

# Design for All



DESIGN  
FOR ALL  
BULGARIA

**Guest Editor: Ivelina Gadzheva, Design for all Specialist**

**Design for All Bulgaria Foundation**

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**GUEST EDITOR:**

**Ivelina Gadzheva**

**Design for all Specialist**



***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. She has a vast experience in delivering training for professionals, business and non-government organisation on how to use design to improve life.***

***Ivelina was an international jury at The Helen Hamlyn Design Awards 2017 and National jury for Access City Award 2019 of the European Commission.***

***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.***

***Ivelina is currently working at The Helen Hamlyn Centre for Design with TATA Consultancy Services for Singapore Airlines.***

**Editor's note:**

*It is my honour and pleasure to be the Guest Editor of June 2019 edition and I would like to thank to Dr. Sunil Bhatia for this opportunity and to express my appreciation to all the Bulgarian contributors.*

*I believe Design for All and inclusion should start with us but to expand and become a reality outer factors should play a role, such as education, health, technology and others. Therefore, in this edition you will find cases and examples from Bulgaria and how different sectors supports the process of inclusion.*

*Ivelina Gadzheva*

*Design for all Specialist*

## **The Context of Design for all Bulgaria**

### **Preface**

**After living in Sweden where I did my master in Design for All (DfA) I realized the importance of spreading the word about the methods and application of Inclusive Design. In Sweden, I saw true involvement and systematic approach of applying DfA methods on every solution and every level possible. I wanted to see the same commitment in my country therefore I established Design for all Bulgaria Foundation which is a not-profit organization dedicated to promoting a Design for All approach in all aspects of development and design.**

**The ratified version of the UN Convention on the Rights of Persons with Disabilities (CRPD) was signed by the Bulgarian government in 2012, Sweden did it in 2008, and India even earlier in 2007.**

**I got this act as my starting point - whichever country signs the CRDP it becomes a legal responsibility of the state to work for its practical implementation, therefore *“to undertake or promote research and development of universally designed goods, services, equipment and facilities, as defined in article 2 of the present Convention, which should require the minimum possible adaptation and the least cost to meet the specific needs of a person with disabilities, to promote their availability and use, and to promote universal design in the development of standards and guidelines”*.\***  
**(Article 4 General obligations from the CRDP)**

***\*In this article, I am not going to dissect the terminology and I will use Inclusive Design, Design for All and Universal Design as synonyms for design to improve life.***

**I thought that Bulgaria as a state that signed the CRDP will establish a plan to implement it. Unfortunately, a real practical implementation is still not a reality.**

**I believe all of you who are reading this article already knows the importance of DfA and therefore I am not going to get into details about it but I would like to share my thoughts on two main areas and directions where I see the application of DfA in Bulgaria and globally.**

## **Accessibility vs Inclusive Design**

There are many regulations, laws and other legal documents which exist to protect the rights of people with disabilities or any discrimination on the basis of ability, sex, culture, religion, age etc. Kat Holmes (Ex Director of Inclusive Design at Microsoft) once said in an interview that “designing for inclusion starts with recognizing exclusion”. I truly believe in that as the problems comes from those who try to implement these documents. Usually there is a lack of understanding why inclusion is important and all the decisions and solutions are made because it has to be done by whichever paragraph. Accessibility is only the basic requirement. We should aim for more.

For example, if an entrance should be made accessible the architect/engineer is reading the relevant guidelines then a ramp is constructed and the problem is solved. A person in a wheelchair can now use this entrance. Great, the job is done!

Well, this is only a good starting point. Accessibility is not only about the people who use wheelchair, it is about people who are visually impaired, people who have hearing loss, who have cognitive issues, who are short and many others. Accessibility is a spectrum and it is so much more than a physical access. Accessibility follows rules, inclusive design build on these rules taking into account as many different people as possible and create with people for people.

Accessibility address segments of society, Inclusive Design addresses human diversity. Accessibility focuses on simple access, Inclusive Design focuses on people’s experience, on individual’s

hopes and fears, aspirations and delights. Accessibility is about applying guidelines to ensure equal participation, Inclusive Design is about creating new ways of participation so everyone has a sense of belonging. Accessibility is needed when the process and the solution didn't follow the Inclusive design principles. Accessibility is about equality, but we need more equity and even aiming for more.



*Equality*



*Equity*



*Inclusive solution*

Source [The Inclusion Solution](#)

## **Design thinking and Inclusive design**

Recently there are more and more individuals, design studios and companies from different sectors who promote and apply Design thinking. "Design thinking is a human-centered approach to innovation that draws from the designer's toolkit to integrate the needs of people, the possibilities of technology, and the



**requirements for business success.” — Tim Brown, President and CEO of IDEO. This is all good and valuable.**

**People think that Design thinking is about innovation and business and Inclusive Design is about disability and accessibility.**

**Inclusive Design actually add to Design Thinking. Inclusive design focuses on people’s diversity. I believe human diversity is the greatest natural source of inspiration and we have access to it at any given time. That is why in Inclusive Design we do not like working with fake people/personas.**

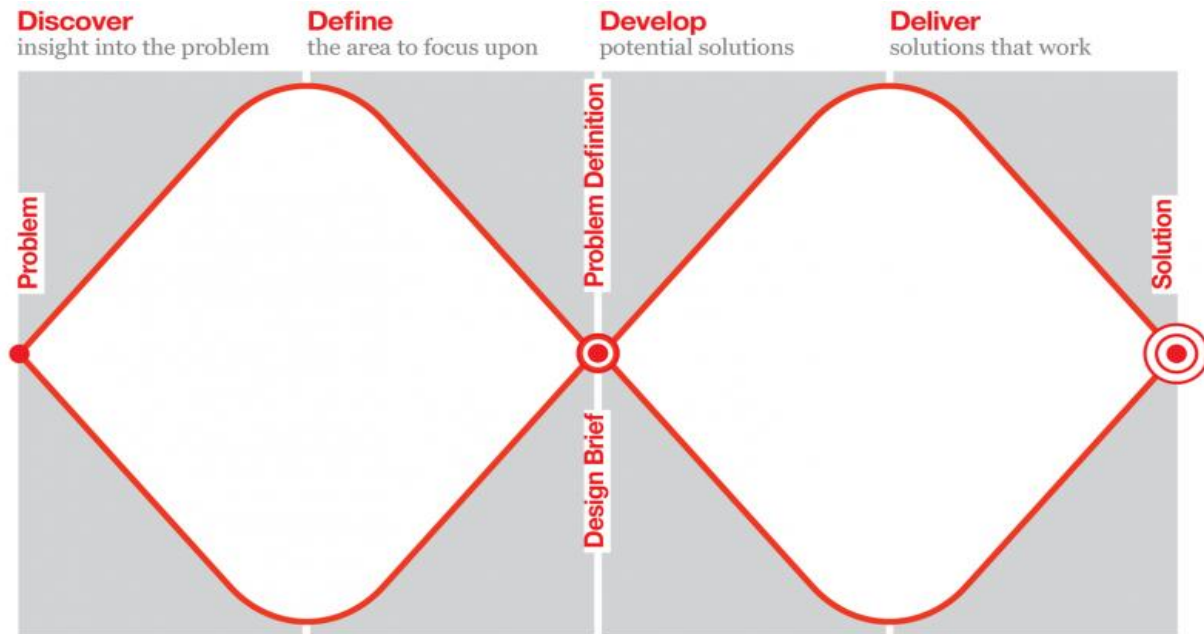
**However, I am not going to focus on similarities and differences as there are many articles on that topic. I would like to share my thoughts in the area of training and application.**

**Design thinking is very accessible in terms of education, so choose your trainer and later on consultant wisely. I would encourage you to work with designers by education. Design thinking brings the designers tools and methods to the wider audience and that is quite tricky. Design Thinking is thought as a way to innovate and to take business closer to the customer. This is true. However, do you believe that a person from a non-design background could deliver that after attending several workshops or an online course? Are you going to trust a dentist who was a journalist yesterday but took some medical training? My point here is about quality. Yes, people who took Design thinking (DT) courses can understand the importance of it and the methods introduced, yet a practice is needed. A practice in applying DT in real life projects. As I mentioned this could be quite tricky, especially in two particular aspects:**

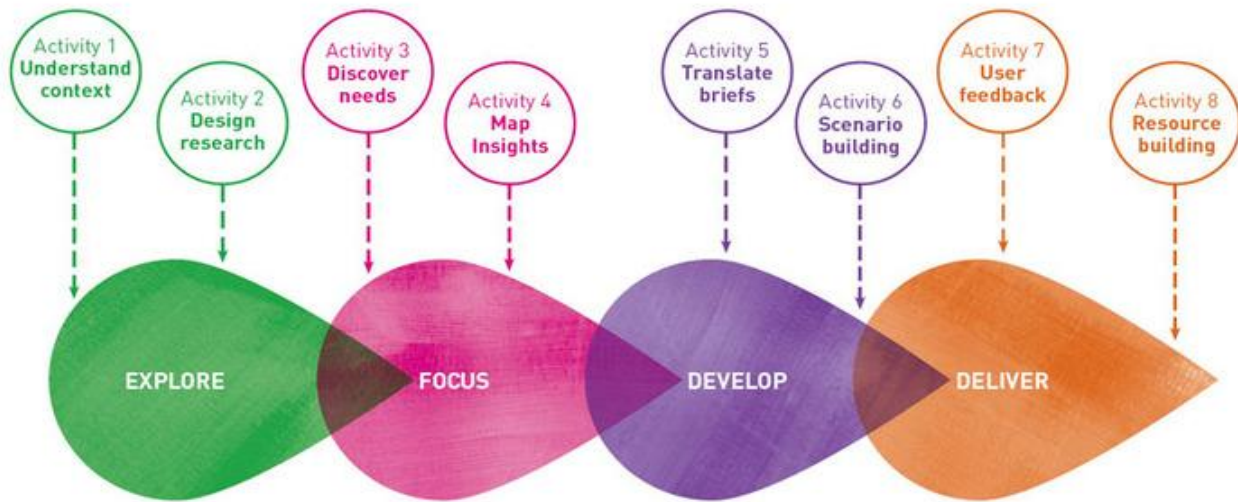
1) DT is a process, it could be presented as the double diamond or other diagram, not different from the one of Inclusive Design. (see below).

It is not a simple process with certain steps to follow. One has to know which step to repeat for example and has to be confident when and how to move through the process.

Applying the methods could be a process but it could be could be also a mess, to a non-experienced person. It could lead to meaningful outcome but it could stay only as great cost to your project.

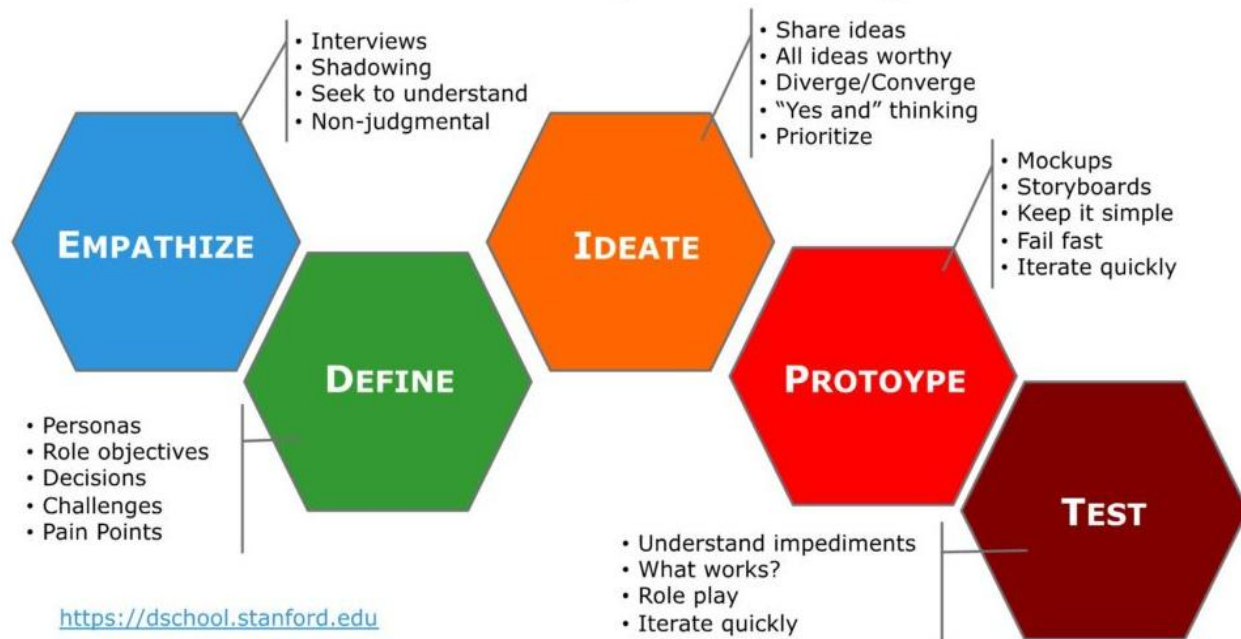


*Design thinking process – the double diamond Source [Design Council.uk](http://Design Council.uk)*



Inclusive design process Source [Inclusive.design.no](http://Inclusive.design.no)

## Stanford d.school Design Thinking Process



***2) The second one is when insights and research should be translated into design solutions. This part is not always easy for non-designers. Creativity is like a muscle and can be learned and trained. Designers seek for new and creative ways to find a solution and do not go for the obvious before exploring any other, sometimes crazy opportunity. That is how real innovation may happen.***

**That is why non-designers need practice to learn how to use DT, of course I am not considering everyone, nor including people who have natural talent for it.**

**I would like to end with and emphasise on quality. Quality matters on every level and in every decision, as it has an impact on the quality we create in our currencies and our future. I do believe that the next step is to raise our consciousness and leadership. "Not only in managers positions where decisions are made about accessibility or Design Thinking or Inclusive Design or any other; not even as an organizational strategy as Jackie Marshall-Balloch says that "reality eats strategy for breakfast". I mean leadership as a personal quality that unleash our potential to become better human beings and create a better future for humanity as a whole.**

## **Design for all Bulgaria Foundation projects**

### **TOM**

**Design for all Bulgaria is co-organising [TOM](#) for the third year. TOM is one of the major events that represents the value of creative and empathic process. TOM stands for Tikkun Olam Makers, and Tikkun Olam is the Jewish concept of repairing the world we live in. TOM is a global movement that brings together makers, engineers, designers, innovators and problem-solvers together with Need-Knowers (people with a deep understanding of specific disability challenge) to develop affordable open-source solutions for real-life challenges. The TOM make-athon is a 72-hour marathon of making, where Makers and Need-Knowers work together to develop solutions to specific challenges. The first TOM event in Europe took place in Sofia (Bulgaria) in 2017.**

**The event very valuable and important as it is giving the participants the opportunity to experience people-centred design approach. In TOM, participants are seen as humans not as rules, legislation and requirements. Hack-athons are usually more oriented towards the result while, a make-athon is about the process of creation, focusing on creating value, and designing in value. Solutions are developed as a democratic activity that assign ownership to everyone**

**To date, we had challenges that lead to prototype solutions such as: VR program helping rehabilitation for people who experience balance difficulties; innovative wheelchair for a child that can be used in sitting and up-lift position; a widget that uses vibration and colour signal to assist the communication between deaf parents and**



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hearing children; and a solution that tells blind and visually impaired people the nominal value of banknotes; application which helps autistic children to communicate in a better way with their parents; a device that vibrates and supports deaf actors in their work on the stage and many more.



