

Including Persons with Disabilities in Technical and Vocational Education and Training

A Guide for Administrators and Instructors to Disability Inclusion

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Preface

Persons with disabilities make up one tenth of our population and can contribute in a significant way to the GDP of the country if their right to decent work is promoted and protected.

Fortunately, the Government of Bangladesh has shown strong commitment towards the inclusion of persons with disabilities. Bangladesh was one of the first countries to ratify the UN Convention on the Rights of Persons with Disabilities in 2007. It is pledge bound to ensure the rights of persons with disabilities in the country. To support this commitment, the government has made the inclusion of persons with disabilities in skills training and employment a key priority and set a 5 percent admission quota for students with disabilities in all technical and vocational training institutes.

As principals and instructors of Technical and Vocational Education and Training (TVET) institutes, you may feel enthused about becoming disability inclusive but might continue to face challenges such as lack of resources or support. To address this, the Department of Technical Education (DTE) has partnered with the International Labour Organization, Bangladesh Skills for Employment and Productivity (B-SEP) project, funded by the Government of Canada, to develop a guideline on disability inclusion. This guideline has been prepared based on pilot projects in this field and is meant to assist training institutions in their effort to promote equitable access to training opportunities for persons with disabilities.

This is a practical guideline for TVET principals and instructors. Here you will learn basic concepts of disability inclusion, what to consider when planning for inclusion, how to handle learning disabilities and provide reasonable accommodation and also the underpinning social aspects of inclusion. We hope you will find this guide helpful.

We wish you all the best as you lead your organization to become disability inclusive.



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Chapter 1: Learning about Disability

1.1 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. Since this section is largely conceptual it includes boxes that explain how some of the concepts will apply to your centre.

The purpose of this chapter is to:

- Provide basic information about persons with disabilities and how disability is perceived
- Introduce basic inclusion concepts and methods of achieving inclusion

1.2 Language, Disability and Attitudes

1.2.1 Language and Definitions

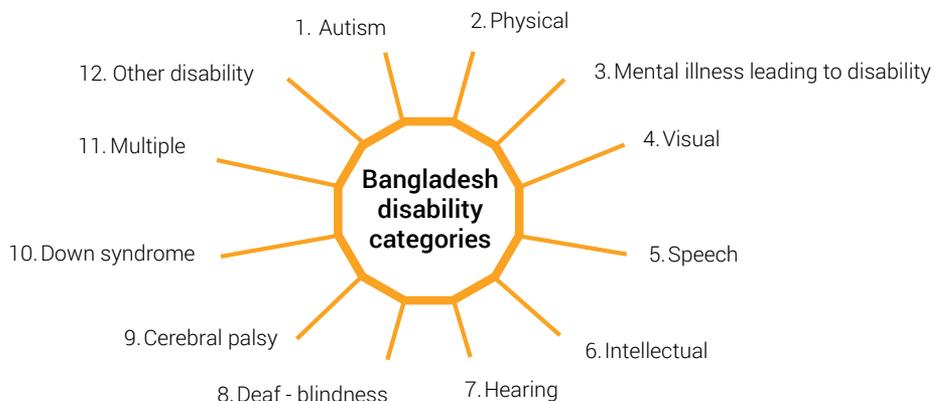
The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) recognizes disability as an evolving concept and states that

“ 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.” ”

DISABILITY = IMPAIRMENTS X BARRIERS

Barriers multiply disability

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



1.2.2 Disability Facts and Considerations

Globally, 15 percent of the population has some form of disability (World Health Organization). In Bangladesh, official figures show that just over 9 percent of the population is disabled. Like nondisabled persons, persons with 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 instructor.

As you plan for disability inclusion, here are some things to consider:

- A disability may be visible, such as seeing a person walking with a cane, or it may be invisible, such as in the case of an intellectual disability.
- You may already have students with disabilities in your institutions or classrooms who have invisible disabilities not known to you.
- Persons with disabilities are not a homogeneous group. Each person is different. Even if they have the same type of disability or label, their abilities and needs can vary. For example, one person called visually impaired may be completely blind; another person can have low vision and be able to read large print.
- A disability label is not an explanation of what a person can or cannot do within your centre; avoid making assumptions about a person based on the type of disability or label they have.
- Some persons with disabilities will know what changes they need and can help you find or make them; others may not.

1.2.3 Don't Stereotype Specific Jobs for those with Disability

Let persons with disabilities decide the training options based on their abilities and choices instead of imposing your choices of what is good for them.

In some settings persons with certain types of disabilities are only given access to selected training options, based on stereotypical thinking and on the nature of the disability. For example, mobility impaired persons are often encouraged to learn computer skills, because they can sit; blind persons learn massage because sight is not needed. This approach places persons in training or jobs based on their disabilities, not their abilities and interest. You should discourage this as this perpetuates exclusion in another way.

