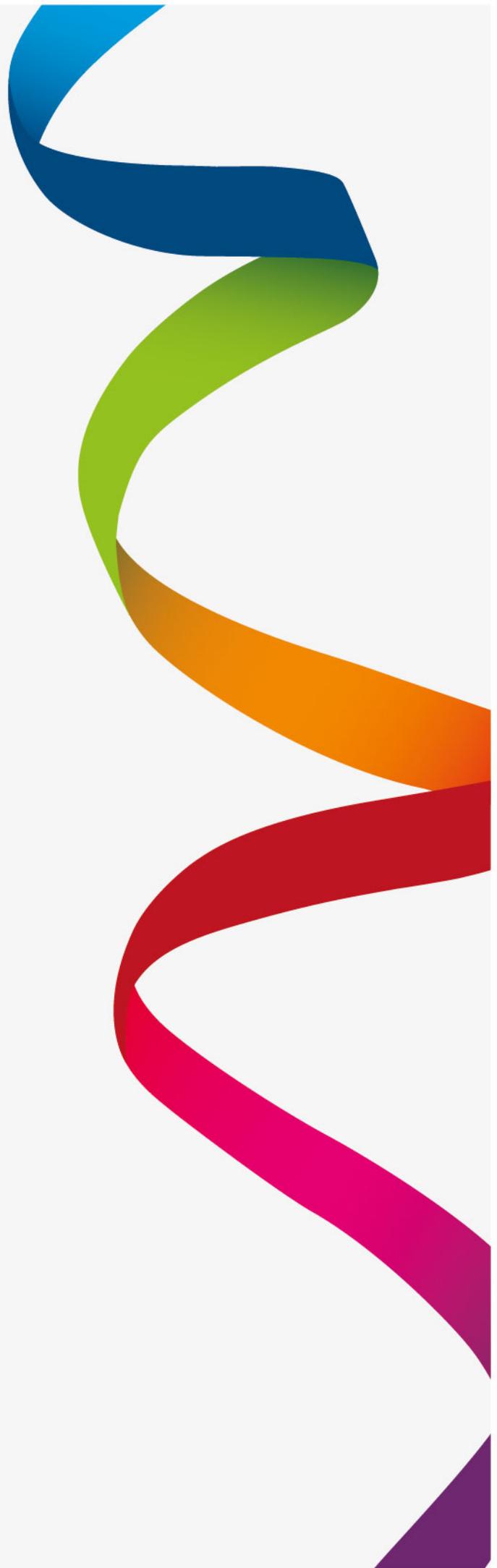
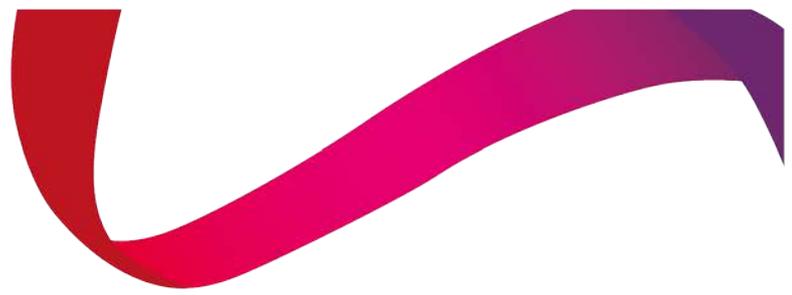


Promoting Inclusion

A British Council guide to
disability equality





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Foreword

About one in seven people are disabled. That's around 15 per cent of the global population, or an estimated one billion people worldwide. It's a number that still surprises many. This is because disability is not necessarily obvious or physically apparent and many disabled people are prevented from joining in wider society by a range of barriers – and are therefore effectively invisible. That 'one in seven' means there's a very good chance that you, someone in your family, or a close friend, are living as a disabled person.

Demographic change, as well as science and technology, are increasing life expectancies and leading to ageing populations. Alongside longstanding threats like natural disasters, wars, and disease, almost everywhere people are living longer – these factors often lead to disability. As Bert Massie said when he was Chair of the UK's Disability Rights Commission: **“Disability is an open club. Hang around for long enough and you'll become a member.”**

Disabled people continue to face discrimination and barriers in the workplace and in wider society. This guide looks at how we in the British Council can help identify and remove those barriers and as the organisation's Disability Champion I commend it to you.