[Tom Bulgaria 2019](#)





## **Inclusive playground**

**I believe in the potential of design to create equitable opportunities and empower people in meaningful ways. I do also believe in the power of people – centred approach, yet, how do we know which people, exactly, belongs in the “centre”? When developing inclusive playgrounds designers should spend time with children and every other potential person who would like to enjoy it who have a wide range of abilities and disabilities. For inclusive design, none or very little time in our education or career development is spent on learning about human diversity. When taught, it’s often under the topic of accessibility requirements.**

**Jerusalem garden is a unique project done with the Israeli embassy in Bulgaria in a sense it is not accessible playground, it is inclusive playground. Accessible playgrounds include a dedicated space for “normal” equipment and another with “special” equipment for children with disabilities which contribute to separation and segregation rather to inclusion.**

**The Jerusalem garden playground is inclusive as the process is done by Design for All methods, not including the solutions made, as this is followed by administrative, architectural, law and other decisions and restrictions.**

**Below you can see the location given by the Sofia Municipality in the South Park.**



**The Users could be:**

- ***Adults (families, parents, supervisors)***
- ***Children (up to 12 years)***
- ***Including children and adults with disabilities***

**The Method used:**

**Children were asked to describe their favourite game, activity and to build/draw their dream playground structure:**





**Needs of all possible users were researched and analysed.**

**The most desirable structure children wanted was a tree house, therefore we decided to use the natural hill and build a house structure that is appears high and could be accessed by both children and grownups with different abilities.**

The result is a playground with different zones and equipment to address as many requirements as possible. Below is one of our proposals.



**It was a little bit disappointing to have some many different people involved in the research and almost none of them showed at the official public discussions where the team was supposed to defend the design proposals. “Nothing for us without us” should not only be a slogan, but lived as an example.**

**The importance and potential of inclusive design is not just to make something better, but to create something new. Not only to involve people but to understand people. We live in a very excitement times where we re-think, re-create, re-build our reality to benefit our future and in this reality, there is nothing that didn't involve a design solution at some point. The power of design is not only to make our life more colourful or more polluted, but to improve it. Designers and non-designers -the choice is yours!**

## **Filip Boyadzhiev**

**Fullmasters design studio**

**fullmasters.com**



**Filip Boyadzhiev is a Bulgarian graphic designer, manager and owner of Fullmasters design studio. Since 2014 he teaches graphic design at the National Academy of Arts, Sofia, Bulgaria. In 2015, Filip becomes a member of the “Union of the Bulgarian Artists” in section “graphic design”. His works are published in Bloomberg, Business weekly, The Economist и The Financial Times.**

**With his studio Filip is working closely with Sofia municipality on projects related to culture and architecture. He was a part of the culture platform “EDNO” which organizes Sofia Design Week, Sofia Dance Week and Sofia Architecture Week. Driven by his idea, that culture can do a lot for a society he joins “Fotofabrika festival” team. This photography festival shows not only great masters in the field but also draws society’s attention towards important social topics like poverty, migrants, marginal people etc.**

**Filip is currently focusing on identity, and wayfinding and signage, however he tries to work mainly on cultural projects, or projects with a social impact.**

**His most recent project is the identity for “Chavdar Folklore Centre”, which is a very interesting project, as it is a “museum” of a new kind. Rather than showing only objects from the ethnographic**

**collection, the centre focuses on explaining “why” and “how” in the folklore of the region and play a great role in saving the Bulgarian cultural heritage.**

## **Graphic design for social impact**

***Filip Boyadzhiev***

**My name is Filip Boyadzhiev and I am a graphic designer and educator. For the last 6 years I am teaching graphic design in the National Academy of Arts in Sofia, Bulgaria and at the same time I actively work in the field of design. Bulgaria has a lot of potential, but we are running a little bit behind than the rest of Europe in many areas. However, I find this rather motivating instead of frustrating and am very happy to be able to contribute making Bulgaria and hopefully the world a better place.**

### **Why and how?**

**I will start with the why because for me this is the most important question. When I started my career path, I was working in different areas of design like advertising, packaging, web etc. All that experience helped me understand that designing for commercial products is definitely not my cup of tea. I also remember a talk with Stefan Sagmeister - world-famous designer - where he said that young designers often care more about the money than the quality of the projects that they work on. So, he advised me to “choose” if I can, projects that I feel I can develop in the right direction.**

**I really wanted to work in meaningful projects that give back something to the community. I did also understand that the design practice is a big responsibility. Why to use the power of design to sell beer or chips or detergent when you can use it for giving back and making people’s lives better.**



**Ever since I follow my dream - to be able to work on projects with positive impact on the community. Another aspect which is very important to me is people who I work with or for. I don't want to say clients, because for me they are more like partners. Design for me is a complex process and working with other people definitely improves the end result.**

**My practice is mostly related to branding, identity and wayfinding. With every project, no matter the area of application my aim is not only to design but also to educate people about the importance of design. It is not easy and here my job as a design teacher helps a lot, because I can show this to my students. I understood that my goal of bringing design closer to people is going to be a lot more successful if I educate other people to do it too. This is one of the reasons why I wanted to teach in the first place.**

**Five years ago, a deaf entrepreneur contacted me and wanted a campaign made for his cause. He had an interesting approach and wanted to use new technology to help deaf people integrate in the community, which I found very inspiring. I made the identity of his foundation and guided some of my students to make the whole launch campaign. This was all pro bono, as per the cause of inclusion which I truly believe in. The foundation grew big and did some amazing things like an app that translates speech to text and can be used in schools as well as all parts of life, giving access to education, health, information etc., to all deaf people in Bulgaria.**

**Couple of years later I was commissioned by the same client to work on another project with positive social impact: the branding and design for the very first social innovation hub in Bulgaria which we name A-hub (Ability hub).**

## **A-hub**



**is the first place in Bulgaria designed by Design for All methodology. It is a physical place aiming to create social innovation by connecting the NGOs, the business and the community (including government and municipality). The logo uses the letter A and the mathematical sign for "all equal"; the typography is specially designed for people with dyslexia.**

**This is how the space looked at the beginning of the project.**





**This is the result.**





**The aim of the place is to serve as event, meeting and co-working space. It should be easily transformed for the current needs.**

**The tables are round because the space is mostly used by the deaf community; they are using sign language and most of them also do lip reading but it is very difficult for them to do a meeting in rectangular tables as they cannot see good enough each other. The other symbol of the round table is that "all are equal". A-hub is the best place in town to do a real round table discussion.**

**We also developed small visual communication there as for example the answer to the question "Where is the rest room?" is "Follow the white line". The colours are chosen and tested with people with different eyesight impairments.**

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**People with different needs and abilities were involved in the whole process.**



**A-Hub – this was the main reward! That is why we believe in the power inclusive design, the quality of our work and the co-creation process with people.**



## **Wayfinding system for tourists in Sofia**

**One of my biggest projects for my studio so far, is the tourist wayfinding system in Sofia. I thought what a better way if we can apply Design for All in such a significant project for the city of Sofia and invited Ivelina Gadzheva from Design for All Bulgaria Foundation with whom I was working with on A-hub and who actually introduced me to inclusive design. An industrial designer and two typographers also joined the team.**

**First step is always research. We gathered as much as we could on the topic and analysed pros and cons. Based on the research we started working on the local problems and issues and we did a preliminary survey on the streets of Sofia with actual tourists. Some of the findings for example were:**

- 90% of the people wanted to see the “brown signs”, as the colour is known to locate tourist information**
- 100% expressed their concern that there are not many signs in other language but only in Bulgarian**
- 83% preferred totems and signs to maps and navigation apps for their navigation in the city**
- we understood that most tourists come to Sofia prepared using Google or TripAdvisor and the problem was not what to see, but where that is.**





**All that gave us the base on which we build on: Bilingual system consisting of totems and signs with primary colour brown. Identifying and involving the diverse stakeholders is of a great importance for the success of any project. Users and people “behind the scene” are equally important. During the entire process, we worked closely with different experts from the municipality. They were from various departments such as culture, public transport, tourism, architecture etc. That helped to get different perspectives in achieving our goal which was to create a wayfinding system especially for the city Sofia that is easy to use and aesthetically pleasing, and includes as many groups of people as possible.**

**Below you can see some pictures from on-site research.**



**For example, we asked the blind community how they navigate in the city and found out that they use other channels, and don't need braille on the totems. We also did research and testing on-site with**

people with different abilities, ages and backgrounds.

All that shaped the whole project as a family of totems and signs. There are 4 different sizes for the various amount of information displayed on them:

- **Map out totem** – contains whole map of the city centre with all the tourist sites, so one can plan their entire route
- **Big Totem** – navigates to more than 7 tourist sites in 700m radius
- **Small Totem** – navigates to less than 7 tourist sites in 500m radius
- **Pole with signs** – navigates to up to 5 tourist sites nearby



The totems are modular, so we can update them fairly easy. The first panel contains a big pictogram of a pedestrian, which suggests that this is a pedestrian system. On the same panel is the information on where you are, usually a square or two crossing streets.



The second panel navigates to the main tourist sites in the area with arrows and points out the distance to them. First, we put minutes to destination, but after a field test 95% of the people wanted distance in meters, so they can judge for themselves as the time to the destination is different for every person. This again showed the importance of inclusion and research.

The third and last panel contains the map with a pin on where you are and what is around you.

Our typography team constructed a specially designed font with a lot of features so we can use it to our benefit. The font is now the official font of Sofia. We also designed special pictograms and drawings of all the main tourist attractions that help people navigate.

The main satisfaction of this project is when I walk around town and see people actually using our work. Furthermore, we showed the value of applying people centred approach and involve real people in the design process. You can see a short video about the project [here](#).



***The final solution. Photo credit DoriyanTodorov***

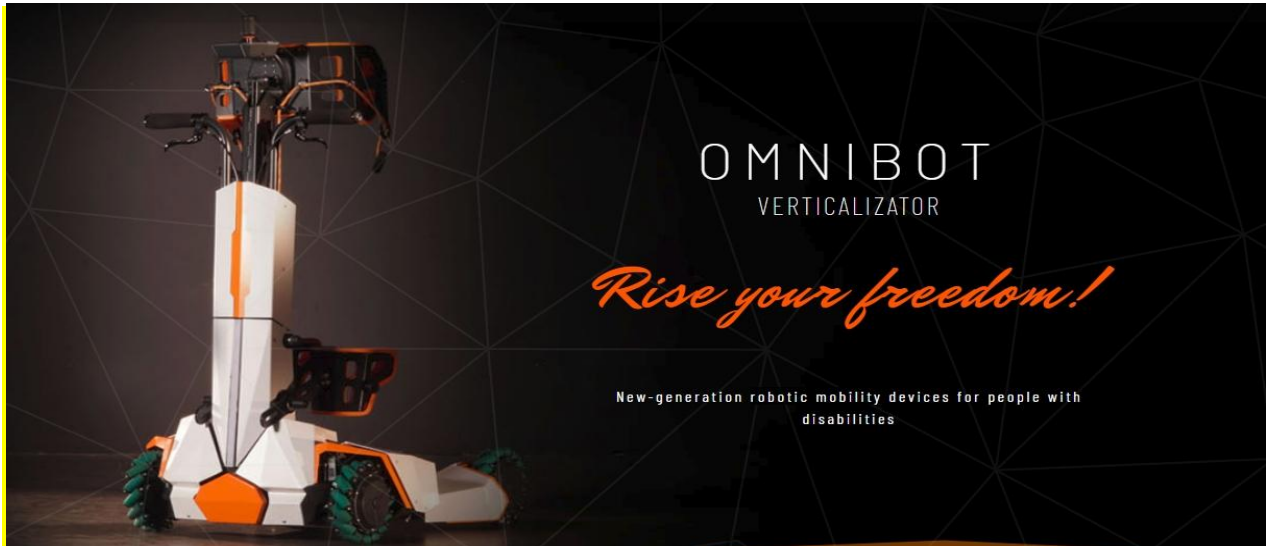
## **Radostina Minina**

**IRise Mechanics 357**



***Radostina is a psychologist, experienced working with people with mental and motor disabilities. She is also an advertising expert, editor and holds a PhD in philosophy.***

## **OMNIBOT: the revolutionary Bulgarian mobility devise for people with paraplegia**



*"There must be something very special about the boundaries of the universe. And what, in particular, is the claim that there are no boundaries? There should be no limits to human effort. We are all different. As bad as life looks, there is always something to succeed in. While there is life, there is hope." - Stephen Hawking*

**I Rise Mechanics 357 Ltd. (I Rise) is established as a consequence of a personal dream: our CEO - Lubomir Vassilev wanted to empower his wife Silvia who has paraplegia due to a fall. His first-hand experience gave Lubomir a deep understanding of the challenges that disabled people meet in their everyday life. Silvia is his inspiration to create a technical solution that gives back her independence and social life. Now this dream evolved in working and tested robotic mobility device - OMNIBOT prototype.**

## **The Story**

**Lubomir Vassilev is a social entrepreneur, a dreamer and a father of five children. Seeing the daily challenges people using a wheelchair are facing, Lubomir quickly realizes that one of the main problems is the sitting position, in which they are almost all the time.**

**It leads to a number of secondary complications such as inflammation of the urinary system, decubital wounds, cardiovascular problems and respiratory diseases. Most of the aids for people with spinal cord injuries are designed to enhance movement in a sitting position. The timing spent in sitting position is quite unusual for the human body to its normal functions and inevitably leads to life-long secondary health problems, such as: deep vein thrombosis, urinary tract infections, muscular spasms, osteoporosis, chronic pain, respiratory disabilities, heart rate reduction, decreased life longevity and many others.**

**In addition, people with mobility impairments need an adapted environment to carry out their day-to-day activities - adapted kitchens, bathrooms, specialized cars etc. Wheelchair users need expensive adaptation of the surrounding interior in their homes and work premises, including a lot of free space to maneuver. They also very often use special vehicles (vans) to transport their aids.**

**Another problem is the limited social contacts and the strong dependence on their relatives. Often they are not able to perform their everyday activities without assistance.**

**All the above complications lead to reduced working capacity, social isolation and threatens the mental health of the disabled, and their families and caregivers. Essentially, the wheelchair users need a**

**mobilization device which gives them the possibility to move around in stand up position in order to meet, resolve and eventually avoid all above critical points.**

### **The solution**

**OMNIBOT is an innovative prototype of a robotic verticalization mobility system for people with motor disabilities. It is created and patented by the Bulgarian company I Rise Mechanics 357 Ltd (I Rise). I Rise is a high-tech company, engineering and manufacturing new-generation, robotic mobility devices for people with disabilities. It advances the fields of design, mechanics, electronics and software. Within Bulgaria, I Rise has a unique mission to address industry 4.012 and uses the project OMNIBOT to achieve market-readiness for a robotic verticalization mobility system. This system will improve health, independence, social inclusion and quality of life for disabled people. Thanks to the use of 4.0 technology OMNIBOT addresses all these issues, enabling independent transfer to the device, and smooth movement into an upright position. Axial movement and zero cm turning circle are ensured with the use of a Mecanum drive system. OMNIBOT offers a solution to health and adaptation issues of people with motor disabilities. It enables them to transfer from a wheelchair or any type of home furniture to it without assistance and with ease, to rise to upright position, to move freely in closed or open space with zero radius cm. Its compact design and reduced frontal size increase accessibility to objects placed higher or more in-depth. It is possible to load it in a trunk of a normal car.**

**OMNIBOT also incorporates machine learning technology. I Rise is working on several possibilities to embed additional monitoring**

devices, e.g. for biometric data, which could be send directly to the personal doctor, GPRS system, GSM module, SOS button, system for communication and control connected with the home appliances (IoT), network vision camera, system for autopilot and movement control, 100% water proved protection IP65, etc.

Alongside the functional development I Rise is working on design customisation. It intends to create different design models corresponding to the gender and style of the user. OMNIBOT is best applicable in narrow indoor spaces. It cannot overcome obstacles or climb stairs. A ramp for wheelchairs is needed.