Assumptions also apply to women with disabilities, who face dual barriers to discrimination, based on their disability and their sex. Just as nondisabled women are often encouraged to study traditional 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 when she may prefer learning welding.



What does this mean for your training centre?

A good training centre evaluates the abilities and interests of students and gives them a choice of training opportunities, with support and accommodations so they can succeed. Work with your staff and colleagues to overcome assumptions and stereotypes and to open up all training opportunities to women and men with disabilities. Be creative!

1.2.4 Social Model of Disability

There are three models of disability, namely:

- Medical model of disability - looks at disability as a sign of sickness
- Charity model of disability - views disabled persons as victims deserving pity
- Social model of disability - sees disability as a socially created problem

In the social model, disability is not an attribute of an individual, but rather a complex collection of conditions, many of which are created by the social environment. Hence, the management of the problem requires social action and is the collective responsibility of society at large to make the environmental modifications necessary for the full participation of persons with disabilities in all areas of social life.

From this perspective, equal access for someone with an impairment/disability is a human rights issue of major concern. Society has the obligation to remove barriers by making the physical environment useable, information accessible, laws and policies just and implemented, and attitudes about disability based on acceptance of diversity.



What does this mean for your centre?

Inclusion means that persons with and without disabilities participate in an activity together. In the case of your training centre, you have a legal, as well as a moral responsibility, to remove barriers and to make your centre accessible and to provide reasonable accommodations so that persons with disabilities can fully participate and learn along with their nondisabled peers.

1.3 Achieving Inclusion - Basic Concepts

1.3.1 Universal Design and Accessibility

According to the UNCRPD, universal design means

“the design of products, environments, programmes and services to be usable by all persons, to the greatest extent possible, without the need for adaptation or specialized design.”

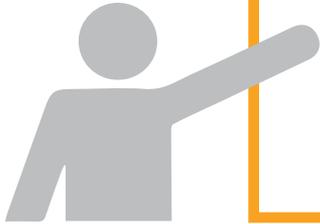
The concept of universal design is being applied more broadly than just to the physical environment, where it originated. It is used in computer hardware, software, and information sharing, and also in human services of all kinds, in classrooms, courts, police departments, retail stores, and in curricula design.

What does this mean for your centre?

Universal curriculum design means, among other things:

- Use a variety of training techniques so that everyone can learn according to differing and preferred learning styles
- Employ a flexible approach not only to content but to goals, methods, materials and assessment techniques

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. These techniques will help all trainees, not just those with certain types of disabilities. You will learn more about these techniques in Chapter 3.



The UNCRPD defines accessibility as:

“access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas”.

Making your environment accessible is crucial to inclusion and you will learn more about it throughout this guide.

1.3.2 Reasonable Accommodation

Reasonable accommodations 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. For example, you may need to provide a special desk so that a wheelchair user can participate, or extra tutoring for a student with

an intellectual disability so they can move forward with their class. You will learn more about planning for reasonable accommodation in Chapter 2 and making reasonable accommodations in Chapter 3 and Annex 1.

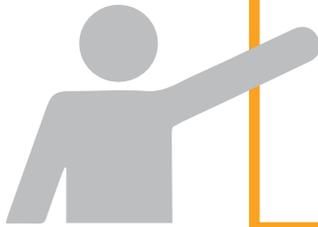
1.4 Notes for Administrators and Instructors

Both administrators and instructors need to understand these basic concepts related to inclusion. Administrators need to look at the accessibility of the facility, consider the budget and how much can be allocated to addressing physical barriers, making curriculum adjustments, reasonable accommodation and for training on inclusion. 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 could assist you.

What does this mean for your centre?

As an administrator, you may need to:

- Provide regular training to instructors and staff of the training facility
- Involve qualified persons with disabilities in the training to model inclusion
- Include trainees with disabilities as participants
- Design a special training programme for them and their families to address issues such as low confidence or doubt on the part of persons with disabilities, or over protectiveness, concern and shame of some family members. Also sensitize influential persons in the community, such as employers



Chapter 2: Planning for Inclusion

2.1 Purpose

Planning is a systemic approach to achieve the goals and objectives of the organization and it increases the likelihood of success. Every good administrator of the TVET institute participates in annual planning processes and knows the value of planning. Every effective instructor also engages in lesson planning.

This chapter provides steps to plan for inclusion and to:

- Demonstrate commitment to disability inclusion - formulate policy
- Initiate the planning process
- Set goals for disability inclusion
- Develop the plan
- Evaluate the plan

2.2 Demonstrate Commitment to Disability Inclusion

Policies of the Government of Bangladesh, including legislation and ratification of UNCRPD, amply demonstrate their commitment to disability inclusion. The National Skills Development Policy, 2011, and the Ministry of Education circular for five percent reservation for the students with disabilities in all technical institutions deepened the government's resolve towards disability inclusion in technical education.

