

creating access to technical and vocational education for young people with disabilities

I am EmployAble

Judith Baart & Anneke Maarse


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Abbreviations

ADDA	Agency for Disability and Development in Africa
CSR	Corporate Social Responsibility
DISC	Disability Inclusion Score Card
DPO	Disabled People's Organisation
ECDD	Ethiopian Center for Disability and Development
FeMSEDA	Federal Micro and Small Enterprise Development Office
GDP	Gross Domestic Product
HR	Human Resource
NCDP	National Council for Disabled Persons
NGO	Non-Governmental Organisation
PNI	Participatory Narrative Inquiry
PSC	Project Steering Committee
TVET	Technical and Vocational Education and Training
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UPHLS	Umbrella of Persons with Disabilities in the fight Against HIV/AIDS


YEAR ONE
SECTION -1

Introduction

To achieve universal employment, and therefore economic growth, we need to include the hundreds of millions of persons with disabilities who, at this moment, do not have the opportunity to provide for their own livelihood. One of the reasons why they are not able to earn their own living through wage and/or self employment, is the lack of relevant skills in competitive job markets. We can address this lack of skills by making technical and vocational training inclusive for persons with disabilities. But what should inclusive vocational training look like?

As organisations working on disability and development, we have all noted that access to skills building is an incredibly relevant issue, particularly in East African countries where the economy is booming, and skills and education are increasingly important in addressing poverty and unemployment. Inclusive vocational training where everyone, including persons with disabilities, has equal access to education and skills seemed a necessary step to economic empowerment for marginalized groups.

But though there exists some knowledge and documentation on how to achieve this, the move towards inclusion in vocational and technical education and training has been relatively unexplored and not much is known about what such training would look like in practice. A programme entitled *EmployAble: Developing Inclusive Competency Based TVET Education* was thus launched in 2014 to experiment with methodologies for the inclusion of young people with disabilities in appropriate and relevant skills training provided by mainstream technical and agricultural training institutes. The ultimate goal is to learn more about what inclusive vocational training could and should look like in different contexts and what steps could be taken to get there.

With this publication, we want to share what have learned along the way, and encourage governments, NGOs, employers and vocational training institutes to include persons with disabilities in training and employment opportunities.

Who is this publication for?

This publication is meant for you. You are involved in issues regarding persons with disabilities and employment. Most likely you are part of an NGO, DPO or government organisation working with technical and vocational training institutes or other skill building institutions, and are interested in making steps towards disability inclusion. This publication walks you through the process of vocational training – from enrolment to training to employment – and provides tips based on experience, anecdotes and tools to inspire and support you as you work with and for disability inclusive TVETs.

What to expect from this publication

The first chapter explains the rationale for inclusive, rather than segregated, vocational training for persons with disabilities. Chapter Two describes the action learning methodology we used in the EmployAble programme. In Chapter Three we explain how to achieve inclusive vocational training and the transition to employment. Finally we lay out our seven steps model, which emphasizes the chronological process needed to get young people into training and make sure this training is relevant, meaningful, and successful in leading to sustainable employment.



Unskilled and unemployed

Peter is a young man from Rwanda. He's keen, he's smart, and he would love to work as a mechanic. He loves the smell of cars. When he was young, he helped his older brother tinker with his motorcycle. Staying at home is boring and he would really like to earn his own money. His father works as a day labourer and doesn't always have paid work so they go hungry now and then. Peter would really like to contribute.

There's a college at the other end of town that offers mechanic training but Peter is Deaf, and not sure whether the staff would be willing or able to teach him. He has heard of a vocational training school for the Deaf but it is far away in the capital city. He can't afford to go there, and besides, they only offer ICT courses.

Peter is just one unemployed young person, but there are millions of them worldwide. In East Africa, where the economy is booming and GDP is climbing every year, the vast majority of young people with disabilities are still unskilled, and unemployed. When the global community developed the Sustainable Development Goals it was agreed that inclusive economic growth was necessary for sustainable development, and that employment was the key to achieving that economic growth and eradicating poverty. But this creates a huge challenge. How do we provide young people, and particularly young people with disabilities, with decent work opportunities? If we, the global community, can't solve this challenge, then we won't achieve the goals we have set for ourselves.