We have undertaken some impressive work relating to disability equality including within our Teaching Centres and our exams teams and we share some of this in the guide, but we must not be complacent. We can and will do better if everyone, whether currently disabled or not, makes their contribution.

Further developing our awareness, challenging others and ourselves, as well as taking actions that lead to equality, full human rights and inclusion for all disabled people, with a focus on ability not disability, is consistent with the quality of cultural relations impact and influence which we aspire to.

I look forward to your support and to improving together.

Alison Coutts
Disability Champion
Head, Corporate Affairs



Defining Disability

Words and concepts used about disability vary enormously. Exploring the best available current definitions and beliefs around disability is an effective way to deepen our collective understanding. What follows aims to support an appropriate foundation for our work and nurture respect and inclusion.

Disability is a broad concept. The United Nations Convention on the Rights of Persons with Disabilities (2006) states:

“Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.”

The UK Equality Act (2010) definition similarly states that a disability is:

“A physical or mental impairment which has a substantial and long term adverse effect on a person’s ability to carry out normal day-to-day activities.”

Impairment here means ‘a physical, mental or sensory functional limitation within the individual’. But impairment is only part of the experience of disability, which also includes:

“...the loss or limitation of opportunities to take part in the normal life of the community on an equal level with others due to physical and social barriers”

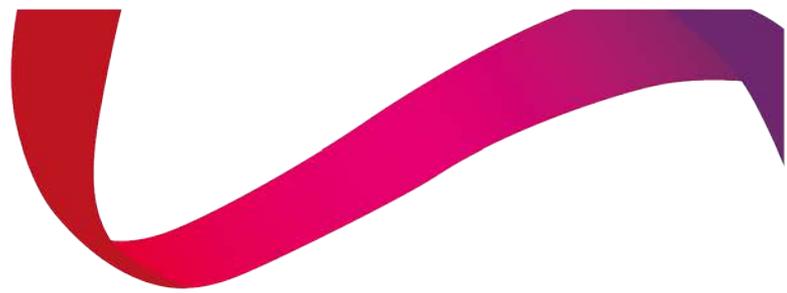
(Constitution of Disabled People's International, 1981).

So disabled people are not “people with impairments” but:

“...people with impairments who are additionally ‘disabled’ by socially constructed barriers” *(Colin Barnes, Disabled People in Britain, 1991).*

These differences between **disability**, **disabled people** and **impairment** are important distinctions. They underline how the physical, mental or sensory impairments which can limit someone’s abilities, or indeed the fact of neurodiversity (discussed later), are different from the external conditions which can also limit them. These conditions can vary from an inaccessible office or unreadable safety notice, to the attitude of someone recruiting for a job, or a line manager or a teacher.

It’s also important to realise that impairments aren’t always obvious or physical: many are hidden or invisible. These might include mental impairments, like bipolar disorder or chronic depression, or cognitive ones like learning disabilities, or autism or dyslexia, as well as physical ones, like sickle cell anaemia, diabetes, cancer or HIV/AIDS.



Neurodiversity

Neurodiversity refers to human differences in cognition and neural processing - different ways of thinking, engaging with and using information and communicating. It acknowledges that for some people this differs from the majority who are often termed 'neurotypical'.

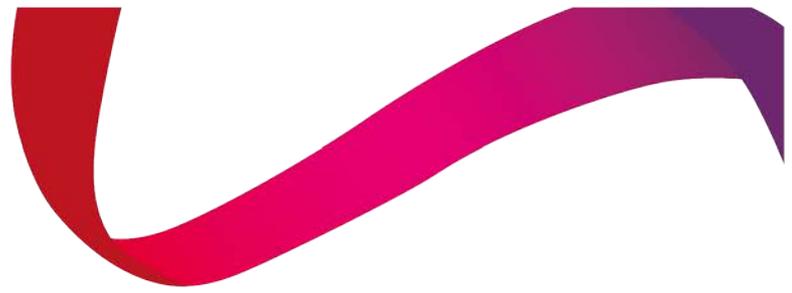
There are different views about whether neurodiversity should be considered a disability, for various reasons. These include assessing the degree of impact on the ability to carry out day to day activities and fully participate on an equal level to others because of physical and social barriers. In addition, the ability to think, process information and communicate differently from the majority can be a strength; it can bring creativity and detailed analysis and lateral thinking skills amongst other things and can be highly sought after and remunerated. Therefore, in some circumstances, neurodiversity brings advantage, not disadvantage. However we have included it here because there are disabling aspects related to the whole area of neurodiversity including vulnerability to prejudice, discrimination and exclusion.