The Government of Bangladesh has made a commitment to the inclusion of persons in all kinds of technical education. Whether you are a small NGO engaged in training, a private training school or a large government institution, you need a vision and plan for the inclusion of students with disabilities in your TVET institute and its training programme. An organizational commitment and the commitment of each and every instructor and staff member will increase the likelihood of your success.

Ways to build commitment include:

- Engage staff in special disability awareness events, such as on International Day of Persons with Disabilities on December 3, or have disability experts speak at staff development events
- Identify, recognize and use champions among staff as role models, such as instructors who have included students with disabilities in their classrooms
- Orient staff on the National Skills Development Policy and accompanying disability inclusion strategy
- Develop a vision statement about inclusion for your facility

- Develop partnerships with disability organizations or Disabled Persons Organizations (DPO) to mobilize and motivate students with disabilities and their families
- Motivate students with disability graduating the TVET courses to become role models for mobilizing more students with disabilities

National Skills Development Policy 2011 Vision Statement

Skills development in Bangladesh will be recognized and supported by government and industry as a coordinated and well planned strategy for national and enterprise development. The reformed skills development system will empower all individuals to access decent employment and ensure Bangladesh's competitiveness in the global market through improved skills, knowledge and qualifications that are recognized for quality across the globe.

2.3 Initial Planning Process

Most administrators know how to plan, however the types of information and assessments needed to plan for disability inclusion may vary from what you are used to gathering for other planning purposes. Some of the information you will need follows.

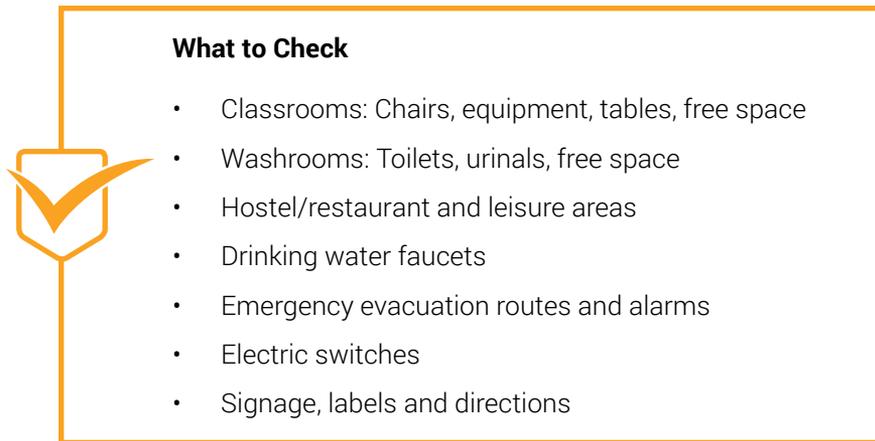
2.3.1 Trainee Information

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

- How many persons with disabilities would choose to participate in your vocational training programme? Will you be able to meet the required quota?
- Do you have any idea what types of disabilities you might expect? Are you targeting a specific group to get started? What are their specific needs?
- Are the persons who want to enroll, ready? If not, what is needed to help them get ready, such as a literacy training or self-confidence building? Do they have transport or will they need housing?
- Will the advertisement of a reserve quota for students with disabilities be enough or will engagement of disability organizations be needed to get students with disabilities? Which organizations are there in your area and how can they support disability inclusion in your TVET institute?

2.3.2 Assessing Physical Environment Accessibility

According to universal design principles persons, disabled or not, should be able to reach your buildings or facilities, enter them, and use the space and benefit from the activities inside. See the box for what to assess before planning.



2.3.3 Assessing Needs for Reasonable Accommodations

Based on the types of students you expect, what reasonable accommodations might 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 persons are likely to apply, you can begin to research the costs and sources of hiring interpreters for trainees who are deaf and explore other typical accommodation options. If you are planning to promote your computer classes to persons who are blind you will need to explore the costs and options for speech software.

2.3.4 Assessing Instructor and Staff Capacity Needs to Implement Inclusion

Part of your planning, especially if you are an administrator, is to assess how others in your centre feel and think about inclusion. 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. As noted in the first section, you will need to plan to train your staff for inclusion.

2.3.5 Community Resources

What resources are available within the community to help you with inclusion? Is there an association of blind persons who may be willing to provide Braille printing or an employer who is known to hire persons with disabilities and many be willing to provide internships? For example, Handicap International's work is cited in this guide for accessibility audits on TVET institutions. The Center for Disability in Development (CDD) provides training on inclusive training techniques for teachers and instructors as well as on many related disability topics. Associations or schools for persons who are blind, deaf or intellectually disabled can provide you with guidance on including these individuals into your TVET institution. Finding out about the resources available should be part of your planning process. The TVET institute may plan to establish partnerships with such organizations after identifying and examining their relevant resources.

