

GOOD PRACTICES FOR INCLUSION OF PERSONS WITH DISABILITIES

A Replication Guide for Technical and Vocational Education and Training (TVET) Institutions



In Bangladesh some 3.2 million young people with disabilities lack the skills necessary to find employment. One reason is that Technical and Vocational Education and Training (TVET) institutions are unable to cater for the needs of those with disabilities.

The Directorate of Technical Education (DTE), under Technical and Madrasa Education Division (TMED), Ministry of Education, has carried out a number of steps in collaboration with International Labour Organization (ILO) to make its 118 TVET institutes disability inclusive. This guide provides an overview of DTE's approach to disability inclusion and provides practical advice which other departments and ministries can potentially follow and replicate.

What has DTE achieved?

- As a result of measures taken to enhance disability inclusion, enrolment of students with disabilities at DTE's TVET institutes rose to **357** in the academic session 2015-16, significantly higher than the **56** students enrolled in 2014-2015 prior to DTE initiating these measures with ILO support.
- Nine TVET institutes have established partnerships with Disabled Persons Organisations (DPO).
- Out of **118** TVET institutes under DTE, **99** now have an Annual Disability Inclusion Action Plan featuring a budget and time line.
- Dissemination of DTE's model of disability inclusion in TVET institutes.
- Inclusion of 12 different types of persons with disabilities in their monitoring system.



Introduction

It is estimated that 9.07% of people in Bangladesh live with some kind of disability. Studies and experiences also highlight the relationship between disability and poverty. In Bangladesh, unemployment amongst persons with disabilities is higher than that of the general population with the number of young people with disabilities out of a job put at 3.2 million. The country cannot afford to miss out on the potential of such a large and valuable part of its workforce. These persons with disabilities need access to demand-driven vocational education and skills training so that they can gain social states and decent work while contributing to economic growth.

Ensuring an inclusive workforce

There is strong demand for skilled workers in Bangladesh yet a large number of those with disabilities have no access to vocational and technical education. Realizing the benefits of an inclusive labour market for increased production and economic growth, the National Skills Development Policy (NSDP) 2011, made a series of provisions to enable access for people with disabilities to vocational education and skills training.

