



International  
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# Inclusion of People with Disabilities in Vocational Training: A Practical Guide



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**INCLUSION OF PEOPLE  
WITH DISABILITIES IN VOCATIONAL TRAINING:  
A PRACTICAL GUIDE**

**International Labour Office – Geneva**

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## PREFACE

*Inclusion of People with Disabilities in Vocational Training: A practical Guide* is part of a series of ILO guides, tools and advocacy efforts to promote the training of people with disabilities alongside their non-disabled peers. For decades, the ILO has promoted the equal treatment and equal opportunity of people with disabilities, including in skills development and employability programmes. With the adoption and remarkable ratification rate of the UN Convention on the Rights of Persons with Disabilities, the right of disabled persons to training and employment is garnering renewed attention. Countries are amending laws to guarantee these rights and turning to their training systems to ensure that people with disabilities can participate.

Examples of ILO advocacy for equal treatment and equal opportunity for disabled persons include its first standard directly related to disability. In 1955, the Recommendation concerning Vocational Rehabilitation of the Disabled, No. 99, stated “*Whenever possible, disabled persons should receive training with and under the same conditions as non-disabled persons.*” Today, words like inclusion or mainstreaming capture this important concept that was articulated by the ILO in 1955. In 1983, the Convention concerning Vocational Rehabilitation and Employment (Disabled Persons) called for a policy on vocational rehabilitation (i.e., career guidance, training and placement) and employment “*based on the principle of equal opportunity.*” The accompanying Recommendation, No.168, specifically stated that vocational training (and related services) for persons with disabilities should be the same as those used by the general population whenever possible and “*be used with any necessary adaptations.*” Today, such adaptations might be referred to as reasonable accommodations, adjustments or supports.

In addition to these disability specific standards, all ILO Recommendations and Conventions cover people with disabilities. However, some specifically mention them. Of most relevance to this guide is the Recommendation concerning Human Resources Development: Education, Training and Lifelong Learning, No. 195, 2005. R. 195 specifically states that members should “*promote access to education, training and lifelong learning for people with nationally identified special needs, such as youth, people with disabilities, migrants, older workers, indigenous people, ethnic minority groups and the socially excluded...*”

These concepts related to inclusion, non-discrimination and accommodation are at the foundation of *Inclusive Vocational Training: A practical guide*, and previously published tools and guides, like the 2008 *Skills Development through*

*Community Based Rehabilitation: A good practice guide*; and in the same year, *Training for Success: A guide for peer trainers*. Another guide, published in 1999 and available online, *Integrating Women and Girls with Disabilities into Mainstream Vocational Training: A practical guide* is still relevant to the current situation.

The ILO has also convened several meetings exclusively addressing skills training for people with disabilities that have been held globally, such as the 2008 *Implementing the Right of People with Disabilities to Vocational Training: An action research-seminar* in Quebec, Canada; and regionally, such as the 2006 *Expert Group Meeting on Inclusion of People with Disabilities in Vocational Training*. These have resulted in a compilation of ideas that have contributed to this guide. Proceedings of these meetings and other tools and meeting reports related to this topic can be found on the website: [www.ilo.org/disability](http://www.ilo.org/disability).

Within the pages of *Inclusive Vocational Training: A Practical Guide*, you will find practical tips and approaches for planning and implementing a strategy to ensure that your skills development programme is open to trainees with disabilities and that they have the supports they need to succeed. It is therefore more comprehensive than the previously referenced guides and publications since it includes the underlying international policy framework, the theory and practice of inclusion, how to plan for inclusion in a vocational training setting and specific techniques to employ in the classroom and the workshop.

The guide is geared primarily to administrators (principals) and instructors of programmes, be they informal, rural or community-based programmes or those located within large government institutions with formal certifications. This guide will also provide insights for policy and decision-makers in developing effective mandates related to inclusion, and allocating realistic budgets to make it a reality. However, as noted in the title, it is a practical, not a policy guide.

More specifically for administrators and instructors at the delivery level of skills training, it provides the practical advice and direction they need to attract trainees, create and sustain a welcoming training environment, and find partners to help and to ensure the success of trainees with disabilities. It is only through the skills training staff who work at country and community levels that policies and standards, both international and national, come to life so that those with disabilities and all trainees can fully participate. By implementing policies and laws related to the right of disabled persons to mainstream vocational training, countries and communities benefit from the contributions that disabled persons will make to the economies and development of the communities where they live, train and work.

The ILO wishes to acknowledge the work of Patricia Morrissey, who was the primary writer for this guide. Thanks also go to: Ghassan Alsaffar, Ashwani Aggarwal, Raymond Grannall, Abdelhamid Kalai, Hassan Ndahi, Sandra Rothboeck, Gorm Skjaerlund and Peter Fremlin, past and current ILO field staff and consultants in skills training, who reviewed and commented on an earlier version of the manual. The ILO also wishes to give a special acknowledgement to Debra Perry, former Senior Specialist in Disability Inclusion for her contributions to the content, examples and organization of the document, especially from the perspective of the ILO. Thanks also to Barbara Murray, Senior Disability Specialist who provided further review and technical inputs.

And finally, the ILO acknowledges all of you who have picked up the guide to assist in the inclusion of people with disabilities in vocational training. Our best wishes for the success of your endeavors.

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# FOREWORD

## About this guide

This guide is designed to provide practical advice to administrators and trainers in vocational training centres and vocational training programmes about how to include people with disabilities. The term administrator is intended as the main principal or manager of a vocational training institution or the director of a programme that is involved with vocational training.

Trainers and administrators must work together to make training environments inclusive for all and ideally they must also have the political commitment and the resources of a vocational training system to fully implement the practical advice offered. Providing such a policy and financial foundation is the work of policy and decision makers, who will find important information for their work in this guide, which is based on international principles of providing equal treatment and equal opportunity for persons with disabilities in skills training settings. The guide also describes basic terms and concepts related to inclusion, some of which are part of international standards like ILO Conventions and the UN Convention on the Rights of Persons with Disabilities (UNCRPD).

However, this is not a guide about how to formulate policy or draft legislation. This is a practical guide with ideas that can be implemented on some level regardless of budgets and policy. No doubt however, a centralized budget for removing all types of barriers, for training staff about disability inclusion and for purchasing specific tools and assistive technology will contribute to a more effective inclusion effort. But it is the negative attitudes about disabled trainees and disabled people in general that is most limiting to their inclusion and success. This guide tries to address these attitudinal barriers, but changing attitudes is best addressed through experience.

This guide uses the second person language, “you”. It is about what you can do as an administrator or trainer to effectively include disabled people in your training programmes, classrooms, workshops and employer-based training sites. It invites you to be creative and to involve the trainee with a disability not only in the classroom or learning situation but in the creative process of implementing inclusion concepts and applying them to the individual situations that result when a person with a disability meets up with a barrier in their environment.

As you read through these pages, you will find principles and ideas that apply in any setting, whether you are in a small community-based rural programme or a large government-operated facility, a private training programme or a non-

governmental or on-the-job training programme, and whether you have the policy and financial support you desire.

## How to use this manual

The manual is structured in four chapters:

- **1:** Learning About Disability
- **2:** Planning for Inclusion
- **3:** Learning, Disability and Reasonable Accommodation
- **4:** The Social Side of Inclusion

As can be seen from this brief outline, no chapter stands alone. Chapter 1 provides basic information about disability and disabled persons, which is relevant to every chapter. To plan for inclusion (Chapter 2), it is necessary to understand the realities of inclusion inside the classroom or learning environment (Chapter 3), in the social interactions so important to learning and fitting in (Chapter 4). It is therefore suggested that you read through this manual first in its entirety and then refer back to specific sections when needed.

Each chapter contains basic, practical information. It begins with a simple purpose and ends with specific notes for administrators and trainers, followed by a brief summary. Relevant checklists or tools are attached to the respective chapters.

## CHAPTER 1:

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# LEARNING ABOUT DISABILITY

## 1.1 Chapter purpose

Before you start your inclusion effort, you should learn about the current situation of people with disabilities, specific policies related to their rights, and approaches to inclusion that can be applied in your situation.

The purpose of this chapter is to:

1. Provide basic information about people with disabilities and how disability is perceived
2. Introduce basic inclusion concepts and methods of achieving inclusion.

## 1.2 Language, disability and attitudes

### 1.2.1 Language and definitions

The ILO uses the terms disabled person and person with a disability and their plural forms interchangeably to reflect the different and preferred use of these terms throughout the world. For example, in the United Kingdom, the term disabled persons is preferred and self-advocacy groups like Disabled Peoples' International use a similar form. Yet, in other countries, what is referred to as “people-first” language is strongly advocated, with terms like people with disabilities, or a “person with an intellectual disability” considered the most respectful. It is important to refer to disabled people in the most respectful terms for your country, using words that are preferred by disabled persons themselves.

Some terms referring to specific types of disability are used differently in different parts of the world. For example, in some countries the term learning disability refers to people who process information in a different way than others and therefore learn differently. They may have dyslexia, which effects reading ability. Their intellectual ability is not impaired however. In a few parts of the world, such as the United Kingdom, this term includes those who have an intellectual impairment. In this guide, the term person with an intellectual disability refers to someone who learns more slowly than others; the term learning disability refers to someone who processes information in a manner different than others.

The term mental disability is often used by governments as a category of disability that includes both intellectual and psycho-social disabilities. This is confusing and is not used in this guide. It is recommended that you specifically refer to intellectual and psycho-social disabilities or similar distinguishing terms in your work as well.

So what is the definition of disability or a disabled person? The ILO defines a disabled person in functional, work terms: “An individual whose prospects of securing, returning to, retaining and advancing in suitable employment are substantially reduced as a result of a duly recognized physical, sensory, intellectual or mental impairment.” The UNCRPD recognizes disability as an “evolving concept” and states that “Persons with disabilities include those who have long-term physical, mental, intellectual and sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.”

Your country will have its own official definition of disability and may have several depending on the purpose of the definition and how it is used. For example, for purposes of securing a benefit such as a social security payment, the definition may be more medical. But for training and learning purposes that is designed to lead to employment, a functional definition is more useful and most often used.

## 1.2.2 Disability facts and considerations

Globally, 15 per cent of the population is estimated to be people with disabilities according to data reported by the World Health Organization and the World Bank. While country statistics may vary, as do definitions, you can count on the fact that there are many more people with disabilities in your community than you realized. You probably have trainees with unrecognized disabilities in your classroom right now, as well.

Here are some important points to consider:

- A disability can be something visible, such as seeing a person walking with a cane.
- A disability can be something you cannot see, such as a person who cannot hear or has a learning disability.
- Disabilities have labels, for example, blindness, deafness, learning disability, autism, psychosocial disability, or intellectual disability.

However, people vary in their abilities, even when they have the same type of disability. Here are some examples –

- One person who is blind may not see anything. Another person, who is labeled blind, may not be completely blind and can see enough to navigate and to read big print.
- A person with cerebral palsy may not be able to walk, talk clearly, or use his or her hands easily. Another person with cerebral palsy may be able to walk with support, talk, be easily understood, and/or use their hands.
- A disability label is not an explanation of what a person can or cannot do within your centre, workshop, or classroom, so you should not make assumptions about a person based on the type of disability or label they have.
- Some people with disabilities will need no changes in order to participate in a vocational training programme. For example, someone who walks with a slight limp and is involved in an accounting class may not need any specific accommodations.
- Others will need minor changes that are easy to make. For example, someone may need larger print to read. Still others may need more significant support, such as help getting around a building, a chance to “feel” things a trainer is describing during a lecture, or audiotapes of print material.
- Many people with disabilities will know what changes they need and can help you find or make them; others may be able to help you, if you ask them questions about their needs. Still others may not know what kind of help they need or could be available to them.
- People with disabilities who come to your centre will be motivated to learn and are the best source to help you decide on what adjustments or accommodations are necessary so they can participate fully.

This list tells you that you cannot generalize about people based on the fact that they are disabled. Disabled people, like those without disabilities, are unique, with individual likes and dislikes, abilities, interests and skills. Disability adds another level of diversity that you must consider in being a good administrator or trainer.

In some settings people with certain types of disabilities are only given access to certain types of training, based on stereotypical thinking and on the nature of the disability. For example, mobility impaired people learn computer skills, because

they can sit and blind people learn massage because sight is not needed. This approach places people in training or jobs based on their disabilities, not based on their abilities and interest. A good training centre evaluates the abilities and interests of students and gives them a choice of training opportunities, with support and accommodations if needed. This same approach should apply to disabled trainees. Work with yourself and your staff or colleagues to remove assumptions and stereotypes and open up all training opportunities to those with disabilities.