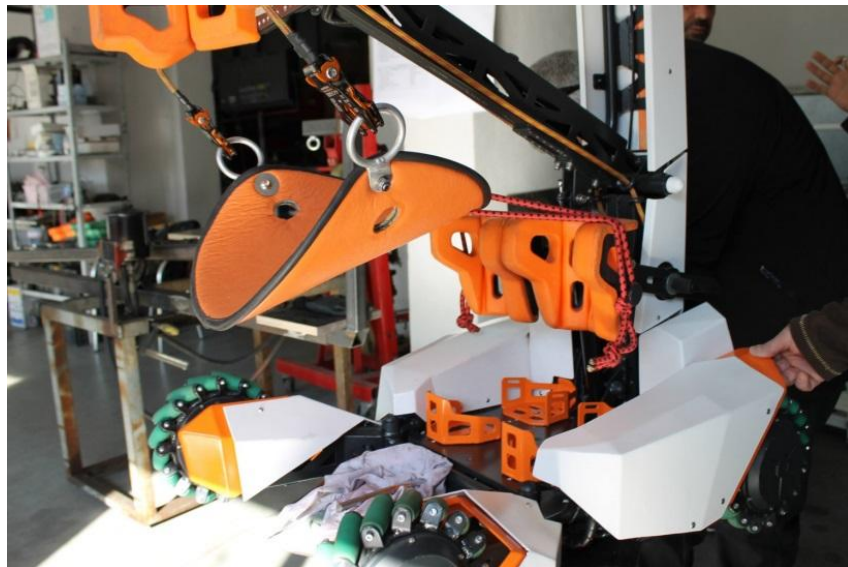


**In sum, the device is very user-friendly and gives high added value of user experience through its technological innovations. It reduces the healthcare expenses of the user and changes the lifestyle of the**



disabled by increasing one's working capability. Usually, the working day for a wheelchair user is a maximum 4 hours. The users of OMNIBOT are capable of being employed in full-time jobs, which has a significant socio-economic impact. Along with the financial aspect which we address below, the device fosters self-esteem and social inclusion and is a big step forward to decent living and working conditions for all.

I Rise is built on a human-centred design approach of doing business. The motto we follow is: 'If you don't understand people you don't understand the business'. I Rise uses a people-centred approach to keep persons with disability at the core of the process and decision-making. It involves listening, thinking together, sharing ideas, and collecting feedback. This process is ongoing to make sure that each step of our development process is supported towards the needs and aspirations of the users. The ultimate aim is to understand how our product can help disabled people living autonomous, personally defined, quality life.



**Our system will improve the health, independence, social inclusion and life quality of people with disabilities. OMNIBOT is a breakthrough device offering innovative functionality based on a unique technological transfer from multitude of diverse industries into the field of assistive technologies (e.g. use of omnimove wheels - from electrical platforms and rear wheels' opening - from car suspension systems). The technological transfer is the backbone of our innovative creation. We also believe in our breakthrough design and its power to increase the self-esteem and comfort of the end user.**

### **Challenges & Future plans**

**OMNIBOT is an innovation in the field of assistive technologies. Most of the challenges are related to the technical implementation, testing and prototyping. At present, OMNIBOT has been tested in Bulgaria and Austria with over 35 people with spinal cord injuries. We are currently at a pre-sale negotiation stage for 22 OMNIBOTs and are drawing a strong distribution and partner interest of established international associates.**

**We are in a stage of preproduction and our next goal is to establish serial production. I Rise has the unique mission to be among the first implementing Industry 4.0 in Bulgaria and to produce between 5000-8000 devices per year.**

**Our competitive advantage, among others, is our team. It is indeed our multidisciplinary team and the current technological development in the related fields which made possible OMNIBOT to be created.**





**Lubomir Vassilev - CEO and initiator of the project. After an inane incident, his wife became wheelchair bound. Taking care of her and facing multiple problems first hand, which he never thought existed, inspired Lubomir to look for alternative solutions.**

**Dimitar Ortakov - CTO - responsible for the construction and mechanics of OMNIBOT. He participated as the chief mechanic of the Dakar Rally. 2 years before joining I Rise, Dimitar has started designing and making devices for people with disabilities.**

**Danail Ivanov - CTO – Introduces the software and hardware provision of the project. He has more than 27 years of experience making a variety of devices. Over the past 13 years, Danail has been engaged in lighting and kinetic installations, incorporating his own microcontroller systems.**

**Tania Mihaylova - CFO / Project Manager - has long experience in managing structures and processes - planning, organizing, coordinating and controlling are part of her portfolio as a co-founder and general director of an interior design company with numerous realized projects in Bulgaria and abroad – IDEA.**

**Dimitar Dulev - Product Designer - The unique design of OMNIBOT speaks enough of its creator Dimitar Dulev, who is an industrial designer with many years of exclusive design experience in both products and exhibition stands.**

**Ivelina Gadzheva - Inclusive Designer - is the only specialist in Bulgaria who use Design for All methods in finding solutions which improve people's lives, based on user's diversity, abilities, needs and aspirations.**

**Radostina Minina - Office Manager - is a psychologist, experienced working with people with mental and motor disabilities. She is also an advertising expert, editor and holds a PhD in philosophy.**

**Gergana Koleva - Social Expert - is a social worker with many years of experience in the field of people with disabilities and is responsible for the normative provision of the project while coordinating the communication with social and state institutions.**

**As we do believe that "a picture is worth a thousand words" please klick [here](#) to watch our short movie.**

**I Rise Mechanics is a social enterprise which manages to attract more and more volunteers, enthusiasts and followers. We intend to continue working and collaborating with qualified professionals who inspire innovation and problem solving in multitude of related fields.**

## **Petar Kichashki**



***Petar Kichashki is a Bulgarian lawyer who serves as an appointee by the Bulgarian President to the Commission for Protection against Discrimination – the Bulgarian-based national equality body. The author also serves as an executive director of one of the most prominent Bulgarian think-tanks – the Institute for Modern Politics. He is former coordinator for South Europe for the European Network on Independent Living; one of the initiators of the Modern Bulgaria Movement; campaign chief for the biggest civil society election observers committee 'Modern Bulgaria for Fair Elections', which had observed the previous EU elections in Bulgaria with more than 3000 volunteers nation-wide; former Board member of the leading Bulgarian recycling organization - Recycling Industry Association; ex-chair of several companies in the field of consultancy, gas and recycling. Petar Kichashki is also named "Activist of the Year" 2010 of the Annual "Human of the Year" Awards.***

# **THE CURIOUS CASE OF THE DISABILITY IN BULGARIA – LEGAL AND PRACTICAL PERSPECTIVES**

*Petar Kichashki*

## **Introduction**

**The case for disability in Bulgaria is a curious one. It has different perspectives, outlooks, and outcomes. From a legal standpoint, the disabled people in Bulgaria are subjects of various protections rooted in the national and international law. Bulgaria had effectively ratified the UN Convention on the Rights of Persons with Disabilities. The state has general anti-discriminatory laws. The authorities had managed to pass full-scale Disabled Persons Law.**

**Furthermore, despite all of the legal provisions enforced in the country, the practical perspectives for the disabled people in Bulgaria are not bright ones. The overall accessibility in Bulgaria is extremely poor; the personal assistance provisions are lacking behind the Western standards; the Bulgarian disabled people are undoubtedly the least protected disabled persons in the European Union. These gloom conclusions are not subjective but rather objectively definable.**

**This short article will try to shed light on the legal and practical perspectives for the curious case of the disability in Bulgaria. For achieving this aim, the current article will put particular emphasis on the accessibility, the inclusion, and the design for all principles that are serving as fundamental values in the disability field.**

## **Legal perspectives**

**Bulgaria, as a constitutional parliamentary state, has enrooted various legal protections for the disabled. First of all, the Constitution of the Republic of Bulgaria recognizes the rights of the people with disabilities by emphasizing on the special protection that the State and the society are responsible for providing to the disabled - Article 51. Besides that, Article 48 of the Constitution recognizes the State's responsibility to "create conditions conducive to the exercising of the right to work by the physically or mentally handicapped."**

**Furthermore, Article 6 of the Constitution guarantees that there will not be any privileges or restrictions based on various legal grounds such as ethnicity, race, religion, political affiliation, personal or social status, and other. By deriving, we can use the "personal and social status" protection to include the disabled people, even though "disability" is absented on its own merits. These constitutional provisions are guaranteeing that the disabled citizens can enjoy the fulfilment of their rights as everybody else.**

**The 2012 ratification of the UN Convention on the Rights of Persons with Disabilities completes the in-depth legal framework that provides for the rights of the disabled Bulgarians. The Convention enforces its provisions with superiority over the national laws that may contradict the UN document. Furthermore, the Convention on the Rights of Persons with Disabilities is also the first legally-binding international treaty that has been ratified by the European Union as a whole. This approach ensures that the Convention will serve both as EU-level guarantee for the protection of the rights of the disabled, as well as a national-level tool for reaching the same goal.**



**Moreover, besides that international treaty (the UN Convention) and the highest-ranking national law (the constitution), various more law provisions guarantee the rights of the disabled citizens. Firstly, we can underline the importance of the Disabled Persons Law that came into force at the beginning of 2019 replacing the 2005 Disabled Persons Integration Law. Year-long protests and civil unrest led to the enactment of the Disabled Persons Law which has the purpose of serving as the comprehensive nation-wide legal framework for people with disabilities. The law guarantees the non-discriminatory, inclusive, supportive, accessible, and independent fulfilment of the rights of the disabled Bulgarian citizens. The Disabled Persons Law also serves as a guiding light for all of the institutions and organizations that are mandated to protect this vulnerable group of citizens.**

**When it comes to the accessible environment, probably the most crucial piece of legislation is the 2004 Protection against Discrimination Law. Article 4 of the Law explicitly protects disabled citizens from any form of direct and indirect discrimination. Moreover, Article 5 of the Law underlines that any form of inaccessible environment is a violation of the anti-discriminatory provisions. The Protection against Discrimination Law gives the practical tools to protect the rights of the disabled persons in Bulgaria. The authority of the Commission for the Protection against Discrimination is one of the most potent instruments for the protection of the rights of the disabled persons in Bulgaria. The Commission has the legal power to review case-law and decide whether or not a violation of the anti-discriminatory legal provisions occurs. If the specialized seating panel designated to protecting the disabled persons finds a violation of the anti-discrimination laws, it**

can issue formal recommendations and impose sanctions (up to the leva equivalent of 10 000 euro).

## **Practical perspectives**

The legal framework is rather clear. The law provides comprehensive, full-scale protection for the rights of disabled persons. The issue in the disability field presents itself when the law transitions into practice. As someone once said - in theory, there is no difference between theory and practice, but in practice, the difference is quite obvious. So, in theory, by law, disabled persons should be rather well protected. In practice, though, the picture is very different.

Exploring the overall attitudes and perspectives for the disabled people in Bulgaria is extending way beyond the scope of this article. Put another way; it is not possible to evaluate all of the aspects of the disability issues in Bulgaria within this piece. Therefore, in order for us to fit within reach of the current article, we must evaluate just a few of the crucial aspects of the disability - inclusion, and accessibility.

When it comes to inclusion, Bulgaria still has a long road ahead. It is a quite common practice to spend EU money for quasi-institutional care. During the past few years, many "day-care" facilities have been developed using European funding. Meanwhile, Bulgaria reports "huge improvements" on the "deinstitutionalization" front. Besides that, the legal imperfections regarding the personal assistance schemes have led to vast insecurity and uncertainty whether or not the disabled people in Bulgaria can have actual and real personal assistance.

**Moreover, the education system still presents enormous challenges for disabled people. Many schools remain quite inaccessible. The education system on its own merits still implements the "special schooling" as a tool for educating the disabled kids. The "special schooling" system sometime presents itself within the mainstream education flow - the disabled kids are being placed within the mainstream education, but often overloaded "resource teachers" are handling them. Meanwhile, the higher education also provides with significant difficulties for the disabled students. Many universities do not provide an accessible environment; they do not provide resources for easing the study of disabled students. Low education level, combined with mostly "community-based" services, meaning services provided on bulk and not tailor-made for addressing the particular needs of the particular disabled person, leave the people with disabilities on the outskirts of the society. This situation is where one of the most profound difficulties presents itself - the overall inaccessibility of the Bulgarian environment.**

**When it comes to accessibility, Bulgaria is on the queue of the European Union. A recent study found out that nearly 9 out of 10 public buildings in Sofia are not wheelchair accessible. Out of over a hundred restaurants in the Sofia city-centre, there are less than ten which have at least some level of wheelchair access. If we have to specify and search for fully wheelchair accessible restaurants, there are even fewer. The situation is similar in different areas of the public sphere.**

**The deep problems in the accessibility sphere invoked the need for change. The Commission for Protection against Discrimination started its nation-wide campaign called "Accessible Bulgaria." The purpose of the campaign is to enforce the Protection against**

**Discrimination Law which provides for the responsibility of the public actors to create an accessible environment. In order for the Commission to fuse the change in the field, the institution began evaluating the accessibility of various public buildings - governmental and municipal entities, restaurants, hotels, banks, theatres, cinemas, coffee-shops, and other. After the formal evaluation, the Commission decides on whether there are sufficient data to start a designated case against the (public or private) institution that had allowed for the inaccessible environment. If the Commission decides to start an administrative prosecution, this may lead to imposing sanctions (up to 10 000 euro) and issuing a formal recommendation to the guilty party. Just for 2018, the Commission invoked Article 5 of the Protection against Discrimination Law to fine and issue formal recommendations for over 500 parties found guilty of not providing an accessible environment for disabled people. Of course, this activity of the Commission for Protection against Discrimination may not be enough to catch on the decades of not providing accessibility for the disabled. Nevertheless, it is still the most comprehensive institutional effort to grant the right to access for the people with disabilities in the recent Bulgarian history. Whether or not this campaign will bring the nation-wide change in the field is a question that only the future can answer.**

### **Instead of conclusion**

**We can make the overall assessment of the situation for the people with disabilities in Bulgaria which will lead us to a rather unjoyful conclusion. The Bulgarians with disabilities are the poorest, most discriminated upon, and least included disabled people in the European Union. Nevertheless, the institutional, organizational, and**

personal efforts of various public and private actors are noticeable. Still, Bulgaria has a long road ahead if the state wants to catch up with the latest developments in the disability field. The activities of various governmental agencies, non-governmental organizations, and individuals are being focused on improving the lives of persons with disabilities in Bulgaria. Unfortunately, the improvements have been slow. Putting aside the fact that the author of the current article is a disabled person and also is a member of the Commission for Protection against Discrimination, the summary on the final thoughts on the matter will emphasize the needed changes in the country. First, there should and must be a comprehensive and full-scale effort to better the accessibility in Bulgaria. Second, there should be a significant shift in the overall understanding of what disability is. Bulgaria still handles the disability as a strictly medical issue. Third, a nation-wide discussion on the disability issues should be able to emerge in the public eye. Disabilities tend to be left in the outskirts of the public debate which presents a quite severe problem - it is not possible to find a solution for a problem that is somehow invisible. So, this is the curious case of the disability in Bulgaria - on paper, the solutions are present, but on practice, the problems are still overwhelming.