Most of our education and training systems, including the related accreditation and reward gained through examinations, are set up in a rigid and structured way that cater for the neurotypical.

Although there can be some support for students in formal education who are labelled neurodiverse (which would include those with autism, dyslexia, dyspraxia, dyscalculia, amongst others), this is rare in the workplace and has to change if we are to achieve inclusion and embrace and value diversity.

Therefore in whatever role you hold:

- be aware that people think, process information and communicate in different ways and consider how to take this into account when running events, planning programmes, teaching and recruiting.
- try to ensure you focus on output rather than forcing colleagues to deliver in the same way, whilst of course recognizing that our behaviors and values are important and it is necessary to align to these.
- consider a neurodiversity awareness raising session and the learning and information that can be applied from this.
- in developing policies and equality screening and impact assessing those of high relevance to equality, consider the aspect of and implications for neurodiversity.



Inclusive Language

There's a long and unpleasant history of language being used to hurt and dehumanise disabled people. We should be sensitive to this and not reinforce it, ensuring we use inclusive language, being respectful rather than patronising or infantilising.

Obviously, over time, the meaning of words change and vary, so it is important to remain informed.

Disabled people has become the term used and preferred by many international organisations and disabled people's groups. At the British Council, including in this document, we use the term disabled people.

The United Nations Convention however uses **persons with disabilities**.

Both phrases capture how people with impairments are often dis-abled, that is, made less able, not necessarily by their impairments but by societies which often create barriers to inclusion through negative attitudes, the physical environment and media representation of disabled people.

Within different countries there will be different terms. Talk to disabled people's organisations and see what language they use and why. Labeling people by their impairment is to be avoided, as are negative associations, stereotypes and jokes about disabled people (unless for well-considered reasons).

The Models of Disability

The British Council supports and actively promotes use of the Social Model of disability.

The Social Model has been developed by disabled people and sees disability in terms of socially-imposed barriers that prevent people with impairments from participating fully and on an equal basis with others, in mainstream activities.

These barriers can be:

- physical (for example, an inaccessible residential facility including a hotel, or an inaccessible exams venue);
- structural (for example, a segregated education system preventing people with certain impairments from pursuing education in a wide range of areas);
- cultural (for example, a belief that disability is a punishment and therefore brings shame, or is to be exorcised, or is an embarrassment leading to blame, cruelty and/or isolation);
- economic (for example, not acknowledging the financial implications for people requiring paid support to participate);

- 
- attitudinal (for example, believing that someone who is dyslexic, depressed or deaf won't be able to manage a project, teach or lead others).

The social model focuses on identifying and trying to remove barriers, rather than trying to 'mend' the disabled person. It is based on critical analysis and principles of empowerment and promoting human rights.

Other models of disability include the Medical, Charity and Traditional, which are summarised below. We acknowledge these exist but do not support them.

The Medical Model views disability as an individual 'problem': its focus is on impairments, medical interventions and possible cures. Disabled people are thus seen as passive, dependent on the expertise of medical specialists to 'fix' them, and, as a result, excluded from a holistic consideration of their needs as unique individuals.

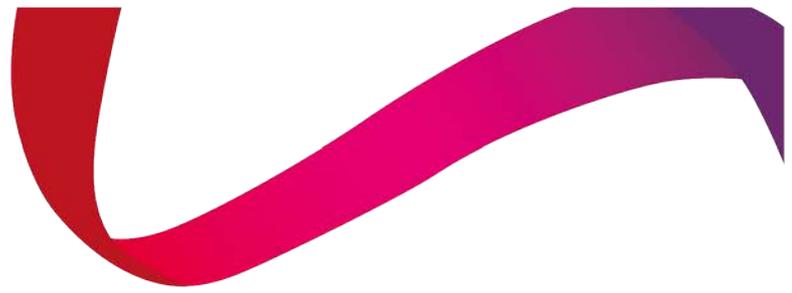
The Charity Model views disability as unfortunate and disabled people as being in need of pity and charitable giving, including financial contributions. Benevolence and helplessness are seen as major aspects of the Charity Model undermining the rights and abilities of disabled people to make their own decisions.