Similar assumptions about disabled persons in general may also apply to women with disabilities, though such stereotyping may also reflect perceived gender roles. Women with disabilities face dual barriers to discrimination – based on their disability and their sex. And just as women without disabilities are often encouraged to study stereotypical jobs such as hairdressing or cooking, women with disabilities are often also encouraged to move into training areas that others feel are most appropriate for them. For example, deaf women may be put into art or sewing machine operator classes where hearing is not considered important and which are considered more suitable for women, rather than other training areas they may desire, such as machine repair or welding.

Hopefully, this guide will encourage you to open up your thinking about disability, what it means to be disabled and how to include disabled people through creative use of assistive technology, reasonable accommodation and other supports. And, it will help you to remember that women with disabilities should also be offered the full range of training options.

### 1.2.3 Views of disability

#### OUTDATED VIEWS OF DISABILITY

For many years people with disabilities were kept at home, placed in institutions designed for them or isolated in other ways. When they were finally offered opportunities to learn in school or training programmes, these were often separate from those available to people without disabilities and as noted in the last section, in jobs and training areas based on stereotypes of what disabled persons were capable of doing, such as watch repair (for wheelchair users), massage and cane weaving (for blind persons). Negative views were the basis of such exclusion, isolation, and separation. Disability was viewed as –

- A curse
- A disease that might be contagious
- Punishment for a parent or the person from deeds in this or a former life

- A medical condition that must be treated by medical professionals and other specialists
- Something that might be upsetting to non-disabled people.

In segregated environments, policy-makers felt disabled persons could be taken care of and receive more individualized attention. By being trained separately, they would not ‘slow down’ the progress of non-disabled persons and could focus on the jobs that policy-makers felt were more appropriate to their abilities. Almost every decision made about a person with a disability was made not by the disabled person him/herself but by somebody else. Attention to their individual preferences, interests, or desires was occasional or accidental.

### THE MODERN VIEW OF DISABILITY: THE SOCIAL MODEL

With the evolution of the human rights movement, the social model of disability emerged, which views society as creating barriers that prevent people with disabilities from fully participating in their communities and economies. Society has the obligation to remove these barriers and people with disabilities need to play a central role in the removal. Removing barriers may involve making the environment accessible, making information available, having laws and policies about inclusion and working toward changing attitudes about people with disabilities.

In many communities today, people with disabilities are organized into Disabled Persons’ Organizations (DPOs) and have a strong voice. Their self-advocacy helps shape their role in families, communities and with friends. The result of this new social model and the strong voice of disabled persons has led to a more advanced view of disability that recognizes that:

- a disability can happen to anyone at any point in his or her life;
- disability is a fact of life, a naturally occurring event;
- disability can be temporary or permanent;
- a person with a disability can participate and/or contribute to an activity when barriers to the individual’s participation in the environment are removed;
- barriers can and should be removed or overcome – full participation is a right.

Here are two simple examples of barrier removal in a vocational training setting:

**Example 1:** Pedro has a mobility impairment and wants to be a computer programmer but there are many steps to the computer lab. This barrier can be

overcome. The computer lab could be moved or a person could help Pedro up the steps (if he can manage them) and carry his classroom materials. In case Pedro uses a wheelchair, a ramp could be installed in addition to or instead of stairs.

**Example 2:** Instructors might not want to use their budgets to make reasonable accommodation for people with disabilities, since some of them, like speaking software for the blind or hiring sign language interpreters for deaf persons can be costly. This barrier can be overcome. The government training system can set up a centralized fund for reasonable accommodations so it does not have to come out of an instructor's materials budget; or the administrator can seek out partners in the community who can help with these tasks on a voluntary or reduced cost basis.

The best approach to removing a potential barrier is to first ask the individual with the disability to propose a solution that matches his or her needs best. He or she has typically developed solutions to deal with barriers in everyday life. In a training situation, show the individual the classroom or training venue and let them observe instruction. Meet with the individual and develop a list of the adjustments or accommodations that will make it possible for the person to participate fully in training activities.

In summary, here are the central questions to ask, and to which you should get answers:

- Can a person function within the environment (get into the building, get to his/her classroom, use the restroom, or get around in the cafeteria or hostel, if one is available)?
- Can they learn in the classroom in the same manner as others?
- If not, what are the barriers?
- Can the barriers be removed or be overcome?
- How?
- When will they be overcome?
- Who will be involved?
- What is the plan for removing the barriers?

## 1.3 Inclusion – What it means

### 1.3.1 Inclusion, participating in activities together

Inclusion means that people with and without disabilities **participate in an activity together and interact on an equal basis**. It is more than being in the

same room or at the same event. It is more than seeing the same thing, hearing the same thing, or doing the same thing. Inclusion is about people with and without disabilities experiencing the same thing at the same time, and sharing in that experience. In daily life we see examples of inclusion – people with and without disabilities eating together in a restaurant, shopping together, sitting and interacting in front of a computer together, or planting flower seeds together.

Inclusion is a natural part of the human experience. Inclusion may involve support or reasonable accommodations so that persons with disabilities are able to participate in an activity or event with people without disabilities. Support can be provided in the form of physical assistance or guidance. Reasonable accommodations may be providing information in formats different from standard print (these are called alternative formats) or rearranging space so persons in wheelchairs may engage in an activity with others.

### 1.3.2 Multiple perspectives on inclusion

People with and without disabilities will have varying experiences and attitudes about disability inclusion. Many people with disabilities seek the same opportunities as people without disabilities. They want to go to school. They want to develop skills. They want jobs. They want homes. They want family and friends. They do not want to be separated, segregated, or isolated from others. They do not want others to decide whether or where they go for training or what career path they take. They want to choose where they live. They want to participate fully in activities with families and friends. This is what inclusion means to them and why people with disabilities feel so strongly about it.

Because of a lifetime of exclusion, negative attitudes or even outright bullying, some people with disabilities may have concerns about inclusion. They may lack confidence or be fearful. They may fear that, when they “are included,” it may not be the real thing; for example, sitting in the classroom with trainees without disabilities, but doing very different classroom work than their peers. People with disabilities also may fear that they will not receive reasonable accommodation and that they therefore cannot fully participate and experience activities in the same way as others. For example, for people who cannot hear, watching a video that does not include captioning (i.e., text on the screen that repeats what is being said by someone) would mean they will experience it differently.

Some people without disabilities know what inclusion is because they have seen it or experienced it as a natural part of life. They may be friends or advocates of people with disabilities or have been in inclusive environments. But others, given

the responsibility “to make inclusion happen”, may be concerned about how to do it and even wonder if it is possible. Maybe you also have some concerns.

### 1.3.3 Positive benefits of inclusion

When people with and without disabilities have opportunities to do things together attitudes about inclusion are positive. When people with and without disabilities spend time together in a vocational setting, as well as other settings, they learn that:

- They have common interests and goals.
- There is more than one way to accomplish something.
- By working on things together, everyone benefits.
- Acceptance and respect for diversity enriches the learning environment for everyone.

Trainers, when adapting how they provide instruction to a trainee with a disability, may see that other trainees appreciate and benefit from the adaptation as well. Some examples are:

- Beginning each session with a review of the previous session.
- Establishing a routine within a session that is consistently followed from session to session.
- Providing each trainee with an outline of what will be covered in the next session.

Positive views about inclusion have the potential to extend beyond the classroom and centre to families, community leaders, and employers. When administrators, trainers, and trainees share what is going on in an inclusive training environment, parents, spouses, employers, and community leaders may want to see for themselves what is happening and provide support.

- Parents, spouses and relatives will see that their family members are learning skills that will lead to jobs that pay.
- Employers will see that people with disabilities are capable of acquiring skills that employers value.
- Community leaders will see the potential for the size of the workforce growing, and know that growth will contribute to the economic vitality of the community.

- Many people will see the value of making all aspects of community life accessible to all.
- More people will be willing to work together, perhaps through advisory councils, to assist vocational training centres and other community locations to become inclusive.

## 1.4 Achieving inclusion – basic concepts

Inclusion is a process. Some basic methods of achieving inclusion relate to making the environment and services accessible by using universal design when building or planning, and making adjustments when universal design techniques were not part of the original building or planning process. The concept of reasonable accommodation relates to making individual adjustments so that the person with a disability can complete a task, participate in an activity or access a building fully, regardless of their impairment. Another important concept is to provide disability awareness training to create an understanding of disability issues to help remove negative attitudes about disability and the abilities and rights of disabled persons.

### 1.4.1 Universal design and accessibility

According to the UNCRPD, universal design means “the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.” It does not exclude the need for assistive devices, adaptation or specialized adjustments based on the particular needs of an individual, consistent use of universal design will reduce the need for these types of adaptations in many cases.

One common example of universal design is a curb cut in a sidewalk – people who use wheelchairs are able to make it from one side of the street to the other without being concerned about the curb or needing the assistance of others. Delivery people pushing carts do not have to worry about curbs; parents pushing strollers have easy access when crossing the street; others, especially older people who may have balance and mobility difficulties feel safer when navigating an intersection. Curb cuts are now part of everyday life and expected in many countries. The initial motivation for them was to provide easier access from one side of the street to the other for people who are wheelchair users. But now, quite obviously, many people benefit from curb cuts.

Another important concept that is also part of the UNCRPD is accessibility for people with disabilities. It refers to “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”. General accessibility also reduces the need for individual supports or adjustments because it makes the environment, including the online environment, usable by everyone.

Universal design requires consideration of access and use in the built environment and services. Initially “universal design” applied to the built environment only – that is the exterior and interior of buildings and the pathways and parking areas associated with them. A building built on the principles of universal design is one into which anyone can enter and use any space in it. In other words, no barriers exist to access the building, at the main entrance, the toilets, in going from one floor to another, using the water fountain, accessing any shops, depositing things, picking things up, looking at things, or conducting business. It even means that alarm systems in buildings alert people who are blind or deaf of an emergency.

A proactive approach to universal design is best. It means preparing for access and use by everybody before anybody shows up by removing barriers and preparing for unanticipated circumstances in advance. For example, reserving parking spaces or organizing accessible transportation so that they are available when someone needs them, doors that can be opened easily, signage in large print and in Braille; accessible bathroom stalls, etc. It may mean locating the most popular classrooms on the ground floor, along with business and counseling offices, the auditorium, cafeteria and health office, or having these commonly used facilities accessible by elevator.

The concept of universal design is being applied more broadly than just to the physical environment, where it originated. It is used in computer hardware, software, and information sharing, and also in human services of all kinds, in classrooms, courts, police departments, retail stores, and many businesses. Universal design can also be applied and practiced in recruiting trainees, in testing applicants, in offering instruction, including in the presentation of print and electronic materials, and designing internships and curriculum.

The concept of universal curriculum design means, among other things, using a variety of training techniques so that everyone can learn according to differing and preferred learning styles. Universal curriculum design means a flexible approach not only to content but to goals, methods, materials and assessment.

Many aspects of universal curriculum design are reflected in this guide. Even if your curriculum was not designed with universal design concepts in mind, you can implement some of the concepts when you teach (see following box). These techniques will help all trainees, not just those with certain types of disabilities. You will learn more about these techniques in chapter 3.

**Box 1: Suggestions for applying universal design in instruction**

- Use multiple approaches when presenting instruction, such as talking about and showing or demonstrating how something is done.
- Give trainees copies of slides, overheads, and notes.
- Always have a sequence and orient trainees to it, i.e., “First we are going to do this, second we are going to this, third we are to do that”.
- Start with simple concepts or tasks and use them as building blocks for more complicated instruction.
- Periodically confirm that trainees follow what you are teaching.
- Give trainees time to practice, to retain new information and, if appropriate, to integrate it with information learned previously.
- Be flexible about how you evaluate.

## 1.4.2 Reasonable accommodation

Universal design and accessibility mean proactive measures for all. They not only help disabled persons but others with specific needs, such as those with low literacy skills in a learning situation.

Reasonable accommodations on the other hand are designed specifically for an individual and what he or she requires in a specific learning, work or other situation. According to the UNCRPD, 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”.

In training situations, reasonable accommodations are actions taken or tools and devices provided to address the specific needs of the trainee. If the training venue has already been made accessible, few additional changes will be needed. However, whether the barriers presented relate to general accessibility or the

need for an individual reasonable accommodation, here are some key questions to keep in mind when deciding on additional adjustments -

- Can the trainee get to and from the training site easily?
- Can the trainee get around the classroom, workshop or training facility easily?
- Can the trainee use the things in the classroom, workshop or on-the-job site easily and safely?
- Can the trainee acquire the information from the course material or workshop demonstration in the form in which it is currently presented?
- With regard to group activity, can the trainee participate with other trainees?
- With regard to practice, can the trainee practice as other trainees do?
- With regard to demonstrating acquisition of knowledge or skills (evaluation and testing), can the trainee do it as other trainees do (i.e., perform as others do)?
- With regard to testing or performance evaluation, what type of support or other adjustments, if any, does the trainee need?