## **Lilia Krasteva-Peeva**



***Lilia Krasteva-Peeva works at the Centre for inclusive education since 2011. From 2014 she is a monitoring and evaluation officer and trainer for the Centre’s core program One school for all – developing and piloting the Bulgarian Model of inclusive school. Lilia has been working on advocacy tasks on inclusive education with the new Law on Education in Bulgaria with the Ministry of Education and the National Parliament. Lilia is a strong believer that young people have the competence and capacity to be the change makers and for this, they should be supported by the adults.***



## **Is it possible to build an inclusive school environment?**

### **Lessons learned by the Centre for Inclusive Education from the implementation of the first stage of the Model for Building an Inclusive School Environment**

*Lilia Krasteva-Peeva*

**In Bulgaria, the year 2002 is often considered the starting point of the long road to inclusive education as it marks the beginning of the process of integration of students with special educational needs. It consisted mainly in moving students from special institutions to mainstream schools with little to no provision of support for teachers, who suddenly found themselves in a situation they were never trained for. The main resource on which they could count, and this is often valid to this day, is the support of visiting special education teachers for one-two hours per week. This dire situation, and the multitude of difficulties resulting from it, is at the core of the negative attitudes towards inclusion. Those attitudes have proven difficult to overcome both by education professionals and by parents, as illustrated by a nationally representative survey conducted by the Centre for Inclusive Education in 2015 - only 36% of parents and 32.5% of teachers were in favor of inclusion in schools.**

**Another cornerstone year for inclusion in Bulgaria is 2016, when a new Law on Education was passed, identifying inclusive education a part of the right to education of every child. The Law stated that: “Inclusive education is the process of understanding, accepting and supporting the individuality of each child or pupil and the variety of needs of all children and pupils. This is to be achieved through the involvement and inclusion of resources aimed at removing the obstacles to teaching and learning, and at creating opportunities for development and participation of children and pupils in all aspects of life in the community.”**

**The new law was the result of years of advocacy efforts on behalf of NGOs and isolated successful school practices of inclusion. Today, three years later, despite having a better legal and sub-legal basis, Bulgarian education is still struggling with the practical implementation of the ideas of inclusion and hasn't made much progress on key issues such as the provision of methodological and organizational support to schools, funding transparency, channeling of support to students or ensuring the presence of students with severe disabilities in mainstream schools.**

**In its work, the Centre for Inclusive Education has focused on bringing systemic change at a school level, by facilitating the engagement of all major stakeholder groups – school management, teachers, parents and children. This approach has been compiled into a Model for Building an Inclusive School Environment, developed in partnership with 5 pilot schools. It has since been applied in another ten. In this article, we offer 16 lessons from our practice, which we believe highlight the main pillars of our approach:**

**1. Inclusive education is for everybody in the school – students, teachers, parents. The definition of an inclusive school used by CIE goes further than the definition provided by the Educational law. We define it as a process of receiving and ensuring support to all children and adults in the educational process. On the one hand, inclusive school setting is possible only if every child feels safe, welcome and supported in school, and has opportunities for personal development and expression. On the other hand, an equally important condition is that every teacher feels supported, because only a supported teacher can be confident, motivated and supportive. On yet another hand, in inclusive schools every parent feels assured as to their child’s safety and development, feels welcome in school and is fully aware of the opportunities to participate in school life.**

**2. Introducing inclusive education at school requires a systemic approach.**

**As many other, we started by training teachers how to support students with SEN/SpLD in mainstream schools. What we learned with time is that in order to help this small group of students, we must encompass the entire school - assist with structuring the processes at all levels – school culture, attitudes, policies, practices etc. Introducing inclusion is not a singular effort of one teacher in one classroom. It is a collective work and as such needs to encompass all the participants in the school system.**

### **3. The school must have ownership of the change.**

**Instead of ready-made solutions, schools need support to understand how to help themselves. They must be aware of their needs, take responsibilities, discover their resources. The opportunity for the school team to assess the challenges and the resources of the school for themselves and to prioritize their objectives for development is the key to conducting a successful change.**

### **4. Changes occur from the inside-out.**

**No doubt, building an inclusive school requires a regulatory framework and institutional will at the national level. However, coordination of systems, policies and practices at the school level plays an equally important role.**

### **5. Four key areas.**

**Our Model operates at 4 areas of school development:**

- *School leadership*
- *Teaching practices*
- *Child protection and safety*
- *Partnership with parents*

### **6. Concrete phases of the Model application**

**The Model guides the school team through 6 phases, offering tools and methodological support. The school setting is analysed using a specially designed self-assessment tool, consisting of key indicators in each of the four areas of the Model, involving all stakeholders;**

- ***Priorities are selected and specific and measurable objectives are set, along with indicators for success;***
- ***People in charge are appointed and teams are formed;***
- ***An action plan is developed, specifying deadlines and assigning responsibilities;***
- ***Implementation of the plan and coordination of activities;***
- ***Progress monitoring and initiating a new cycle.***

## **7. Indicators monitored by every school team in the four areas**

<b>1. School leadership</b>
<b>1.1. The school has developed a shared vision with clear focus on building inclusive, accessible and supporting school environment for all children and adults.</b>
<b>1.2. The school earmarks resources and invests time in building up teams in order to involve the necessary specialists and all stakeholders to ensure timely and efficient support of pupils' varying educational needs.</b>
<b>1.3. The school has introduced policy and procedures targeted at prevention, timely identification and support to pupils with learning difficulties.</b>
<b>1.4. The school has efficient qualification programme in place which is designed based on purposeful analysis of teachers' and pupils' needs.</b>
<b>1.5. The school ensures supplementary support and care for the mental health of those teachers who wish to benefit from it, offering them opportunities to get involved in formats led by external specialists (in case a format requires specific expertise) or by resources available inhouse.</b>

<b>2. Teaching practice</b>
<b>2.1. Teachers can recognise any learning difficulties timely and can identify every child's strengths and weaknesses by using different tools and approaches to this end.</b>
<b>2.2. Teachers apply traditional, multisensory and interactive teaching methods based on information about every pupil collected in advance so that they can meet the different learning preferences and needs of every pupil. Whenever possible, teachers match the way in which they check and grade pupils' success with their strengths, so that pupils are able to show the best of their capacities.</b>
<b>2.3. Teachers analyse purposefully any additional competences they may need in order to work with their pupils, and they plan ways to acquire and develop them. Teachers actively look for opportunities to get further training and take part in various formats (professional meetings/communities in schools, workshops, conferences, intravision, supervision, etc.) which meet their needs and they monitor the benefits they get.</b>
<b>2.4. Teachers arrange classrooms in ways matching the diverse learning needs and preferences of all pupils (including pupils with learning difficulties) and the specific teaching methods they have selected in order to meet those needs and preferences.</b>
<b>3. Child safety</b>
<b>3.1. Clearly regulated and defined (step by step) reporting procedure is available to the staff to refer to whenever concerns and incidents related to child safety have to be notified; the procedure is also in compliance with the national legislation.</b>
<b>3.2. The school has a procedure in place to select teaching and non-teaching staff, which takes into consideration the principles of child safety.</b>



<b>3.3. There is a code of conduct clearly indicating which conduct of adults to children and children to children is acceptable and which is not.</b>
<b>3.4. The school has adopted and implements policy of pupils' protection and safety.</b>
<b>3.5. The school ensures that all pupils are granted the same right to protection.</b>
<b>3.6. All decisions and policies related to safety and protection at school are consulted with the pupils and their parents.</b>
<b>4. Partnership with parents</b>
<b>4.1. Teachers hold focused (clearly targeted) individual talks with parents, which may have different goals, whenever necessary and with such frequency as to facilitate the achievement of the set goals.</b>
<b>4.2. The school offers environment that sets equal opportunities for parent involvement, irrespective of parents' ethnic group, religion, social status or another distinctive feature.</b>
<b>4.3. The school offers environment that gives parents opportunities to get involved in different initiatives, events, clubs and other formats.</b>

## **8. Building analytical and self-reflexive skills of teachers.**

**9. Improved teachers' attitudes to classroom diversity can be achieved by combining capacity-building trainings with a dedication to fostering dialogue, promoting discussions, analysis of existing and potential school practices and sharing of observations and results.**

**10. New knowledge, in combination with development of analytical and reflection skills lead to *increased confidence and self-efficacy of the teachers* that leads to improved support for the students with learning difficulties which otherwise would be directed to resource support.**

**11. Using non-traditional professional development approaches**

Sharing classroom experience and observations with other teachers can bring about new practices and help “polish” old ones. Experience sharing is most beneficial if a topic and specific goals are set. If sharing occurs between teachers from different schools, then other school contexts may become familiar and more points of view may find common ground.

**12. Teacher training on partnership with parents**

Creating an understanding that partnership with parents is a process rather than a one-off attempt increases teachers’ confidence in working with parents. Teachers become proactive in searching new forms of communication and cooperation.

**13. The power of school management**

School management has a leading role in establishing the principles of inclusive education as part of the school vision, promotes a new model of relationships based on sharing of

**experience in the school team, team work for solving problems and a new philosophy and culture of acceptance of diversity.**

#### **14. Open communication**

**When the school management communicates openly with the teachers and shares responsibilities with them, the teachers become more confident and willing to take on initiatives.**

#### **15. Support creates support**

**Any teacher is supportive only if s/he feels supported. By support here we mean any practice contributing to teachers' emotional and mental wellbeing. Opportunities to cope with professional burnout, other than one-time team building events, enabling open conversations, mental health care, etc. are just few of the forms that the leadership team should offer to the teaching staff as care for teachers' wellbeing.**

#### **16. Child safeguarding**

**The inclusive school elaborates its own tailor-made policy for child safeguarding which establishes procedures, roles and responsibilities for all, according to the specific school context.**

### **What's next?**

**The new Law on education and the sub-legal Disposition on inclusive education are the expression of the political will to introduce inclusive education in schools. From now on, these texts have to become the basis for the planning of long term policies that will guarantee the access, participation and learning of every child. The real reform towards inclusion only starts with the new legislation. To become a reality, it requires constant efforts from the political leadership in the Ministry of education so that all students with**

**disabilities, migrant students, and students from ethnic minorities enjoy equal access, participation and support in schools.**

**According to the European agency for special needs and inclusive education, for the reform to inclusive education to be successful there is a need to restructure the systems and analyze the human and financial resources. As a first step, the Centre for Inclusive Education, since its creation in 2007, has advocated for a nationally shared vision and a road map towards inclusive education which is to bring clarity about the values, objectives, resources, deadlines and responsible parties. This vision is more needed now, when the application of the legislation shows that the change of the existing school practices will not happen easily and will face a lot of resistance among teachers and school principals. The process of elaboration of such a national vision and a road map should be done in a participatory and transparent way, with community discussions at regional level, including teachers, principals, parents, governmental and nongovernmental organizations. This process will allow the stakeholders in education to understand the starting point, the logic of the reform and its milestones and it will help the change in attitudes towards inclusion of the participants.**

**Access to school is important, but the quality of education that the students receive is equally important. In this context, there is a pertinent need to create a mechanism of monitoring and evaluation of the quality of inclusive education in the short term in every school and kindergarten and to offer the respective support to those schools that have shown that they need it. Failing to do so, will result in simulation and imitation of inclusive practices in many schools. Concurrently, there is a need for incentives for the schools**

that are making progress in implementing inclusive policies and practices, in order to motivate and encourage them.

Another important focus of the future work for the successful introduction of inclusive education is the need of improvement of the cooperation between the systems - educational, social and health structures at national and local level.

We expect that parental organizations will become more active at schools, they would act either as promoters of inclusion, or as advocates for special classes in the mainstream schools for their children.

In the last *Concluding observations on the initial report of Bulgaria* of the Committee on the Rights of Persons with Disabilities from October 2018<sup>1</sup>, the Committee recommended that the State party: "(a) Replace segregated education systems with quality inclusive education; (b) Raise awareness of the advantages of quality inclusive education for society, in particular for teachers and other education staff, and also for parents of children without disabilities; (c) Intensify its efforts to ensure quality inclusive education and the provision of reasonable accommodation for students with disabilities in mainstream schools, including by allocating sufficient human, technical and financial resources for it; (d) Collect data on the number of children and young people with disabilities not currently enrolled in any form of education, disaggregated by age, sex, type of impairment and place of residence, and develop a strategy to include

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<sup>1</sup> *Concluding observations of the Committee on the Rights of Persons with Disabilities, accessible at:*  
[https://tbinternet.ohchr.org/\\_layouts/TreatyBodyExternal/Countries.aspx?CountryCode=BGR&Lang=EN](https://tbinternet.ohchr.org/_layouts/TreatyBodyExternal/Countries.aspx?CountryCode=BGR&Lang=EN)

these children in the mainstream education system” (p. 8, Committee on the Rights of Persons with Disabilities, 2018).

Last but not least need - we will indicate the need to deeply reform the training and preparation of pre-service teachers in general education and in inclusive education.

Some data from the evaluation of change in teachers in the partner schools throughout the years when the above described system approach is been applied:

How would you describe your attitude towards inclusive education?		2014	2015	2016
1-I don't support it; 5-I definitely support it - %		n=114	n=93	n=78
1		1,0	0	0
2		2,9	1,1	0
3		29,1	5,4	7,7
4		24,3	20,4	20,5
5		34,0	60,2	66,7

Doubled support of inclusion

Is your school inclusive?	2014	2015	2016
1-not at all; 5-definitely - %	n=114	n=93	n=78



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	2	0	1,1	0
	3	23,3	18,3	5,1
	4	35,0	31,2	52,6
	5	31,1	33,3	37,2

Improved perception of the school environment

Do all children with learning difficulty need to get resource support? - % (only those who answered)		2014 n=114	2015 n=93	2016 n=78
Yes		70,9	34,4	25,6
No		24,3	40,9	55,1
Don't know		0	11,8	14,1

**Increased teachers' confidence in their own skills**

How would you rate your level of confidence regarding SEN, in a conversation with parents? - % (only those who answered)		2014 n=114	2015 n=93	2016 n=78
1 – not confident		8,7	4,3	1,3
2		25,2	7,5	5,1
3		45,6	23,7	26,9
4		7,8	41,9	50,0

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	5 – confident	6,8	16,1	11,5
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***Improved teachers' confidence in communication with parents***

Are you able to identify the strengths of your students with SEN -% (only those who answered)		2014 n=114	2015 n=93	2016 n=78
	Always	13,6	22,6	16,7
	In most of the cases	45,6	50,5	65,4
	From time to time	19,4	15,1	10,3

***Improved teachers' skills***

Do you use differentiated instructional approaches with students with SEN? -% (only those who answered)		2014 n=114	2015 n=93
	Yes	63,1	80,8
	No	3,9	5,1
	Not sure	7,8	5,1

***Improved teachers' skills***

## **Mileva Vladkova**



***Mileva has a Bachelor's Degree in Logopedy from Sofia University, Bulgaria and MA in Communication development disorders from the same. She is a certified primary school teacher for inclusive education; PReTTi project of Pedagogical University, Cordoba, Spain. Mileva is also a member of the National Association of Resource Teachers in Bulgaria (NARU). She has a vast experience as speech and language therapist and she is running her private practice as a speech therapist at Diagnostic & Consultation Logopedic Center Burbaron. She is currently doing a PhD in Non-verbal Communication.***

## **Speech therapy – do I need one?**

***Mileva Vladkova***

**There is still no 100% clarity in Bulgaria what exactly the speech therapist is doing and what exactly is the specificity of his work. The work of the speech therapist is closely tied to the application of certain speech techniques, accurate and improved speech sound producing, including work on the prowess, the dictation and the acoustic characteristics of the voice. In the last five years the market for such services in Bulgaria increases and becomes more and more desirable and demanded, as more and more children (and adults) encounter serious problems and disturbances in the language production and speech-lagging; some cases are accompanied with coexisting deviations and deficits, mainly affecting the intellectual, memory and/or motor development level.**

**Interventions of the speech therapist is the most useful in infancy when it is necessary proven. I work mostly with children in pre-school and primary school age, but my practice also includes teenagers and adults. The patients I enroll in my cabinet are diverse and challenging as work cases. There are mainly disruptions in the fluidity of speech, as well as concomitant deficits and developmental disorders. For example, these are: hyperactivity, attention deficit, autistic spectrum, behavioural problems and emotional disorders, child cerebral palsy, stuttering, stinging, flaking, irregular breathing, and other specific variations, mainly in the flow of speech.**

**For me the logopedic practice is about love, motivation, desire, responsibility and passion! There is no greater impetus and recognition than knowing that you were useful at the right time and at the right place. Especially when you see your reflection in the child's eyes and the high results given after the implementation of a successful work program. For kids, I can only add that they are like an unpredictable "Rubik's Cube". They are filled with life, meaning, strength, endless potential of skills, qualities, intelligence, quick mind and a vast field of inspiration, pure love and energy. The "different" children are exception beyond the generally accepted framework. Uniqueness combined with an original, inimitable individuality! A priceless resource and a gift for tomorrow's world.**

**The successful speech therapy for children has three "strands" –  
speech therapist ← → child ← → parent(s)/relatives/guardians.**

**More and more parents are looking for advice from professionals like me, looking for answers about their children's development problems. For example, children who have certain difficulties in communicating and interacting with peers or older people; who experience particular difficulties in communicating at home, in the school environment, and in spontaneous situations. The behaviour of such children, especially those in the teenage age, is often defined as inadequate, aggressive or strange. Children attending my cabinet have difficulties in reading and learning; some have concomitant deficits such as: difficulties in writing, narrating/retelling, speeding, finger movement disorders, mirroring of letters and numbers, low attention, concentration, lack of self-esteem, nervousness, fear etc. Parents in such situations often feel uncertain and hesitant about their approach to their children. This is particularly true when**

parents have to allow the children to deal themselves in certain situations or in the social environment.