The Traditional Model stems from some cultural and/or religious teaching and holds disability is caused by what has gone before, typically the actions of parents, the wider community or the person themselves. Disability is often seen as a punishment and therefore something that is justified. There is no acceptance, empowerment or a desire to promote the rights of disabled people.

Considering the national context

As a global organisation we need to understand and be responsive to our local operating environments which have their distinct influences, culture, organisations, activists and priorities. We must however draw on good practice from elsewhere including the UK and promote this.

We can't define what everyone should always do to achieve the best outcomes. We suggest working with local expertise in the context of this guide and with a focus on achieving inclusion.



These initial paragraphs hopefully help reinforce the scope and scale of disability and encourage us to broaden and challenge our own understanding and definitions. In particular they aim to convey that:

- We define disability based on the United Nations Convention on the Rights of Persons with Disability.
“Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others”;
However we also draw on the UK Equality Act definition set out earlier, as appropriate.
- We are positive about disability, promote the social model and support legislation that guarantees the rights of disabled people;
- Given that most impairments are acquired as people move through life, we recognise that the longer we live, the more likely we are to experience disability;
- Disability as an issue of identity means that different people will make their own decision regarding being defined as disabled or not;
- The concept of ‘hidden disabilities’ needs particular thought and attention. Sometimes our focus is too limited and we forget about the impact of impairments that are not immediately obvious because they are invisible.

Five principles and supporting tools

These shape and support our approach to promoting inclusion.

1. Awareness

Attitudes can be as much of a barrier to the inclusion of disabled people as physical structures. We are often unaware of our own attitudes. Studies show that many people have a high degree of unconscious bias against disabled people. Related training can help to challenge and reduce biases.

- 
- Consider asking a [British Council Accredited Diversity Facilitator](#) to deliver Unconscious Bias training for your team.
 - Use the [Harvard Implicit Bias tests](#) to gain awareness of your own unconscious biases.

Disability awareness training can help, not only to inform and educate but also to question perceptions and prejudices. Increased awareness about the nature, scope and scale of disability, discrimination and inequality can usefully support our understanding. It helps prepare us to think about disability and disabled people more actively and take action leading to improved practices and the employment and involvement of disabled people

- Consider asking a local disabled people's organisation or member of the UK's Disability Advisory Panel, or a disability specialist to deliver disability awareness training to your team in the context of this guide, or to run a webinar or attend an event you are planning to increase disability awareness and support changed behaviours.

2. Access

The concept of accessibility is about much more than physical access to a building, although that is also very important. It is about how people with different impairments are supported to work with and for us and how they get on, once they are in. This applies to recruitment, to providing consultancy and other services, to partnering with us, participating in our programmes and events and taking classes and exams amongst other things. It is about ensuring that in every single aspect of our work we are open to the contribution of disabled people.

- If we want to have more disabled people working with us and progressing, remember that job descriptions and adverts should exclude unnecessary criteria, for example, specific qualifications which are not absolutely essential. Also consider using welcome statements and guaranteeing interviews for disabled people who meet essential requirements.

In the UK, externally-placed adverts include a statement similar to this:

“The British Council is committed to equality and keen to reflect the diversity of UK society at every level within the organisation. We welcome applications from all sections of the community. We guarantee an interview to disabled candidates who meet the essential criteria.”

Consider if you can deploy the UK Disability Symbol.

Widely used in the UK, and adopted by several British Council offices, this symbol sends a bold and unambiguous message. It is given to employers by who meet five commitments in the recruitment, employment, and career development of disabled people:

- To interview all disabled applicants who meet the minimum conditions and consider them based on their skills and abilities.
- To discuss at least annually how disabled people can develop.
- To make every effort to retain employees who become disabled.
- To help all employees understand the impact of disability.
- To review these commitments and assess progress annually.