As noted, many environmental barriers may have been addressed during your efforts to apply the principles of universal design and to improve accessibility, such as by installing curb cuts, widening doorways, and making bathrooms accessible – others may arise in a classroom in regard to a particular trainee, things you could not have anticipated in advance. For example, desk or table heights where trainees are expected to do work, aisle widths in the classroom, lighting, equipment location, or how equipment is used (e.g., standing up, using two hands) may pose barriers or require adaptations for a particular trainee.

Barriers related to course material presentation or training methods need to be addressed on an individual basis. If the presentation is primarily through visual aids, then reasonable accommodations may be necessary for trainees who have low vision. Options would be to give the trainee materials in advance in written form in big print, to provide a note taker, and/or to add oral descriptions when using visual material (videos, demonstrations, pictures). Making decisions about these things cannot occur until you meet with the applicant or trainee, describe how the course is presented, and discuss reasonable accommodations that would work for the trainee so he or she could benefit from the training.

Trainees with specific disabilities such as being hard of hearing or deaf, having visual impairment or mobility impairment, are in the best position to tell you how they need to be accommodated. However, they may be afraid or unprepared

to tell you what accommodations they need. They may become more comfortable about sharing their needs with you if you extend an invitation to them:

- To see your building,
- To visit your classrooms, workshop or other training site,
- To learn how course presentations are made and what is expected of trainees, physically and cognitively during instruction.

Remember that when the training environment changes, for example, from the classroom to the workshop or the training institution to a job site, the new training environment must be assessed and similarly adapted. For example, house-keeping trainees at a major hotel chain have a vibrating communication device they carry with them to alert them to an emergency or if they are needed at the central office. Some work and training settings use flashing light alarms to alert those who are deaf to an emergency.

Barriers related to evaluation must also be addressed on an individual basis. Here too, describing the process of evaluation to trainees with disabilities in advance of classroom or workshop participation will alert them as to what they need to do on their own to prepare for evaluation and to things you need to change in order for you to evaluate them in a fair manner.

You will learn more about reasonable accommodation in chapter 3.

### 1.4.3 Disability awareness training

Negative attitudes are usually the most significant barrier that people with disabilities face and it often underlies the failure to address other barriers such as those related to accessibility, laws and policies and others. Disability awareness training or disability equity training is an approach to dispelling such negative attitudes.

Find opportunities to explain disability inclusion to those who need to understand the concept better. You may need to educate staff, influential people in the community, and employers. Involve qualified people with disabilities in the training so that they come to be perceived as competent leaders and trainers by those who you are trying to influence. From a rights-based perspective, disabled people should be included in matters that involve them, either directly or indirectly. Including them in training is a strong message about inclusion.

If there is a legal basis for inclusion, and in most countries there will be some legal basis, include the legal framework in the training. Your vocational training system should have as its mission to serve everyone in the community, especially if there

is a legal basis. If you find the need to target the general community or businesses to get employers more involved, build and communicate an economic and business case for inclusion as well. Many people with disabilities live in poverty. By assisting them in developing marketable skills and securing employment you are strengthening local economies and reducing the costs related to disability dependence, freeing up families and community resources for other purposes. Businesses will have access to a broader customer base and talent pool, the chance to benefit from a more diverse workforce, and access to trained and qualified people with disabilities to help them comply with quotas or related legislation.

Disabled persons and their families may also need to be included as participants in awareness-raising. As noted previously, some disabled people may doubt that they are truly welcome in training centres and some parents or family members may have concerns about their disabled family member travelling or attending a training programme designed to result in employment.

Teachers and staff of the training facility especially will need specific and ongoing training, beginning with some awareness raising activities about what is possible. Later, this training should go further to include teaching methods, disability etiquette training, making accommodations and other issues discussed in this guide.

**Example:** When the Bagwa Folk Development College in Tanzania started to include people with disabilities in its vocational training classes, they found training and awareness building was key to its success. Instructors received training in inclusive education and training, Braille and sign language, counseling and psycho-social issues related to disability, including how to involve people with disabilities in all aspects of social and community life. Local NGO staff and experts conducted the training for staff over a two-week period. Thereafter, attention was directed to other college staff, students and the community to discuss issues of stigma and equality, the benefits of mainstreaming in education and how to support trainees with disabilities. The discussions resulted in that family members of disabled persons who had previously been unwilling or too protective to allow their disabled family members to attend the college, began to change and allow their children and spouses to participate in training and work.

## 1.5 Notes to administrators and trainers

Both administrators and trainers need to understand the basic concepts related to inclusion. Inclusion does not just happen in the classroom, it happens throughout the facility and hopefully the entire training system and even the community.

Awareness training is something the administration needs to consider – who needs training, how will it be delivered, who will do the training and what is the cost. If the entire vocational training system is establishing a disability inclusion initiative, the government may be arranging the training. Or this task may be left to the administration, but it should not be forgotten. Preparing the staff and providing an opportunity for them to learn the information in this and subsequent chapters is important to the overall success of a disability inclusion initiative.

Administrators need to look at the accessibility of the facility, consider the budget and how much can be allocated to addressing physical barriers. Administrators and trainers will need to look at the specific budgets for making curriculum and classroom changes and reasonable accommodation. Both administrators and trainers should start assessing the curricula, classrooms, workshops and off-site training sites for barriers and how to remove them. This kind of stock-taking or analysis is important even before the planning so that you know what needs to be put in the plan. Seeking out a Disabled Persons' Organization, if their staff are properly trained, or other appropriate experts is important to understanding and assessing these issues at your facility.

The way you address these and other barriers and barrier removal will depend on the training system and the policy framework under which you operate. The level of institutional support with regard to financial and capacity-building will determine how much the administrator or trainer will need to undertake independent of support from the overall system. It is important to remember that community resources, such as from Disabled Persons' Organizations, non-governmental organizations, business and trade unions and other members of civil society may be of help.

Regardless of the support of the training system or the community, the administrator and trainer can always make some simple changes to their classrooms and facilities that can make a big difference to their trainees with disabilities.

## 1.6 Summary

This chapter introduced you to some basic concepts about disability and disabled persons and to some key approaches to achieving inclusion. These concepts are the foundation for discussions and actions that result in or strengthen inclusive vocational training efforts. Chapter 3 elaborates on applying the concepts introduced in this section. Understanding them are key to engage in effective planning, the topic of the next chapter.



## CHAPTER 2:

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# PLANNING FOR INCLUSION

## 2.1 Chapter purpose

Planning increases the likelihood of success. Every good administrator knows the value of planning and every effective trainer also engages in lesson planning and related activities.

This chapter discusses how to plan for inclusion. It specifically addresses the issues of:

- Commitment and Vision
- Information gathering
- Setting a goal
- Designing the action plan
- Implementing the plan
- Evaluating of the plan

## 2.2 Commitment and vision

### 2.2.1 Motivating factors

The motivating factor for including people with disabilities in a vocational training programme may be legislation or policy; disabled people may be applying; businesses may be asking for qualified disabled workers; administrators or trainers may want to do the right thing; or a variety of other factors that may contribute to the decision to become more disability inclusive at your centre, programme or in your training system.

**Examples:** A 2004 National Plan on Disability in Tanzania stimulated the government to improve access for trainees with disabilities to vocational training centres in the country. In Iraq, an ILO-UNDP project on community-based rehabilitation began to support selected local vocational training centres and programme to become more inclusive as of 1998; an approach later adopted by other government institutions.

Regardless of the motivating factor, success is most likely if the commitment to inclusion is organizational, and ideally, a community or a legal one. An organizational commitment is important because trainees seldom take just one course in a vocational training programme; they take many. If one or two courses are made “inclusive” but other courses required for a skill certificate are not, then trainees with disabilities will not have the full range of opportunities available to other trainees. A community or legal commitment has both practical and human rights implications. From the practical aspect, for an inclusive vocational training effort to be successful, resources, expertise, and support from community or government sources may be necessary. From the human rights side, if there is a legal commitment, the government will be more likely to ensure success, monitor results and make a system available where people with disabilities can lodge complaints.

In moving forward on your commitment to inclusion, find out about laws and policies and who in your institution, programme or community shares a similar commitment. If everyone does, there will likely be rapid progress. But, even if you are an instructor who wants to accommodate a particular trainee, you will find tools and ideas to assist you in this guide.

## 2.2.2 Building commitment

### **AWARENESS-RAISING**

If some do not share the commitment, education and awareness-raising will be necessary. As an administrator or trainer, you can seek out help from your colleagues and especially from Disabled Persons’ Organizations or other experts in your community to organize such training. Awareness training was discussed in chapter 1. Your audience will depend on which group you are targeting for greater commitment – staff, colleagues, employers, the community, parents or disabled people themselves. By broadening the group that is committed to inclusive vocational training at the beginning, you create a pool of people who can help you shape your goal and plan, and also assist with implementation and evaluation.

### **DEVELOPING A VISION**

Another way to secure commitment is to develop a vision. A vision is a statement about how your system, facility or programme will look in the future. Regardless of the level of planning, having a vision is motivating and can guide goal setting and planning. Visioning is one way of bringing people together and securing commitment. Your system or facility may already have a mission or

purpose, such as *to provide vocational skills training in market-driven occupations, which leads to employment for all*. The vision statement, however, states where you hope your facility, programme or system will be in a certain period

### Box 2: What does a disability-inclusive vocational training system look like?

Inclusive vocational training systems have the following characteristics:

- The **inclusion** of disabled and non-disabled people in **one overall system**;
- The **involvement of disabled people** in all aspects of that system, including design and development of programmes and the hiring of disabled people as trainers and teachers in these programmes;
- A **barrier-free environment** – one that eliminates all barriers, including physical, learning, social and psychological. Infrastructure is designed and built with accessibility for disabled people in mind and existing facilities are renovated. Accommodations are made, systems made accessible to all people, including people who are blind or deaf, and transport made accessible;
- **Teaching methods** adapted and assistive learning devices or other adaptations made available;
- **Career guidance** offered so that people with disabilities can make appropriate choices. This includes individualized assessments of students' skills and proactive guidance that does not discriminate against people with a disability;
- A **market-driven approach** that ensures the quality of training and maximizes employment outcomes and the active **involvement of employers** to ensure that skills are developed in line with their needs;
- Recognition of the importance of cultivating **positive attitudes** – including the attitudes of non-disabled students and staff – to ensure a welcoming and supportive atmosphere for people with disabilities;
- **Teaching staff** and **disability specialist support staff who adapt instructional methods and techniques** to ensure that all students, including those with disabilities, develop the vocational competencies they need;
- **Adequate resources** to support the training of all types of students;
- **Adequate preparation** of people with disabilities to ensure that they succeed in vocational training. This includes children with disabilities attending and succeeding in their basic education and building linkages between secondary schools and vocational education and training systems.

of time. For example, a vision statement about inclusion may be as simple as: *In three years, all vocational training programmes will be open and accessible to people with disabilities and reasonable accommodations and supports will be available to contribute to their success.*

Recently, a group of experts met in Bangkok, Thailand to discuss inclusive vocational training and they went beyond a simple vision statement to identify the characteristics of an inclusive vocational training system. Many of the characteristics they identified, such as market-driven training and partnerships with employers are true for any system. You may want to go further than a vision statement and describe in detail what an inclusive vocational training will look like in your setting, as this expert group did.

## 2.3 Information gathering

The types of information that you require will depend on the level of planning that you are doing. Planning at the national level for a strategy to be used for the entire system is different from the planning required for a programme or facility administrator or principal. Since this guide is mainly for administrators and trainers, the information you need should already be at hand: budgets or how to access additional resources, if needed; community constituents and resources; overall goals and requirements of the system, etc. Sometimes, this information will need to be updated or reviewed in light of the vision of an inclusive vocational training programme, or you may need to include more or different constituents to the planning process, which is discussed later. You will also need specific information about the prospective trainees who want to participate in your programme or training.

### 2.3.1 Trainee information and your environment

You need the following types of information related to your trainees, your environment and your capacity to meet the needs of trainees with disabilities

- How many people with disabilities would choose to participate in your vocational training programme?
- What types of accessibility measures and reasonable accommodations will you need to arrange?
- Are the people who want to enroll ready? If not, what is needed to help them get ready?

### **NUMBER OF POTENTIAL DISABLED PARTICIPANTS**

The most critical piece of information you need to collect is how many people with disabilities would choose to participate in your vocational training programme, if you made it inclusive. Scale is important. If there is only one person with a disability who would choose to attend your vocational training programme, that is one thing. If there are 250 people with disabilities who would choose to attend your vocational training programme, that is something entirely different. If you have a quota requirement, as some countries do, you will at least need to plan to meet it.

### **MAKING THE ENVIRONMENT ACCESSIBLE**

According to universal design principles, whether disabled or not, people should be able to reach your buildings or facilities, enter them, use the space and benefit from the activities inside. If you know what type of disabilities prospective trainees have, you will be able to determine what changes you need to make right away in the environment, equipment and instructional materials, and which ones can be done at a later stage.