Having the right skills is the key to decent work – work that offers a better income, security, and self-respect. In order to be able to compete in the workplace, young people need to have the skills necessary to secure (and keep) a job or set up and maintain their own business [1]. Access to training and skills development is therefore of critical importance to move young people out of the cycle of low-skilled, low-productivity and low-waged employment and into positions with decent income, workplace security, and opportunities for social inclusion [2], [3].



Key definitions

Vocational training
Training that imparts skills and knowledge needed for a specific trade, craft or function.

Decent work
Work that is productive and delivers a fair income, security in the workplace, social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives, and equality of opportunity and treatment for all women and men.

TVET institute
An educational establishment (college, institute, centre or school) that provides Technical and Vocational Education and Training.

Reasonable accommodation
(also called reasonable adjustments)
Making one or more adjustment or modification that is appropriate and necessary to accommodate a worker or job candidate's individual characteristics so s/he can enjoy the same rights as others.

Universal Design
Design of buildings, products and environments that are usable to the furthest extent possible by everyone, regardless of age, ability or status.

Education as pre-condition for the transition into work

Adequate vocational education and training prepares young people for the successful transition from school to work and increases their capacity to work and their opportunities at work. Put differently: youth unemployment rates are directly related to level of educational attainment [4]. In low and middle income countries in particular, opportunities for employment are limited, which leads to fierce competition and leaves low-skilled workers unable to access stable formal employment [5]. This is particularly so for persons with disabilities. Some estimates state that 80-90% of persons with disabilities do not participate in the labour force [6]. But if they are to move out of poverty and contribute to economic growth they need to have access to some form of work or livelihood, as this "is essential for ensuring individuals with disabilities are economically empowered, can fulfil their basic needs, and contribute financially to their families, communities, and society at large!" [5, p. 36]

One of the reasons persons with disabilities are excluded from employment is that they encounter barriers to participation in education and training, so they are denied access to the skills they need to find jobs or set up their own businesses. In addition they also lack access to the social setting of a school or community, where relationships are fostered that can lead to job or business opportunities and social skills necessary in the workplace are promoted and

developed [5]. Barriers that prevent potential students with disabilities from accessing education and training can include a lack of knowledge and belief in their potential (both by others and by themselves), inaccessible training facilities or lack of assistive technologies, or the negative attitude of teaching staff [7].

Moving from segregated skills training to inclusive vocational training

Traditionally, when persons with disabilities have been offered vocational skills training, it has been in sheltered, segregated settings where "persons with disabilities are congregated and supervised or trained by persons outside those groups" [8, p. 15]. These are often the main vocational skill building opportunities open to them, but they contain inherent challenges for those interested in educating themselves to enter the open labour market.

1. Sheltered training programmes are costly, and not universally available, so they are only available to a limited number of individuals, often urban-based populations. This means that a significant portion of the target group is unable to gain access to such training programmes.

2. The training offered in sheltered situations rarely resemble the type of work that is actually available in the community.

3. Persons with disabilities do not learn the social and soft skills that are needed in an open, competitive job market as they miss the necessary exposure to that market.

4. Skills taught are often segregated by type of impairment, or chosen based on what is considered appropriate for a certain type of impairment rather than on the students' own interests or abilities. Examples include massage courses or telephone operation for the blind, or handicraft-making and computer training for the Deaf or physically impaired [8].

