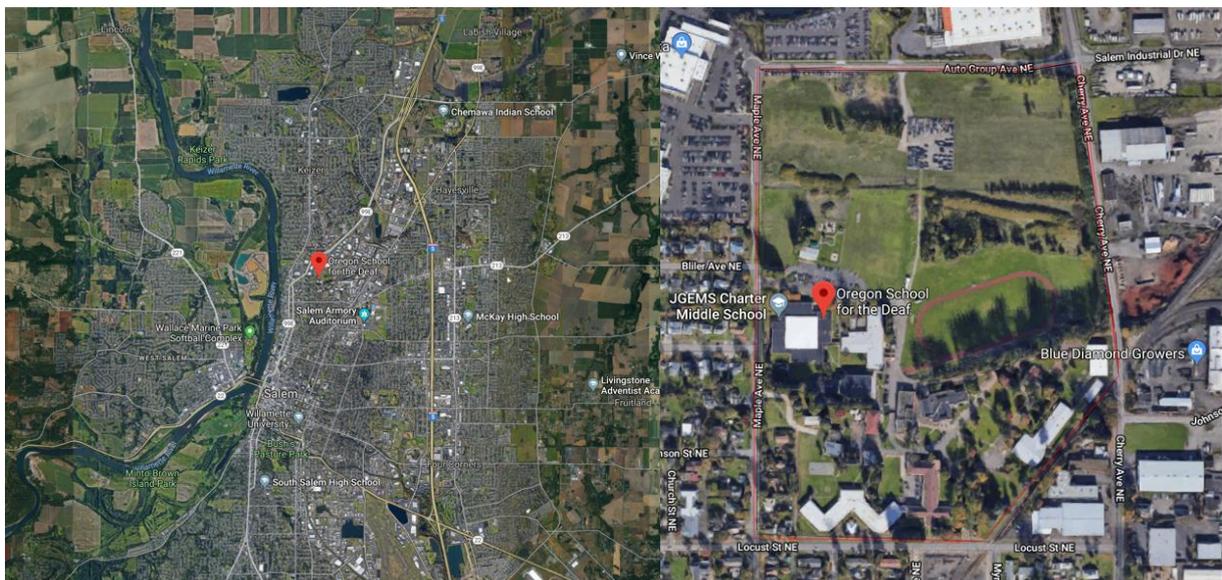
Research Question:

What will happen if we step away from the word "disability" and start focusing on how diverse human bodies actually occupy the space? The deaf individuals have claimed that they're not disabled, because they consider themselves normal human beings, just in a different world of senses. In particular; I'm interested in the experience of the deaf as an inspiration for a new typology of architecture.

Precedents:

Oregon School for the Deaf is a great cultural and social school, but it is certainly lacking something. Researching other deaf schools as

Kendall Demonstration Elementary School, Washington, DC; American School for the Deaf, Hartford, Connecticut; Model Secondary School for the Deaf, Washington, DC; Maryland School for the Deaf, Frederick, Maryland; and California School for the Deaf, Fremont, California, there is a realization that they all have a great space for certain performing programs which is their auditorium. OSD doesn't have an auditorium on the campus. Instead, they have a gym which doesn't truly benefit their expressive education and a sense of their identity. Creating a special auditorium that has never been specifically designed for the deaf will give them an identity because it will become something that they can find pride in. So with the precedents, the design standards are met, but it explains why they aren't for the deaf.



Map of the City of Salem in Oregon Map of Oregon School for the Deaf campus

Project Development Plan:

After researching the precedents, I've come to a conclusion of what OSD will need to find their own identity. Their identity is lost, because there is no current architecture on the campus. None of the

buildings were well thought out. The school has brought built designs, such as prison design, because they were cheap and “effective” for the school at the time being. Then the Extreme Home Makeover show, from 2011, remodeled the precious haunted house and built a dorm for boys that are now vacant. OSD has no pace for the deaf children to gather in a beautiful space or spaces to fully express themselves and to be themselves.



Fig. 1 - Site Plan: red circle of buildings above. Fig. 2 - Landscape Bowl (red) built in 1914.

The existing buildings around the red circle of the building (see fig. 1), separately and going from the left side going around clock-wise, are: a library, a paint shop, an art studio, a central plant building (a great resource for the vibrotorium), a historical museum, and a haunted house. So it made sense to put the performing spaces in this specific location. It’s also right next to the landscape bowl by the building that was built in 1914 (see fig. 2). This bowl is very special, because the kids go there and play at every chance they can get - which is the most eventful area on the campus. There comes a great

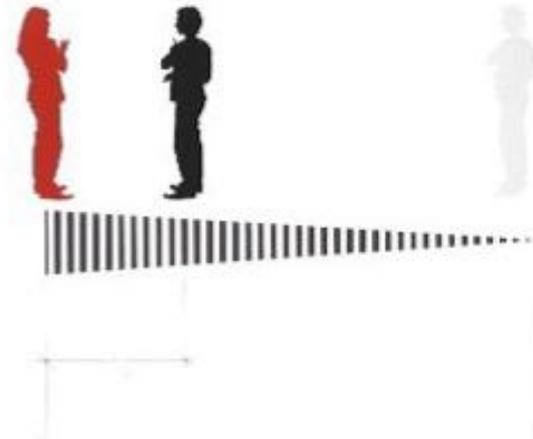
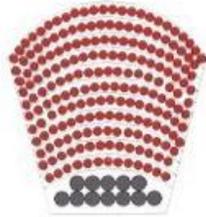
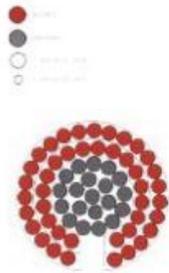


Fig. 3 - Red circle is the percentage of the children fig. 4 - An average person can see as far as the signer goes.

The second diagram (see fig. 4) becomes more board as to what an average person can see as far as the signer goes. They do start to disappear at some point, so that’s important to consider for the distance of audience to the stages. The third diagram (see fig. 5) shows the spatiality of the deaf. The circle represents a radius of the space. The gray circles are the performers, and red circles are the audience. The circular performing space is more playful, so more space in the stage allows freedom of passage as well as playing in the space next to an active landscape bowl next to the Informal (circular) Building restricts the amount of space in which a person is able to sign and therefore is more suitable for serious performances and lectures.

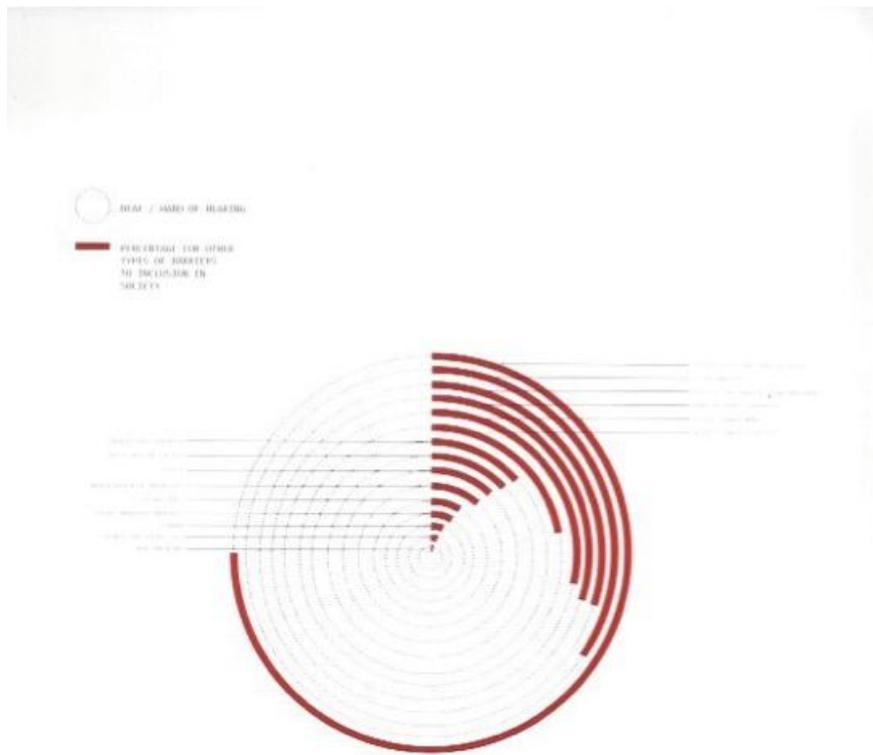


Fig. 5 - Spatiality of the deaf.

Design Development:

With the performing space diagrams, I knew that those were the forms that would match perfectly with the deaf space depending on the distance, dimensions, and radius of the deaf space. With that in mind, I played around with how things would flow through the whole space. The stages need to be away from any entrances, because it would be distracting for the audience and the performers. With that in thought, having the entrances of both performing buildings next to each other would also make sense. There is a Lobby Building, Informal Building, and Formal Building. The Lobby Building is meant to assist the performing buildings. The Informal Building is for creative outflow performances while as the Formal Building is for academic focus performances.