2.4 Set Goals

A goal is a statement about something that you want to achieve finally. It provides direction for your planning activities in that it points the way for going forward. Examples of goals:

- Make the entire facility disability inclusive, including all courses and activities, within five years
- Make the five most popular and market-driven training courses disability inclusive within two years
- Meet the quota of 5 percent of the trainees having disabilities within three years
- Include 10 persons with mobility impairments this year

Your goal should be shaped by what you learned during your information gathering activities. Your goals should have a target that is measurable. Enrolling students is not enough. How many do you expect to succeed; to move into employment; what changes are needed in you facility to make it happen?

2.5 Develop a Plan

Your plan is your roadmap for reaching the goal or goals. There are many approaches to planning but most entail the following actions for each goal:

- Define objectives: Objectives are statements about what you want to achieve to reach your goal. Objectives should be SMART, that is, specific (clear), measurable, achievable (realistic), relevant (to the goal) and time-bound (have a 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 who is responsible: The person or group (partner or organization) responsible for the goal or for the specific action steps needs to be identified
- Specify timeframe: What is the start date and when do you anticipate finishing
- Estimate 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

When it comes to organizing your goals and objectives, you want to mirror or consider the plan that has been adopted by the National Skills Development Council (NSDC) Disability Working Group. (See box)

Disability Strategy for Inclusive Vocational Training

1

Policy and System

includes the structure for overseeing the inclusion efforts, stakeholder cooperation, gender issues and monitoring and evaluation.

Participation

refers to outreach and enrollment of disabled trainees, as well as ensuring that disabled persons and their organizations are involved in all levels, such as serving as trainers and participating in decision making.

2**3**

Awareness and Capacity

addresses the issues already discussed such as training awareness activities with disabled persons, parents, staff, employers, media.

Accessibility and Reasonable Accommodation

includes curricula, the built environment, general accessibility and methods of providing for reasonable accommodations and the availability of equipment and devices.

4**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.

Knowledge and Research

includes developing knowledge about social barriers, barrier removal, what accommodations work and identification of sources of devices or reasonable accommodation tools and methods.

6

A communication strategy should be part of the planning, not only directed to persons with disabilities and their families but also to communicate the plan to all concerned, especially if additional resources of any kind are needed. You should also plan for sharing, among your stakeholders, the eventual successes that will result from the inclusion initiatives.

2.6 Evaluate the Plan

Your plan is a dynamic document that may be revised based on the assessment information you collect. If you have SMART objectives, evaluating the process of implementation will be easy. Your assessment should also include some quality outcome measures, such as trainee completion and graduation rates, hiring or business start-up rates, etc. Persons with disabilities should be compared to nondisabled persons to see how their outcomes compare. You may also want to survey or talk with students with disabilities, 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 interns with disabilities, or ask volunteers if they received an adequate orientation to do their job.

2.7 Notes for Administrators and Instructors

Form a committee

Planning is often considered an administrative task but for the planning to be effective it must include instructors, facility staff, including those responsible for building renovations and safety, and perhaps community organizations, employers, workers' organizations and disabled persons' organizations, parents and other community leaders. Form a committee and give teachers responsibilities as focal points.

If your training takes place outside of a classroom or workshop, include the off-site training settings in your plans, such as other training institutions, field visit sites, or businesses and employer workplaces. Administrators may find that organizing a planning advisory group of key stakeholder representatives is effective. Be sure that gender issues are addressed in the plan and consult women with disabilities in an advisory planning group.

Chapter 3: Learning, Disability and Reasonable Accommodation

3.1 Purpose

This chapter is about facilitating learning for both kinds of trainees: those with disabilities and their non-disabled peers at the same time and with the same results. That is true inclusion.

The chapter is divided into four parts:

- Instructional techniques and disability considerations in applying them
- Additional strategies to improve knowledge and skills of all
- Giving feedback
- Providing reasonable accommodations throughout the training process - from recruitment to evaluation of trainee performance

3.2 Use Instructional Approaches You Know

Including persons with disabilities in your classrooms, workshops and training programs does not mean you need to use different training methods. You can use the methods and approaches you know, but you may need to apply them with due consideration to the diverse needs of your students. The following are some instructional techniques you typically use and how to apply them.

3.2.1. Explain don't lecture

Explaining means telling someone how to do something or giving information. You probably only think about explaining as a verbal process, but you can explain not only by talking but also by

- Using sign language
- In writing
- Demonstration or guiding
- Through a video presentation

When explaining is done formally and in a large group or classroom, it is often called lecturing. Lecturing is one-way and not very effective for teaching.