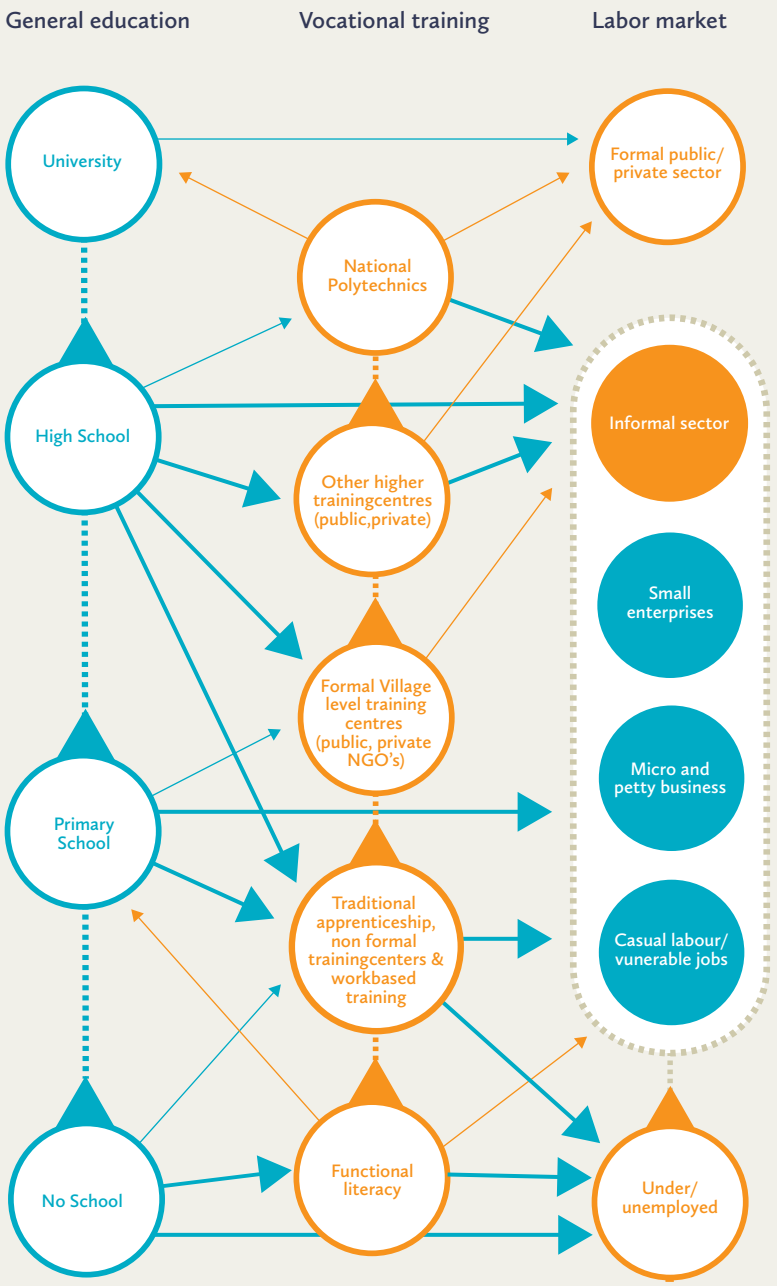


Figure 1. Pathways from education into work

Impairment vs. Disability

Impairment is a problem in body function or alterations in body structure.

Disability is the loss or limitation of opportunities to take part in society on an equal level with others due to social and environmental barriers. Disability is therefore the result of negative interaction between a person with an impairment and his or her social environment.

We need to think beyond specialised vocational training in order to serve the millions of young people with disabilities who need skills training as a step towards employment. There are thousands of regular vocational or technical education and training institutes throughout the world close to student's homes, providing students with the training and guidance they need to get employment. These are always looking for new trainees. Making them accessible to young people with disabilities would be one step towards solving the challenge of youth unemployment.

We therefore advocate a shift to inclusive vocational training. This goes beyond simply providing training to youth with and without disabilities simultaneously. Inclusive vocational training is any formal or non-formal training programme that teaches skills in occupational trades where the providers

1. actively accommodate persons with different abilities,
2. ensure that the learning environment is accessible, and
3. offer support to students so that all can succeed [8].

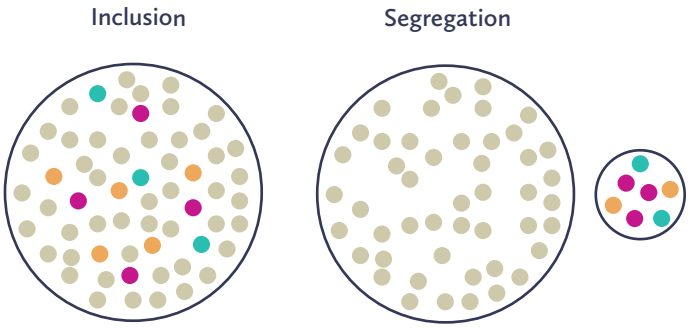


Figure 2. Inclusion Vs. Segregation

Why inclusion?