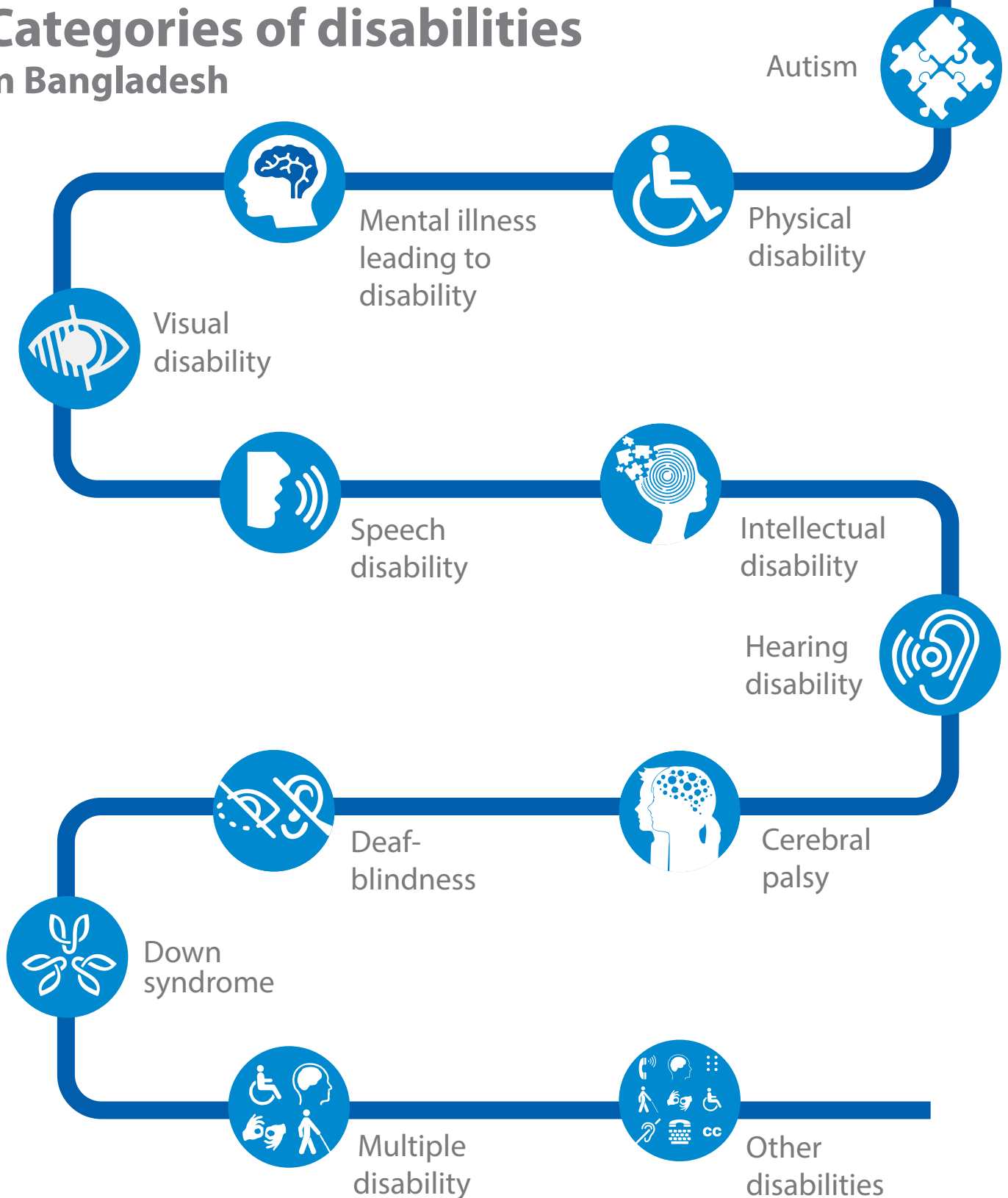
The NSDP recommends an admission quota of 5% for students with disabilities at all TVET institutes; provision of stipends, hostel facilities and transport, where necessary; as well as reasonable accommodation and accessible training institutes.



What is disability?

According to the Rights and Protection of Persons with Disabilities Act (RPPD), 2013 of Bangladesh, disability results from the interaction between persons with long-term and/or permanent physical, mental, intellectual or sensory impairments and the attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others. Bangladesh recognizes 12 categories of disabilities.

Categories of disabilities in Bangladesh





What was the DTE approach?

The Directorate of Technical Education (DTE), Ministry of Education, has made good progress in making its Technical and Vocational Education and Training (TVET) system disability inclusive. Steps taken include the establishment of a 5% quota for students with disabilities in TVET institutes as well as the appointment of a senior official to ensure disability inclusion.

A Disability Inclusion Advisory Group (DIAG) has been formed comprising members from DTE, the Bangladesh Technical Education Board (BTEB) and various ministries. Organizations specialised in training for people with disabilities are also included in order to gain their guidance and support to make DTE's skills system disability inclusive.

In order to ensure effective implementation of the 5% quota for students with disabilities, DTE has instructed TVET institutes to consider

persons with disabilities in their annual work plans, budgets, procurement plans, performance appraisals and monitoring data. It has also encouraged TVET institutes to establish partnerships with Disabled Persons Organizations (DPOs) or NGOs working on disability to raise the demand for TVET among students with disabilities.

Disability disaggregated TVET data on enrolment, drop out and pass out rates of students with 12 different types of disabilities has been introduced. Meanwhile Disability Inclusion Guidelines for TVET managers and instructors have been developed. These were used to provide a four-day Training of Trainers course on disability inclusion to 118 vice principals and senior instructors, who are further training other instructors in their institutes.

Legislation and policy for disability inclusion

Bangladesh has made strong commitments to disability inclusion through legislation, policies and national strategies.

The UN Convention on the Rights of Persons with Disabilities (UN CRPD)

UN CRPD recognizes the rights of persons with disabilities to general education and vocational training without discrimination and on an equal basis with others. Bangladesh ratified the UN CRPD on 30 November, 2007 and its Optional Protocol on 12 May, 2008.