### **ACCOMMODATIONS**

What types of reasonable accommodations will you need to arrange? Obviously, decisions will be based on conversations with individuals and their particular requirements. However, if you know that certain groups, such as deaf people are likely to apply, you can begin to research the costs and sources of hiring sign language interpreters and explore other typical accommodation options. If you organize a computer skills programme and expect a certain number of blind people, you can begin to research screen reading softwares or related accommodations. If you know you will need a certain number of note takers, you can begin to check with local colleges, trade unions or faith-based groups for volunteers.

### **READINESS**

Do the people with disabilities who want to participate in your programme meet the requirements to enter it? If the answer is no for some, then you must decide if you are going to add additional courses or activities, so they can prepare for and then meet your entry-level requirements or otherwise be able to participate in training. Such courses might include helping them to improve literacy skills, or require that they learn to use public transport.

As a practical matter, if you offer these additional readiness courses or activities for trainees without disabilities, you need to make them available and accessible

to trainees with disabilities. Readiness courses or activities can be offered in many ways. There is no one way to provide them. Helping trainees with readiness skills they lack could occur before training, parallel to training, or integrated as part of training.

Information from these categories – number of potential trainees, types of functional limitations they have and reasonable accommodations or supports they need, and their readiness – will directly impact your goal, the scope of your plan, and speed of implementation.

### 2.3.2 Other information

#### **SWOT ANALYSIS**

You may be familiar with planning processes that begin with a SWOT analysis which requires planners to identify strengths and weaknesses and opportunities and threats related to the planning process. For example, strengths, which could be internal or external, might be a supportive vocational training system and quota requirement and a weakness might be an inaccessible facility. An opportunity might be increased awareness about disability resulting from the ratification of the UNCRPD in your country and a threat might be decreasing budgets resulting from an economic downturn. If you are familiar with this approach to planning you might consider using it. Regardless of whether you use a comprehensive SWOT analysis, you should at least consider the resources within your organization and community as part of your planning.

#### **TRAINER AND STAFF CAPACITY TO IMPLEMENT INCLUSION**

Part of your planning is to assess how others in your centre feel and think about inclusion. What do they know? What do they think? How are they willing to help? Does anyone have disability experience already? You could use a formal survey to get the information, or give relevant staff a copy of this guide and then sit down and talk about how you are going to proceed and what role each person is going to play in your inclusion efforts. Regardless of your approach, you will need to plan on how to ensure that staff and trainers are ready for an inclusive effort and will support the initiative.

#### **COMMUNITY RESOURCES**

It is useful to research in the vocational centre and within the community where support, equipment, software, and expertise are located. A local carpenter may

be willing to build a ramp or to lower a work table. An employer may be willing to offer internships to trainees with disabilities so they can practice the skills they are learning. A company may be willing to donate software adaptations such as screen readers for the blind. A volunteer agency may be willing to offer people to take notes for trainees with disabilities in classrooms or other types of personal assistance to trainees who need such support. Once you know where such forms of support, equipment, software, and expertise are located, you will be able to draw on them. For the least, you are creating awareness and support for your inclusion effort. You need not be in this effort alone, as there are many people and organizations who may be willing to help.

Expertise may come from people with disabilities. As discussed, one type of organization that could be a very good resource is a Disabled Persons' Organization (DPO). DPOs are organizations consisting of individuals with disabilities. These organizations typically advocate for laws that will allow for their full participation in society, ensure the exercise of their human rights and advocate policies on accessibility and reasonable accommodations in varied community settings. Many of them also provide training and expertise on how to provide accessibility and reasonable, functional accommodations, and offer support to their members in finding and keeping a job, finding a place to live and a mean of transportation, and they also provide a socialization space. DPOs as well as non-governmental organizations that provide services for disabled persons can be good sources of expertise on disability, and possible sources of support tools. In some communities, organizations for the blind for example, are willing to loan equipment to training and education institutions, offer Braille printers when needed and provide other supports so that persons with disabilities can participate and succeed in education and training.

In Fiji, for example, as blind students began entering mainstream schools and training facilities, the Fiji Society for the Blind offered advice to institutions about the types of technology, software or other adjustments that they needed to purchase and offered counseling and support services to students.

## 2.4 Goal setting

A goal is a statement about something that you want to do. It provides direction for your planning activities.

Examples of goals:

- the entire facility disability inclusive, including all courses and activities, within five years.

- Include people with disabilities in all informal training courses within the next three years.
- Make the five most popular and market-driven training courses disability inclusive within the next two years.
- Admit 10 trainees with disabilities in a vocational training programme and provide them with the necessary support to succeed during the next training cycle.
- Meet a quota of 5 percent of trainees with disabilities within the next three years.
- Include 10 people with mobility impairments this year.

Setting a goal is a strategic and political act. You may want to have an advisory group comprised of people from within your institution and the community, who can review the information you gathered, help you write your goal, and promote it to the people who will be affected, as well as help you work further on the plan.

Your goal should be shaped by what you learned during your information gathering activities. If the number of people with disabilities who would like to participate in your vocational training programme is large and diverse, and the resources and support you have identified are substantial, you will be able to set an ambitious goal. If the group is large but the resources and support limited, you may need to devote additional time to identifying needed resources or set a more modest goal. Ambitious goals may take longer to plan and implement, thus delaying when people with disabilities will be able to participate in your programme. Setting a modest goal may speed up the planning and implementation process, provide you with early success and recognition, and lay the foundation for broader staff and community support for future inclusion efforts.

Your goals should have a target that is measureable, such as number of classes that will be disability inclusive or number of students that you will enroll within a given timeframe. The target should also have indicators. Enrolling students is not enough. How many of them do you expect to succeed and move into employment? When will you know the goal has been reached?

## 2.5 Plan development and implementation

Your plan is your roadmap for reaching the goal or goals. There are many approaches to planning. After the goal is identified it calls for the next steps and reflects the following:

- **Define objectives:** Objectives are statements about what you want to achieve to reach your goal. Objectives should be SMART, that is, specific (clear), measureable, achievable (realistic), relevant (to the goal) and time-bound (target date).
- **Identify the steps needed to reach the objective:** These could be methods, strategies or action steps for reaching the objectives, depending on the planning system you use.
- **Name a person responsible for the goal:** The person or group (partner or organization) responsible for the goal or for the specific action steps needs to be identified.
- **Specify the time frame:** What is the start date and when do you anticipate achieving the target (or action step)
- **Identify the costs:** Find out how much it will cost to reach the objective. If you do not have the resources (human and financial) you may need to revise the objective or add some action steps to raise funds, identify volunteers or take other action to go forward.

Use the planning method that you have used in the past, if it works, or the one that may be required by your training system, but do plan! Decide what needs to be done, how it needs to be done and who should do it.

If you are just starting your inclusion effort, there are several important categories of action to address in your plan:

- **Accessibility** and required physical modifications to the vocational centre and its grounds
- **Staff training** and, possibly, disability training for other stakeholders
- **Communication and outreach** to people with disabilities, directly and through others.
- **Securing advice and guidance from partners** or experts to address inclusion issues that may arise and that you did not anticipate or cannot handle internally.
- **Equipment acquisition or modification** for instruction-related equipment and tools or securing other resources based on individual trainees' needs.
- **Materials and curriculum modification**, especially ensuring that print and electronic information is accessible or available in alternative formats, a variety of training approaches are used and testing procedures can be modified if needed.

Many factors will determine exactly what needs to be in your plan, how you structure it and how you go forward. For example, if you have an on-the-job training component, you will need to involve employers.

**Example:** In Bangladesh, a national strategy plan is being developed to include people with disabilities in the vocational training system, while meeting the quota of 5 per cent of disabled trainees in relation to the total trainee population. Even though the plan is systemic, the headings in their plan may prove useful to you.

**Box 3: Disability strategy for inclusive vocational training – Headings**

*Example from the Bangladesh working group – A systemic initiative*

- 1. Policy and system** – includes the structure for overseeing the inclusion efforts, stakeholder cooperation, gender issues and monitoring and evaluation.
- 2. Participation** – refers to outreach and enrollment of disabled trainees, as well as ensuring that disabled persons and their organizations are involved at all levels of inclusion, such as serving as trainers and participating in decision making.
- 3. Awareness and capacity** – addresses the issues already discussed such as with disabled persons, parents, staff, employers, trade unions, government and training authorities, and the general public using alternative formats and media.
- 4. Accessibility and Reasonable Accommodation** – which include curricula, the built environment, general accessibility and methods of providing for reasonable accommodations and the availability of equipment and devices.
- 5. Employment and Business** – addresses how to access employment and business development services for disabled persons, how to motivate employers to hire, and accessibility related to business settings used for training purposes.
- 6. Knowledge and Research** – which includes developing knowledge about social barriers, barrier removal, what accommodations work and identification of sources of devices or reasonable accommodation tools and methods.

## 2.6 Evaluating the implementation of your plan

Your implementation plan is a dynamic document that may be revised based on the assessment information you collect. As part of your planning process you should decide when it will be evaluated and who will be involved in the process.

If you have SMART objectives, with measureable outcomes and targets and a timetable for actions and responsible parties in your plan, evaluating the process of implementation will be easy. Things either happen or do not happen according to your timetable and at the level expected. It is important to explore why things do not happen according to your plan. You may need to have more achievable objectives or perhaps some corrections are needed – different people with different skills need to be responsible, more money or expertise is needed, etc.

Besides reviewing the specific targets and measureable aspects of your SMART objectives as a basis of assessment, your assessment should also include some quality measures. One way to do that is to collect information directly from trainees and trainers. For example:

- Were trainees with disabilities evaluated with the same standards, with or without reasonable accommodation, as trainees without disabilities?
- Did trainees with disabilities attain the same skills, with or without reasonable accommodation, as trainees without disabilities in the vocational training programme?
- Did trainees with disabilities graduate? Did they get jobs or start businesses at the same level as non-disabled graduates?
- How did your trainers react to having disabled people in the classroom or workshop? What challenges did your trainers face with respect to disabled trainees? Were they overcome? What benefits did they report?
- What role did trainees without disabilities play in the inclusion process?
- How did the disabled trainees react to the training? Did they feel that their needs were met and that they were given similar access and opportunities as non-disabled trainees?

You probably have other questions you might want to add to this list. You may also want to talk with parents, employers, volunteers or other stakeholders to get their input and perspectives. In the case of employers or businesses for example, you may want to find out if they received the needed support to include disabled trainees as interns, or ask volunteers if they received an adequate orientation to do their job as guides, readers, etc.

Answers to these questions will also guide your future efforts to make your programme inclusive. You may choose to write a report based on the evaluation and choose to make it public and or available to key stakeholders. In any case, it should be a primary tool in revising the implementation plan for the next training cycle.

## 2.7 Notes to administrators and trainers

Planning is often considered an administrative task but for planning to be effective it must include instructors, facility staff, especially those responsible for building renovations and safety and, perhaps, community organizations, employers', workers' organizations and disabled people's organizations, parents and other community leaders. Non-staff, especially those representing key stakeholder groups should at the very least be consulted during the planning process. Engaging such groups as partners may also be a target of planning.

As an administrator you may want to put together an advisory group to assist with the planning. Such a group should be representative of all key stakeholder groups. Ensure that gender issues are addressed in your plan and that women with disabilities are consulted and represented if you put an advisory or planning group in place.

If there are not sufficient resources, the planning process should identify gaps and include methods of fund-raising or other methods for securing needed resources, tools, equipment or expertise and human resources.

A communication strategy should be part of the planning, not only directed to disabled persons and their families to engage possible enrollees but to communicate the plan to all concerned, especially if additional resources of any kind are needed. You will also eventually want to tell about the successes that will hopefully result from the inclusion initiatives.

As trainers, you should have an active role in the planning process since you know the needs of trainees, the learning situation and the groups you may collaborate with, like employers and parents. You can best anticipate some of the challenges and strengths within the classroom, workshop and on-site training settings. In addition to an overall plan for disability inclusion, you may need to engage in some specific plans for your classroom, such as how the classroom should be reorganized for wheelchair users, or how you can adapt aspects of the curriculum, or how many teacher aids or volunteers you want in the classroom.

If your training takes place outside a classroom or workshop over which you have direct control, do not forget to include the off-site training settings in your plans, such as other training institutions, field visit sites, or businesses and employer workplaces.

## 2.8 Summary

This chapter outlined a planning process crucial to creating an inclusive training environment. It addressed the importance of a broad-based commitment to inclusion; the type of information that should be gathered; how to set a goal and what to include in an implementation plan; and then how to evaluate the inclusion plan. Both this chapter and the previous one described concepts like universal curriculum design and reasonable accommodation. The specifics of the concepts of the learning and training processes for disabled persons are the subject of the next chapter.



## CHAPTER 3:

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# MAKING LEARNING INCLUSIVE

### 3.1 Chapter purpose

This chapter is about how to facilitate trainees with disabilities learning with non-disabled peers, at the same time and with the same results. That is true inclusion.