Other possible actions are:

- Work with a local disability specialist or disabled people's organisation to carry out a full access audit of British Council premises.
- Consistently use an access checklist when deciding which external venues to use for programmes, events or exams.
- Ask participants to let you know in advance about any disability-related requirements.
- Collect feedback on the accessibility of British Council programmes, information and services.
- Ensure disabled people have access to all information about employment opportunities.
- Ensure all marketing materials are clear and can be made available in alternative formats.

Please note that our [Diversity Assessment Framework](#) (which can be found on our intranet site) sets out access standards consistent with the above, supported by detailed guidance.



3. Adjustments

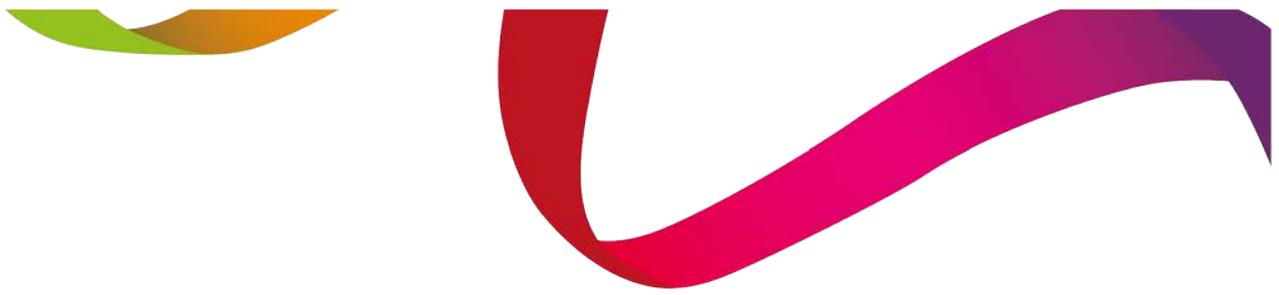
Frequently, employment law, and of course general good practice, recognises that achieving equality and full human rights for disabled people may mean making changes to the way employment is structured and requiring the removal of physical barriers and/or providing extra support. In the UK Equality Act this is called making reasonable adjustments.

Adjustments can be relatively simple and very low cost, such as allowing someone to travel to work outside peak times, adjusting teaching approaches, or explaining information in a clear and straightforward way. Sometimes accessible equipment or specialist furniture or technology (such as hearing loops, sign language interpreters and alternative formats, including audio and Braille) is required. Because disabled people are diverse and everyone is an individual it isn't always possible to predict the need for adjustments. The key to our approach should be openness and flexibility and a focus on inclusion.

Some common adjustments are contained within the supporting documents of our global policy on [Adjustments for staff with disabilities](#).

Rapid technological change is having a profound impact. Technologies like voice control, assistive touch, and a range of online resources can help bring new opportunities and platforms for disabled people and support inclusion.

- Familiarise yourself with the policy on [Adjustments for staff with disabilities](#).
- Ensure there is a list of where to procure materials in alternative formats in case they are requested.
- Keep a stock of drinking straws and make them available with refreshments at events.
- When developing video or podcast use subtitling.
- Talk to local suppliers to see who stocks specialist equipment.
- Create documents using accessible pdfs or Word which are accessible by screen-reader.
- Make use of iPad and other apps and packages that increase accessibility.
- Stay aware of recent and upcoming technical innovations.
- Check with disabled people that you are meeting their expectations and that any adjustments are having the desired effect.
- Share information across the region and with others in the organisation so tips can be passed on.
- Remember not all impairments are physical or visible and recognise the reality of neurodiversity.



One of the major ways we can make adjustments to how we work is by reviewing proposed policies, programmes and approaches through equality screening and impact assessment.

As part of this process:

- We review if and how disabled people have been included in the development of the proposed way of working and consider the impact on them.
- We look for potential discrimination and barriers to inclusion that can be removed.
- We seek any opportunity to promote equality and mainstream inclusion.
- We assess whether changes to proposals under consideration are needed.

All formal decisions with high relevance to equality of how the British Council operates should go through Equality Screening and Impact Assessment.