Rights and Protection of Persons with Disabilities Act 2013

Bangladesh adopted the Rights and Protection of Persons with Disabilities Act 2013 on 3 October 2013. This calls for action to take steps to create quotas for persons with disabilities in admission; to provide stipends to students with disabilities; to ensure reasonable accommodation to promote inclusive education and training; to ensure accessibility at TVET institutions to increase enrolment of students with disabilities; and to train teachers, staff, managers, and employees on disability issues.

National Skills Development Policy 2011

Bangladesh adopted the National Skills Development Policy, 2011, which among other things, established a 5% enrolment target for persons with disabilities across all skills development programmes.

National Strategy for Inclusion of Persons with Disabilities in Skills Development was approved by the Prime Minister on 5 October 2016.



STEPS TOWARDS DISABILITY INCLUSION

There are four practical steps that ministries or departments managing TVET institutions can take to enhance disability inclusion. These include:



A. Mechanism for introducing policy

1. Establish a 5% admission quota for persons with disabilities in line with the National Skills Development Policy (NSDP) 2011 and instruct all TVET institutes overseen by your department or ministry to execute this.
2. Appoint a senior official as a 'focal person' to ensure disability inclusion.
3. Set up a Disability Inclusion Advisory Group to guide policy formulation, disability budgeting and implementation of disability inclusion measures in government departments managing TVET institutions. Make sure the group has clear Terms of Reference.

In Bangladesh, the Directorate of Technical Education (DTE) established a 35 member Disability Inclusion Advisory Group to guide policy formulation on disability budgeting and the implementation of disability inclusion measures in DTE's TVET institutions. Comprising members from related sectors, ministries, disability organizations and employers the group supports DTE to carry out planning and budgeting while ensuring the implementation and monitoring of disability inclusion initiatives.

4. Organize a workshop with concerned staff and TVET principals to orient them on relevant national policies and international commitments. Help them better understand disability as well as the practices of DTE and other organizations. Such a workshop can help staff comprehend the present status of, and challenges facing the organization while involving them in the process of planning for disability inclusion.

B. Capacity building & partnership

5. Organize training for principals, vice principals and senior instructors to guide them how to assess what is preventing the TVET institute from becoming accessible and how to identify organizations to help make such an assessment. Include how to cost the measures needed to make TVET institutes accessible, how to mainstream students with all 12 types of disabilities into the skills programme as well as how to capture data about them.

DTE arranged a three-day Training of Trainers (ToT) and a day-long refresher course on disability inclusion for 118 vice principals and chief instructors of TVET Institutions in Khulna, Bogra, Chittagong and Dhaka. It was important to develop the skills and capacity of vice-principals and chief instructors so they can train other instructors in their institutes.

6. Assess just how accessible the institution is with the support of resource organizations, both in terms of infrastructure (buildings, training rooms, toilets etc.) as well as informational aspects (braille, software for visually impaired persons and sign language for hearing impaired persons etc). Through such an assessment, TVET institutes will better understand their accessibility status and can take necessary measures to improve it.



7. Establish partnerships with Disabled Persons Organizations (DPOs), organizations working for persons with disabilities, and the Department of Social Services to gain technical assistance on costing and planning disability inclusion measures. Learn about the courses they offer and how they can help mobilize students for admission as well as link them to the organizations providing assistive devices.

DTE issued an office order to all the TVET institutes to sign MoUs with Disabled Persons Organizations (DPOs) to help implement the 5% enrolment target for persons with disabilities as a quota in all government and non-government TVET institutions. A number of MoUs have been signed between TVET institutes and DPOs so far.

8. Create links with industry, Bangladesh Employes Federation (BEF) and business associations such as BGMEA to learn about what trades are in demand and how to find jobs for graduate students with disabilities. Establish links with the Bangladesh Business and Disability Network (BBDN).

C. Mainstreaming disability in TVET governance system

9. The Ministry/Department should instruct TVET institutes to include disability inclusion measures in their annual plan including budget and procurement. These measures should

include action or activities to make TVET institutes accessible and to ensure reasonable accommodation.

10. TVET institutes should implement the annual plan to make the TVET institutes accessible and create opportunities for reasonable accommodation to address specific needs of students with disabilities.
11. Include disability inclusion as a criteria in the Annual Performance Agreement (APA) of principals and vice principals of TVET



institutes and concerned administrators.