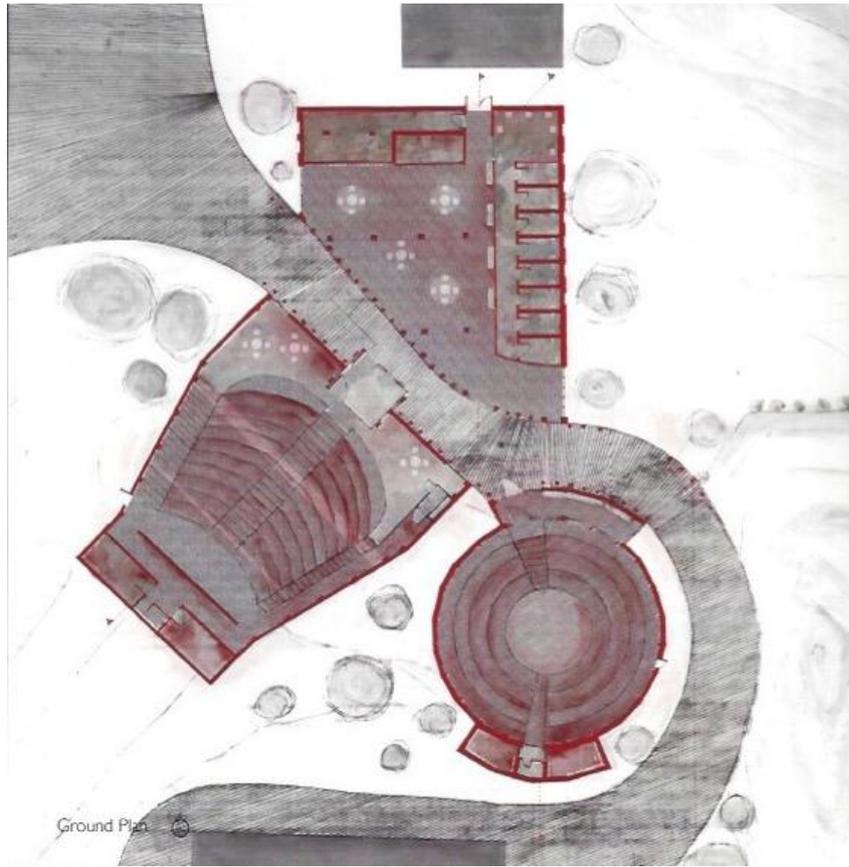
The Final Resolution:

The performing buildings are similar in lots of ways and most definitely related in a sense of vibration intentions. The tiers are all wood and structurally sit on the concrete columns. It allows a little bit of movement, of vibrations from the performance, within the tiers. There may be music playing on the stages or dancers that jump up and down. Either way, it will create an unique deaf experience. Additionally, the tiers are also wider than the typical size. It's to improve the deaf people with a visibility to the stage by defeating the heads of people blocking their visibility. It is also allowing people, who use wheelchair for mobility, to have access to any tier they want to establish.

The buildings have more natural light coming in all evenly which typical performance spaces are usually dark and become a communication barrier for the deaf. These are all the reasons why vibrotorium is a new typology of architecture: light, surface, texture, dimensions, space, carefully considered and designed ADA accessibility, and so forth.

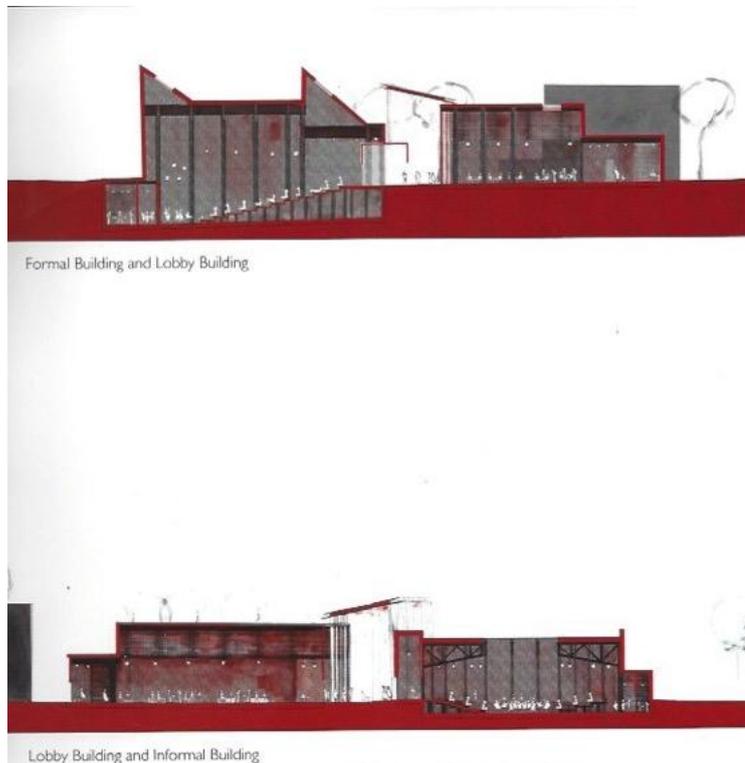
Informal: Circular; smaller; playful, shorter; more intense lighting, more purposeful for day time, a rehearsal space before the formal space, connected to the landscape bowl most (seating in the air-lock room to observe the bowl as well as the performance), and ramps.

Formal: Directional, bigger; serious business, less light and more artificial lighting, more purposeful for night time, a formal space, less connected to play (landscape bowl), more straight forwardness of entrance and seating to watch performers, a platform lift.



Ground Plan

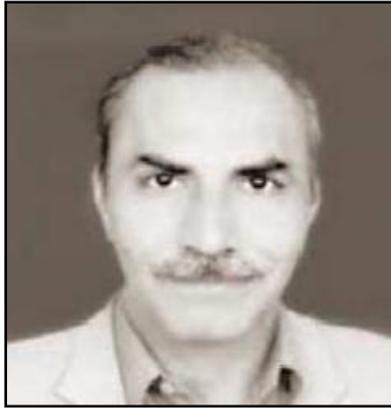
Ground Plan



Formal Building and Lobby Building

Lobby Building and Informal Building

Building Sections



Letter from the Chairman's Desk

**By Sunil Bhatia
PhD**

One day I was struck in market crowd and noticed my friend was on other side at a distance and I tried all possible means for attracting his attention and found best way was to call by shouting his name, but my voice was buried beneath the huge noise of the crowd and failed to reach his ear. Noise of the crowd has peculiar sound where agitated crowd has loud but organized sound and leader will shout slogans and rest will follow with shout in top of the roof voice. I have noticed happiness has variety of sound for expressing feelings but sad moment or mourning moments has universal character. I failed to meet my friend because my voice was unable to travel and could not strike his ears. Why did I fail? There must be some reason and to be success various parameter come together for pushing forward. If I focus on parameter that could made be success I can understand role of sound better. That question disturbed me a lot and I realized it is natural phenomena that sound needs some medium and travels faster in dense medium and greatest enemies is its different noise levels that counters its movement . No sound is useful unless until has some to receive otherwise it is useless entity in the air. Some people shout standing front of hill and enjoys echo.

Sound was great companion for progress of humans and it was the beauty of humans that they exploited the nature of sound to

the fullest extent. They observed water fall has different intensity of sound and sometime it energies the mood in good way who are close and attentively listening and in some places it is so huge that produces sound that instill fear in humans. Some water fall creates musical sound and character of huge water fall sound buries other surrounding sounds, listeners hears only that sound and generates some kind of fear. It means sound is good for humans and helps in advancement as well prove reason of destruction. Lightening is responsible for rain but sometime its sound proves reason of death where ever it has huge violent sound. In modern times, humans have devised various application of sound for making go merry, progressive and better human material and designed musical instruments for enjoying music, designed various medical equipment and other side designed mass destruction by shock waves produced by sound.

Sound is natural and its existence from the time of beginning of universe was known to living beings. Other living beings apart from humans has capability of using the properties that has inbuilt character where humans have understood the nature in minute ways and designed various application by using various properties. Animals can instill fear by vocal cord on enemies either to make them under fear for attacking or to keep at bay and has limited capability of using that sound what he can listen. They do not have mechanism of locating what they cannot listen. Humans moved forward and devised techniques of listening what normal humans cannot listen. Some animals are able to hear what normal humans cannot and they sense the earthquakes and by studying their behavior we can predict the nature of quakes and will help in preemptive actions for saving lives. Big bang theory or as our scientists has hypothesis that initially our earth was fire balls and we know burning sound is inbuilt character of fire. As our earth

got cool and inhabitants surfaced but fire within the earth took the character of earthquakes and it has sound. When wind blows it generates sound and intensity varies as its speed. Some slow blow called breeze and it leaves good impact on humans compared to high speed what we called dust storm or tornado leaves behind destructions. Man was aware about the role of sound the moment his consciousness awoke.

I believe our ancient people were with more wisdom than us and how come idea of use of sound struck in their minds for hunting is still mystery. They might have used the sound of vocal cord while running in group for generating fear or confusion among the hunted animals. They might have used clapped sound for the same. They understood that sound is the only way to make them active from their passive state and that helped in locating as well easy hunting for prey. Animals also created the sound for instilling fear among attackers but humans at some point in development crossed the limit of animals by overpowering by other technologies. Animals in circus act with the sound of whip or recorded sound for entertainment of audiences.

I am surprised to notice that humans designed drums with dead animal's skin for generating sound. How come they understood that for creation of sound it should have enough strong material for bearing the beating as well it should have enough strength for vibration and placed over hollow containers produces loud sound by resonance. More the strength with elasticity material better and loud sound could be produced. When I looked at drum that has both ends skin and mechanism to tighten with using thread or rope in such a way it helps in desired sound surprised me. They used the huge pumpkin or other vegetables dry skin for hollow drum in the beginning and fixed the skin of dead animals for

generating sound. Who made them to think for hollow containers that produces loud sound by resonance astonishes me. As they understood the better materials they switched to terracotta and in Metal age they replaced with iron or brass or copper containers. Every container's produced its unique sound and all types of containers are still use in music. I noticed when potter picks up the pitcher for selling for customer and there should not be any defects he strikes his finger bone at different outer places for producing sound and if cracks that is not visible by naked eyes identifies by different sound. Similar techniques are applied by mason for locating the minor fault in floor or wall by striking stick for producing sound. Where ever defects it produces unusual sound.