**I want to emphasize why it is important for children to consult/visit a speech therapist. The importance is related the fact that in this way the parents will have and will know:**

- ***proper feedback to their personal approach and attitude towards the proper formation and construction of a structured and connected speech in children;***
- ***constructing and implementing adequate, framed behaviour and interaction within the certain environment where the child is developing;***
- ***timely reference to the parents themselves in the direction of their child's developing process;***
- ***how skilfully and successfully to deal not only in their role as parents but also to be true friends and great advisers to their children;***
- ***how to implement and apply a correct and successful parent-to-child role model;***

- ***how to build effective communication between child-family and school environment;***
- ***how to handle the challenging development in the everyday environment.***

**What are the scenarios if the child does not go to a speech therapist?**

**\* Scenario #1#:**

**It is not necessary the child to have a definite, pressing problem in order to have a meeting and a prophylactic consultation with a speech therapist. Any timely and prophylactic consultation would help and guide each parent in the right direction of the approach and model of behaviour towards the child, as well as tracing and assessing the level of individual development of the child. This would outline clear parameters of effective interaction and communication exchange of information, not only in a family environment but also outside. There will be a real and objective assessment here and now.**

**\* Scenario #2#:**

**If the child really has a particular problem, linguistically speaking lagging behind and/or other deficiency with concomitant accompanying symptoms such as general lack of speech development combined with a behavioural problem, emotional blocking, and there is no help or assistance by a specialist, the consequences may have troublesome evolution. Regressing the child's overall development, aggressive outbursts, sudden mood swings, lowering the overall success of the child in preschool or**



school settings. Total "frustration", e.g. detachment, self-isolation, denial of contact, communication with others and the surrounding environment of development.

I want to contribute our society, I want to provoke a wide public response to induce high responsibilities and a positive viewpoint regarding my work as a speech therapist, mainly in Bulgaria but also outside of my country as well. This is how the idea of setting up, establishing and managing my two work lines and work platforms was born, namely: Diagnostic & Consultation Logopedic Center **Burbaron** and an open Facebook page "**HELLO TALK (to) CHILD**"

I chose to develop a private practice instead of working in an institution or at school for the following reasons. In the first case, you work for yourself, define and accumulate your personal "probation-error" experience, you could become a certain model of "supervisor", mentoring your colleague or team who are still fresher in this professional field. You can unleash ideas and potential, you can innovate and apply interactive work approaches. While working with a particular school/kindergarten, institution or structure, you have to follow and adhere to a particular pattern of work that includes specific employment relationships, responsibilities, and working conditions that you are required to fulfil as an employee.

There were few challenges on this way - when I go back in time, I remember how difficult it was for me in this area. There were times when I literally wanted to end and demolish to everything I started! Not because I do my job with reluctance or demotivation, but simply because I did not realize how much responsibility and tenacity required all this. Every case I faced was strictly individual and during the entire working process does not seem to be even close to

any of the previous ones. Everyone is specific and different. I met complex case studies and life stories, and unexpected needs of each client or patient.

Another challenge was I faced was a superficial, inadequate attitude, inconsistency, lack of patience and overlapping the predetermined work plan, not in only a cabinet environment, but also at home. Lack of systemic approach and attendance in scheduled hours, neglect the problem, rejection of the actual evaluation and professional opinion.

Nowadays the situation is different and it is much easier for me in terms of applying professional concepts and preparing therapeutic work plans. Now I create successful therapeutic programs and therapy approaches, more accessible didactic materials and technical devices designed to work for children and adults. In my practice, I also use innovative natural materials and wooden products suitable for individual cases (and groups) with movement difficulties and problems with rough and fine motoring etc. I work on the principles of interactive methods for working with children and their parents, also with adolescents and adults as individual single cases. I prepare and implement innovative educational formats and game techniques that I include in my work programs. In this, I see a successfully applied form of activities, both indoors and outdoors, for example, through outdoor games. Thus, kids and grown-ups combine activities, energy and strength, complement and interact with one another.



**I think it is extremely useful to stimulate and raise awareness among the audience, to be involved with useful and affordable techniques, ideas for work, not only in indoor spaces like at home, but also outdoors. One such interesting project is the Summer Aviation School in Burgas, Bulgaria. There I am in my well-known role as an established early childhood development expert and I lead group the formats. The aim is to create a correct communication attitude between the children, purposeful group interaction, team building and team work, stimulating and improving the way of speaking, working on awareness, visual perception, and improving motor activity of the kids. The most interesting thing about the project is that it is done in an outdoor environment in a real aircraft "Tupolev Tu 154" -which is the largest airplane in the Balkans. Children are delighted, amazed, and so happy. Of course, special attention is also paid to parents on issues concerning the development of their children and how they can be effective in implementing a given program for example. I believe that direct**

**communication and limitation of artificial information carriers that exist in our everyday life, especially among children, creates a more successful, healthy and promising environment for their development as individuals.**

**Future trends are positive for the future development, popularization and application of logopedic practice not only in Bulgaria but also beyond its boundaries. In recent years, more and more trainings are being conducted to improve the quality of our work as specialists. The exchange of experience with colleagues from abroad as well as from Bulgaria is of utmost importance for every professional development. The trainings guide our work as specialists, introduce us to good practices, successful therapeutic methods and different ways of working.**

**Speech therapy is this is the profession of the future, as it also has a paramedical direction, not just a pedagogical one. More and more young people are interested in this kind of professional field, they are looking to enrol this specialty and/or to get training in this direction. In logopedic-therapeutic activity and practice there is an unlimited resource for action and field of expression. A speech therapist, or a well-known language therapist, combines the skills and approaches of a pedagogue, teacher, analyst, family and personal therapist, sometimes should also be a psychoanalyst, use and apply several psychological techniques, use different methods to master emotions and feelings very precisely, and undoubtedly to be a competent speaker and a perfect communicator. Last but not least, there is an opportunity to work and communicate with many different people. The most important and valuable thing here is that through his/her work, helps and guide children's development in the right direction. There is no such enriching sensation and a reward**

like this one. Being the cause and the initiator of someone's smile, progress, personal growth and appreciation in the face of his family!



Recently, I see that conversance in the field is highly promoted and more people express their desire to understand their language level of development, as well as to improve their speaking technique towards correct and structured expression, speech, and mastery of the correct position of the tongue and the lips that are fundamental for a clear, clean and connected speech; acoustic features of the voice also have a specific role, as it is accompanied by a certain facial expression and many more.

For grown-ups, regular visits to a speech therapist would facilitate and create an adequate model and techniques of speech. They would improve and enhance the quality of speech, dictation, develop a proper breathing which is essential for the correct formation and proper sound extraction, pronouncement of every single sound of the language system. Imagine how an extreme, tedious, harmful habit is cleansed in time thanks to yourself and your personal speech therapist!

## **Why is this necessary?**

**There are many examples when the speech therapist can be useful working with adults, here are some of them:**

- ***delayed verbal expression - stumbling;***
- ***speech with "speed of light" - rapid speech;***
- ***blurring;***
- ***wrenching words;***
- ***using too many "parasitic words and appendices" in speech;***
- ***adding the typical dialectical forms of utterance characteristic of each particular region of Bulgaria;***
- ***prevalence of logorrhoea;***
- ***excessive overcrowding;***
- ***overlord in the way of talking.***

**If you trust and choose the right specialist for you, all this will change. Self-confidence returns and complexes "evaporate" imperceptibly. Often journalists, politicians, people whose work is somehow related to talking to an audience who does not like the way they express themselves and how their voice sounds come as patients/clients. They say they speak too loud and/or loud, or too quiet; sometimes their voice literally "fuse"; the pace and flow of their speech is uneven or makes too many pauses between words. In such cases the speech therapist set a plan for performing certain articulation exercises, combined with vocal and gymnastics with the participation of the articulation organs (lips, tongue, soft palate,**

**vocal strings, etc.), in order to improve and consolidate a clear, smooth and moderate pronunciation and articulation As a PhD student in non-verbal communication, I work actively in this direction with the intention to be even more useful to the society and to those who have decided that I will be their speech therapist. The characteristics of voice, diction, intonation are undoubtedly specific means in oratorical art and, naturally, in pedagogical rhetoric. There is a deep sense in Bernard Shaw's words: "There are fifty ways of saying Yes, and five hundred of saying No, but only one way of writing them down".**





## **Letter from the Chairman's Desk**

### **By Sunil Bhatia PhD**

**A present time designer has the better understanding and training for controlling the parameters associated with product design and leave no scope for the things go out of hand that may destroy the exercise we call that person expert and something that was not thought before hand or went out of control in specific situations or unexpected surfaces we call it accident . Expert designers surface with formal training of mind for understanding the problem and search of what best suited solution is possible under certain circumstances and this character is reflection of modern designer or experimenting and learning by trial and error enhances experiences that character is clearly visible in traditional designers who has imbibed the knowledge through working under professional guidance who has acquired by learning from his long experiences. It is the traditional designer with no formal education but expertise are gaining from one generation to another by learning from their mistakes for minute detailing in fact has laid the foundation of modern designers. They innovate gradually with patience, carefulness and allow to mature the idea, not abruptly unlike modern designers who does not give proper time to get idea mature ,keeping in mind sustainability and their biggest fear of accidents that would ruin their efforts that turn out to be their greatest strength and entire efforts were around it should not surfaced at any cost. Traditional designers are not visualizing the consequences of**

future but make sure by making little changes for experiencing of functioning properly and stability is not compromised because it invites accidents all the time. Unnecessary accidents irritate the traditional designers and believe unstable structures that work for little while will bound to collapse sooner or later and that is the real source of all accidents should not surface. Concept of prototypes was thought to avoid accidents before designing final products. I look at the work of mason who does not have formal training but joins the bricks one over the another and able to erect the height of the wall that too for bearing load of roof and it was possible because he learnt to sense when the accidents are possible. Advancement of technology has helped in improvement in construction for erecting height of the building as well to meet the possible challenges of nature for avoiding collapsing buildings but basic old concept is still at the root of the construction avoid possible accidents. Productivity is not accidents but it is properly planned and executed for meeting desired objectives. Where trained minds generally visualize possible consequences in advance and designed the products in such manner it may avoid possible accidents. In spite this it surfaces from nowhere .Accidents nature is that it surfaced without informing anyone and some time effects are so strong it can wipe out or threatens the civilization. Recent accident in Japan nuclear reactor where sea quake added new dimension in accidents.

There are other sides that may invite accidents and it can be with diverting the control parameters for meeting the desire goals or any parameter slips out of control or something that was not possible in controlling in any circumstances but we try to do so or natural course is something else and we wish to divert in another direction for that it was not meant and leads to disaster. Concept of design of

boat was to avoid accident due to drowning in high current of river and it further added to design of bridge for crossing over flowing river . Avoiding accidents because of havoc of floods gave us thought to design dams for releasing the water at will . Accidents should not strike because of fire that may prove fatal for that our ancestors learnt the art of fire management and designed the products not to be reason of outbreak of fire. Just imagine roof was made with straw and living person need light they designed earthen lamp but placed in such a way roof that is venerable to fire never catches fire. Even in cooking stove was designed for fire but not to invite accidents. Fire torch where fire end and holding end were separated to keep the user safe from burning accidents.

Accident occurs when something unknown, unexpected or interface is such it harms that was not imagined. Our lives are progressing with series of accidents and we are what today nothing but outcome of series of accidents. Accidents is anything that was unimaginable, result of some effects of uncontrolled parameters, something is natural but trying to mould for something and it comes back to original course or careless of not considering a specific parameters or action , designed for specific outputs but it turned out to be something else, in simple word unexpectedly or unintentionally outcome that invite losses .Chances of accident is high when the things are in dynamic compared to static one. A pole is on road is static but person is moving so there is probability if carelessness surfaced he may collide with it. Air is essential for breathing but the same can turn to accidents when dust storm or tornado surfaced. That forced for design of window and ventilator for proper air but in control manner not to hurt the person. It is not necessary accidents injures or damages but majority of time it correct our course of

actions and guide us for unimaginable path that was beyond our imagination or thinking capability or we call intervention of divine power has guided for skipping failure and defining no logic of reaching conclusion. Accidents outcome were responsible of defining not to act with such manner and it is easiest and short way of learning that explained to perform the work in such a way. It is about pulling out new tricks and trying new things.

It was Big Bang theory that is defining accident of nature that was responsible for creation of earth that too with habitat. Life has come to the earth planet with accidents of so many things that is difficult to synthesize for exact cause of origin of life. What we called survival with great difficulties was nothing but in modern term probability of accident that did not strike that could have eliminated the life. Our body has inbuilt safety mechanisms for accidents and mostly relies on nervous system or hormonal secretion. Why do we have reflex mechanism for avoiding accidents and later on our mind registers by observing phenomena to avoid such actions those can invite accidents. Other side secretion of adrenal gland in emergency situations helps in avoiding accidents. Sex is natural but pregnancy is accident. Avoiding of accidents helped in human progress more compared to systematic learning for performing specific work. Action for avoiding accident helps in improvement in human life style.

Majority of accidents outcome is loss but gaining back of what we have lost gave us new technologies. I have witness that clothes is damaged accidentally with sharp edge and rectification to make it back to original helped in devising many new techniques. Darning or systematic accidents helps in cutting with design of scissors or stitching or patch work or embroidery by designing needle that helps

**in shaping or returning back to original shape has come to the existence because of accidents. Smoke sensors are extensively used to avoid any fire accidents that can turn great losses. Successes give us landmark but nature of accidents opens various types of experimenting possibilities. Accidents help in narrow down for not to do what can lead to failure and gradually move for achieving successes. Any action leads to infinite possibilities and getting a specific outcomes eliminates others possibilities of experimentation and accidents is the major tool that helps in elimination non sense possibilities for desired outcomes .**

**As my grip over glass tumbler was lost it broke by falling down on floor. It was procedural accident where I was supposed to achieve objectives but carelessness in process invited accident. I was cutting the vegetables with knife and was well aware but consequences of mishandling invited accidents of bleeding. Another incidence where glass was designed to bear upto certain temperature and I poured hot liquid that was higher compared to bearing capability in temperature of glass and it was broken. It was accident because limitation of design products. In early days of design of airplane woman passengers were not allowed to wear the shoe with pencil heel because it might puncture the surface of the plane because of concentrated pressure at one point and invite accidents. Afterwards material science has developed better material for avoiding such accidents for meeting desired objectives. Man efforts are mostly focused on avoiding accidents because it invites losses but it is not always true and some occasion's accidents are proved beneficial for human beings. It was the accident when scientist discovered that close kept chocolate was melt and found the discovery of microwave cooking. It was accidental discovery.**

**Anything that was not thought before beginning and its surfaces or anticipation proves wrong or judgment proves incorrect invites accidents. An expert driver who anticipates others action who are on road while driving and takes preemptive steps for avoiding accidents. Those who fail in proper judgment are bound to invite accidents. This is true in robotic science where designers design the robots for performing specific works keeping in mind to avoid any associated accidents that may hurdles not to achieve the goals.**

**Accidents take us to new unknown world that not imagined and if its effect is temporary that also helps in insight of new world. Most interesting part of accident is that it is generally striking without notice and in no time and leave behind its impact. Some devices are preventive as we notice in earth leakage devices to protect the user from electrical shocks in shortest time. Some time it leaves permanent effects and lays the platform for new actions. Best example is mutation of genes is an accident but creates a new platform for future actions that is in the form of accidents. That incidence has given us new theory of errors where earlier everyone was focusing on theory of truth. Some accidents disturbed temporarily and in due course of time it turned out to be part of the system. That impacts of accidents remain with us and our minds accepts as our lives. This mechanism of accidents is clearly visible in living cell buildings where temporary accidents of mutation turned out to be part of the system.**

**Some time immediate effects of accidents was shocking and most horrifying as time passes it turned to something unusual. As we witnessed that victim of accidents who were unhurt came under shock and as time passes that horrifying story makes laughing while narrating to others. I have noticed in my friend he was driving two**

wheeler and met with severe accidents but escape unhurt. As reached on the spot of accidents he was under extreme shock and temporarily lost his voice but after few months the same incidence narrating to me makes him laughing.