- Use the [Equality Screening and Impact Assessment form](#) before launching any new or revised policy or any change to the way we carry out our work that is of high relevance to equality.
- Use the [Guide to Mainstreaming Diversity into Programmes and Projects](#) when planning large pieces of work.
- Use the [Questions to support inclusive activities](#) when planning events or smaller activities.

4. Inclusion

The British Council is a global organisation that works with and involves many different people and groups:

- How many of our contacts are disabled people?
- How many organisations/groups we work with are led by disabled people?
- Are we making use of disabled people's experience and insights?

Asking these questions, employing disabled people and actively bringing disabled people into our network of stakeholders will not only improve our awareness of disability, it will also hugely enrich our collective skills, experiences and perspectives. This is why the regular involvement of disabled people is important and the focus of one of the indicators in the [Diversity Assessment Framework](#).

This indicator recognises that disabled people are amongst the most marginalised and discriminated against in all societies and are commonly unemployed or under-employed and therefore less likely to participate in British Council programmes and activities. Taking deliberate steps to involve more disabled people in our work not only promotes inclusion, it makes our cultural relations interventions more relevant, credible and impactful. It extends our own learning and seeks to ensure different skills and experiences are used which benefits everyone.

- Support and engage with local, national, and international disabled people's organisations, especially those that are led by disabled people.
- Involve disabled people and their organisations in consultations and opportunities to provide feedback on British Council programmes and events.
- Seek out local, national, and international events promoting disability equality and inclusion.
- Invite disabled stakeholders to events which aren't specifically about disability.
- When planning events, consider disability as a theme.
- Ensure speakers and experts for events include disabled people where possible and relevant.
- Ensure teaching materials include disability issues and positive references to disabled people.



Equality Monitoring at the British Council

[Click this link to find out how and why the British Council conducts equality monitoring](#)

Equality monitoring helps us to know who is working with us and for us and, importantly, can help us identify if we are reaching disabled people and benefitting from their skills and experience.

The British Council has been collecting and analysing equality data about our staff in the UK since 2001, including data about disability.

What we have learned is that whilst we're doing well in terms of collecting data – we now have 99% declaration rate from staff - only a small percentage (less than 3% at the time of writing) are disabled, compared to a UK working age population of 16% disabled people.

This evidence prompts us to continue action to explore why so few disabled people work with us and to seek to address this under-representation. It led to our UK general (5%) and senior level targets (4%) for the employment of disabled people which are supported by our UK Disability Working Group and senior level Disability Champion.



In some countries there are quotas for the employment of disabled people, and fines to pay if the quotas are not achieved. We should not be complacent and establish a pattern of paying the fine but do all we can to meet or exceed the quota.

- Consider whether equality monitoring could be a useful tool to use for analysing the profile of staff in your country.
- Are there particular programmes or activities running in your country that would benefit from analysing the equality monitoring data of the participants?
- What questions about disability could help you and your colleagues to better meet the needs of your audiences, students, or candidates?
- If there are disability employment quotas in your country, are there disabled people's organisations you could work with?

5. Individuals

Being identified solely as disabled is one of the greatest barriers to mainstream participation. Disabled people are individuals, with different experiences, expectations and strengths. People may share the same impairment and nothing else so should not be defined solely by their disability. Disability can also be additionally affected by factors like age, gender, ethnicity, religion and sexual orientation, amongst others. Similarly people may share the same impairment but because of their background they may experience it very differently.

- Ensure any adjustments needed are 'tailor made' and relevant with the individual's perspective at the fore and based on a solution-oriented, timely approach. Make further adjustments as required. Don't make it hard or embarrassing for an individual to ask for adjustments.
- Use the Living Library to identify colleagues willing to share their story about how their experience of disability has impacted on them.
- Consider asking someone from a local disabled people's organisation to come and share their perspectives, or arrange a panel discussion with different people to get a range of views.

Summary



Disability is broad in scope and scale – and not always obvious. It includes people with sensory, cognitive (including learning disabilities), physical and mental impairments. We need to think much wider than wheelchair users.



At the British Council, we usually talk about ‘disabled people’. We promote the Social Model of Disability, which focuses on identifying and trying to dismantle the barriers to participation that people with different impairments face.