12. Ask principals to include the 12 types of disabilities defined in the Rights and Protection of Persons with Disabilities Act 2013 in the TVET enrolment database and gather dropout and pass out information of students with disabilities.

A database was created at DTE of 400 students with disabilities, studying at different polytechnic institutes, technical schools and colleges in the 2015-16 and 2016-17 academic years following a system developed by the Ministry of Education. This has helped the DTE better monitor the recruitment of students with disabilities as well as their progress. The data provided also supports management decisions relating to DTE's disability inclusion efforts.

D. Monitoring and dissemination

13. Develop model institutes showcasing disability inclusion measures to demonstrate to and inspire other TVET institutes.
14. Publish guidelines, training modules and information, education & communication materials such as guides, leaflets, success stories of students with disabilities and those who are working successfully after graduation to support and encourage the inclusion of students with disabilities in the skills programme.
15. Monitor the progress of disability inclusion measures through the Disability Inclusion Advisory Group and disseminate them.





DISABILITY CONCEPTS



Accessibility

The UN Convention on the Rights of Persons with Disabilities (CRPD) defines accessibility as “access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas.” It benefits everyone, for example a ramp not only helps wheelchair users but also the elderly, baby carriages, people with bicycles etc.





Universal design

UN CRPD states, "Universal design means the design of products, environments, programmes and services to be usable by all persons, to the greatest extent possible, without the need for adaptation or specialized design."



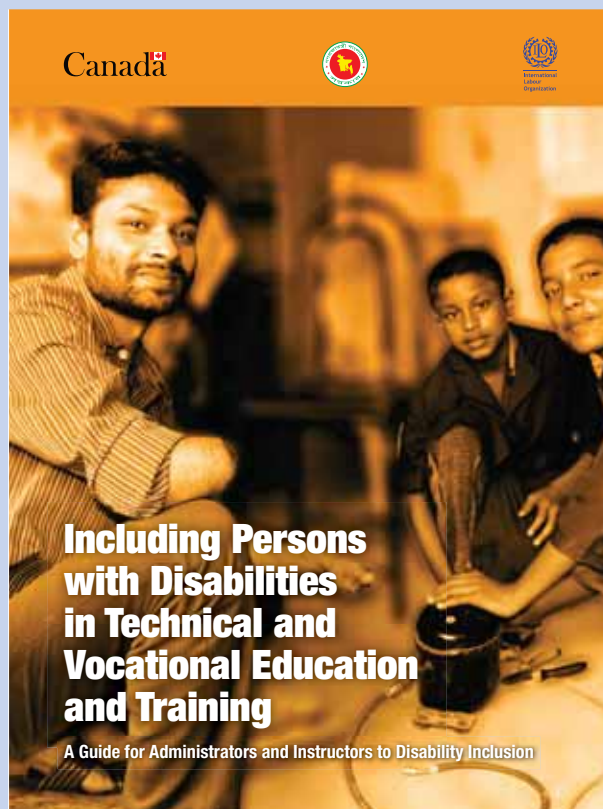
Reasonable accommodation

According to the UN CRPD, reasonable accommodation means, "necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms." For example, a raised table for someone, using a wheelchair, extra training time for someone with an intellectual disability etc.



Including Persons with Disabilities in Technical and Vocational Education and Training

A practical guide has been published jointly by DTE and ILO titled "Including Persons with Disabilities in Technical and Vocational Education and Training". This practical guide for TVET administrators and instructors covers basic concepts of disability inclusion, planning for inclusion and accommodating students with disabilities.



To find the practical guide visit:
www.ilo.org/dhaka/WCMS_543304/lang_en/index.htm

About B-SEP

The Bangladesh Skills for Employment and Productivity (B-SEP) Project is an initiative of the Government of Bangladesh funded by the Government of Canada and implemented by the International Labour Organization. B-SEP works to make skills in Bangladesh nationally recognized, accessible to all, higher quality and directly linked to jobs. Facilitating and supporting disability inclusion forms an important element of this work.

For more information visit

- ilo.org/bangladesh
- techdu.gov.bd
- bteb.gov.bd
- bbdn.com.bd