Accidents are use for entertaining the audiences in circus by clown by actions for inviting accidents but not allow to happen. Charlie Chaplin who was greatest entertainer was with central idea of accidents for entertaining the audiences. I remember the shot where Charlie was walking and failed to notice the electric pole in street and collide as an accident and it makes the audience laugh. Snake and Ladder game is based on probability of accidents where snake bites and drag to lower position for keeping away from the desired goals. Even jugglers throw the balls in such a way possible accidents was inevitable and not go out of the hold is nothing but avoiding the possible accidents that success gives the entertainment to the audiences. Concept of cartoon of Tom and Jerry is entertaining the audiences because of unexpected accidents in unexpected situations one after the others are striking.

Designer tries to eliminate the chance of accidents associated with it but faces certain situation it is inevitable then uses the strategy for lowering the impact of it as we noticed in vehicle accidents by designing helmet or airbags for safety or design alternative for achieving objectives. When two wheeler or light four wheeler is moving on road there is possibility of tube getting puncture because of rough terrain and accidents of puncture is possible anytime at any place so provided alternative arrangement of extra wheel for quick replacement. Even designed tubeless wheel or improved the tyre quality to meet the possible challenges of accidents. Similarly to avoid accidents because of rough terrain we designed shoes.



**Role of accidents helps in nabbing the culprit and sometime they do such mistakes and invite the accidents for catching red handed. Sometime investigators look for some evidences that are left accidentally that lead to the clue of the culprit. Entire Forensic science is designed for analyzing the detail study of evidences left by culprit accidentally.**

**I am thankful to Dr. Ivelina Gadzheva , Design for all Specialist and founder of Design For All foundation Bulgaria for accepting our invitation for Guest Editor and she did complete justice to our monthly international publication by inviting authors of her choice for highlighting the issues of people in Bulgaria.**

**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](http://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.**

***With Regards***

***Dr. Sunil Bhatia***

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## Forthcoming Issues

**July 2019 Vol-14 No-7**

***GONZALO RAINERI BERNAIN***

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## **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**

## **September 2019 Vol-14 No-9**

**Bogdanović Aleksandar ,Belgrade, Serbia of CRID (Inclusive Society Development Center), national organization, Belgrade, Serbia will be the Guest Editor.**



## **October 2019 Vol-14 No-10**

**Dr. Ravindra Singh is an Assistant Professor of Design at Delhi Technological University, Delhi. He is passionate about human-centric design; designing a product for an extensive variety of users. His major research interest is Universal Design, Innovative Product Design, Sustainability,**



and Frugal Design. Ravindra Singh has done BTech in Mechanical Engineering from UP Technical University. He received his Master of Design (MDes) and Doctoral degree (Ph.D.) in Design from Indian Institute of Information Technology, Design and Manufacturing, Jabalpur (IIITDM) and has authored research papers in referred journals and international conferences.

**Partha Pratim Das** is working as an Assistant Professor in the Department of Design, Delhi Technological University. His Research interest areas are Human Centered Design, Design for Sustainability, Grassroots Innovation, Design Thinking, Systems Design, Design for Experience. He has a Bachelors in Civil Engineering, an M.tech in Environmental Science and Engineering and M.Des in Industrial Design. Currently, he is pursuing Ph.D. from IIT Delhi.



## **November 2019 Vol-14 No-11**

**Elisabete (Bete/Bebé) Castanheira** from Brazil will be Guest Editor for this special issue. Designer, university professor, researcher and consultant in the development of design projects,

**Elisabete Castanheira** has solid market, academic and content experience. As a lecturer she works in the courses of Design, Graphic Design and Product Design.



**As a volunteer, she is a member of the board of directors of adp (Brazilian association of product designers), as an administrative director (having served as a financial director for the two previous managements) and is a member of the advisory board of objeto brasil association and the brasil criativo institut. She participated in several exhibitions in brazil and abroad, receiving awards and honorable mentions.**

**In 2017 participated in the group that represented Brazil at the Cannes Festival as jury in the category of Product Design and coordinated the team that prepared the application process of Brasília to the Creative Cities Network of Unesco - Category Design (application that was accepted).**

# New Books



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Sunil Bhatia

## Design for All

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Expression of gratitude to unknown, unsung, unacknowledged, unappreciated and selfless millions 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 man made 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 gilded 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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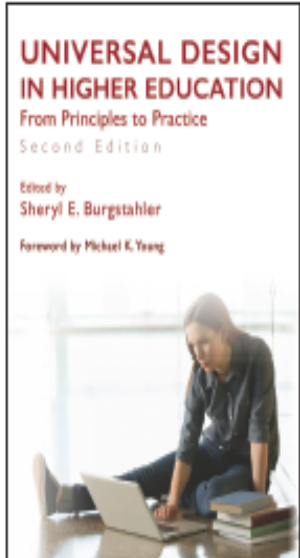
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**SHERYL E. BURGSTAHLER** is an affiliate professor in the College of Education at the University of Washington in Seattle, and founder and director of the university's Disabilities, Opportunities, Internetworking, and Technology (DO-IT) and Access 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.”**

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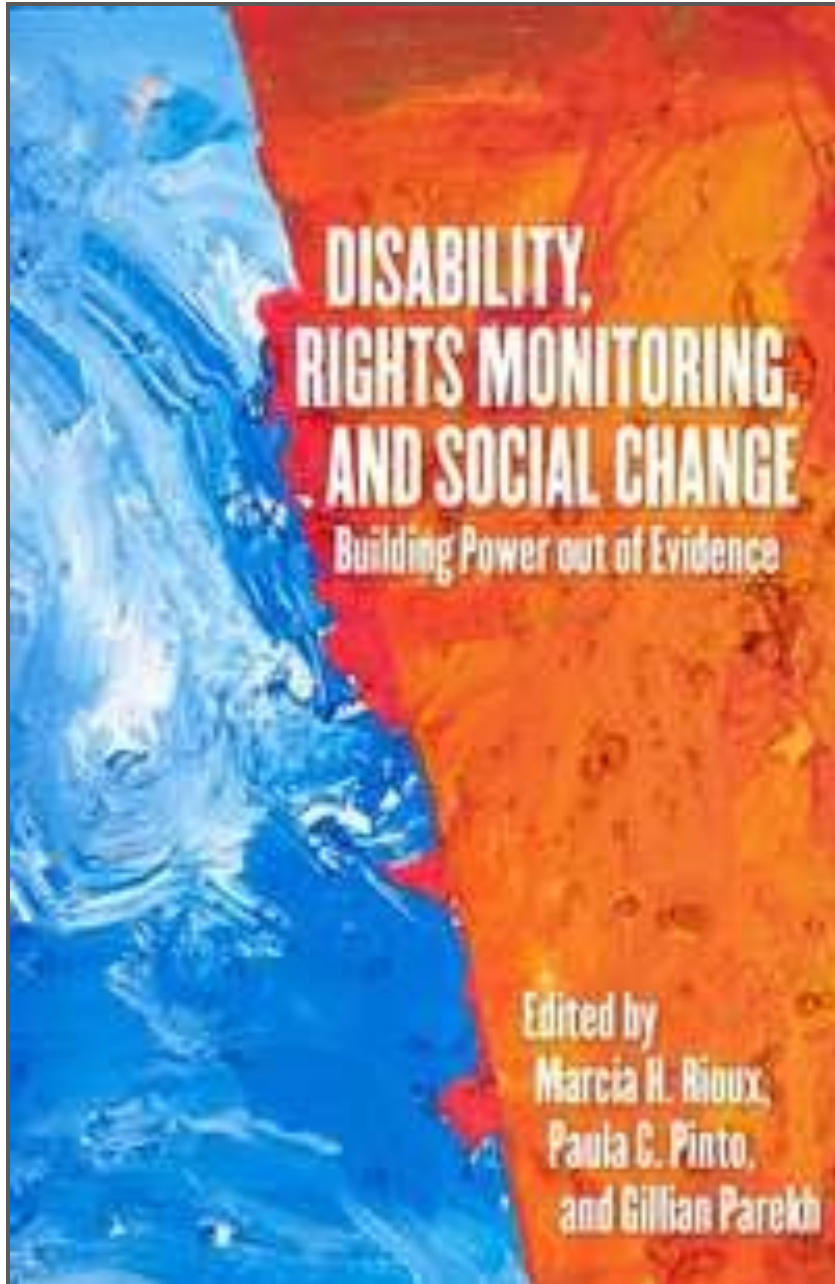
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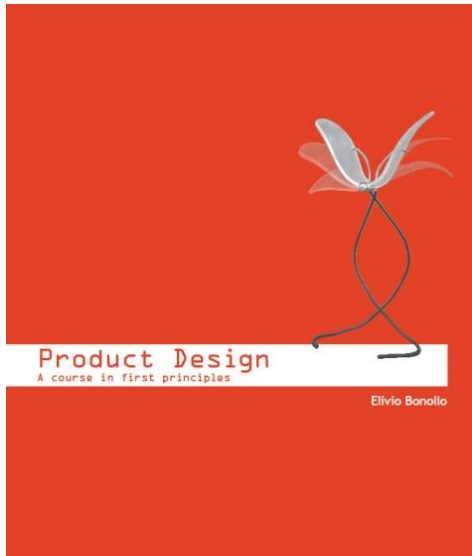
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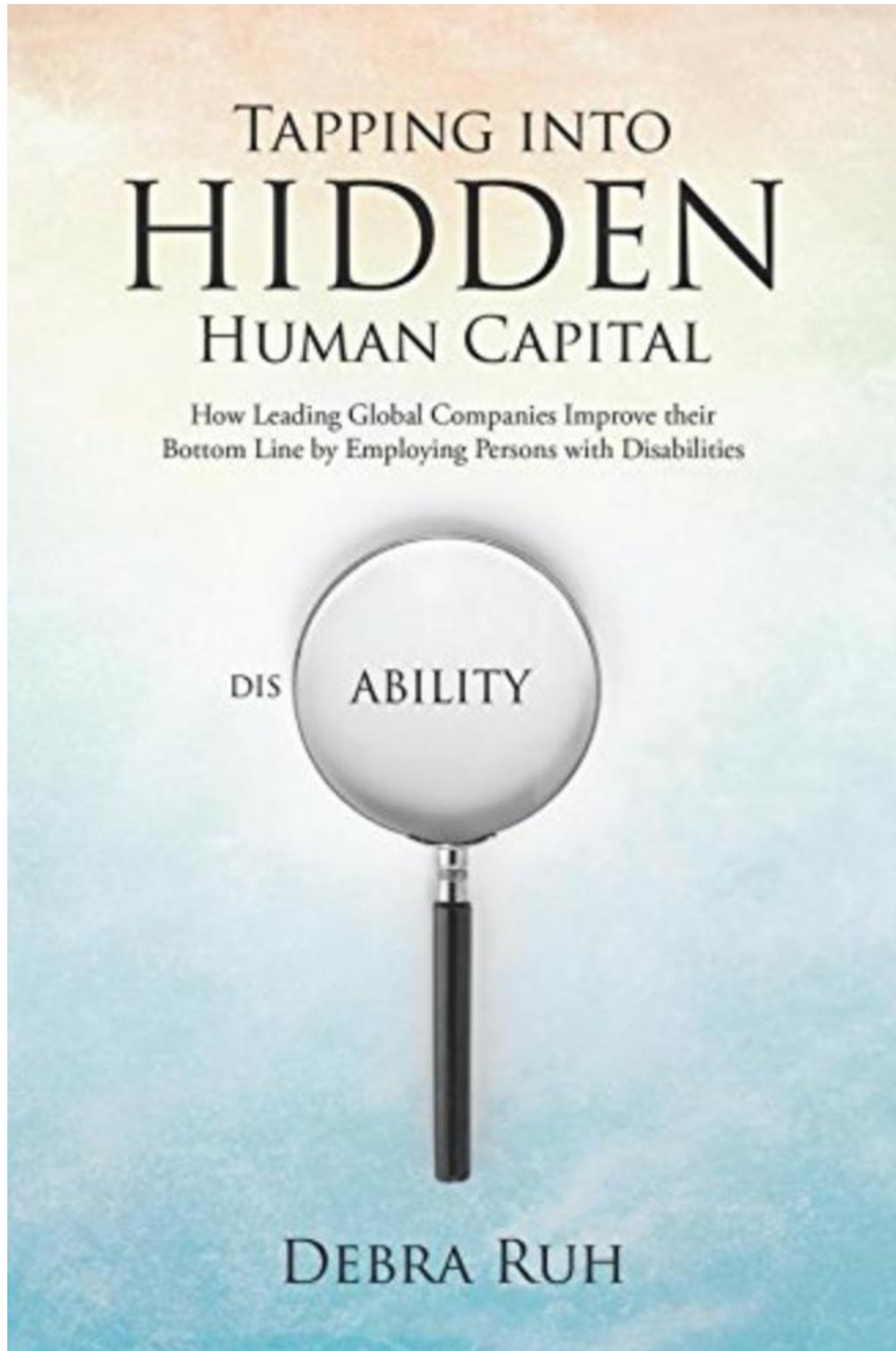
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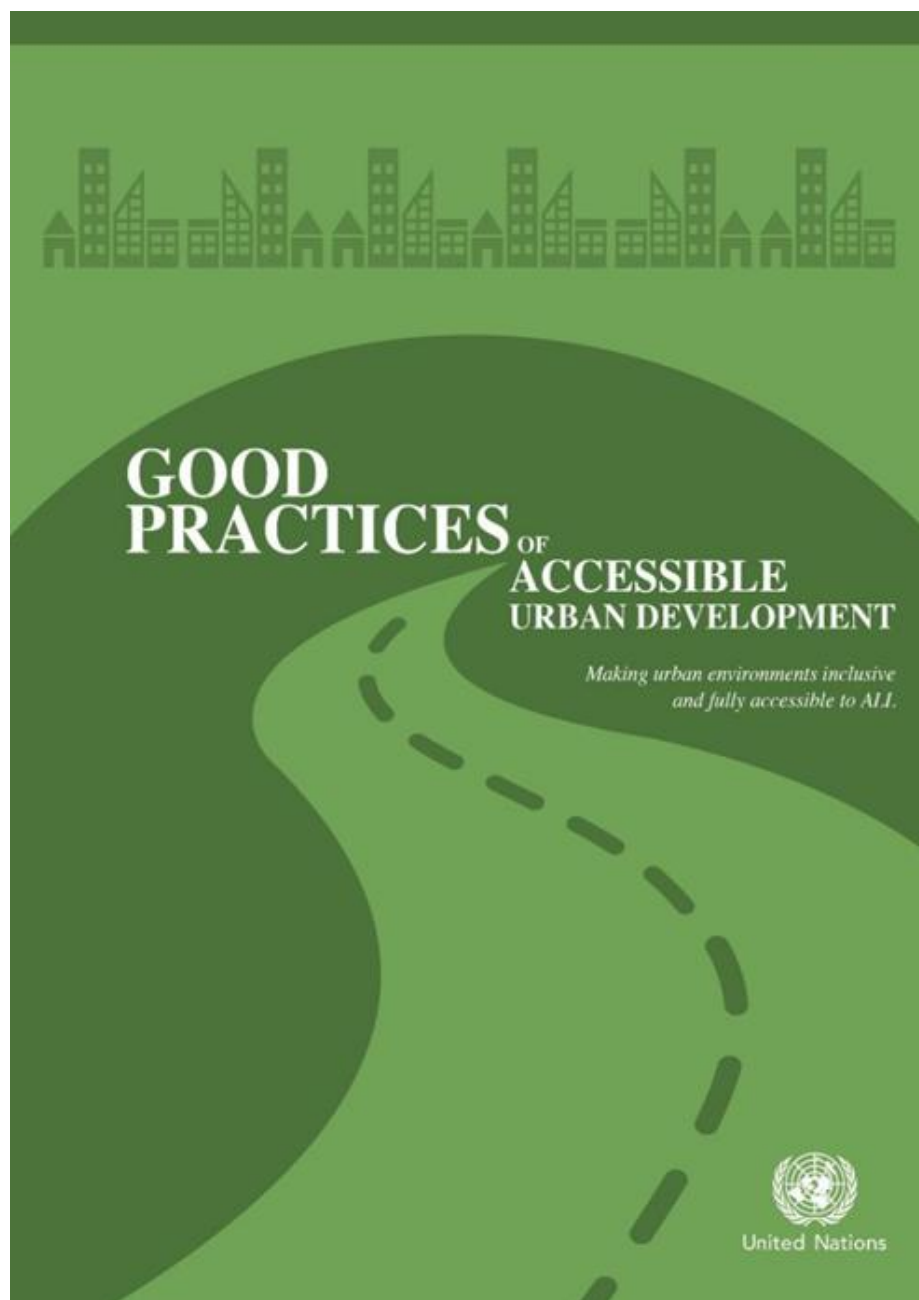
[http://www.amazon.com/Product-Design-course-first-principles/dp/1784562939/ref=sr\\_1\\_sc\\_1?ie=UTF8&qid=1456434322&sr=8-1-spell&keywords=Bonollo+Product+Design%3A+A+course+in+first+principles](http://www.amazon.com/Product-Design-course-first-principles/dp/1784562939/ref=sr_1_sc_1?ie=UTF8&qid=1456434322&sr=8-1-spell&keywords=Bonollo+Product+Design%3A+A+course+in+first+principles)