Man's basic nature is to imitate and even child learns the speaking by resonance. As mother keeps repeating the same sound child tries to copy after hearing. Those children cannot hear they failed to speak language. Hearing aids are example of products based on quality of sound. When I looked at the percussion instruments where ceramic or metallic bowls filled with water produces rhythmic sound when strike with wooden or metallic bar Even saxophone instruments that is made with metal and controlling the flow of air produced variety of sound. I noticed that frogs produce special sound for mating and I believe every living being produces unique sound for attracting soul mates for offspring. Sound of happiness is different from pain and it is inbuilt every living beings and others are trained for understanding it. Sound creates confusion when a receiver fails to locate the origin of sound. Our ancestors were first to understand it and designed the hunting in such a way that animals were confused and realized every possible escape route had some danger by listening sound and ultimately surrender and that very moment was easy to kill..

My friend was admitted in hospital and I noticed he was surrounded with various instruments those were supporting for his life. His ultrasound or echo or electrocardiogram or stethoscope was designed keeping the nature of sound. I noticed there was sign of no honking zone but as technology of mobile phone surfaced hospitals faced new challenges in maintain the silence zone. That forced the designer to think for jammers. That counters the frequencies and calls fail in maturing. That controls the noise of talking or ringing sounds for maintaining silence zone.

My mechanics of automobile always request me to start the engine for locating the problems in vehicles. He has vast experience and where ever any unusual sound is noticed by him he informed that special area of engine required replacement of parts or attention. I found him invariably all the time correct. Even pipe line gas suppliers low hissing sound in locating the fault or in case he fails he ask for soapy water and bubble sound helps in fault location. When I was student and going to college by bicycle my mechanic was locating the puncture by dipping in small water tank for hearing bursting bubble sound. In workshop whenever anything was to be heated and suddenly dipped in oil for hardening that dying bustling sound was the indication that item was cooled. Someone is silently approaching or stalking that sound of footsteps helps in understands the degree of speed of walk and alerts the person. Irritating sound of insects or mosquitos in night disturbs the sleep and to counter we have designed mosquito nets, chemical spray or other devices. There is special device that is completely based on concept of sound for keeping away rats, insects and even birds by creating such sound that irritates them.

Knockers for doors were designed to inform the owners that visitors standing out of the house. Even some king has huge brass bells for people for easy access to the king for solving their grievances by ringing bell by pulling rope. Our transport witnessed various sound techniques for avoiding accidents. Initially humans used their verbal power for people on road to be on side and as speed improved by introduction bicycle there was mechanical bell that rings as pressed the knob. Similar type of bell I used in my office where I used to press the upper part of bell to call the peon in my room. Later we found bell with battery and electricity.

Sounds were used for controlling the people and I noticed in check of speeding vehicle where a person sitting with gun and sound strikes the vehicle. That gun produces sound that strikes the moving vehicle in two consecutive place and return for help in calculating the speed. Even to locate the enemy flying war plane they used the same technique of Doppler by using sound. When manufactures claims that our plane is impossible for location that means they used such material in exterior that can absorbs sound and do not reflect. Plane speed is measure in sound terminology sonic plane, ultra sonic etc. Pressure cooker is designed keeping in mind the sound and designed the valve for controlling as well releasing the pressure with sound. How cooking is required it indicates by sound.

I salute the J. Fourier for understanding that sound has many vibrations and what we hear is culmination of various sounds. That concept revolutionized the modern minds and produced various modern instruments for producing as well as segregation.

I am grateful to the of *Robert A. Nichols, Assoc. AIA ,Chairman , Board of Directors, World Deaf Architecture, Inc.* for accepting our

invitation. It is our one of the special issue where contributors are from different world but not less than other people and it is new beginning in our publication.

LAMBERT Academic Publishing has published book "Design For All, Drivers of Design" author Dr. Sunil Bhatia of Design For All Institute of India and it is available on www.morebooks.de one of the largest online bookstores. Here's the link to it:

<https://www.morebooks.de/store/gb/book/design-for-all/isbn/978-613-9-83306-1>

This book is dedicated to our esteem readers, contributors and well wishers.

Merry Christmas and Prosperous New Year 2019

With Regards

Dr. Sunil Bhatia

Design For All Institute of India

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dr_subha@yahoo.com

Tel 91-11-27853470®



Forthcoming Issues

January 2019 Vol-1

Prof RachnaKhare and Dr Solnaki jointly will be the Guest Editor for inaugural special issue.

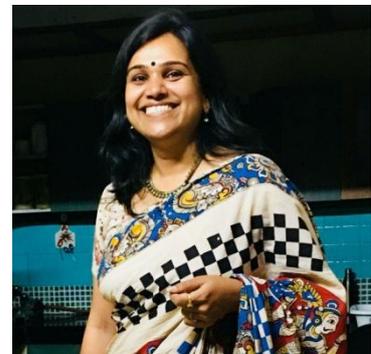
RachnaKhare is full-time Professor and Dean (Research) at School of Planning and Architecture, Bhopal. Prior to this she was a Senior Research Fellow with Jamsetji Tata Universal Design Research Chair at National Institute of Design, Ahmedabad and taught at Birla Institute of Technology. Rachna is a recipient of the prestigious Fulbright Fellowship and was affiliated with Georgia Institute of Technology, Atlanta, USA during her PhD. Her research interests in the field of 'Universal Design' and 'Designing for Special Needs' have earned her grants and awards nationally and internationally. Her research papers appeared in the publications like Taylor and Francis, Sage, HFES, EDRA, RESNA and Archnet MIT. She has organized many national and international workshops and competitions on 'Universal Design' and remained jury member of Berkeley Prize Essay Competition, endorsed by UC Berkeley, USA. Rachna works closely



with Government of India and United Nations; she represented and collaborated with UN/UNESCAP/UNESCO on several occasions. She is one of the authors of Universal Design India Principles developed at NID in 2011. She has received many awards for her work. She is recognized as 'Inspired Teacher' by Hon'ble President of India as well as stayed Scholar-in-Residence at Rashtrapati Bhavan.

February 2019 Vol-14 No-2

Architect Kavita Murugkar, an associate professor at the Dr B N college of Architecture in Pune, graduated in 1998 from the Pune University, and completed her Masters in Archaeology from the Deccan College Deemed University, Pune in 2006. With over a decade of teaching experience, Kavita is recognized as a passionate educator and



an active researcher and has handled various academic and administrative responsibilities as a faculty and course coordinator successfully ever since she joined BNCA as full time faculty in 2006. Her academic interests and expertise lie in research and constant innovation in subjects like basic design, architectural design, history of architecture and architectural project. Her professional work experience majorly consists of residential and corporate interior architecture projects. She also has heritage related projects to her credit including the listing and documentation of all heritage buildings in Pune for the PMC and INTACH. Kavita has emerged as a strong proponent of Universal Design formerly identified as Barrier free architecture and has set up a Research and Training Centre for Universal Design at BNCA for promoting people centric and inclusive design education and practice. Her work on the subject of Universal Design has been recognized at State and National level. She is empanelled as an Accessibility Expert and Access Auditor by the Ministry of Social Justice and Empowerment

and the Department for Empowerment of People with Disabilities. She is the first architect recipient of the AVISHKAR AWARD for best research project at the State level Inter-university research competition in 2012. She has also received the NCPEDP-MPHASIS UNIVERSAL DESIGN AWARD 2014, for the work done to promote accessibility and Universal Design in the built environment. She has been felicitated by the Indian Institute of Architects, Pune Centre and the Maharashtra association of Schools of Architecture with the Best Teacher's Award 2014 for her outstanding contribution to architectural education. She has also received the A3 Foundation Teachers Award 2016 at Chandigarh for her work in the field of architectural education. She has been invited by prestigious institutions like National Institute of Design (NID), School of Planning and Architecture (SPA, Bhopal) as expert jury and for conducting courses on Universal Design Thinking.

March 2019 Vol-14 No-3

Friedreich's Ataxia does not affect my intelligence, but many do not believe this. But the reality is highlighted by my academic qualifications, which are a double degree from Monash University, Master of Arts from Monash University and a Doctor of Philosophy from University of Melbourne. My



PhD was achieved late into the progression of my disease, when I was 43 years old. For me this was a huge achievement, especially when you consider the systemic beliefs among medical practitioners around Friedreich's Ataxia. At the time of my diagnosis, medical specialists told my parents that 'I would not live much beyond the age of thirty', let alone obtain a PhD! These days, I still perform research with the university as an honorary fellow. I have written and published over 100 hundred articles and currently now authored three books.

However, there are many degrading effects, such as blindness, very poor speech, hearing impairment, poor heart and limited mobility and coordination. But in all spheres of life, I've always tried my best; the jury is out, but there is still some chance that my writings may create change.

April 2019 Vol-14 No-4

Ms Ruth J Clark, Fashion Moves will be the guest editor and she will highlight on special dresses

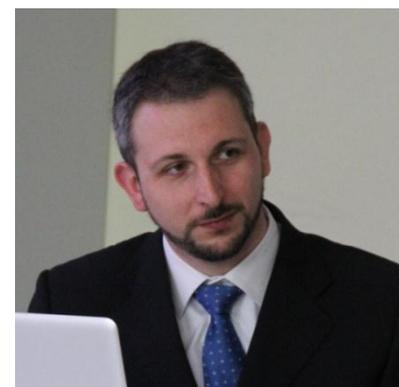


May 2018 Vol-14 No-5

Emilio Rossi is CEO of Emilio Rossi Design Consulting (Italy) and Adjunct Professor of Industrial Design in the Department of Architecture at the University of Chieti-Pescara (Italy).

He got a PhD Industrial Design (Architecture and Urban Planning

Programme) and a Master in Architecture at University of Chieti-Pescara (Italy); he also completed a Master in Euro-Project Management at Europa Cube Innovation Business School (Italy). In 2013, he was a Visiting Research Scholar at Brunel University



London (UK), where he conducted studies on Inclusive Design, HCI Design and Design Research.