The chapter is divided into three sections dealing with:

1. The learning process – how information becomes knowledge and strategies for facilitating the acquisition of knowledge and skills
2. Reasonable accommodation and specific disabilities
3. How to address reasonable accommodations needs through the training process – from recruitment to evaluation of trainee performance.

### 3.2 The learning process

When considering how to cater to trainees with disabilities, it is important to take into account the learning process in general. A major consideration is: How does information become knowledge and when does it develop into a skill? Information becomes knowledge when you know what to do with it. With knowledge you are able to demonstrate something, and with time and practice, become skilled at doing something. You could break the process of converting information into knowledge into four steps. This conversion process is called learning.

1. **You acquire information.** It comes to you through your senses or a combination of them – your eyes, your ears, your touch, your taste, or your nose.
2. **Information is stored in your brain.** You categorize it in some way by labeling it or labeling it and then associating it with something you already know. Why do you do this? So you can retrieve it.
3. **You retrieve the information from storage,** when you need it.
4. **You use the information to do something.**

This learning process, conversion of information into knowledge, may seem natural and automatic.

But, what if one of your senses was not working or not working well? You would need to rely on other senses to get or supplement how you acquire the information. What if you did not know how to categorize the information? You would need some help associating it with something you did know and perhaps give it a name. What if you could retrieve it, but could not say it or write it? You could use another way of communicating what you know to others or your trainer.

When information is “sent” to trainees, for example, through a lecture, a demonstration, or assignment you usually assume “they receive it” – that they know what it is, what it relates to, why it is important. You might assume that they will remember it and recall it when they need to. You “test” these assumptions in a learning situation by asking them questions or by giving tests. If a trainee does poorly you may not know the reason(s) for the poor performance. Was it because the trainee did not see it or hear it? Was it because the trainee did not know how to categorize it, or could not retrieve it?

Applicants and trainees with disabilities may come to you with one or more of these challenges because they cannot see, hear, talk, or have some other limitation. For example, individuals with learning disabilities can have difficult processing information or converting information into knowledge. They may require that a trainer present information in a different way so that they can receive and understand it or an accommodation to demonstrate that they have acquired the knowledge.

### **3.3 Strategies for facilitating the acquisition of knowledge**

Whatever you want one trainee to learn all trainees should learn. What you teach should be the same for trainees with and without disabilities. For you, ‘what’ you teach will not change but ‘how’ you teach it might. Here are some of the techniques and strategies to change how you teach.

By using specific strategies that address learning challenges, you can create a learning environment where everyone experiences success. You can create an environment where everyone benefits and everyone feels included. You will also find that these strategies will benefit all trainees, whether or not they have learning challenges, and that you already use many of these techniques as part of your teaching and training skill set.

## USING MANY SENSES

Trainees pay more attention when you vary your approach to instruction. Explain or teach a bit, then demonstrate. Show a video (with captioning if you have trainees who are deaf or hard of hearing and with audio description if blind and visually students are present) and ask questions. Having exchanges with your trainees keeps everyone focused. After a demonstration, let the trainees try their hands at the task. Using a variety of strategies makes use of eyes, ears, and hands. And at the same time, using multiple strategies gives you an indication if trainees are able to identify, associate, discriminate, and apply the information you shared with them. By using several senses (i.e., seeing, hearing, touching and even, tasting and smelling) during your instruction, both in your presentations and in what trainees are asked to do, you naturally accommodate many trainees and by doing so help them learn.

You may want to analyze how you present instruction and how you involve trainees during it – see if you have a preference for certain senses, how frequently you engage in exchanges with your trainees, and how frequently you let trainees engage in hands-on activities as part of instruction. In a classroom you may now do most of the talking and performing; whereas in the workshop you may give more tasks.

For example, consider constructing a table. When introducing the idea of table construction, the instructor may begin by talking about context, the many uses of a table. He can tell students about the best materials with which to build a table, show them samples of tables or different types of woods, or take them to a place where these tables are on display. They can observe, feel and smell as they hear the instructor describe the tables or wood types.

Next the instructor could show the students a video of how a table is built and talk about characteristics associated with constructing a table – cost, stability, durability, size, practicality, and attractiveness. The instructor could ask students to find and come in and talk to classmates about pictures of tables in terms of these several dimensions. These opportunities also allow students to use their eyes, ears, and sense of touch and to make judgements and voice opinions.

When it comes time to build a table, the instructor could show and explain how to carry out the various tasks, and then give students with differing strengths or preferences various task, such as designing a table, sanding wood, cutting wood, nailing pieces of wood together, painting or staining wood, or judging table construction at several stages before actual completion. Inherent in all of these activities are many opportunities to use one or more senses--to feel things, to see

things, to hear things, and perhaps to smell things (distinguish among various wood finishes by smelling them in addition to reading labels). When trainees are able to use multiple senses and senses for which they have a preference, their ability to learn, retain, and apply knowledge is enhanced.

### **SHARING IMPORTANT INFORMATION**

Some trainees are able to read and write but may have difficulty determining what information is important. To help those students, you could underline key points in red and give the trainee your speaking notes before class. If your goal is for each trainee to know what is important, why not give every trainee a copy of your notes? By doing so, you treat everyone the same. You increase the likelihood that everyone will learn the important information. Trainees may pay more attention to what you are saying, not need to take copious notes, and you may have more time for dialogue.

Even the timing for providing notes can serve a purpose. If you give information or alert trainees to information before you lecture, as in the case illustrated, it will be up to them to review it prior to class. If they do so, then the exchange during class time could be devoted to everyone suggesting how to apply the information in varied “what if” scenarios. If you give it to trainees after the class, they will have a standard by which to judge their notes and useful information with which to study for an exam.

### **ORIENTATION, WHY IT MATTERS AND HOW TO DO IT**

At the most basic level, orientation means you let trainees know what is going to happen and what is expected of them. Everyone benefits from proper orientation. For trainees, including some trainees with disabilities, who might have problems to understand when one thing ends and another starts, how things relate to each other and/or are organized, and why they are important, proper orientation is vital. If they are oriented, they know what is going on, feel connected to the class, and can contribute.

### **PROVIDING CONTEXT**

The first and most important piece of any instruction is its relevance. Trainees, disabled or not, will think and perhaps say – Why are we expected to learn this? Why are we expected to learn this now? If you answer these questions using the other techniques outlined below, you will be helping all trainees build a solid foundation, gain confidence, and most importantly, feel included.

## ORDERING

Another smart idea is numbering things covered in instruction. By doing so, you quickly provide the order and the number of topics to be covered. Trainees will know when a topic ends and another one begins. They will know how much is left to cover before a class or sequence ends. Numbering topics also may give a reference point that will help you orient trainees to relationships between or among topics, such as similarities and differences, and then perhaps generalize.

**Example:** Let's say your first topic is how to distinguish among vegetables. Your second is how to steam vegetables. Your third topic is how to distinguish the thickness of vegetables. Your fourth topic is remembering different lengths of cooking times related to achieving a particular degree of tenderness in specific vegetables. The numbering can help trainees with functional limitations in seeing, hearing, or categorizing information.

## CUEING

The fundamental purpose of cueing should be to give trainees information they can use to do the right thing or to do the right thing the next time. Using cueing in a thoughtful manner sharpens the learning of all your trainees and promotes success.

Cueing is probably a natural part of your approach to instruction. When starting a task or demonstration you may naturally say, 'To begin', or when you stop, you may say, 'That is the last step, now we will stop.' When something is time-limited, periodically, you let trainees know how much time is left. So you cue or prompt trainees all the time and perhaps in many ways. Cues are very helpful for trainees who cannot see, hear, or process information easily or who may write or work slower than others.

For print material handouts you may want to consider this type of cueing –

- Highlighting key facts
- Color-coding similar facts
- Using tabs and labels
- Providing pictures and graphics to go with written material
- Summarizing
- Providing suggestions to trainees on where to/how to use these options in their notes and books

You will have to find some creative ways to use cueing when trainees have a visual disability and may be reliant on Braille, computer files or other methods of receiving information.

When asking trainees questions, you may use cueing by:

- Giving hints
- Using a consistent sequence when asking questions related to the same topic (e.g., why, when, how)
- Giving specific feedback after each answer
- Recognizing partially correct answers

## **SEQUENCING**

When you teach a task, you often sequence the subtasks in a logical manner. When you teach a concept, you may start with and build on simple ideas. Becoming aware of this sequencing process and being sure that it is logical is important to training those with learning challenges. The sequencing of subtasks or ideas should build to a conclusion which results in knowledge and/or a skill. It is an especially important training approach if you are teaching a complex, inter-related set of skills that have several steps, or if doing something out of sequence is dangerous in some way.

Start with explaining the big picture, then break it down into smaller tasks or sub-parts. Begin with the first sub-part, and introduce each additional sub-part, building slowly to the final lesson, or completed task, the big picture. When it comes to teaching a complicated task or skill, sequencing is referred to as task-analysis or breaking something down into its sub-parts and then teaching one sub-task at a time.

Most likely your instructional content is already arranged in a sequence, with sub-parts. What you may need to consider, as a matter of accommodation for a trainee with disability, is whether the subparts of a sequence could be broken down further.

Sequencing is an especially important process in teaching people with intellectual disabilities, who may need to learn one step at a time. Training can also include other appropriate training methodologies such as cueing, demonstration and practice. Each sub-task can be introduced, demonstrated and then the trainee can practice it before moving on. Some trainees may need further cueing support such as pictures to show them visually each step. You will need to be creative using all the techniques at your disposal, and the feedback from your trainee, to find the most effective training approaches.

## **BUILDING RELATIONSHIPS**

Teaching trainees to understand the relationships among discreet bits of information helps them to achieve higher levels of learning, such as how to apply

knowledge, how to transfer knowledge, how to generalize, and how to problem solve. Some trainees achieve higher levels of learning with minimal guidance. Others may need help with seeing relationships before they can apply them. Where should you begin? In the interest of fostering success begin at the beginning and work until you reach a point where the trainee needs practice before moving on.

### IMPORTANT QUESTIONS

- If I label something, can the trainee later recall the label when I show it?
- How many labels can the trainee recall?
- Can the trainee match similar items? How many?
- When shown an array of diverse items, can the trainee retrieve a specific one if I so request?
- If I ask the trainee to arrange items in pairs, based on their function, can the trainee do it?
- When I show the trainee a new or novel item will the trainee know to which category it belongs?
- When I ask the trainee what items I would need to complete a task, can the trainee list them, select them, and describe their function in the task?
- When I ask a trainee to complete a task, can he or she select the items he or she needs and complete the task successfully?
- When I give the trainee a problem can he or she describe how he or she would go about solving it?
- When I give the trainee a problem can he or she solve it?
- When I ask the trainee to use a group of items to create something unique, will the trainee be able to do so?

These questions give you information about the trainee's ability to name, recall, match, distinguish, recognize, associate or categorize, judge, and apply information. For some trainees reaching these various levels of connection among items may require customized lessons and more practice on certain parts of a sequence, but in the end, the trainee will have the skill level you expect of all trainees.

The most important point in your approach to instruction should be this – whatever you want one trainee to learn all trainees should learn. What you teach should be the same for trainees with and without disabilities. Each trainee should come with the ability to learn what you intend to teach. For you, what you teach will not change but how you teach it might.

**Box 4: How to apply the principles of universal design to instruction**

- Use multiple modalities when presenting instruction
- Give trainees copies of slides, overheads, and notes
- Always have a sequence and orient trainees to it, i.e., first we are going to do this, second we are going to this, third we are to do this, and so forth
- Start with simple concepts or tasks and use them as building blocks for more complicated instruction
- Periodically confirm that trainees follow what you are teaching
- Give trainees time to practice, to retain new information and, if appropriate, to integrate it with information learned previously
- Be flexible about how you evaluate

**PROVIDING OPPORTUNITIES TO PRACTICE**

Practice is something done to improve skill or skills, measured in terms of factors such as speed, accuracy, precision, form or some other factor, or combination of factors. On many levels and in many circumstances trainees practice on their own, without supervision, and are expected to do so. Some trainees need more time to practice than others. Some need more supervision than others.

There are a few questions that once you answer them, will help you sort out how to structure and support practice opportunities.

- What segments of the lesson require practice?
- Can the trainee practice these without guidance or supervision?
- Do some practice segments require special conditions (e.g., workshop setting) or things (e.g., tools, supplies, the completed model) in order for trainees to practice?
- Are there ways to reduce the amount of trainer involvement so the trainee can practice more often?
- Is there a way for the trainee to monitor their practice efforts against an acceptable standard?
- When should trainees practice (e.g., before an examination, to prepare for the next segment of instruction)?

Creating and providing opportunities to practice can be a way to promote inclusion for trainees with disabilities. Some practice activities may benefit from a

buddy system, where one trainee works with or supports another trainee. Pairings during practice sessions are less structured and formal, and may give trainees with varied skill levels a chance to get to know each other.