[www.amazon.com.au](http://www.amazon.com.au)

[https://www.amazon.com.au/Product-Design-Course-First-Principles-ebook/dp/B07FNV2F4L/ref=sr\\_1\\_fkmr0\\_1?ie=UTF8&qid=1532497383&sr=8-1-fkmr0&keywords=Product+Design+a+course+in+first+principles](https://www.amazon.com.au/Product-Design-Course-First-Principles-ebook/dp/B07FNV2F4L/ref=sr_1_fkmr0_1?ie=UTF8&qid=1532497383&sr=8-1-fkmr0&keywords=Product+Design+a+course+in+first+principles)

READING HINTS: ePub files can be read with the iBook app on Apple MacBook/iPad devices; ePub files can also be read on Desktops PCs, Laptops and Surface devices using readers such as the Microsoft *freedaePub* reader. The Kindle (mobi file) reader is flexible and suitable for reading the eBook on PCs; Kobo readers can also be used to read ePub files on MacBook and iPad. All formats are very interactive with very good navigation.





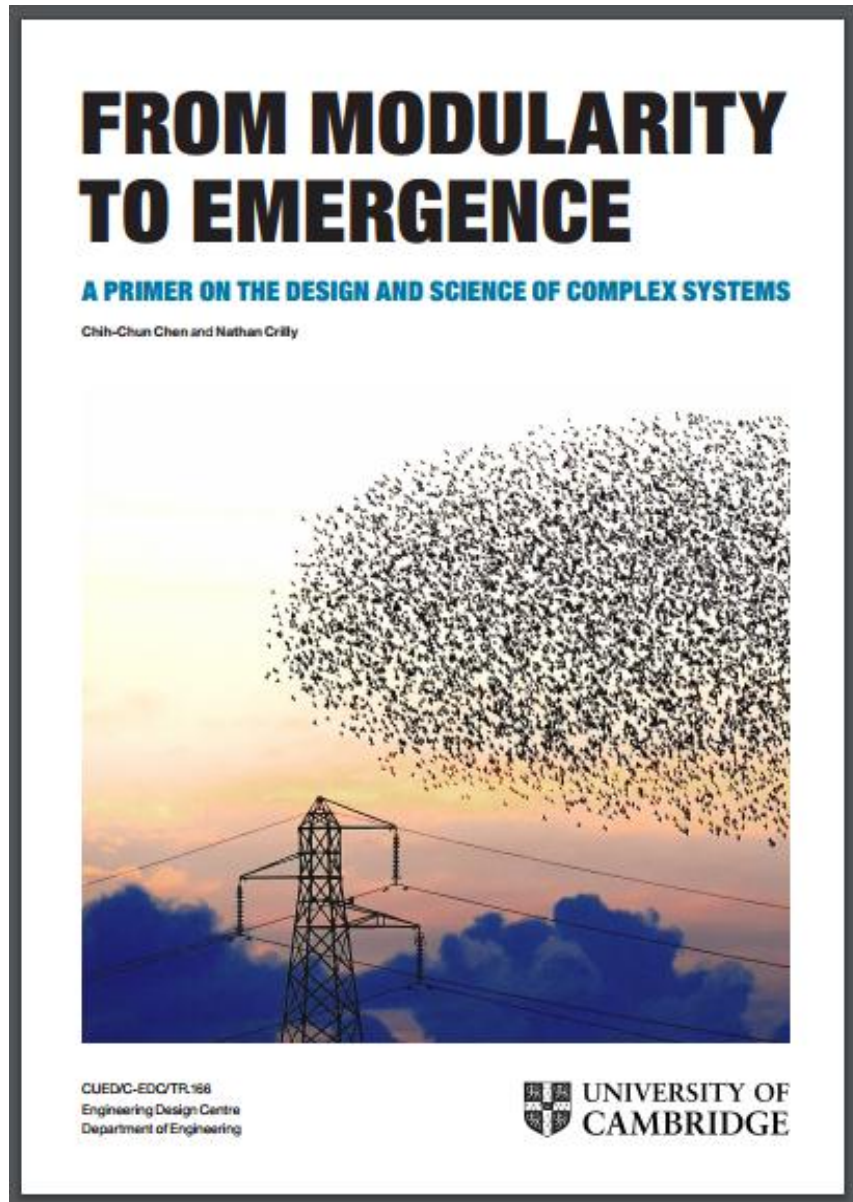
In light of the forthcoming United Nations Conference on Housing and Sustainable Urban Development (HABITAT III) and the imminent launch of the New Urban Agenda, DESA in collaboration with the Essl Foundation (Zero Project) and others have prepared a new publication entitled: "Good practices of accessible 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](http://www.un.org/disabilities/documents/desa/good_practices_urban_dev.pdf)





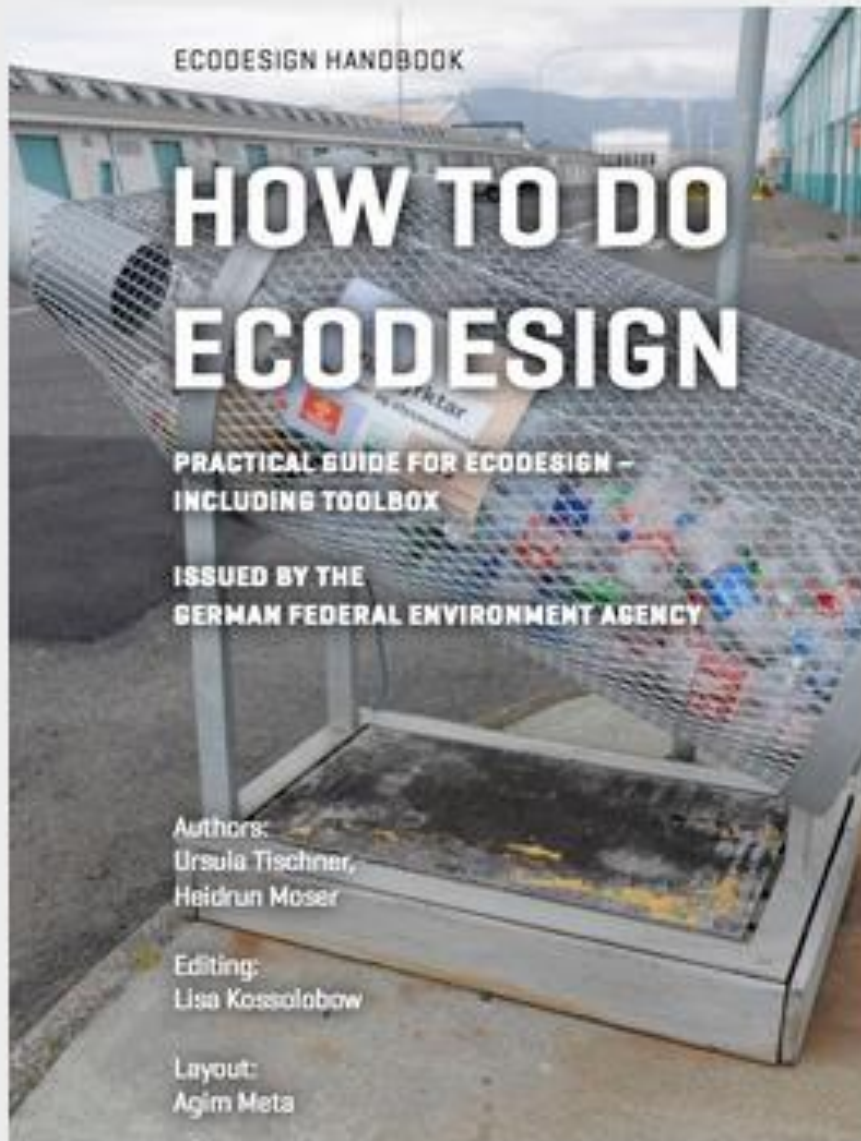
Dr Chih-Chun Chen and Dr Nathan Crilly of the Cambridge University Engineering Design Centre Design Practice Group have released a free, downloadable book, *\_A Primer on the Design and Science of Complex Systems\_*. This project is funded by the UK Engineering and Physical Sciences Research Council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

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

# **Changing Paradigms: Designing for a Sustainable Future**



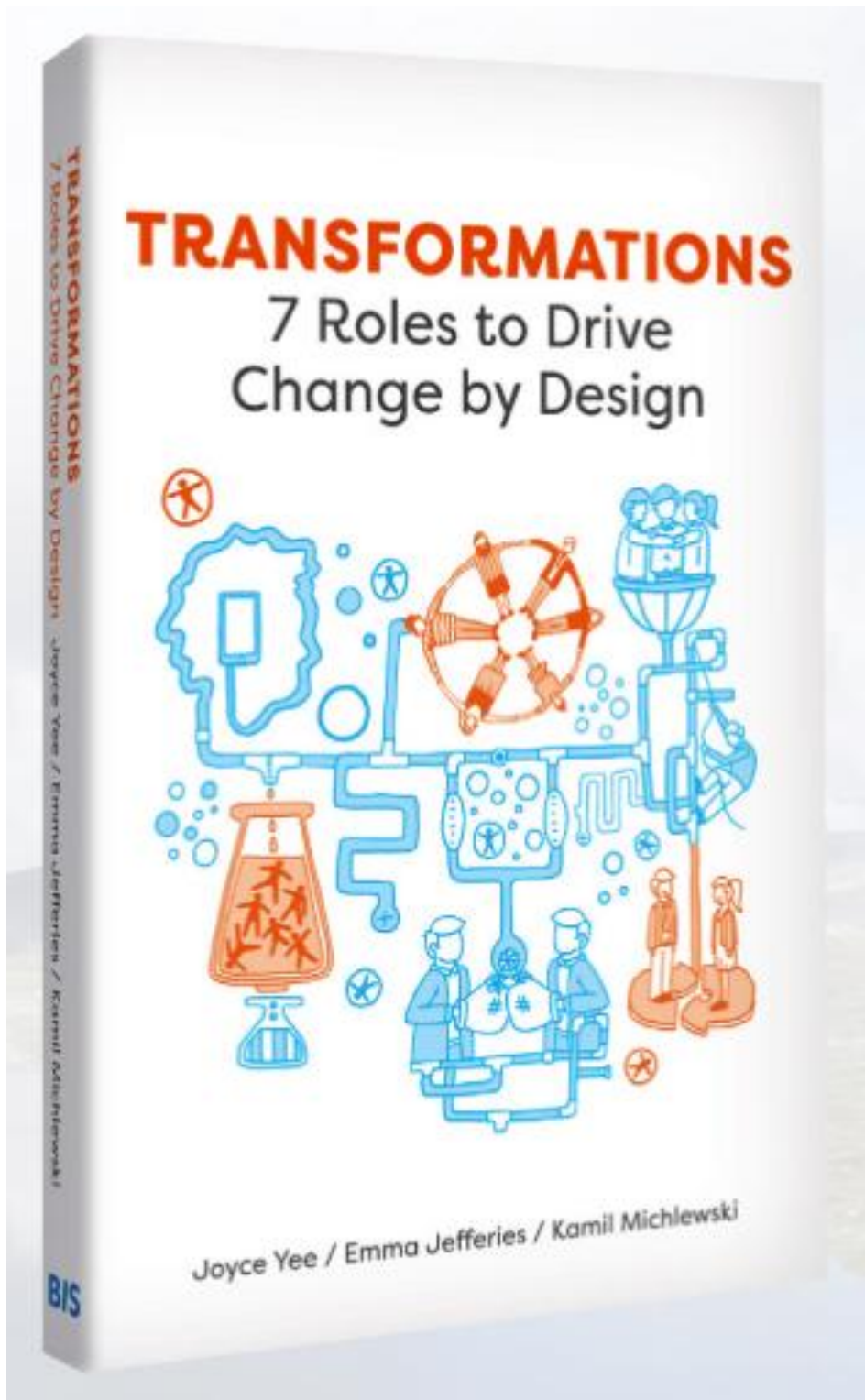
## **New iBook / ebook: HOW TO DO ECODESIGN**



Practical Guide for Ecodesign – Including a  
Toolbox

Author: Ursula Tischner





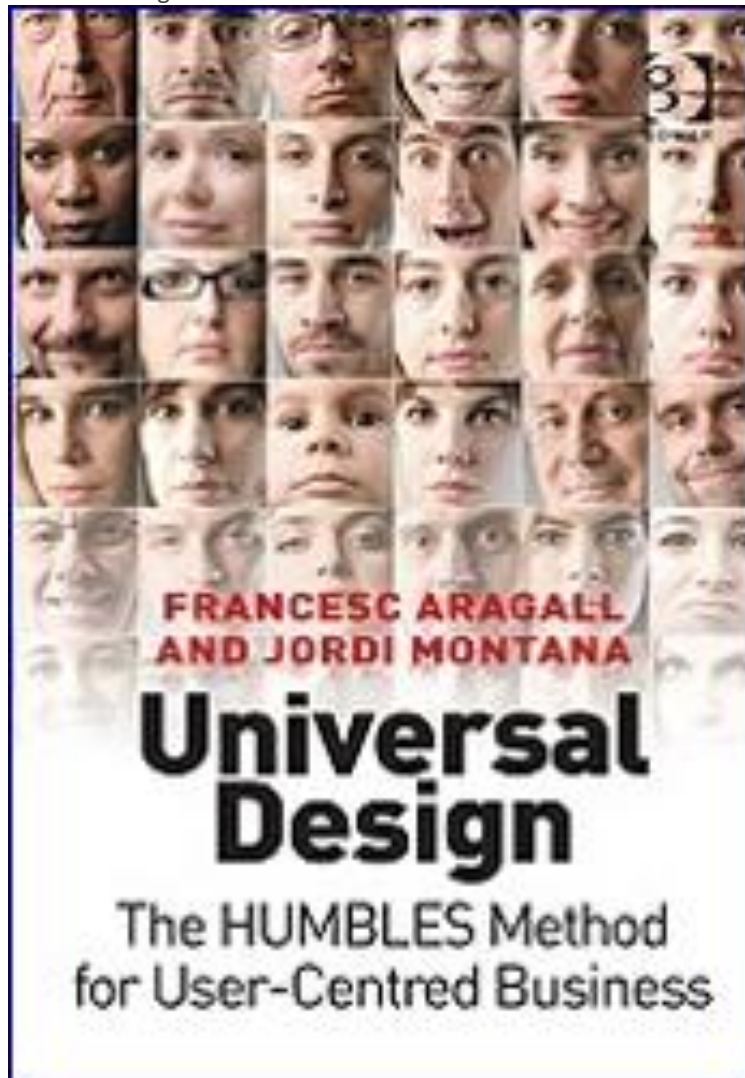
Arnar Árnason and Sigurjón Baldur Hafsteinsson