His research interests revolves around four areas: 1) Inclusive Design in new product development; 2) Human-Computer Interaction and new forms of natural gestures for digital and tangible products, with a focus on the development of new technologies, tools and methods for sharing knowledge and know-how (i.e. tacit knowledge); 3) Ergonomic Design for Sustainability and, recently, 4) 3D Printing and Additive Manufacturing.

He serves as Scientific Advisory Board Member for AHFE (Applied Human Factors and Ergonomics), where is Co-Chair of the International Conference on Additive Manufacturing, Modeling Systems and 3D Prototyping, for IEA (International Ergonomics Association) in the Technical Committee on Human Factors and Sustainable Development and, till 2014, in the National Board of SIE (Italian Society of Ergonomics and Human Factors).

His works has been published in more than thirty peer-reviewed publications, including: The Bloomsbury Encyclopaedia of Design (six items), Proceeding of AHFE, Proceedings of IEA, Proceedings of NES (Nordic Ergonomics and Human Factors Society) and Proceedings of SIE.

Professionally, he has 10+ years' experience in new product development; currently he works as a Designer and Consultant in R&D and Innovation. His works have been awarded and produced by many companies, both in Italy and abroad. Specifically, his products and researches have been realised in Italy, UK, Germany, China, Taiwan, Nicaragua, USA, Canada and Chile.

June 2019 Vol-14 No-6

Design for all specialist consulting public and private sector how to expand their innovation capacity and add value by deep understanding of people-centered design approach and qualitative research. Trainer on how to use human diversity to create social inclusion and develop sustainable solutions.

Experienced coach, passionate opportunity developer and visioner.



Ivelina is the founder of Design for all Bulgaria Foundation, which is part of Design for all Europe. She is also the co-founder of Service Design Network chapter Bulgaria, member of Global Service Design Network. She is currently Research Associate at the Helen Centre of Design at the Royal College of Art in London. Ivelina has a vast experience in delivering training for professionals, business and non-government organisation on how to use design for social good and life improvement. Her projects include research in access to health information, creating a space for social innovation, conducting research for the first tourist wayfinding system in Sofia, Bulgaria, consulting inclusive playground, consulting technology Startup Company developing robotic devices for people with paraplegia and many more.

July 2019 Vol-14 No-7

GONZALO RAINERI BERNAIN

***Assistant Professor | Design School
Universidad Finis Terrae | Chile
PhD (c) in Design
Universidad de Palermo | Argentina***



More than 30 years of experience in all fields of visual communication design and 24 years of experience in the field of interactive design. Permanent formal education and continuous research in the fields of design, interactivity, experience design, new media architecture, market trends, new technologies, bioclimatic architecture and environmental issues among others. Advisor and consultant in strategic and communicational aspects for middle and large companies and organizations. Proactive entrepreneur in new trend media, creating the first Film Animation Festival, first cyber café, first 100% visual magazine and first ECO friendly shop in Chile. Worked for companies and organizations in Amsterdam, Dublin, Madrid and Santiago. Graduate & postgraduate professor and lecturer in design related matters. Actual Product and Spatial Design Studios Coordinator, Member of the Research in Design Committee at Universidad Finis Terrae, Design School. O yeah! Did I say I'm doing a PhD in Design in Buenos Aires at the same time?

August 2019 Vol-14 No-8

Mugendi K. M'Rithaa ,Transdisciplinary Industrial Designer/Educator/Researcher with a passion for Afrika, Design and Innovation.

A widely traveled transdisciplinary designer experienced in design education and research. Skilled in various socially

conscious fields including: Industrial Design, Human Factors Engineering/Ergonomics, Advertising and Marketing, Building Research, Design Research, Universal Design, Design Thinking, Communication Design, as well as Design Strategy and management.



New Books



ISBN 978-613-9-83306-1



Sunil Bhatia

Design for All

Drivers of Design

Expression of gratitude to unknown, unsung, unacknowledged, unappreciated and selfless million of heroes who have contributed immensely in making our society worth living. Their design of comb, kite, fireworks, glass, mirror even thread concept have revolutionized the thought process of human minds and prepared blueprint of future. Modern people may take for granted but its beyond imagination the hardships and how these innovative ideas could strike their minds. Discovery of fire was possible because of its presence in nature but management of fire through manmade designs was a significant attempt of thinking beyond survival and no

doubt this contributed in establishing our supremacy over other living beings. Somewhere in journey of progress we lost the legacy of ancestors in shaping minds of future generations and completely ignored their philosophy and established a society that was beyond their imagination. I picked up such drivers that have contributed in our progress and continue guiding but we failed to recognize its role and functions. Even tears, confusion in designing products was marvelous attempt and design of ladder and many more helped in sustainable, inclusive growth.

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it is available on www.morebooks.de one of the largest online bookstores. Here's the link to it:

<https://www.morebooks.de/store/gb/book/design-for-all/isbn/978-613-9-83306-1>



The Ultimate Resource for Aging in Place With Dignity and Grace!

Are you looking for housing options that are safer and more accommodating for independently aging in place? Do you want to enjoy comfort, accessibility, safety and peace of mind – despite your disabilities, limitations and health challenges? The help you need is available in the Universal Design Toolkit: Time-saving ideas, resources, solutions, and guidance for making homes accessible.

This is the ultimate resource for individuals and professionals who want to save time, money and energy when designing, building, remodeling or downsizing a home. The Universal Design Toolkit will help you take the steps to design homes for your clients or yourself while eliminating the costly trial and error challenges you'd inevitably encounter if faced with this learning curve on your own.

Rosemarie Rossetti, Ph.D., teamed with her husband Mark Leder in creating this unique Toolkit. They bring ten years of research, design and building expertise by serving as the general contractors for their home, the Universal Design Living Laboratory– which is the highest rated universal design home in North America.

Within the Toolkit's 200 richly illustrated pages, you'll find:

Insights that distinguish *essential* products, services and resources from the *unnecessary*.

Proven, realistic tips for finding the right home.

Home features you need to look for. Nothing is assumed or left out.

Handy home checklists and assessments.

Interview questions to help you hire industry professionals with knowledge and experience.

Photographs that provide a frame of reference to inspire, clarify and illuminate features and benefits.

Valuable resources to save you time, money and energy.

Helpful sources of funding.

Space planning dimensions for access using assistive devices such as wheelchairs and walkers.

And so much more!

If you want useful, dependable advice and easy to implement ideas from respected experts who know the ropes, you'll love Rossetti and Leder's perspective. As a speaker, author and consultant who uses a wheelchair, Rossetti has helped hundreds of people design their ideal homes. Now her comprehensive Toolkit is available to help and support you!

Get the Universal Design Toolkit now to start your project!

“Fresh, comprehensive, and engaging, *Universal Design in Higher Education* is expertly written, thoughtfully crafted, and a ‘must-add’ to your resource collection.”

—STEPHAN J. SMITH, EXECUTIVE DIRECTOR, ASSOCIATION ON HIGHER EDUCATION AND DISABILITY

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**UNIVERSAL DESIGN
IN HIGHER EDUCATION**

From Principles to Practice
Second Edition

Edited by
Sheryl E. Burgstahler

Foreword by Michael K. Young



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**UNIVERSAL DESIGN IN HIGHER
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From Principles to Practice, Second Edition

EDITED BY SHERYL E. BURGSTAHLER • FOREWORD BY MICHAEL K. YOUNG

This second edition of the classic *Universal Design in Higher Education* is a comprehensive, up-to-the-minute guide for creating fully accessible college and university programs. The second edition has been thoroughly revised and expanded, and it addresses major recent changes in universities and colleges, the law, and technology.

As larger numbers of people with disabilities attend postsecondary educational institutions, there have been increased efforts to make the full array of classes, services, and programs accessible to all students. This revised edition provides both a full survey of those measures and practical guidance for schools as they work to turn the goal of universal accessibility into a reality. As such, it makes an indispensable contribution to the growing body of literature on special education and universal design. This book will be of particular value to university and college administrators, and to special education researchers, teachers, and activists.

SHERYL E. BURGSTAHLER is an affiliate professor in the College of Education at the University of Washington in Seattle, and founder and director of the university's Disabilities, Opportunities, Internetworking, and Technology (DO-IT) and Access Technology Centers.

“Sheryl Burgstahler has assembled a great set of chapters and authors on universal design in higher education. It’s a must-have book for all universities, as it covers universal design of instruction, physical spaces, student services, technology, and provides examples of best practices.”