 **Disability considerations****For trainees who have hearing impairment (completely or partly deaf):**

- use writing, if your trainees can read
- use sign language, if you and the trainee know sign language or if you can get an interpreter
- if you have a student who is able to read lips, make sure they can see you
- incorporate pictures and drawings to facilitate understanding
- use captioned videos
- use a computer tablet for interactive conversation, if available and if literacy is not an issue

**For trainees who have seeing difficulties (completely or partly blind):**

- provide notes ahead of time, preferably in an electronic format if student has appropriate equipment to use such formats
- provide recordings of lecture if a tape recorder is available
- get lecture notes in Braille if the student knows Braille
- provide a Braille note taking device if the student knows Braille
- use large print notes and give to the student ahead of time if they have low-vision
- explain what is being shown on visual presentations such as chalk boards or computer projections
- explain verbally what is being demonstrated
- solicit volunteers to help students, if needed

**For trainees who have intellectual difficulties:**

- use simple language and words
- illustrate with pictures or other visual representations especially for trainees who are illiterate or of limited intellectual capacity
- check for understanding of all students, not just those who are considered slow learners so they are not singled out

**For trainees who have learning disabilities:**

- use multiple delivery methods or if possible, provide information in writing for students who learn better reading; provide verbal instructions for those who need it
- provide notes ahead of time
- provide volunteer note takers if needed

3.2.2. Show or Demonstrate

Showing or demonstrating is physically doing the activity you want your trainee to learn or otherwise showing them using video or some other method. Showing or demonstrating is a good way for almost all groups of persons to learn except those who are visually impaired. Showing is especially important for persons who are deaf or have intellectual or certain types of learning disabilities. Explaining and showing at the same time really works. Showing or demonstrating is an especially important training method for teaching complicated tasks that have many steps.

→ Disability considerations



For trainees who have seeing difficulties (completely or partly visually impaired):

- describe what you are doing as you demonstrate
- use touch or physical guiding (see the method “learning by doing” which follows), for example, if you are teaching a blind person to do a manual task you can have him or her feel your hands while you do the task

3.2.3. Learning by Doing: Guiding, Discovering and Practicing

Giving the trainee the chance to do a practical task, or learning by doing, is an important way to train. It is also a way to evaluate or test to see if the trainee is learning. It is frequently used to train persons who have limited literacy skills or learning capacity. Learning by doing is especially suitable for persons with hearing and/or speaking difficulties since it relies on seeing and doing rather than hearing or speaking.

Three types of learning by doing approaches

- **Guiding:** In verbal guiding the trainer tells the trainee what to do. The trainer coaches the person through each step of the process. In physical guiding, the trainer may physically take the person’s hands (or another part of the body) and take them through the steps. You should always ask the trainee first if you can use physical guiding.
- **Discovering:** The trainer creates a situation where the trainee has to figure out or discover what to do. For instance, in assembling a bicycle wheel, the instructor could provide a model (the assembled wheel) and the parts, and ask the trainee to “discover” or figure out how to put it together. Use with caution so this does not lead to frustration or failure. But, after providing proper instruction, the trainer may want to use this approach to test or determine how well the trainee can perform the task.
- **Practicing:** Once someone understands how to do a task, the trainer could ask the trainee to practice the task over and over to develop skill or improve speed.

→ Disability considerations



For trainees who are visually impaired:

- using physical guiding can be effective; let them feel the product or outcome that is expected before they start. With their permission, you can guide and explain as they try to learn by doing.



For trainees who have intellectual, learning or literacy difficulties:

- combine showing and guiding for these trainees; break the task down into small steps, show the step and then guide the trainee through repeating the step, either verbally or by touch
- repeat each step as needed until they are able to do it correctly, then go to the next step, until the process is complete, many repetitions may be needed
- remain encouraging
- put each step together so the trainee learns the sequence of the steps

3.2.4. Role Play

Role play is like a game or a play. It involves setting up a scene, assigning roles and acting out a scene so the trainee can learn or practice something. Role plays are especially useful in situations that involve social interactions, such as selling or job interviewing. For example, if you want to teach a trainee how to interact with a customer, you might set up a role play. The trainer (or a trainee) can assume the role of the customer and the trainee would act as the shop keeper. The trainee gets to practice how to deal with customers. Another example is to have the trainee negotiate a price for raw materials from a vendor. The instructor must carefully design the activity and make the roles very clear.

→ Disability considerations



For trainees who have hearing and/or speaking difficulties:

- consider how well the trainee is able to communicate with others, because role plays often involve speaking; you may have to consider adaptations and accommodation

For trainees with hearing impairments or those who are deaf:

- invite an interpreter for the hearing impaired
- design, if possible, scenarios that will allow for writing, lip-reading and other ways of communicating



For trainees who have poor social skills, psycho-social disabilities or autism:

- make the role plays interesting and fun to encourage participation
- encourage but do not force students to participate
- organize small groups so that participants do not have to act out their scenes in front of the entire class, especially if they are shy
- ask for volunteers and encourage hesitant trainees to assume easier roles (or act as an observer) at first

3.2.5. Using Questions and Assignments

Questions and assignments are often used with other training methods. Using questions and assignments is a good way to: encourage active participation, check what the trainee already knows or if they have understood your teaching, or to stimulate them to apply conceptual knowledge. Consider the trainee's experience level; difficult questions and assignments can lead to frustration and failure. Those carefully designed can challenge and build trainee confidence.