### 3.4 Giving feedback

All trainees benefit from feedback, delivered in the right way and the right time. Feedback should always be specific. “Good job!” is insufficient. Its impact is likely to be greater if phrased like this: “Good job! You followed the steps correctly to compress the computer files.” Being specific is critically important when giving a trainee feedback on poor performance, also.

It’s easy and pleasant to give public positive feedback for a job well done to any or all trainees. It is more of a challenge when you must note poor performance. For any trainee, it is unpleasant and even devastating if negative feedback is given in front of others. However, the closer to the event that you can provide constructive, specific feedback about poor performance, the more likely that your feedback will have a beneficial effect on future performance – the trainee will know what to “fix” to get things right the next time.

#### HERE ARE SOME QUESTIONS TO CONSIDER BEFORE GIVING FEEDBACK

- Am I providing positive or negative feedback?
- How is the trainee, receiving the feedback, likely to react?
- How is the trainee, receiving the feedback, likely to be perceived by others present?
- Should I provide the feedback in private?
- Have I provided specific feedback to this trainee on this issue previously?
- In the past did I give this trainee clear and specific feedback?
- What impact did the earlier feedback have?
- How might I change the feedback to ensure it will have the desired effect?

If inclusion of trainees with disabilities is a relatively new situation, how you handle feedback, may be especially important. You need to be a fair judge and be perceived as a fair judge. So, tie feedback to performance not the person. For example, do not say, “Juan you are wrong, again!” Say instead, “Juan, the next time you shut down the computer, please close all running programmes first. That way you will not lose any files.” If you have negative feedback to

give, if you can, do it in private. If you cannot, find something in the performance to characterize favorably, even if the news is mostly bad. Be consistent over time.

## **3.5 Accommodating trainees with specific disabilities**

### **3.5.1 Ground rules**

In the classroom, workshop, job site or learning situation, the trainee with a disability should be able to:

- Access and use the training environment.
- Know what to expect and how to contribute.
- Have the opportunity to function independently.
- Be empowered, especially through opportunities to have choices and exercise control over circumstances to the extent allowed to other trainees.
- Be exposed to the same purpose, instruction and tasks as trainees without disabilities.
- Engage with trainers and peers during instruction.
- Socially interact with others.
- When needed, access support, especially for preparation and in times of transition.
- When needed, be offered flexibility in acquiring and demonstrating knowledge.
- When needed, have accommodations so he or she may have the opportunity to have the same experiences and achieve the same outcomes as trainees without disabilities.
- When needed, have a means to communicate by using non typical methods of communication.

To achieve this level of desired inclusion, that is, where trainees with disabilities have this type of full participation with others in the learning situation, some level of accommodation may be needed. The general parameters of reasonable accommodation were discussed in Chapter 1. The following is a list of examples of accommodations that people with a certain type of disability may require to fully participate and also strategies that will help the person feel comfortable and included.

### 3.5.2 Sample strategies

#### **TRAINEES WITH VISUAL IMPAIRMENTS**

Orient the trainee to the building, his or her classrooms, and other important rooms such as restrooms, places to eat, administrative offices.

Determine what types of technology (e.g., assistive devices) the individual will bring with him or her (e.g., a tape recorder, a Braille writing style, laptop, etc.). What else does the trainee need?

Determine how the trainee prefers to receive and give/send information.

Determine what modifications need to be made in the physical space the person uses.

Determine if the trainee can move around independently or what assistance they need.

Tell the trainee who he or she may turn when help is needed.

#### **TRAINEES WHO ARE DEAF OR HARD OF HEARING**

Be willing to repeat information when talking to a trainee who is deaf or hard of hearing. If you do not understand what the person said, ask him or her to repeat it.

Be sure you have the attention of the person, give a visible signal or tap his or her shoulder, and face him or her before starting to talk.

Do not use exaggerated lip movements.

Do not talk with your hand in front of your mouth.

Maintain eye contact with the trainees, even if a sign language interpreter is facilitating the communication.

Minimize or eliminate irrelevant visible and audible distractions when talking to the trainee.

If the trainee does not understand your comments or directions, repeat, rephrase, write or demonstrate them with body movement or pictures or drawings.

#### **TRAINEES WITH MOBILITY IMPAIRMENTS**

Determine if the trainee can get to where he or she needs to get to on time.

Determine if the trainee can navigate easily, safely, and independently to where he or she needs to go.

Determine necessary changes in the physical environment so he or she can use it and can do so safely (e.g., bathroom, cafeteria, lab, library, and auditorium).

Determine what the trainee needs in order to participate in classroom, workshop, job training site or extra-curriculum activities.

#### **TRAINEES WITH PSYCHO-SOCIAL DISABILITIES**

When introducing the trainee to classroom or programme demands, explain:

- Time pressures,
- Responsibilities and rules,
- Degree of ambiguity, degree of change expected and unexpected
- Determine elements of expectations and requirements that may cause the trainee stress and decide how they will be addressed.

#### **TRAINEES WITH LEARNING DISABILITIES THAT AFFECT HOW THEY PROCESS INFORMATION**

- Determine how the trainee prefers to receive information (e.g., verbally, in writing, etc.), including feedback.
- Determine how the trainee prefers to give information when they communicate.
- To the extent possible, determine if the trainee needs special organization aids or personal training strategies related to:
  - Attending to or classifying information (e.g., use of color coding instead of words)
  - Knowing when and how to use information (e.g., provide cue cards or pictures)
  - Keeping track of and managing time
  - Producing information or results
  - Handling tasks that involve sequences (e.g., provide prompts, pictures or other sequencing tools)
  - Performing if it requires the use of specific senses
  - Dealing with the spatial and direction-related demands of the environment
  - Interpreting a reaction to interpersonal situations
  - Identifying, when the trainee requires cooperation or assistance from others

## TRAINEES WITH INTELLECTUAL DISABILITIES

- Determine what types of guidance or assistance the trainee needs – e.g., verbal directions, occasional verbal prompts, frequent feedback, actual demonstration, more practice, and/or assignments broken into separate tasks.
- Determine what type of guidance or assistance the trainee needs during periods in which he or she is not in class, for example, getting to and from the centre, help with using breaks and lunchtime, grooming and personal hygiene.
- When asking the trainee to do something, describe or show how it is to be done.
- If an assignment has multiple tasks, explain each task, allow the trainee time to demonstrate comprehension and to practice.
- When giving feedback, be clear, specific and timely.
- For each assignment, tell the trainee who to turn to for assistance.

There are many other types of disabilities that could require accommodations depending on the individual and the training situation. For example, someone with an amputation of a limb or finger, many require some adaptations to a piece of equipment to operate it properly and easily. An individual with respiratory problems might need to avoid certain types of environments that will affect their breathing ability. It is important to discuss needs specifically with the individual to determine the needed adjustments or accommodations.

### 3.6 Providing accommodations throughout the training process

If your facility is not physically accessible, you may need to make physical changes to the environment in order for the trainee to participate in the learning experience. Some may be relatively easy (e.g., assignment of an accessible classroom space) and others may be more complicated (e.g., finding a contractor to widen a toilet stall or identifying on-the-job training sites that can accommodate a wheelchair user). If, when you learn of an accommodation need, you do not have time to secure it you are faced with two issues – postponing an individual's admission until you have the accommodation in place or coming up with a temporary alternative solution until an acceptable one is in place. You need policies and procedures for dealing with these scenarios. The policies and procedures should include who is responsible for what, including notifying others who will be affected by the accommodations.

The person with disability, who needs the accommodation(s), should be involved throughout the process, especially in helping you establish what accommodations are needed and in letting you know if they work and are sufficient. If accommodations are primarily associated with instruction, then communication between the trainee and the trainer should be the principal means of verifying that accommodations are working or need to be modified.

The three contexts where providing accommodation can be particularly important are at the point of recruitment and acceptance, instruction and evaluation of trainee performance.

### 3.6.1 Outreach, recruitment, application, and acceptance

#### OUTREACH AND RECRUITMENT

Consider how you currently attract students. Some common ways may be by seeking trainees:

- From schools
- Through advertising in the print media
- Through fairs
- By word of mouth
- Through TV and radio advertisements
- The Internet
- Through unsolicited individual inquiries
- Through open houses
- By working with community leaders and village chiefs
- By working with local government officials and offices of related ministries

All these are acceptable methods of reaching potential applicants and by using a variety of techniques, you are more likely to reach people with different types of disabilities and life circumstances. However, often people with disabilities may, because of a history of exclusion, feel they are not welcome or may not be considered as welcome. Therefore, it may be necessary to take specific measures if you wish to enroll students with disabilities.

Reaching out to trainees with disabilities requires more than a policy or statement that they are welcome. Specific outreach methods may be required. These could include the following.

- **Message.** Your message must specifically indicate that people with disabilities are encouraged to apply to your vocational training programme and that they will be accommodated and supported to succeed.
- **Reaching out through specific groups and knowledgeable people.** If people with disabilities often go to separate secondary schools for the general population, expand your school contact lists. Go to places where people with disabilities socialize or meet, such as disabled persons organizations and rehabilitation settings. Reach out to parent groups of people with disabilities. Consult with government agencies or local authorities who serve disabled persons or meet with village chiefs and informal leaders who often know their local communities the best.
- **Media.** Advertising is probably not the only way you recruit, but consider using audio (the local radio or television station) as well as print media and TV. If you rely on word of mouth you need to ensure that your message reaches people with disabilities, perhaps through the groups already noted. In some countries, disabled persons have radio, TV or print news targeting others with disabilities and these should certainly be considered in any media outreach campaign to attract trainees.

Any information used for recruitment purpose or to advertise your programme may require additional or alternative formats. For example, you could make existing content available electronically, in big print, or on audio tape. You might take some of these alternative format materials to any fairs in which you participate. However, other requests may come to your centre directly and you will need to meet the immediate demand. That is, print or send information and brochures when an individual requests the information. Besides the format, also examine the content so that all materials specifically note that those with disabilities are encouraged to apply and that you will try to meet specific support needs to participate and succeed in training.

When people with disabilities come to the office, facility or training venue to apply, be prepared. The following are some issues you should be ready to deal with.

- **Disability-specific information.** You need someone prepared to meet and answer questions, some of which may be related to accessibility or reasonable accommodation.
- **Communication accessibility.** You should have someone on staff who can communicate with someone who is deaf or hard of hearing. Methods can be as simple as using a note pad, via e-mail, or using a computer

(both the person and your recruiter would be in the same location) or text messaging if the person has access to a cell phone, or using a sign language interpreter, if the person uses sign language to communicate. Receptionist staff should be prepared and know who to contact if a deaf person comes to the training facility.

- **Physical accessibility.** This guide has discussed the need for physical accessibility at length. At this early stage of the learning process, you must ensure that an individual with a mobility impairment can get to the recruiter or intake worker. When you hold vocational training fairs and open houses at your building or campus, you need to have addressed access and transport issues in advance. For safe, physical access, you would need to hold any fair at an accessible building, and let people know in your promotional messages exactly where the accessible entrance to the building is located. Another less desirable option would be to meet the person at an accessible location and share the information with him or her there.

**Examples:** Linking with Disabled Persons’ Organizations (DPOs) is one of the more common approaches to targeted outreach to include people with disabilities in training. Some DPOs can be quite creative and some approaches culturally determined. For example, when the institutes in Rwanda were becoming more inclusive, special outreach activities were not undertaken by the institutes, although many disabled people become aware of this change through word-of-mouth. But the DPOs arranged creative outreach activities to facilitate inclusion at the institutes and to raise awareness in the community about the rights and abilities of people with disabilities. They organized theatrical performances to illustrate the social and economic impact of excluding people with disabilities from training opportunities and to demonstrate ways in which traditional jobs can be performed in non-traditional ways. For example, they showed how secretaries without hands could perform computer tasks using their feet. The capacity of people with disabilities to work and perform impressed the community and furthered the inclusion goals of Rwanda training centres.

## APPLICATION AND ADMISSION

With regard to applications, the accommodation issues that might arise are – can a person with a disability get one of your applications, fill it out, and get it back in time to meet your deadline? In some cases, your staff will be available to assist, such as at fairs, open houses or in your facility. However, if you have strong community connections, access to volunteers, and staff designated to coordinate the application process, and if necessary, reach out to possible

candidates with disabilities and follow up with them, it will increase the chances of finding a solution when a barrier arises.

With regard to assessing and evaluating applicants, you want trainees in your programme who have the capacity to learn and do the work expected of them in the learning situation. For formal training programmes, you may have requirements such as grades, degrees, certificates, literacy skills and other criteria. You may also talk to referees; examine work histories; or administer targeted tests on certain abilities, skills, or traits or potential for them; and interviewing applicants. Look at your process to determine if it screens out certain types of candidates.