—JONATHAN LAZAR, PROFESSOR OF COMPUTER AND INFORMATION SCIENCES, TOWSON UNIVERSITY, AND CO-AUTHOR OF *ENHANCING DIGITAL ACCESSIBILITY THROUGH PROCESS AND POLICY*

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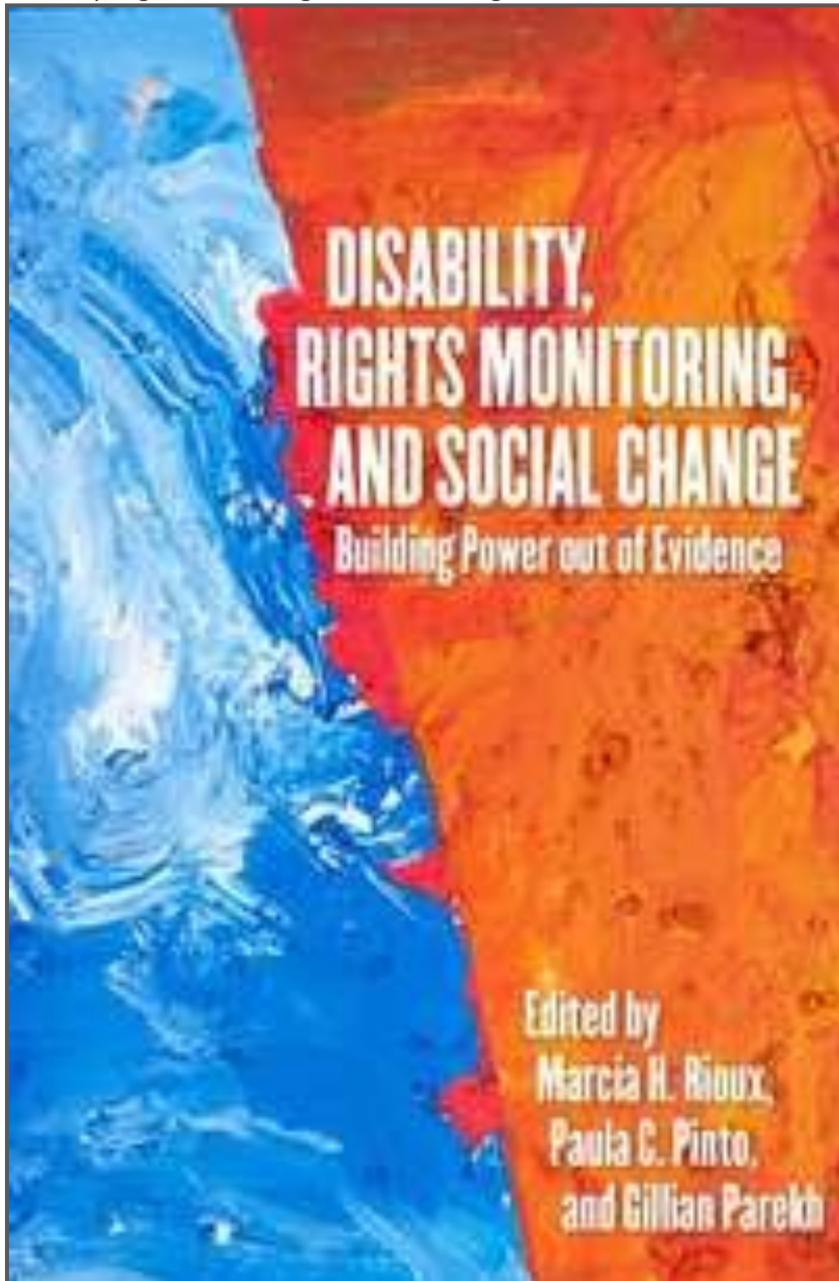
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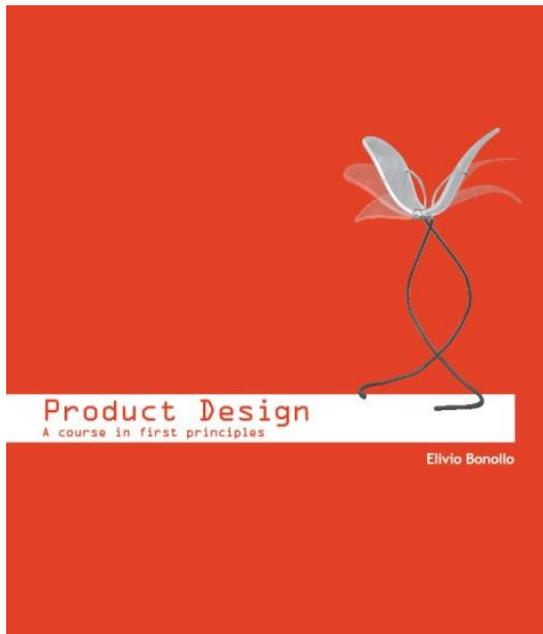
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Disability, Rights Monitoring and Social Change:



New Update: ELIVIO BONOLLO (2015/16) PRODUCT DESIGN: A COURSE IN FIRST PRINCIPLES



Available as a paperback (320 pages), in black and white and full colour versions (book reviewed in *Design and Technology Education: An International Journal* 17.3, and on amazon.com).

The 2018, eBook edition is available in mobi (Kindle) and ePub (iBook) file versions on the amazon and other worldwide networks; including on the following websites:

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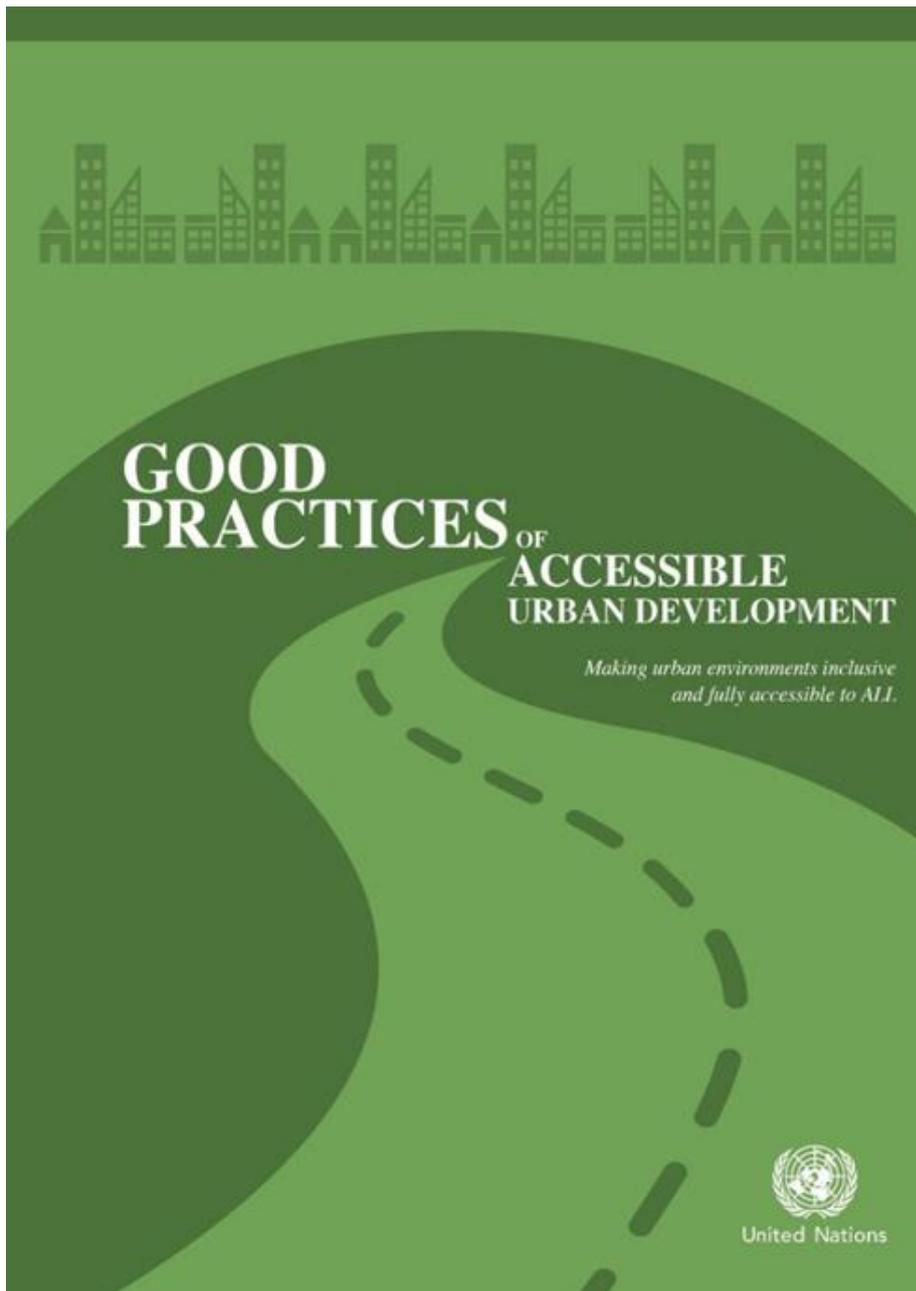
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TAPPING INTO HIDDEN HUMAN CAPITAL

How Leading Global Companies Improve their
Bottom Line by Employing Persons with Disabilities



DEBRA RUH



In light of the forthcoming United Nations Conference on Housing and Sustainable Urban Development (HABITAT III) and the imminent launch of the New Urban Agenda, DESA in collaboration with the Essl Foundation (Zero Project) and others have prepared a new publication entitled: “Good practices of accessible urban development”.

The publication provides case studies of innovative practices and policies in housing and built environments, as well as transportation, public spaces and public services, including information and communication technology (ICT) based services.

The publication concludes with strategies and innovations for promoting accessible urban development.