Barriers to inclusion for disabled people exist everywhere. They reside in minds, traditions, buildings and systems.



Attitudes and responses to disability vary within and across different countries and cultures. There are huge differences among individuals, families, local areas and in state-level systems like education, transport and healthcare. At the British Council, a truly international organisation, we know this better than most. No single country has reached full disability inclusion but progress is being made.



Whilst awareness raising is important, change requires action. Tangible, sustainable actions can do much to support the full inclusion of disabled people as employees and contributors to all other aspects of our cultural relations work and ambitions.

Our own work

Some impressive work has taken place across a wide range of offices over several years. Examples of this are included below:

[Unlimited](#) – an initiative to showcase the work of deaf and disabled artists.

[Disability Arts International](#) – a platform to showcase disabled artists and disability art.

[Teaching Centre Inclusion Policy](#) – addressing special educational needs and disability across all British Council teaching centres.

[Using inclusive teaching practices](#) – a site promoting pedagogical practices that encourage inclusive education.

IDEAS – a project aiming to increase disabled people’s role in decision-making and society.

Pakistan’s research exploring issues facing persons with disabilities: Moving from the Margins to the Mainstream.

Qatar’s involvement in the Definitely Able Conference.



Photo: Photolur Agency – a joint collaboration between Candoco Dance Company, UK and NCA.Small Theatre, Armenia.



Photo: Marc Brew Dance Company workshop in Brazil as part of the Unlimited Season.



Photo: Gifty Amedi - Ghana’s work in skills and employability to include visually impaired students.

Last word

Mainstreaming disability inclusion is a simple concept made complicated by the difficulties of language, culture, and historical preconceptions. It means considering the perspectives and needs of disabled people at all stages of our work to support full participation and contribution.

In this document, we have explained our approach, what we are doing about it, and how we want you, as individuals and as British Council colleagues, to help. The summary of our beliefs, our actions and our request to you goes like this:

- Disability used to be experienced as exclusive, unfortunate, permanent and – most importantly – the entire life of a person perceived as disabled. This traditional view of disability is still all too prevalent. We don’t take that view.
- We believe disability is overwhelmingly imposed on people with physical, sensory, cognitive and mental impairments by society. In a simple example, a person who is hearing impaired and lip reads is excluded from participating in a telephone meeting. The barrier to their participation is not their hearing, it is the format of the meeting. If the format is changed, say to a Skype call, the person is no longer prevented from participating.

- 
- Our work, then, is to remove barriers to inclusion wherever we find them. These barriers are sometimes obvious – is there a ramp? – and sometimes less so: for example, is our information presented clearly, perhaps with images and diagrams, for someone with a cognitive impairment?
 - The way to remove barriers is first to recognise that they exist. This requires us to listen to and involve disabled people as a constant part of the way we think and behave.

It means change. It means doing things differently. Really, it comes down to two things:
Being aware, at all times, of possible barriers to inclusion for people with a wide range of impairments and neurodiverse people ... and then finding ways of removing them.

So, actually, not so difficult!

Thank you for reading this guide, please encourage others to do so and send any relevant ideas and examples as well as suggestions for improvement. Above all, please start taking steps to identify and remove barriers.

The UK Disability Advisory Panel

The UK Disability Advisory Panel is an external group of people from across the UK with significant professional and personal experience of disability. The Panel meet with the Diversity Unit twice a year and work virtually in between times to act as a critical friends and help the organisation to better promote disability inclusion. Members have a wide range of expertise and bring value to our work through their connections and their extensive experience. You can contact them through the Diversity Unit.