Begin with entry requirements. Where did they come from? Are they related to the occupations for which trainees will be trained? Are they good predictors of successful completion of your programme? There are three entry requirements that you may consider essential – completion of a certain level of education, some work experience, and the ability to read, write, and calculate. Some applicants with disabilities may not have a standard diplomas or access to regular education, some may never have held a job, or cannot read, write, and calculate with or without some accommodation. How do you decide what to do about these applicants?

If you have any applicants who lack the necessary literacy or education levels or you doubt their achievements, it would be legitimate to ask them to demonstrate that they can read, write, and calculate at the level required. Of this group, when you give your “test,” you could provide individuals with disabilities the accommodations they need to demonstrate for example that they can

- “read” in Braille or understand written material read to them,
- “write” perhaps with a computer or by dictating to someone else, and
- “calculate” with a calculator, to solve a problem, at whatever levels you require.

**Example:** When a training programme in Iraq was assisted by the ILO and UNDP to become more inclusive, it examined its requirement that all entrants have a primary school certification, something many disabled applicants lacked. Instead it set criteria related to reading and writing ability and this flexibility meant that more disabled applicants could participate.

In this way you have not compromised on your standard if the literacy requirements are met. If your training system has the necessary services, you might be able to offer students who lack the literacy requirements, specific training to upgrade their skills until they reach the level where they can participate.

**Example:** At the Houston Community College in the United States, which offers many vocational training classes, students with low admission scores in reading, writing and mathematics, regardless of whether they have a disability, are enrolled in remedial support classes at the College. The College also offers study skills courses in test taking, note taking and goal setting. Additionally, through Vocational Adjustment and Skills Training (VAST) classes, trainees with intellectual disabilities may receive extra support to improve their basic academic, social, communication and computer skills.

With regard to work history, an applicant with a disability may be capable of working, but because a lack of opportunity or transport, he or she never worked. During the interview, you might want to consider giving this individual some hypothetical work related questions to get a sense of the person's problem solving process, judgment, sense of acceptable behavior, and other things people would learn or observe when working. Or you may decide that you will first suggest a work experience period with a cooperating employer, or observe the person in a training workshop prior to acceptance in the programme. One additional use of the interview would be to explore with the trainee the range of accommodations he or she may need during instruction or testing.

If other tools or tests are used during the assessment process, reasonable accommodation as noted in the testing sections of this guide may apply.

Once a student is accepted, notification is a simple process. Yet, here too accommodation may become necessary. If you know the trainee is blind you could call him or her with the good news. A notification letter is often used to also inform new trainees of things they need to do before classes start such as how to register for classes or when attend an orientation. You must also ascertain if the trainee with a specific disability can access the place of registration, register for classrooms he or she can get to and use and participate in orientation.

### 3.6.2 Instruction

Examples of training approaches to accommodate persons with disabilities have been noted throughout this chapter. However, ensuring that the process of securing or providing accommodations is done prior to training, if possible, reduces disruptions for all. Through your planning process and actual recruitment, you will have an idea about how many trainees with disabilities are being admitted to your programme and have some indication of their accommodation needs. For example, if you know that completely blind students will enter the computing class, you want to make sure you have the appropriate speech software.

Many trainees with disabilities will not require any accommodation. Others may only need a one-time adjustment, such as a modification in the grip of a welding tool, additional time to walk between workshops, or a device to hold an object in place so it can be glued. These three examples will probably be addressed before any trainee who enters a classroom needs them. Some trainees will need to be provided with some things on a recurring basis, such as large print text, material in advance of a class, or someone to take notes. Each of these examples implies the need to know about them ahead of when they are needed. In other cases, it may be more difficult to know ahead of time what accommodations a student may need or what needs may emerge as the training situation changes. But to the extent possible you want to plan for these situations.

Besides planning ahead, you need to discuss the situation with the disabled trainees; they are the best source of this information about their needs. In some cases, however, they may not know the best accommodation. Your questions, knowledge and creativity will be important in these situations. Some employers and schools keep records of accommodations so they know what worked for some people and what did not. Such records will provide a source of suggestions for a trainee with a similar need.

You may also encounter students who do not know that they have a disability. Many learning disabilities, for example, go undetected, but your trainee may experience certain difficulties in processing, retaining or retrieving and communicating information. Your careful questions and consultation with the student will help determine the specific accommodations needed. See Attachment 1 which provides an actual script you can adapt when asking trainees about their reasonable accommodation needs.

Depending on the size of your programme and the number of your trainees with disabilities, you may elect to designate a coordinator for accommodations. The individual could work with the trainee and his or her trainers to ensure that needed accommodations are available or changed so that a trainee may participate fully in his or her classes.

**Examples:** In many countries it has become common practice for vocational schools and colleges to set up offices of disability services. The Disability Services Office at Seneca College in Ontario, Canada helps student who self-identify as needing an accommodation, decide on the most appropriate measures. The college offers more than 1,700 vocational courses and disabled trainees comprise almost 10 per cent of the college's student population. In Rwanda, the Kigali Institute of Education with a grant from the Ministry of Education, set up a resource centre for students with visual impairments which is open to students

who attend local vocational training and higher education institutes, offering access to specialized software, assistive devices and trained personnel.

### 3.6.3 Assessment and testing

Strategies for accommodating trainees with disabilities during assessment and testing need to be structured so that trainees with disabilities are treated fairly and the content or skill they are expected to know or demonstrate is not compromised. Policies and procedures should spell out for each test that an accommodation for a particular trainee was determined (i.e., justification), approved, and provided. Some may feel that any changes to the testing process may violate the integrity of the assessment. Therefore, the need of any trainee to meet the required standard should be adhered when certification is required, but often accommodations are possible within the system.

Trainees with disabilities, with or without accommodation, should be evaluated by the same content standards as other trainees. Testing what they know or can do may require accommodations in any of these areas – environmental adjustments, format modifications, performance adjustments, or pacing flexibility. Usually you want to know what the trainee knows. How you find out and how fast you find out are usually not critical. Or, you may want to know what a trainee can do. How he or she shows you may not be limited to one option. The speed in which the trainee shows you may not be critical. However, there will be times when speed is relevant and there will be times when only one way of showing something is appropriate.

#### **EXAMPLES OF ENVIRONMENTAL ADJUSTMENTS**

- Change the location of testing, especially to minimize distractions for students with certain types of disabilities
- Provide more, less, or different lighting
- Change height or size of testing or work table
- Allow prosthetic devices and low tech aids, such as tape to hold paper to a desk top or vice for a workshop task
- Allow another person to turn or change test pages

#### **EXAMPLES OF FORMAT MODIFICATIONS**

- Change print – e.g., spacing, size, print, color
- Allow use of a reader

- Allow use of a recorder
- Allow use of cueing aids

#### **EXAMPLES OF PERFORMANCE ADJUSTMENTS**

- Allow the person to show how he or she can do something rather than record it in writing
- Allow the person to use a writer (someone else who will write for them) to record his or her answers or to use a recorder, calculator, communication device, or computer in providing answers or to have access to a specific tool he or she might need to complete a task related to an accommodation need, such as a guide for cloth on a sewing machine or a vice.

#### **EXAMPLES OF PACING FLEXIBILITY**

- Allow a change in length of time to take a test
- Allow breaks while taking test
- Allow taking test over an extended period, e.g., two days
- Provide prompts related to test segments

What a trainee makes will be judged by some standards such as quality, quantity, speed, accuracy or other factor as that demanded of all trainees. Within this as an overriding principle the trainer, in their role of evaluator should make any other adjustments that are needed.

### **3.7 Notes to administrators and trainers**

Since the subject of this chapter was mainly about the learning and training process, it was primarily directed to the trainers. However, it is important for administrators and those dealing with adjunct trainers, such as employers and businesses, to be able to communicate these concepts when the employer will be in a training role as well. The administrator will need to decide who will take on this role.

Many of the issues described may have to do with a change of policy or how to deal with resistance within the facility or training programme from staff members. For example, in several places in this chapter reference was made to having policies and administrators may need to develop with staff the appropriate policies in testing and other situations.

Costs may be involved in meeting some of the demands for reasonable accommodation. A creative and aware administration is needed to support the trainer in finding solutions to challenges involved in making an accessible classroom and curriculum and reasonable accommodation available to all. The two questionnaires that are attached to this chapter might give you further guidance on how to determine the need for accommodations prior to and during the training.

### **3.8 Summary**

The chapter focused on the learning process – how information becomes knowledge and strategies for facilitating the acquisition of knowledge, reasonable accommodation and specific disabilities, and times and places where reasonable accommodation may be necessary. With this information you should be better equipped to select or devise strategies that allow applicants and trainees with disabilities the opportunity to have the same experience as peers without disabilities.

Another important aspect of success in the training and work environment is social inclusion. This is the subject of the next chapter.

## ATTACHMENT 1

### Sample questions to determine need for accommodations for use prior to training

Basis for planning for accommodations				
<p><b>Can be used at initial interviews with applicants or accepted trainees by administrator, disabled student counselor, or other as designated</b></p> <p><i>Suggested script: Let's talk about how you and I can make the experience in our programme (or training institution) a positive one for you. [Describe the programme, especially what specific things trainees are expected to do. Perhaps take the trainee on a tour or show a video.] Now let's spend some time on some questions that will help you and me decide if you need any accommodations and what they would be, so you may have success in our programme.</i></p> <p>Note: Depending on your community and your training situation you may want to add questions about transportation and if you have a hostel or provide living accommodations, you may need to add questions related to them. Add other questions as you gain experience that will help you plan for accommodations and meet the needs of entering trainees with disabilities.</p>				
Yes	No	Questions	Prompts and ideas to get the conversation going	Action Taken
		During presentations and lectures, what will help you receive and identify important information?	Possible prompts: A recorder, a note taker, a computer	
		Can you take notes?	How can we help with this? Possible prompts: As above	
		During presentations and lectures, are any of these things a problem for you to grasp – what the trainer is talking about, things said by other trainees, information displayed or projected at the front of the room, others?	What should we do, so you do not have a problem? Possible options ... giving you a seat up front help, getting notes or presentations prior to class, getting a summary of key points in writing or verbally	

Yes	No	Questions	Prompts and ideas to get the conversation going	Action Taken
		During demonstrations, are you able to see/hear and follow what is being done?	<p>What can we do, so you do not have the problem?</p> <p>Possible options...sitting in the front of the room, using a special hearing device called a loop, making sure the instructor is facing you, having the instructor describe what he or she is doing while demonstrating, etc. (depending on the issue involved)</p>	
		Can you answer questions in class? Do you need an accommodation to do that?	<p>What can be done?</p> <p>Possible options...can you write your answer and someone else can read it... extra time to answer</p>	
		The training programme requires that you (describe anticipated tasks/performance areas that the programme requirements, including physical requirements – lifting, bending, standing, operating specific pieces of equipment, etc.	Accommodation prompts and options will depend on the task and the persons' limitation related to their impairment and the vocational training.	
		Do you need any particular help, or are there aspects of the training that will require an accommodation?		
		Would you like to sit in a certain place in classrooms?	How does that help?	
		Do you like to work in a group?	If not, what can be done to make you feel comfortable to work in a group?	
		Do you need accommodations in order to take tests? What are they?	<p>How can we address this?</p> <p>Options could include test questions in a different format, more time, someone or thing to record your answers</p>	

## ATTACHMENT 2

### Questions and script for determining reasonable accommodation once training has started

#### Basis for making accommodations in the training situation

Can be used by the trainer or other designed staff to determine what kinds of accommodations are needed just before or after training has started.

**What to say to a trainee with a disability.** *Let's talk about how you and I can make the experience in my classroom a positive one for you. This is what my class is about (insert appropriate information)...This is how I structure class time (insert and note in particular time that may be in the workshop or the work site)...This is how I evaluate trainee performance (insert)...Now let's spend some time on some questions that will help you and me decide if you need any accommodations and what they would be, so you may have success in my classroom.–*

**Note:** Some of these questions may be useful for trainees who do not have a recognized disability but may be experiencing difficulties in the learning situation. Add to this list of questions as you gain more experience with trainees with disabilities and learn about the types of accommodations they may need in your training situation.

Questions what will help you accommodate and who will especially benefit	
Questions	Action to be taken / Type of accommodation needed
In the past during school what kinds of things caused problems for you? What was done about them?	
During my classes, what will help you understand and identify important information?	
Can you take your own notes?	
During classes, presentations and lectures, what can be a problem – information said by me, by other trainees, written on the chalkboard, projected on a screen, other things? What should we do so you do not have a problem?	
Can you answer questions asked of you in class? Do you need an accommodation to do that?	

Questions	Action to be taken / Type of accommodation needed
Do you like to sit in a certain place in my classroom?	
Would you like to be able to use a special tool to assist in the class (e.g., a hand calculator, a computer, a recorder)?	
Do you like to work in a group?	
How do you prefer to take tests? Do you need accommodations in order to take tests? What are they?	
Can you use....(insert vocation-related equipment)? Do you need accommodation to use it?	
Can you....(insert course-related tasks that trainees are typically expected to do)? Do you need help to complete the task?	
Are there other accommodations you would like to talk about?	