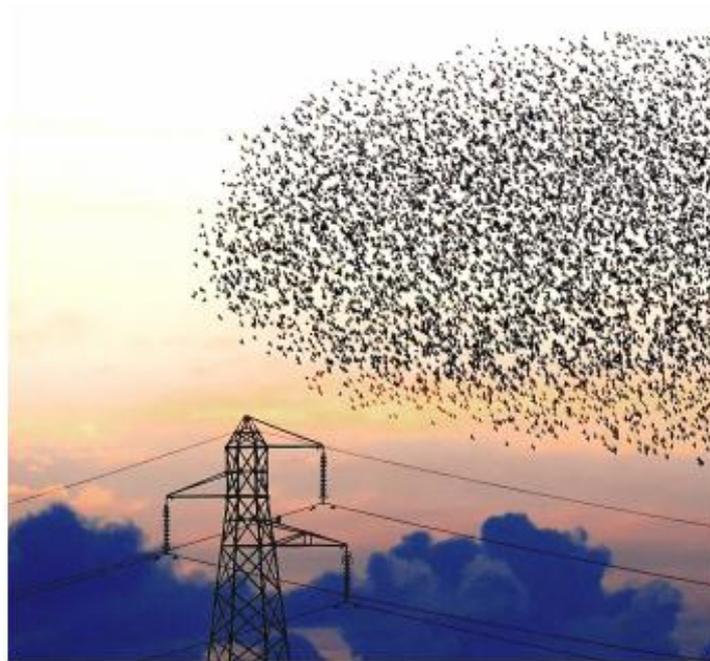
The advance unedited text is available

at: http://www.un.org/disabilities/documents/desa/good_practices_urban_dev.pdf

FROM MODULARITY TO EMERGENCE

A PRIMER ON THE DESIGN AND SCIENCE OF COMPLEX SYSTEMS

Chih-Chun Chen and Nathan Crilly



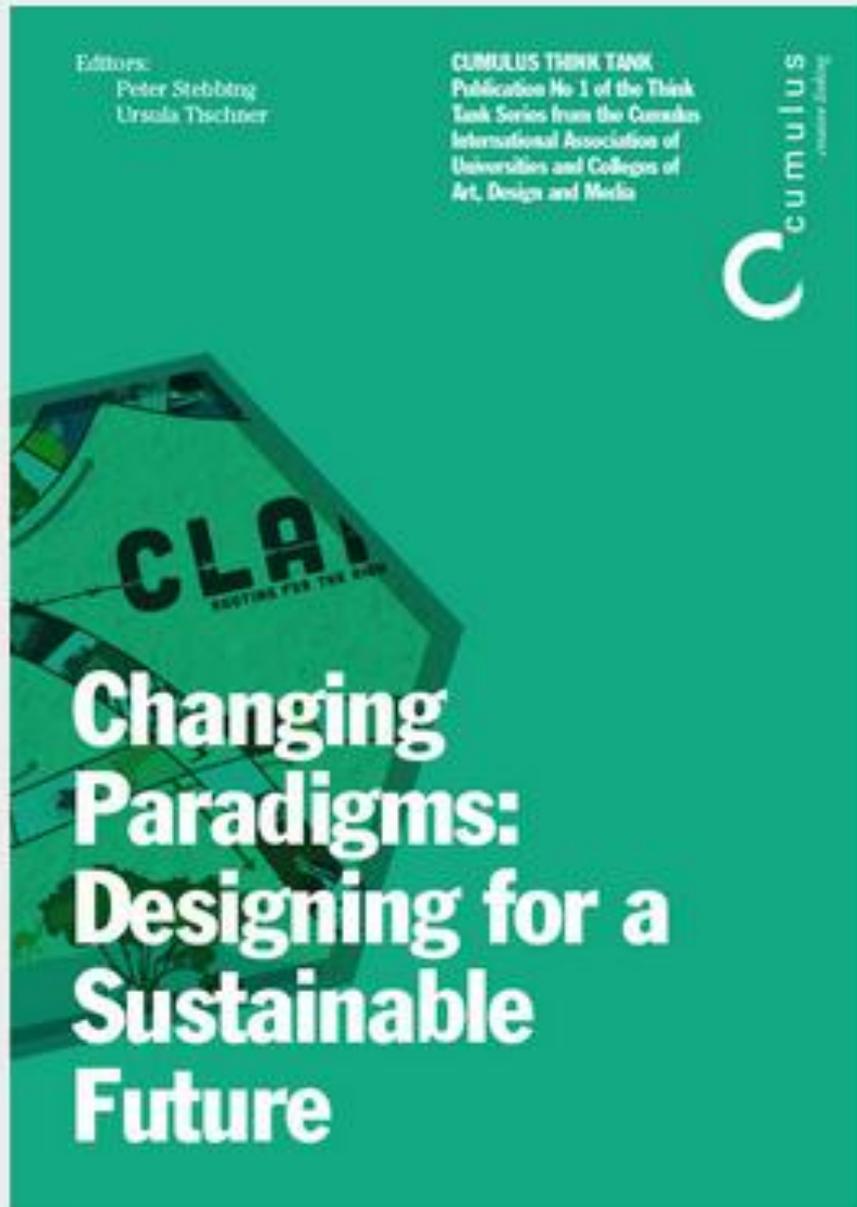
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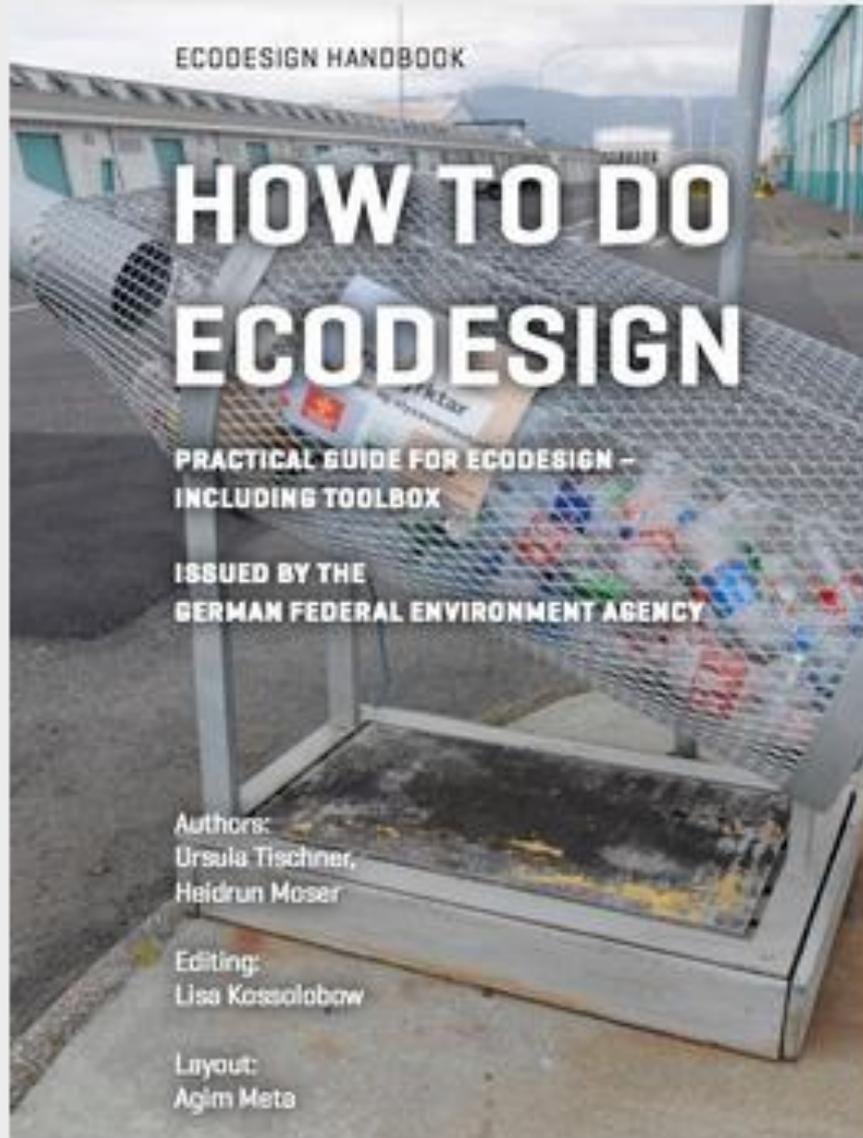
Dr Chih-Chun Chen and Dr Nathan Crilly of the Cambridge University Engineering Design Centre Design Practice Group have released a free, downloadable book, *_A Primer on the Design and Science of Complex Systems_*. This project is funded by the UK Engineering and Physical Sciences Research Council (EP/K008196/1). The book is available at URL:

<http://complexityprimer.eng.cam.ac.uk>

Changing Paradigms: Designing for a Sustainable Future



New iBook / ebook: HOW TO DO ECODESIGN



Practical Guide for Ecodesign – Including a
Toolbox

Author: Ursula Tischner

SERIES: MAKING SENSE OF INNOVATION

INNOVATION METHODS MAPPING

DE-MYSTIFYING 80+ YEARS
OF INNOVATION PROCESS DESIGN

GK VanPatter
Elizabeth Pastor



Humantific's new book: Innovation Methods Mapping has just been published and is now available on Amazon.

https://www.amazon.com/dp/1540788849/ref=sr_1_1?ie=UTF8&qid=1482329576&sr=8-1&keywords=Humantific

You can see the preview here:

https://issuu.com/humantific/docs/innovation_methods_mapping_book_pre

TRANSFORMATIONS
7 Roles to Drive Change by Design
Joyce Yee / Emma Jefferies / Kamil Michlewski

TRANSFORMATIONS

7 Roles to Drive Change by Design



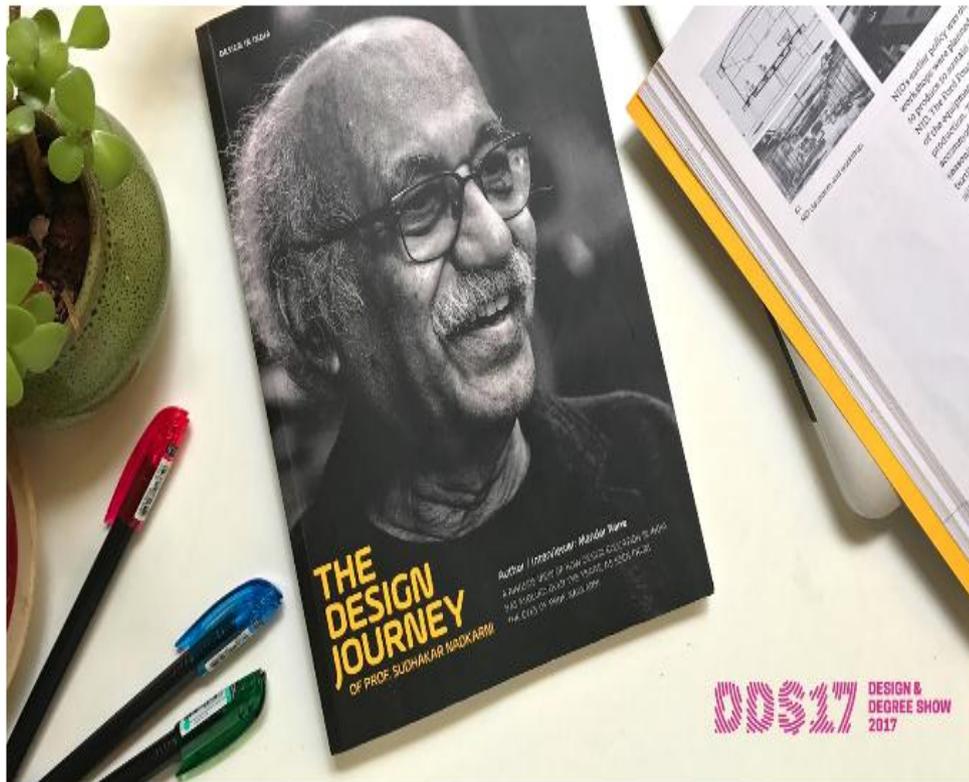
Joyce Yee / Emma Jefferies / Kamil Michlewski