→ Disability considerations



For trainees who have hearing and/or speaking difficulties:

- consider the trainee's ability to communicate with others when presenting questions and making assignments
- provide reasonable accommodations if possible so the trainee can complete the assignment
- strategize with the trainee how he or she might complete a group assignment you are planning to use, if you think it poses a barrier. If it is not possible for the disabled trainee to complete the assignment, find another assignment that will meet the goal for everyone



For trainees who have intellectual difficulties or learning disabilities:

- keep the assignments and questions within their capabilities
- make sure the trainee understands the assignment and that it is something they can do
- provide support or reasonable accommodation so that it is possible for them to complete the assignment
- follow the suggestion above for group assignments

3.2.6. Exposure Visits and Internships

Exposure visits are similar to demonstrations, but involve visiting a workplace or business, like a hotel or factory, so that students can see what the workplace and jobs are like. Ideally trainees should be able to interview staff as well as observe persons working in the jobs for which they are being trained. Exposure visits are ways to give students a chance to explore different types of jobs and workplaces. This is especially important for some trainees with disabilities who may have lacked such exposure opportunities. Internships are most appropriate for students who have advanced in their training and need to take their learning to the next level and practice their skills in a real work situation. Exposure visits are for a couple of hours, whereas internships involve working for several weeks or months. A job-tryout could last just a day or two.

Disability considerations



For trainees with moving difficulties:

- organize any accommodations needed, such as making a portable ramp available, having accessible transport, etc.



For trainees with hearing, seeing, speaking, learning, and intellectual difficulties:

- explain what is going on to those who have seeing or hearing difficulties or are slow learners
- advise those who may be doing presentations to take the necessary steps to be sure everyone can understand and participate
- give some orientation to the disability to supervisors in job try-out or internship situations



For trainees with psycho-social disabilities:

- assess their needs for specific support during an exposure visit or internship
- provide a buddy, coach, mentor or someone whom they may approach if they need support, especially for internships



3.3 Additional Instructional Strategies

The following strategies apply to many of the instructional approaches already discussed or that you use. These strategies are particularly important for students who may have an intellectual disability or for certain types of learning disabilities. As you read through these strategies you may recognize that you may already use them, either with awareness or unconsciously. These strategies will benefit all trainees, whether or not they have learning challenges.

Instructional strategies to use with all training approaches

Provide context:

Explain the importance and relevance of what you are about to teach to your students. E.g., you need to understand safety principles first because these power tools can be very dangerous.

Vary your approach:

Use a variety of instructional approaches to keep students engaged and to accommodate different learning styles. For example, lecture a bit, then demonstrate or show a video, and then ask questions. After a demonstration, let the trainees try their hands at the task.

Orient and order:

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. Another smart idea is numbering or ordering things covered in instruction. By doing so, you quickly provide the order and the number of topics to be covered.

Cues:

Cueing is similar and 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, let trainees know how much time is left. Cues are very helpful for trainees who cannot see, hear, or process information easily or who may write or work slower than others.

Emphasize key points:

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 or point out important information when explaining.

Sequence tasks and ideas:

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. 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.

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, but more challenging what you have to correct someone.

Here are some points to keep in mind when delivering negative feedback:

- ▶ Give negative feedback in private, rather than in front of others, whenever possible
- ▶ Deliver feedback as close to the event as possible; it will have a greater impact and be more likely to change future behavior
- ▶ Explain the right way to do something, for example, instead of saying, "Musharraf you shut down the computer incorrectly", say "Musharraf the next time you shut down the computer, please close all running programmes first. That way you will not lose any files."



3.5 Providing Accommodations throughout the Training Process

Recall that accommodation refers to adjustments made on an individual basis so that a person with a disability can fully enjoy the rights and privileges that others enjoy, in this case, being able to learn and work. Accommodations have to do with the unique interaction of the person with the learning or work tasks.

Here are some points to keep in mind about making accommodations:

- Involve the student with disability who requires the accommodation, as well as the instructor and perhaps even a disability expert or DPO or NGO skilled in assistive devices or the disability in question
- Apply throughout the learning process and at the point of recruitment and acceptance, instruction and evaluation of trainee performance

For more information on specific accommodations and questions to ask about accommodation needs of individuals, see Annex 1. To learn about the accommodations or specific actions that may be required during the training process, see below.

3.5.1. Outreach and Recruitment

Consider how you currently attract students. Some common ways may be by seeking trainees from secondary schools, advertising in the media, working with community leaders, etc. All your current methods may work for getting nondisabled students but you may need to take some specific measures and make reasonable accommodations during the process of recruitment and outreach. Here are some tips:

- Use a variety of outreach methods to reach persons with different types of disabilities and life circumstances
- Indicate in your messaging that persons with disabilities are encouraged to apply and that they will be accommodated and supported to the extent possible
- Use examples of students with disabilities who have succeeded as successful role models
- Reach out to secondary schools for the deaf, blind or other centres for persons with disabilities
- Advertise with DPOs or NGOs where persons with disabilities are members or socialize and link to government offices serving persons with disabilities, informal community leaders and parent groups
- Use diverse media such as local radio, TV and print media, especially radio or print media directed exclusively to those with disabilities
- Examine all content of your messaging for inclusion of disability and appropriate use of disability sensitive language

Any information used for recruitment purpose or to advertise your programme may require additional or alternative formats. Be prepared.