## CHAPTER 4:

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# THE SOCIAL SIDE OF INCLUSION

### 4.1 Chapter Purpose

For a trainee with a disability to feel included in the classroom, workshop, or centre something in addition to possible reasonable accommodations and physical accessibility is necessary. The purpose of this chapter is to introduce three factors that will help you promote social inclusion:

1. Social interactions that foster inclusion
2. Social contexts in which to foster inclusion
3. Disability Etiquette

### 4.2 Social interactions to foster inclusion

Fostering social inclusion through modeling of positive interactions and creating contexts for socializing is important for a more inclusive training environment for all. It is also directly related to success after training. Increasingly employers are looking for people who have a variety of ‘soft’ or non-technical skill and the ability to interact with others is important. Many trainees will be in positions where they need to interact with others on-the-job, including with co-workers, supervisors, customers and the general public. Those in self-employment may find social skills even more crucial, since they usually have to market to and deal with customers, suppliers and others directly.

Because of your position in your classroom, workshop, or centre you are person with stature; you are a role model. Trainees are likely to imitate your behavior. So, how you treat a trainee with a disability in your classroom, workshop, or centre is important to the overall atmosphere of inclusion and acceptance in training and social situations. You have many and varied opportunities to be a positive role model for others.

### 4.3 Contexts in which to foster inclusion

Trainees may come to your centre and already know each other. However, in many countries people with disabilities may have had segregated educational

experience before going on to vocational training. In which case, they will be less likely to know others. Through simple social events and structured activities you can promote familiarity and comfort among strangers so that time in classrooms and workshops will be productive, especially if your centre relies on instruction built around team activity. Fostering social inclusion at the beginning of the training cycle is important, but such events can be continued throughout the training period and even after training as a good way to follow-up with graduates and learn about their progress.

#### **4.4 Disability etiquette**

Etiquette refers to how we treat other people. If you have good manners, you treat people with respect and in positive way. If you have bad manners, you may offend or anger people or they may withdraw. Disability etiquette is related to how we treat people with disabilities.

Sometimes, when we see or interact with people with disabilities we are so consumed with the disability that we act awkwardly or inappropriately in other ways. In these interactions we may send messages to the persons with disabilities that they are so different from others, that we think less of them as human beings, pity them, fear them or think they are incapable of doing certain things. If you are aware of these feelings, have felt them yourself, or seen them in others, you realize that they may be substantial barriers to true inclusion. There are many ways to address these concerns. One of the best ways of overcoming these feelings is to get to know people with disabilities as people, and especially as peers or leaders. Visit local Disabled Persons' Organizations and volunteer some time or ask them to visit the center. Think about disabled people you may know and your relationships with them. Seek out disabled people you respect and ask them to get involved with your work in some way.

#### **4.5 Notes to administrators and trainers**

As an administrator, if your budget allows, opportunities for social interaction should be part of the overall learning experience, especially since it helps to develop soft skills so important in the world of work today. These experiences should also be inclusive of trainees with disabilities.

As an administrator, you should look at policies related to harassment or bullying. If you have such policies, be sure that they address disability as well as other issues. If you do not have such policies, consider adopting them.

With regard to staff training, issues of socialization, disability etiquette and communication should be part of the training along with other subjects covered in this guide. The practical tips following this chapter will give you a concise guide on these areas.

As for trainers, you control the learning environment and are a strong role model for your trainees. You are also role models for other staff, adjunct trainers, such as employers who may accept interns or conduct on-the-job training, and others. Your social interactions with all trainees should be fair and respectful. If you are new to working with disabled persons, you may want to pay particular attention to your interactions, your language and the aspects of disability etiquette outlined in this section.

Be sure to plan activities to promote inclusion. This will be especially important during field trips, internships and any activities that involve interaction with people outside the training circle.

Brief outside speakers and others about how to communicate and socially engage disabled persons who may be in your programmes so that they can extend the appropriate etiquette and behaviors to encourage social inclusion.

## 4.6 Summary

This chapter offered suggestions related to thinking about and promoting social inclusion of trainees with disabilities. It covered interactions related to disability inclusion, the social contexts in which to foster inclusion and disability etiquette. This information is valuable regardless of where you are in your inclusion efforts and regardless of the number of trainees with disabilities who are attending your centre or participating in your classroom or workshop.

It is important to recognize that you do not have to be the expert on all topics related to disability. There are partners you can turn to for help on disability inclusion. And other partners who may be helping with other aspects of your training, such as employers who will provide work experience for your trainees, who you will have to train on issues of accommodation, language and social interaction related to disability inclusion.

### ATTACHMENT 3

Practical tips related to the social side of inclusion and disability etiquette	
<p><b>Note:</b> Manners and etiquette are often culturally determined, especially with regard to eye contact and greetings so consider the culture in reviewing this list.</p>	
Situations	Suggestions
<b>Greetings</b>	
If a trainee has no use or limited use of his or her arms, does a person shake hands?	<p>Yes in every case. If a person cannot or does not extend a hand, touching a hand or shoulder in greeting is appropriate. The important point is, being willing to extend a greeting that involves touch.</p>
If the trainee has very short arms, does a person shake hands?	
If the trainee has prosthesis, such as a metal hook, does person shake hands?	
If the trainee has no arms, does a person touch the person without arms in some way in greeting?	
If the trainee is blind, does a person shake hands?	
<b>Eye Contact and eye level</b>	
Should a person maintain eye contact and attempt to be at same eye level with a person with a disability regardless of the nature of the disability?	<p>Yes, in every case. Being willing to maintain eye contact sends important messages to a person with a disability such as –</p> <ul style="list-style-type: none"> <li>■ A person is comfortable in the presence of the person with a disability</li> <li>■ A person is focused on the individual, not the disability</li> <li>■ A person is willing to extend the same courtesies to an individual, regardless of his or her disability,</li> <li>■ A person would extend the same courtesy to others in the same situation</li> </ul>
If a person is blind, should the other person maintain eye contact?	<p>Yes. People who are blind are very sensitive to the direction from which a voice is coming.</p>

Situations	Suggestions
<p>If a person, who is Deaf and is accompanied by an interpreter, should the other person maintain eye contact with the individual who is Deaf when the interpreter is interpreting?</p>	<p>Yes. When engaged in a verbal exchange with an individual who is deaf a person should maintain eye contact at all times with the deaf individual. This is true:</p> <ul style="list-style-type: none"> <li>■ When the deaf person is looking at the interpreter,</li> <li>■ When you are speaking,</li> <li>■ When the interpreter is repeating the person's comments to you.</li> </ul> <p>Even though it may prove difficult at first, the best strategy is to pretend that the interpreter is not in the room.</p>
<p>Is it important to be at the same eye level with the person who is blind or in a wheelchair?</p>	<p>When engaged in a social exchange outside the classroom, it is important to be at the same eye level with the person with a disability.</p>
<p>When talking to a person with a disability must another person sit, if the person with a disability is sitting?</p>	<p>If possible, it is respectful to sit with and near the person.</p>
<p><b>Asking and giving assistance</b></p>	
<p>If a person with a disability needs help, will he or she ask for it?</p>	<p>Yes, most of the time in all cases.</p>
<p>May a person ask a person with a disability if he/she needs help?</p>	<p>Most times people who need assistance will ask for it. If someone says, "May I help you?" The person may say, "No." If the person says, "Yes," then it is appropriate to ask, "How may I help you?"</p>
<p>With time and exposure to a person with a disability will others learn how to automatically know when, where, and how to offer assistance?</p>	<p>Avoid assuming you know the person needs help by pushing a wheel chair without asking or grabbing the arm of a blind person. These actions are startling and put people off balance.</p>
<p><b>Terminology</b></p>	
<p>It is acceptable to use such phrasing as "crippled," "afflicted with epilepsy," or "victim of cancer?"</p>	<p>No. It is better to use facts without negative adjectives, such as, he cannot walk, he has epilepsy, she has cancer.</p>

Situations	Suggestions
It is acceptable to use such phrasing as “confined to a wheelchair,” “limited to using crutches,” or “restricted to using a guide dog to get around?”	No. It is better to use facts without negative adjectives, uses a wheelchair, a guide dog, or crutches.
<b>Other aspects of social communication</b>	
It is always necessary to have interpreters present when people who are deaf are attending a social event?	No. Not all people use interpreters, some lip read or write notes. It is important to find out what is needed. In large events for the general public you will often see sign language interpreters. Closed captioning is used for hard of hearing people and is also useful for others,
When speaking with someone who is hard of hearing, should you raise your voice or exaggerate lip movements?	No. Someone should speak in a natural voice tone and use her hands and facial expressions to reinforce what she is saying, but not to distract from it. Be careful not to avoid putting your hands in front of your mouth however.
Someone never asks a person with a speech impediment to repeat what he/she just said.	Not true. Someone may ask him/her to repeat what he/she said. The person will want to know that the other person understood what he/she said.
It is offensive to repeat what a person just said, to confirm that the other person understood what he/she said.	Not true. It is appropriate to say, “Did you say _____?”
<b>Arranging physical space for events</b>	
Should all social events be held in accessible locations that people with disabilities will be able to access?	Yes.
Is there a specific way to arrange tables and chairs?	Yes. First, they should be strong and the spaces between them should be sufficient so that people who use wheelchairs will be able to move easily and people who use canes or crutches will be able to move about safely. Tables and chairs should not all placed in one location, but spread around the room. Each table should have one or two empty spaces for wheelchair users, if many wheelchair users are expected.

Situations	Suggestions
Should there be people to assist others when requested?	Yes. It is appropriate to ask any individual, if he/she would like assistance. Such assistance is especially important if the entrance to the social event has one step or there is a buffet line, or if it is difficult to find how to get from one place to another. At large events, sometime volunteers are sought and identified by badges.
Are there some considerations needed for restroom facilities?	Yes, besides being accessible, the distance of the toilets and the location of the event. People, who have difficulty walking, may elect to sit closer to an exit near restrooms.
If there is a speaker or multiple speakers, and one speaker is a person with a disability who cannot stand, should all speakers be encouraged to speak from a sitting position?	While that is not necessary, it is important to consult with speakers with a disability in advance and consider their needs. In advance of the presentation it is most appropriate to ask any speaker with a disability, what type of arrangement he/she would like with regard to speaking. Some people with walking impairments may elect to stand if they have a sturdy podium and someone who will place their materials on the podium for him/her in advance. Make sure if the stage is raised there is a ramp and railings. It is not acceptable to have all speakers without a mobility impairments on stage and the wheelchair user speaking from the floor. Make sure all speakers, including those with disabilities, have what they need to speak or deliver their presentation. A speaker should always have a space or place to put the materials he/he will use during his/her presentation.
Are there specific considerations if the speaker is blind or deaf?	Yes. A person who cannot see should be given a visual description of how the room is arranged at an event. It is also appropriate to offer him/her an escort to seating and to acquire food. Sign language interpreters should be made available for those who are deaf.

Situations	Suggestions
<b>Things that are good to have available for events</b>	
Straws	These are often used by individuals, who have difficulty using their hands, so they can drink with others without the need for assistance.
Extension cords	Useful in powering many electronic devices.
Fat pencils or pens	Some people with limited use of their hands can more easily write if they have fat pencils or pens.
Table lamps	These may be useful for an individual who has a visual impairment affected by the degree of light or the direction of light.
Masking tape	This can be used to anchor paper and other materials to a table so they do not slide.
Tape recorders	These are especially useful if no one is available to take notes for someone who cannot write.
Magnifiers	These are especially useful for people who have little vision.
Writing pads	These are especially helpful when people who cannot hear or cannot talk need to communicate with others informally.
Bags with handles	If materials are used at an event it is very helpful for someone to have a bag to carry them in.
Name tags and blank name tags	These help people to associate names with faces, and if appropriate, affiliation or interest.

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For decades, the ILO has promoted the equal treatment and equal opportunities of people with disabilities, including in skills development and employability programmes. Adopted in 1983, the ILO Vocational Rehabilitation and Employment (Disabled Persons) Convention (No. 159) calls for a policy based on the principle of equal opportunity and aiming to ensure that vocational rehabilitation and employment are made available to all persons with disabilities.

In November 2012, the ILO Governing Body welcomed the Disability Inclusion Initiative, a commitment to include people with disabilities in all areas of work of the ILO. The Gender, Equality and Diversity Branch is responsible for co-ordinating this important initiative.

With the adoption and remarkable ratification rate of the UN Convention on the Rights of Persons with Disabilities, the right of disabled persons to access to mainstream vocational training and employment is garnering renewed attention.

Within the pages of *Inclusive Vocational Training: A Practical Guide*, you will find practical tips and approaches to ensure that your skills development programme is inclusive of trainees with disabilities and that they have the supports they need to succeed.

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