BIS

Pre-book form

Thank you for your interest in the book, 'The Design Journey of Prof. Sudhakar Nadkarni'. Few limited copies will be available for purchase on the day of IDC Alumni Meet, on June 11th, Sunday, 5:30 to 6:30 pm. Rest of the book orders will start shipping June 25th, 2017 onward.

* Required

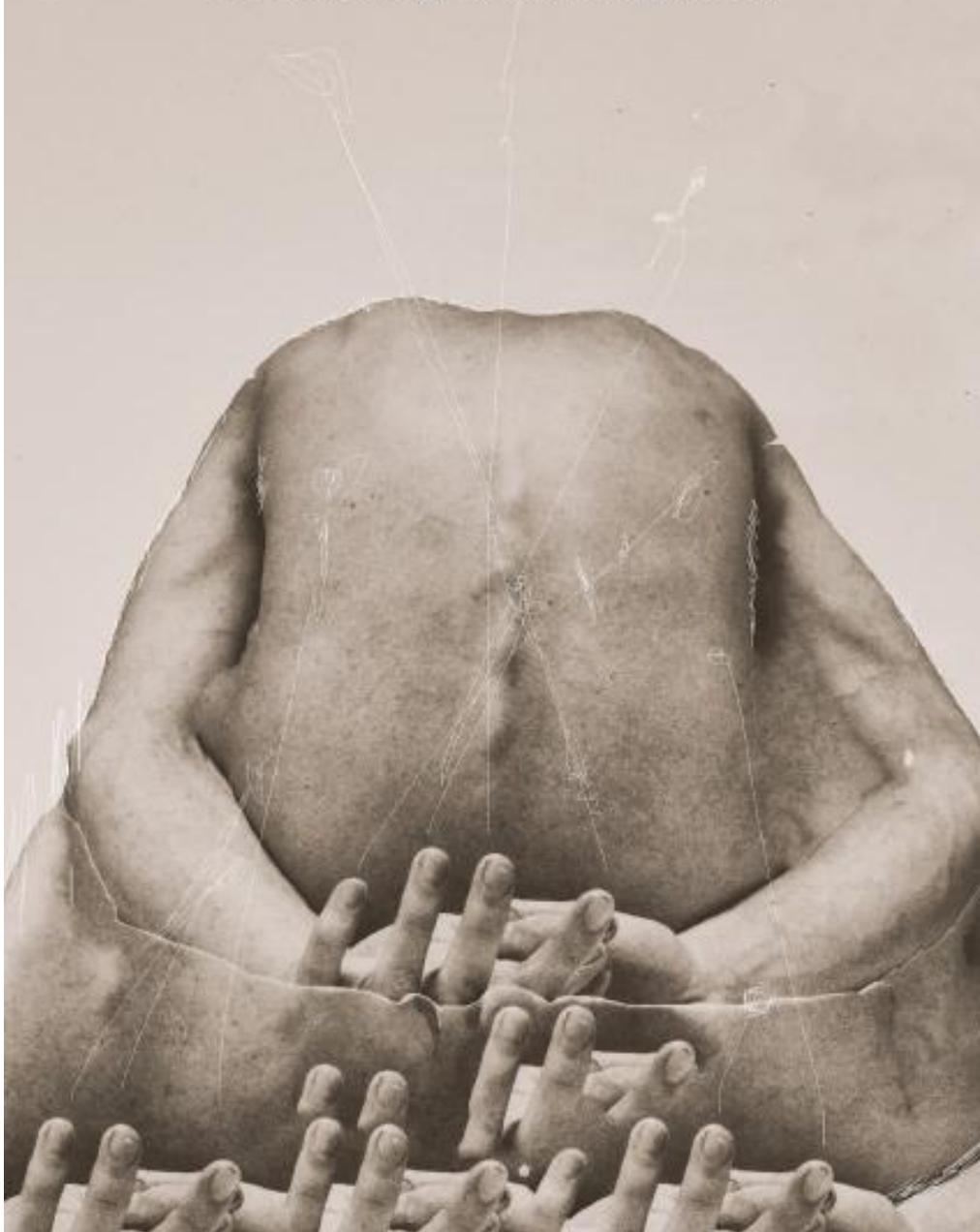


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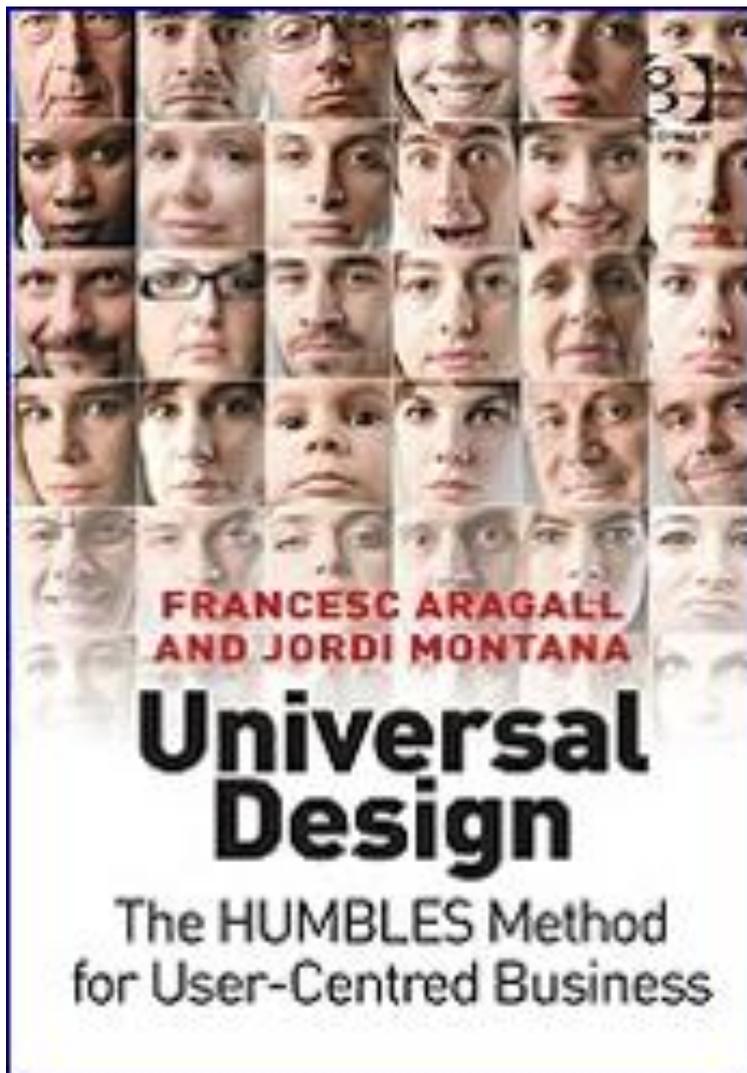
Amar Arnason and Sigurjón Baldur Hafsteinsson