- ▶ Have some brochures printed in Braille and large print
- ▶ Make a video of a sign language instructor describing your programme and have it ready on a mobile phone, electric notebook or computer or be ready to communicate using writing, email or other methods with deaf applicants
- ▶ Compose a brochure or handout in simple language with pictures for those with limited literacy or intellectual disabilities
- ▶ Have contact and price information ready if you need to contact an interpreter for the hearing impaired

3.5.2. 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. Otherwise, make sure the applicant with a disability has the needed support.

With regard to assessing and evaluating applicants, you want trainees 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 interview applicants. Look at your process to determine if it screens out certain types of candidates and where accommodations may be required. If testing will be involved see the section on testing below.

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 ability, judgment, sense of acceptable behavior, and other things persons 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. An 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.

3.5.3. Accommodations in the Classroom or Workshop

Try to anticipate with the student the types of accommodations that may be needed prior to beginning training to minimize disruption. A certain tool, equipment adaptations, an assistive device or moving a classroom space to a more accessible location, requires planning ahead.

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.

Depending on the size of your programme and the number of your trainees with disabilities, you may elect to designate a coordinator for disability. The individual could work with the trainee and his or her trainers to ensure that needed accommodations are available and assist with other disability issues that may arise.

3.5.4 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. Some may feel that any changes to the testing process may violate the integrity of the assessment. Therefore, any trainee should be required to meet the standard when certification is required, but often accommodations are possible.



Examples of Assessment Adjustments

- **Environmental:** Change the location of testing to, for example, minimize distractions or maximize lighting; change height or size of testing or work table; permit use of prosthetic devices and low tech aids, such as tape to hold paper to a desk top or vice for a workshop task.
- **Format:** Change print (e.g., font size, colour) of a written test or allow use of a reader.
- **Performance:** Allow 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; allow use of a specific tool, such as a guide for cloth on a sewing machine to complete a test.
- **Pacing:** Allow a change in length of time to take a test, number of breaks, to take test over an extended period of time (two sessions over two days rather than one long session).

3.6 Notes for Administrators and Instructors

Since this chapter was primarily about instruction and learning, it was mainly directed to instructors. However, it is important for administrators, and staff dealing with adjunct trainers, such as employers, to be able to communicate these concepts to others, and to understand them for planning and budgeting. Costs may be involved in meeting some of the demands for reasonable accommodation and accessibility. A creative and aware administration is needed to support the trainer in finding solutions to the challenges involved.

For instructors, the main message of this chapter is that what you teach does not change, but how you teach might need to be modified. Usually, such changes will benefit the learning of all students.

Chapter 4: The Social Side of Inclusion

4.1 Purpose

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

- ▶ Fostering inclusive social interactions
- ▶ Disability etiquette and behavior

4.2 Social Interactions to Foster Inclusion

Increasingly employers are looking for persons who have a variety of 'soft' or non-technical skills, including the ability to work on a team and to interact with others. Many trainees will move into jobs where they will work closely or 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 deal with customers and negotiate with suppliers directly. It is important to create situations for social interaction in the classroom and to ensure that persons with disabilities are included and encouraged to participate.

Because of your position in your classroom, workshop, or centre you are a 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 Disability Etiquette and Behaviour

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

Sometimes, because of fear, ignorance, negative attitudes or lack of understanding, persons behave inappropriately toward persons with disabilities. Such behaviors can send messages to the persons with disabilities that they are different from others, or that they are feared, pitied or viewed as less valuable. One of the best ways of addressing these behaviors, and their underlying causes, is to get to know persons with disabilities, and especially as peers or leaders. Visit local DPOs and volunteer some time or ask them to visit the centre. Seek out persons with disabilities

that you respect and ask them to get involved with your work in some way.

It also helps to understand some simple guiding principles about disability etiquette that will help you in most situations. They are simple.

1

Principle

4.3.1: Interact and deal directly with persons with disabilities

Often, when a person with a disability is present among nondisabled persons, they can be overlooked or the communication is directed from one nondisabled person to another, even when the communication is about the person with a disability.

Example: A waiter asks the nondisabled spouse, “What does he want to eat?” Rather than directly asking the person with a disability about their order.

Another example commonly arises when a deaf person communicates through an interpreter. Even when an interpreter is used, always make eye contact with the deaf person you are communicating with.

2

Principle

4.3.2: Treat persons with disabilities as you would want to be treated and with the same respect you would anyone

This is a simple principle in most interactions, but when meeting persons with disabilities, you may doubt how to act.