<p>David Crabtree is a language development and learning specialist, focusing on neurological differences including Dyslexia, Dyspraxia, Dyscalculia, ADHD, Mental Health and Autism spectrum.</p>		Visit website
<p>Miro Griffiths is a disability consultant who advises on a range of issues relating to disability, participation and empowerment issues, and transitional stages of a disabled person's life.</p>		Visit website
<p>Tony Heaton was Chief Executive of Shape arts until taking up the role of Chair in April 2017. He is a sculptor and a recognised leader in the disability sector, working to overcome social, psychological and physical barriers.</p>		Visit website
<p>Maha Khochen has international expertise on the inclusion of disabled people in education, employment and daily activities, focusing particularly on those with visual impairment.</p>		Visit website
<p>Eleanor Lisney is widely experienced in local, national and international campaigning for disability rights, intersectionality and communication strategies. She is a co-founder of Sisters of Frieda and a founder of Connect Culture.</p>		Visit website
<p>Ann Moghaddami is Head of the Directorate Business Support at the House of Commons and a member of the senior stakeholder panel for the Access to Elected Office for Disabled People.</p>		Visit website
<p>Dr Armineh Soorenian works and researches in the area of inclusive university education practice and policy for disabled international students. She is a published author and a Board Member of Pyunic, a disability organisation in Armenia.</p>		Visit website
<p>Zara Todd advises UK governmental organisations including DFID, ODI and Transport for London on inclusion particularly related to disabled young peoples' participation and engagement.</p>		Visit website



Annex: Where We Share

This list of useful websites on disability is regularly reviewed and updated. We welcome any suggestions that you have for additions to the list, especially to help reduce the UK focus.

British Council Disability Intranet site

British Council summary of the Sustainable Development Goals

Action on Disability and Development

AbilityNet UK

Adept-UK

Centre for Accessible Environments

Definitions of disability (UK Equality Act guidance)

Disabled People's International

Equality and Human Rights Commission

International Disability Alliance

MIND

SKILL – the UK's national bureau for disabled students

United Nations Convention on the Rights of Persons with Disabilities

United Nations Enable

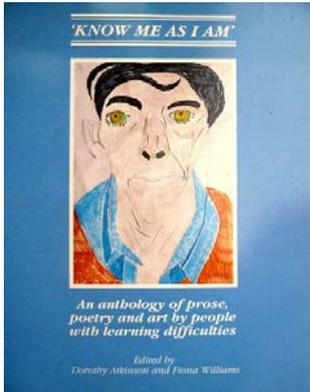
UNESCO - Overcoming exclusion in education systems through inclusive approaches

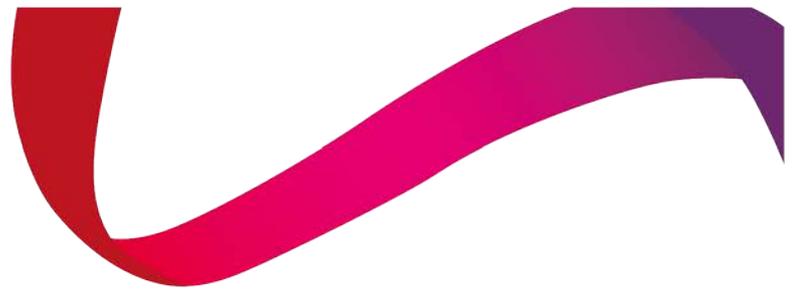
UNESCO - Promoting inclusive teacher education

World Health Organisation

Other useful resources

YouTube, TED talks and other resources can be a great way of raising awareness about disability and promoting inclusion. If you have other resources to be added to the list please contact Diversity Unit and share them with us.

	<p><i>Know Me as I Am is an anthology of prose, poetry and art by people with learning difficulties. Edited by Dorothy Atkinson and Fiona Williams, it presents the voices and views of individuals who are often not treated as individuals.</i></p>
	<p>Staff Benda Bilili are a group of disabled musicians (and some homeless young people they ‘adopted’) who use hand built wheelchairs and lived on the streets of Kinshasha. Two documentary makers followed their unique music through the streets, decided to make a film about them – and they became a worldwide hit. Listen to their remarkable music here.</p>
<p>Steve Silberman https://www.youtube.com/watch?v=iMNHXIMB7e8</p>	<p><i>“We need all hands on deck as we sail into an uncertain future and need every form of intelligence on the planet to tackle the challenges we face as a society. We can’t afford to waste a brain.....”</i></p>



Comedian Lee Ridley, known as Lost Voice Guy because he cannot speak, uses an iPad and voice synthesiser for his performances and social media platforms like Facebook and Twitter to promote his work. Click on the image to watch him perform.



Mahdi Gilbert has no hands, but a passion for performing magic tricks. Digital platforms like YouTube are a low cost route to reach worldwide audiences. Click on the image to watch his act.