DEATH AND GOVERNMENTALITY

Neo-liberalism, grief and the nation form

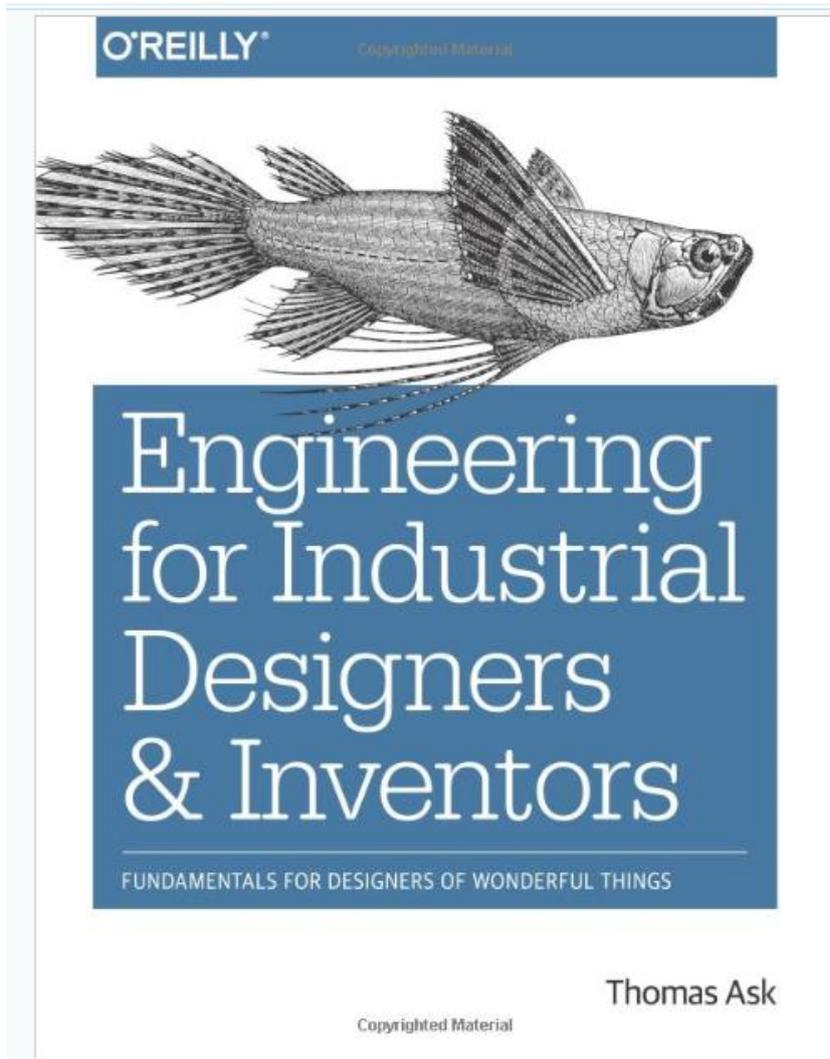


Universal Design: The HUMBLE Method for User-Centred Business



“Universal Design: The HUMBLE Method for User-Centred Business”, written by Francesc Aragall and Jordi Montaña and published by Gower, provides an innovative method to support businesses wishing to increase the number of satisfied users and clients and enhance their reputation by adapting their products and services to the diversity of their actual and potential customers, taking into account their needs, wishes and expectations. The HUMBLE method (© Aragall) consists of a progressive, seven-phase approach for implementing Design for All within a business. By incorporating the user’s point of view, it enables companies to evaluate their business strategies in order to improve provide an improved, more customer-oriented experience, and thereby gain a competitive advantage in the marketplace. As well as a comprehensive guide to the method, the book provides case studies of multinational business which have successfully incorporated Design for All into their working practices.

According to Sandro Rossell, President of FC Barcelona, who in company with other leading business professionals endorsed the publication, it is “required reading for those who wish to understand how universal design is the only way to connect a brand to the widest possible public, increasing client loyalty and enhancing company prestige”. To purchase the book, visit either the [Design for All Foundation website](#)



I have a new book that presents fundamental engineering concepts to industrial designers that might be of interest to you. This is the

link:

https://www.amazon.com/Engineering-Industrial-Designers-Inventors-Fundamentals/dp/1491932619/ref=sr_1_1?ie=UTF8&qid=1506958137&sr=8-1&keywords=engineering+for+industrial+designers+and+inventrs

APPEAL:

Two positions for post-doctoral research in CI in EI Lab, IIT Guwahati

We have 2 positions for post-doctoral research in HCI in 2 major areas (a) design and evaluation of novel input methods in HMD based VR interfaces and (b) design and evaluation of input methods through designing deformation-based gestures for flexible devices.

The position requires a complete PhD or at least a thesis submission. Those who are interested may send an email to me with your latest resume and a complete list of publications.

KeyurSorathia<keyurbsorathia@gmail.com>

If you know someone who may be interested, please forward to them.

The deadline of application is 30th December.

2.

The Center for Human-Engaged Computing (CHEC) at Kochi University of Technology is recruiting one Research Associate (Post-doctoral Researcher). CHEC (<http://xrenlab.com>) which is directed by Prof. XiangshiRen (<http://xiangshiren.com>) is one of the world's leading HCI labs with a variety of research interests, and is active in world-wide HCI community. HEC-related studies are concerned with the development of synergized interaction between humans and computers with a particular focus on innate human potential and human well-being. Currently, we focus on the study of engagement, aging issues and computational aesthetics.

We are seeking outstanding candidates with relevant background in Human-Computer Interaction, Computational Modeling, Data Sciences, Cognitive Science, or Machine Learning.

A strong interest in applying computational methods to human-computer interaction is required (e.g., human behavior modeling, computational user interface design). Technical experiences in areas such as inverse modeling, deep learning, generative models, and reinforcement learning would be very useful. Applicants should have excellent programming skills (e.g., Python), and a solid history of publications at top conferences such as CHI, UIST

or the top-tier conference in applicants' fields. The applicant will also assist in the supervision of a research team of mutually supportive PhD, MSc and BS. students in various projects.

The applicant may be required to support the center's director in managing some administration work.

Fluent English writing and presentation skills are essential.

SALARY AND CONTRACT TERMS

The expected starting annual compensation for postdocs is 4,200,000 JPY (around 300,000 JPY per month), accommodation allowance 300,000 JPY/year, and the applicant will receive a research budget of 500,000 JPY/year. The contract includes occupational social Insurance. The employment period will be three years with no extension, and a mid-term evaluation will be conducted after the second year.

APPLICATIONS

Apply by submitting

- CV
- A cover letter describing research background and interests
- Representative publications from the past five years (at least 2 publications, in PDF form)
- Contact information for two referees

Interested applicants should send the application by email to info@xrenlab.com. The interviews will begin after the application is received. This open position will be closed after an appropriate applicant is found.



News

1.

Galion staff presents at OCALICON



Galion Kindergarten teacher Tina Crim (pictured), along with Galion fifth grade teachers Jenny Reagan, Sue Stark and Christine Smith, presented during the 12th annual OCALICON conference in November.

GALION – Several Galion City Schools staff members earned the great privilege to present at the 12th annual OCALICON conference in Columbus in November.

Kindergarten teacher Tina Crim and fifth grade teachers Jenny Reagan, Sue Stark and Christine Smith delivered their presentations at the nation’s premier autism conference where thousands of participants from across the nation and around the world come together to learn, and share research, best practices, and resources to support people with autism spectrum disorder, sensory disabilities, and low-incidence disabilities.

On Wednesday Nov. 14, Tina Crim presented Change Your Mindset, Change Your Outcome Using the UDL Framework for Elementary Learners. “I am participating in my second year of Closing the Gap through State Support Team 7. I was observed last year teaching in my room and was then asked to share some of the strategies I was using at OCALICON,” said Crim. “I focused on strategies that meet the needs of all students and meet many

areas of the UDL (universal design for learning) framework. This is important for me as this framework is instrumental in my daily instruction." The session utilized video clips, actual materials used within instruction, and discussion to demonstrate the classroom activities and the effect on student learning.

On Thursday Nov. 15, the fifth-grade team of Jenny Reagan, Sue Stark and Christine Smith presented UDL, Galion Intermediate Style: Flexible Environment, Learning at My Own Pace... Success! Reagan said State Support Team 7 was integral in their participation. "Barb Gentile-Green from our State Support Team 7 approached us in the Spring of 2018 about presenting because we are excited about the good things we are seeing in our classrooms that are helping students be successful."

This Galion Intermediate fifth-grade team has been using the UDL framework for the past four years. They began with making their learning environment accessible and more engaging by incorporating flexible seating. Then they changed their instruction to an individualized approach, with clear goals established for mastery and multiple paths toward that mastery. They have gradually replaced all traditional classroom furniture with flexible seating.

During their presentation, they shared the methods that have brought exceptional student success.

All four teachers said they were grateful for the experience to share their methods. "We would like to thank our administrators for sending us to professional development to learn about these methods. We also want to thank Barb Gentile-Green [at State Support Team 7] for providing such great PD so we could implement these changes," said Reagan.

For more information or questions regarding the presentations, please contact the appropriate building office. For Tina Crim, call Galion Primary at (419) 468-4010. For Reagan, Stark and Smith, call Galion Intermediate at (419) 468-3676.

(Source: Crawford source)

2.

Disability rights advocate and GAATES Vice-President VashkarBhattacharjee (Bangladesh) receives UNESCO award



Mr. Bhattacharjee giving his speech after receiving the UNESCO/Emir Al Ahmad al Jaber Prize for Digital Empowerment of Persons with Disabilities 2018 at UNESCO, Paris, France on Monday, 3 December 2018

Disability rights advocate and GAATES' Vice-President, Mr. VashkarBhattacharjee (Bangladesh) has been awarded the UNESCO/Emir Al Ahmad al Jaber Prize for Digital Empowerment of Persons with Disabilities 2018 at UNESCO, Paris, France on Monday, 3 December 2018.

Mr. Bhattacharjee is a leading advocate who collaborates with local, national, and international partners to produce resources to facilitate learning with a disability as well as educating teachers in the use accessible reading materials. He and his colleagues also formed a network of employers that provides fair work opportunities to persons with disabilities. Mr. Bhattacharjee has also been involved in national level campaigns promoting issues concerning disability and information rights and was accredited for successfully developing Bangladesh's first accessible dictionary in four forms, dedicated to persons with visual, print and learning disabilities. He was currently working for Young Power in Social Action (YPSA), a registered non-government

organization based in Chhattaogram and serves as national consultant for Accessibility to Information or the a2i programme of the government of Bangladesh.

This is the first time ever that a Bangladeshi national received the prestigious award, said the embassy of Bangladesh in Paris on Tuesday.

His Majesty Sheikh Mubarak Jaber Al-Ahmad Al-Jaber Al-Sabah, the representative of the Kuwaiti Government, presented the award at a ceremony organized in celebration of the International Day of Persons with Disabilities at UNESCO Headquarters.

The award, created in 2002 and supported by the State of Kuwait, is given in an individual and organizational category every two years in recognition of contribution for the promotion of quality education and raising awareness about the right to education of persons with disabilities. Tencent, a private sector enterprise from China was the recipient of the 2018 Prize in the organizational category.

In his speech, Mr. Bhattacharjee thanked the Honorable Prime Minister, recognizing her dream of a Digital Bangladesh and noted that colleagues are now transforming it into reality, making inclusive and barrier-free ICT environment for the people with disability.

(Source: GAATES)



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