# DEATH AND GOVERNMENTALITY

Neo-liberalism, grief and the nation form

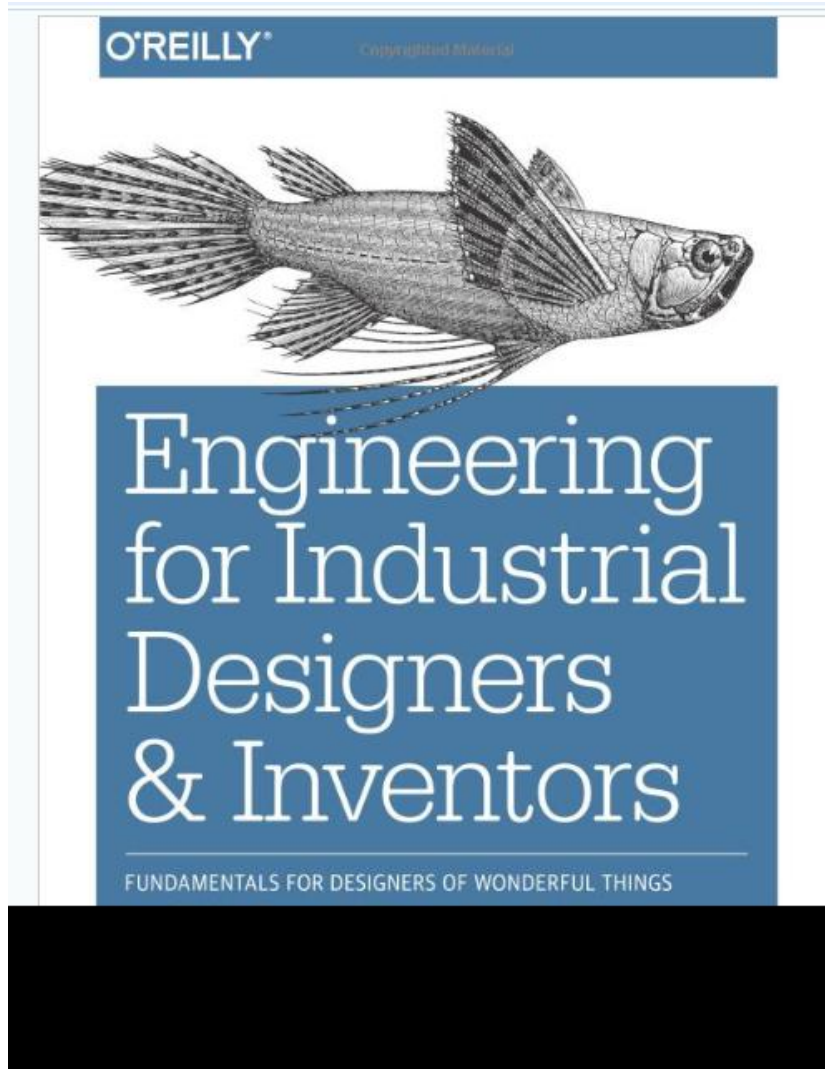


Universal Design: The HUMBLE Method for User-Centred Business



“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](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)**



# News

1.

## **Autonomous Vehicle Design Should Benefit Broader Group of Potential Drivers**

**(Americas, Transportation)**

**At a time when major automakers are planning to deploy greater numbers of autonomous vehicles (AVs), they have a unique opportunity to ensure people with disabilities have access to this transformational technology.**

**That is one of the conclusions of [Driverless Cars and Accessibility: Designing the Future of Transportation for People with Disabilities](#), released today by the Intelligent Transportation Society of America (ITS America). The report calls for key players in the transportation, healthcare and consumer electronics fields to work together to encourage manufacturers to produce accessible designs for automated vehicle systems and notes that developing standards and focusing on universal design must happen now.**

**“This is a transformative time in transportation – everything is changing,” said ITS America President & CEO Shailen Bhatt. “As automakers plan for automated vehicles, this is the perfect opportunity to reimagine and design cars in a way that makes them accessible for all potential drivers.”**

**ITS America hosted two charrettes and conducted one-on-one interviews related to autonomous vehicles and people with disabilities. One key finding to emerge was that whether persons with disabilities can benefit from the deployment of automated vehicles is directly dependent on how early and to what extent manufacturers take accessibility into consideration in the design process.**

**Almost 20 percent of people living in the United States had a mobility, sensory, cognitive or other impairment in 2010, according to the U.S. Census. Many modes of transportation are inaccessible, unreliable or ill-suited to people with disabilities and older adults, which often means fewer opportunities for employment, housing, healthcare, and education.**

**“The automobile industry has a rare opportunity to create an innovative product that can be used by everyone, including wheelchair users, which will reduce much of the waste and associated with customization,” said Henry Claypool, policy director for the Community Living Policy Center at the University of California, San Francisco.**

**The report notes for a future autonomous vehicle to be fully accessible, automation must apply not only to driving but also to how it is dispatched, how it parks or docks, and how it secures passengers and manages their entry and exit.**

**It also lays out issues related to public and private mobility services and accessibility, particularly as they relate to the Americans with Disabilities Act (ADA).**

**“The ultimate aim in creating accessible, autonomous passenger vehicles is for everyone – regardless of age or ability – to travel independently,” Bhatt said.**



**Participants in the charrettes and follow-up interviews included representatives for people with permanent communicative disabilities, permanent physical disabilities, and the conditionally impaired – those who were injured, veterans and older adults, among others. Representatives from automakers, ride-sharing and technology companies, and public agencies also participated.**

**The project was funded by the National Institute on Disability, Independent Living, and Rehabilitation Research and the Administration for Community Living. It was conducted as a project of the Community Living Policy Center at the University of California San Francisco.**

**[Originally posted on AJOT](#)**

**(Source: GAN)**



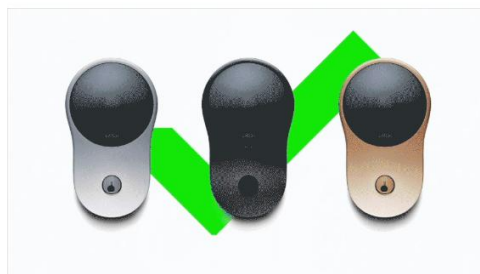
## Programme and Events

THE ANNUAL INTERNATIONAL BERKELEY UNDERGRADUATE PRIZE FOR ARCHITECTURAL DESIGN EXCELLENCE 2019

2019  
**berkeley  
prize**  
Architecture and  
Climate Resilience

ABOUT THE PRIZE  
ESSAY PRIZE COMPETITION  
TRAVEL FELLOWSHIP  
PREVIOUS FELLOWSHIPS

Click on photograph for details.



### THE SEARCH FOR EXCELLENCE IN DESIGN

Good Design Australia is calling for Australian and international entries to the 2019 Good Design Awards. Through the annual Good Design Awards program, we recognise and celebrate excellence in cutting edge design and breakthrough innovation. Entries close 28 March 2019. [Find out more about the 2019 Good Design Awards here.](#)

[ENTER 2019 AWARDS](#)





**NEW FOR 2019 - THE WOMEN IN DESIGN AWARD!**

Good Design Australia is extremely proud to announce the new Women in Design Award, that will be presented as part of the 61st annual Good Design Awards.

The inaugural Women in Design Award seeks to recognise and celebrate women who have made significant contributions to the industry and hopes to encourage a more diverse and equal representation within the industry and leadership roles in particular within the design and creative industries.

The Selection Committee for this Award will comprise of Australian and international leaders in the design and creative industries. Confirmed Selection Committee Members include:

Liza Chong, CEO INDEX:Design to Improve Life (Denmark)

## Design for All Bulgaria Foundation

Margaret Petty, Executive Director of Innovation and Entrepreneurship UTS (NSW, Aus)

Sarah Weir, CEO Design Council (UK)

Claire Beale, Executive Director of Design Tasmania (TAS, Aus)

Eunjo Maing, Director / Head of D-TEC at Korean Institute of Design Promotion (Korea)

Trish Hansen, Founding Principal Urban Mind (SA, Aus)

More to come...



Design  for all  
FOUNDATION

**Good Practices 2019 candidatures**



Now you can submit your project, product or service as  
Design for All Good Practice opting to  
the International Awards Design for All Foundation 2020



International conference

## Global Challenges in Assistive Technology Research, Policy & Practice

August 27-30 2019 Bologna Italy

[www.aaate2019.eu](http://www.aaate2019.eu)

### Call for Papers

Basic research & Applied research  
Special thematic sessions

Deadline for submission:  
28 February 2019

### Call for other contributions

Educational sessions  
Policy sessions  
Product and Prototype presentations  
*See website for deadlines*

### Conference topics

- ↓ Assistive technology (AT) for cognitive, sensory and motor disabilities
- ↓ AT service delivery systems, practices, quality and outcomes
- ↓ AT education, training and professional development
- ↓ AT in low- and middle-income countries
- ↓ Emerging and innovative AT
- ↓ Alternative and Augmentative Communication
- ↓ AT and social assistive robotics
- ↓ AAL, smart environments and IoT
- ↓ eAccessibility
- ↓ Universal Design
- ↓ Mobility and seating solutions
- ↓ Ageing and technology
- ↓ AT for rehabilitation
- ↓ AT, virtual and augmented reality
- ↓ AT, digital health and innovation in care
- ↓ AT in education
- ↓ Policy and social aspects related to AT

Don't work in isolation!  
Join AAATE! Join the Bologna conference

[www.aaate2019.eu](http://www.aaate2019.eu)

#AAATE2019

[aaate2019@aiasbo.it](mailto:aaate2019@aiasbo.it)



## International conference on 'Designing for children' with focus on 'Play and Learn'

Saturday 7th to Sunday 8th of December 2019

Venue: VMCC, IIT Bombay



Spring Edition 2019 – Dateline New York



### 2019 Spark Design Awards Are All Underway

The Spark Awards are welcoming entries now. They include 10 general categories, with 2 student competitions and our brand new award for CleanTech Design. All of these awards have many sub-categories, so be sure to check them out at Spark:



### 2019 Awards

- Student Design (Spring & Winter)
- Product Design
- Graphic Design
- Health, Medical & Universal Design
- Spaces & Architecture Design
- Digital Design (includes UI, UX, IXO & HCI)
- Mobility & Transport Design
- Experience & Service Design
- CleanTech Design

### Note To Students & Educators

The 2019 Spring Student Awards are open and already receiving some cool designs. Standard deadline is coming up May 20th and the Late and Final Deadline is June 12. Join Us and tell your pals!



## Advanced Course in Methods for Child Computer Interaction

### DESIGNING EXPERIENCES FOR CHILDREN

May 13-14, 2019 | Indian Institute of Technology Guwahati

This two-day course in methods for Child Computer Interaction is a bespoke course that is built on over ten years of experience in delivering such content. The first version of it was a day long course in Zurich in 2003; which was then delivered, with adaptations, in 2004 in Maryland, US and Vienna, Austria and in 2005 in Rome, Italy and Boulder, US. In 2005, a week-long course was developed for the University of Tampere, Finland, that was later delivered in Zaragoza, Spain in 2010 and at the National University of Singapore (NUS) in 2011. Shortened versions of the same course have been delivered in Vancouver, CA in 2011, Austin, US in 2012, Toronto, CA in 2014, Seoul, Korea 2015, San Jose, US 2016, Mumbai, India 2017, Montreal, CA in 2018 and Trondheim, Norway 2018.

Professor Janet Read, who manages and runs the course, has over 15 years of experience in Child Computer Interaction. She is a main author of the 2008 text book 'Evaluating Interactive Products with and for Children, San Francisco: Morgan Kaufmann' and is the Editor-in-Chief of the International Journal of Child Computer Interaction.

#### EXPECTED TAKEAWAYS

Identify, and consider solutions for, the challenges of designing and evaluating technologies with and for children.

Become familiar with, and understand how best to use, the Fun Toolkit, MemoLine, Drawing Intervention, PETT surveys, and other child-centred evaluation methods.

Evaluate the advantages, disadvantages, and ethical challenges of inviting children to participate in design sessions.

Plan and organise a child-centred design or evaluation study.

### RESOURCE PERSONS



**JANET READ** is a Professor in Child Computer Interaction. Internationally known for her work on designing and evaluating technologies for children as well as for her work on text input with digital ink.



**GAVIN SIM** is a Reader in HCI who has assisted with the course in Interact 2017. His specialisms in Child Computer Interaction are in the use of heuristics for evaluation and in long term UX evaluation.

**TIEMS 2019 Annual Conference**  
November 12 - 15, 2019  
GOYANG, KOREA



Conference Host:  
TIEMS Korea Chapter jointly with the  
Korean Society of Disaster & Security

I have the  
Pleasure to  
Announce and  
Call for Papers  
and Posters for  
TIEMS 2019  
Annual  
Conference in  
Goyang, Korea!

The Conference dates are  
12 - 15 November 2019



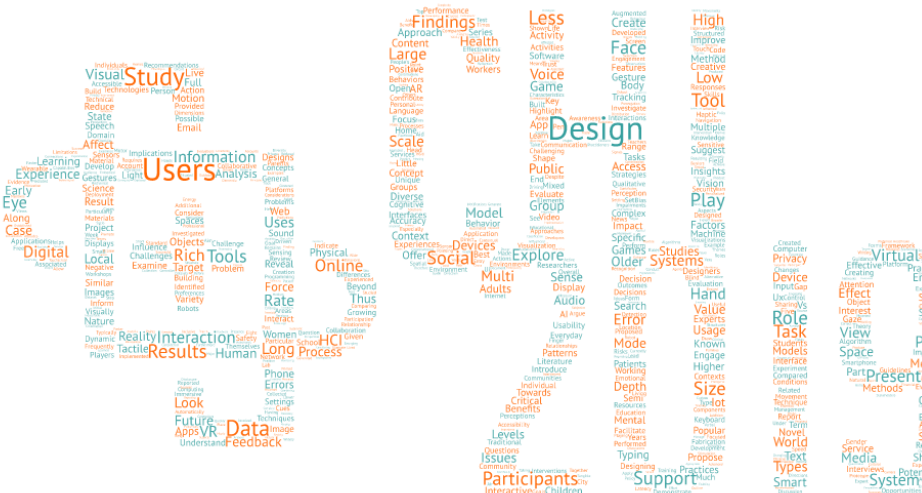
# THROUGH DIFFERENT EYES

10-11 OCT 2019 AMSTERDAM

THE DESIGN  
THINKING  
CONFERENCE

July 6th, 2019 | IIT Bombay, Mumbai, India

We are happy to announce Best of CHI 2019 co-sponsored by ACM SIGCHI Asian Development Committee and HCI Professionals Association of India on 6th of July, 2019 at IIT Bombay, Mumbai. The intent of the event is to bring together students, researchers and practitioners to discuss some of the many interesting papers which were presented at CHI 2019 (<https://chi2019.acm.org>).





## Job Openings

### Job Opening

1.

looking to fill 1 UX Lead position in Xoriant Mumbai. The candidate should have at least 7 years of experience, the usual UX related skills and strong English communication skills. US visa is preferred though not a must. The candidate should be able to travel for a few weeks at a short notice.

Please apply with resume and portfolio at [ashish.ganu@xoriant.com](mailto:ashish.ganu@xoriant.com)





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