Example: You may encounter someone with a prosthetic hand and wonder if you should shake their hand. Yes, greet them as you would anyone.

3

Principle

4.3.3: Ask, do not assume

Often in a desire to help others, we assume we know what a person with a disability wants or needs.

Example: We see a blind person and take their arm to guide them across the street. But, grabbing a person who is blind unexpectedly can put them off balance. The proper behavior is to ask if they want help first, then follow their direction. Usually, a person who is blind will take your arm for guidance.

4.3.4: Present opportunities for choice

4

Principle

Often decisions are made for persons with disabilities; the rule here is to let disabled persons make their own choices or offer suggestions for how to they participate.

Example: You are asking trainees to brainstorm a theme for an upcoming celebration. One trainee cannot hear and you decide you can fill her in later. Instead, you could ask her ahead of time how she wants to participate. She might suggest that everyone write their ideas on the board or that she offer her ideas she writes on paper.

4.3.5: Pursue interaction and engagement, even if you are embarrassed

5

Principle

Sometimes if you do not know how to act towards a person with a disability, cannot communicate directly, or do not understand something, you ignore the person. Reach out and engage. Most persons with disabilities are understanding.

Example: If you do not understand someone with a speech impediment and are embarrassed to ask him to repeat himself. Ask. Or if you see a person who is on a wheelchair and are wondering whether or not he or she can use the stairs and you are confused. Ask. Not all wheelchair users are without the ability to walk.

4.3.6: Use appropriate and respectful language

6

Principle

How you refer to persons and communicate about them is part of good manners and part of disability etiquette. Using respectful language means a lot and it has been mentioned before in this guide.

Example: Use terms like person with a disability, rather than the disabled (a term which makes disabled persons sound like an object), or the handicapped (a term no longer considered appropriate).

See Annex 2 for more information about disability etiquette.

4.4 Notes for Administrators and Instructors

Administrators should encourage opportunities for inclusive social interaction as part of the overall learning experience, especially since it helps to develop soft skills so important in the world of work today.

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

If outside speakers or experts are invited into the classroom or workshop, brief them on disability etiquette and training and communication techniques so they socially engage with your students with disabilities as well.



Annex 1: Accommodating Trainees with Specific Disabilities

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 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 with a trainee who cannot use 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 persons with a certain type of disability may require to fully participate and also strategies that will help the person feel comfortable and included.

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 to when help is needed

Trainees with Hearing Impairments

- When interacting with individuals with limited or different language ability, use short, simple sentences
- Be willing to repeat information when talking to a trainee with a hearing impairment. 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, auditorium)
- Determine what the trainee needs in order to participate in classroom, workshop, job training site or extra-curricular activities

Trainees with Psychosocial 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 colour 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.

Annex 2: More on Disability Etiquette

Practical Tips Related to the Social Side of Inclusion and Disability Etiquette	
Situations	Suggestions
Greetings	
If a trainee has no use or limited use of his or her arms, does a person shake hands?	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.
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 training has no arms, does a person touch the person without arms in some way in greeting?	
If the trainee is blind, does a person a shake hands?	
Eye Contact and Eye Level	
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?	Yes, in every case. Being willing to maintain eye contact sends important messages to a person with a disability such as: <ul style="list-style-type: none"> • A person is comfortable in the presence of the person with a disability • A person is focused on the individual, not the disability • A person is willing to extend the same courtesies to an individual, regardless of his or her disability • A person would extend the same courtesy to others in the same situation
If a person is blind, should the other person maintain eye contact?	Yes. Persons who are blind are very sensitive to the direction from which a voice is coming.

<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"> • When the deaf person is looking at the interpreter • When you are speaking • When the interpreter is repeating the person's comments to you <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 an important to be at the same eye level with the person with a disability.</p>
<p>Proximity and Attention</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>If a person is talking one-on-one to another person, who is blind, the person may do paperwork at the same time he or she is talking with the blind person.</p>	<p>No, it is disrespectful.</p>
<p>During an exchange with an individual who exhibits a lot of involuntary motion that another person finds distracting, that person can do something else while he or she talks to the person with involuntary movements such as drink from an empty coffee cup, clean eye glasses frequently, or rearrange the things on a desk?</p>	<p>No, it is disrespectful.</p>

Orientation and Assistance	
In a person with a disability needs help, will he or she ask for it?	Yes is the answer in all cases.
May a person ask a person with a disability if he/she needs help?	Most times persons 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?"
With time and exposure to a person with a disability will others learn how to automatically know when, where, and how to offer assistance?	
Terminology	
It is acceptable to use such phrasing as "crippled," "afflicted with epilepsy," or "victim of cancer?"	No. It is better to use facts without negative adjectives, such as, he cannot walk, he has epilepsy, and she has cancer.
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.
It is acceptable to use such phrasing as "deaf girl," or "blind man?"	It is better to put the person first such as the girl who is deaf.



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