The general argument against inclusion is that it's complicated and costly, but it actually creates many benefits. There is most definitely a good business case for society to want individuals with disabilities in the labour market, and therefore in the training system. Evidence shows the following:

- When persons with disabilities are in work, their individual and household earnings increase – thereby moving people and households out of extreme poverty.

- Inclusion increases business profit. An inclusive working environment is good for the morale of all employees and increases general attendance and productivity. In addition, persons with disabilities are a largely untapped consumer market [5].

- Lastly, at societal level, inclusion of persons with disabilities in the workforce leads to increased labour productivity, and therefore a higher GDP, as well as a decrease in spending on social protection programmes [9].

The provision of vocational training to persons with disabilities on an equal basis with the rest of society is also enshrined in international frameworks and is often a legal obligation on the part of the government.

- The UNCRPD states: "State Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on equal basis with others" (article 24) as well as "State Parties shall safeguard and promote the realization of the rights to work [...] by taking appropriate steps [...] to [...] enable persons with disabilities to have effective access to general technical and vocational guidance programmes, placement services and vocational and continuing training"(article 27d).



- ILO Convention no. 159 on Vocational Rehabilitation and Employment (Disabled Persons), which has been ratified by 83 countries, notes that competent authorities should take measures to provide vocational training for persons with disabilities, to enable them to move into employment.

- Similarly, the Sustainable Development Goals aim to, by 2030, "ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities" (goal 4.4).

Addressing the challenge

Believing inclusive vocational and technical education and training to be one solution to unemployment, this left us with a challenge. How to achieve this? What should inclusive vocational training look like? Light for the World, ADDA, UPHLS and ECDD thus developed the EmployAble programme – an experiment to try out approaches for the inclusion of young people with disabilities in appropriate and relevant skills training provided by mainstream technical and agricultural training institutes.


[2.]

The EmployAble Approach

The specific aim of this programme was to contribute to quality vocational training for young people with disabilities in Kenya, Rwanda and Ethiopia and create lasting linkages between technical and vocational training institutes and the labour market, thus facilitating decent and sustainable wage or self-employment for young people with disabilities. This meant not just targeting the young people with disabilities themselves but also local training institutes and private sector actors, in order to work for systemic change.

Inclusive vocational training is about ensuring that young people with disabilities have similar choices, access and opportunities as other young people, and therefore taking their needs and ambitions rather than their impairments or disabilities as a starting point. This demands change at different levels. Individuals with disabilities need to be motivated and self-confident; vocational training institutes and workplaces need to provide for accessibility and reasonable adjustments for young people with disabilities; and governments need to provide a favourable policy and planning environment for inclusion. In addition, being inclusive is not just an issue of providing the right knowledge. Inclusion is also strongly related to behaviour and attitudes – and changing attitudes and behaviour towards persons with disabilities is a complex matter.

Action Learning

We developed the programme using an action-learning methodology: an iterative approach in which solutions are tried out and the lessons learned inform new plans and activities. Because learning was a key goal of the programme, a learning agenda was developed at a very early stage. Important themes were identified, and 'how to' questions were formulated around these themes. These were the questions that EmployAble would focus on. Figure 3 depicts how the learning was organized: as a collaborative process using stories from young people to stimulate reflection and learning with a strong focus on documentation of what works well and what proved not to work so well.

Themes selected:

1. **Partnership around scholarships to secure financial support**
   A major barrier to accessing inclusive vocational training is lack of resources to pay school fees. Many projects include measures to pay school fees for vulnerable young people, including those with disabilities. However, funding education through project funding is not a sustainable solution to the problem. So how can EmployAble create sustainable linkages between available resources (scholarship programmes, NGO/ church based programmes, CSR funds from companies, etc.) and the TVETs?

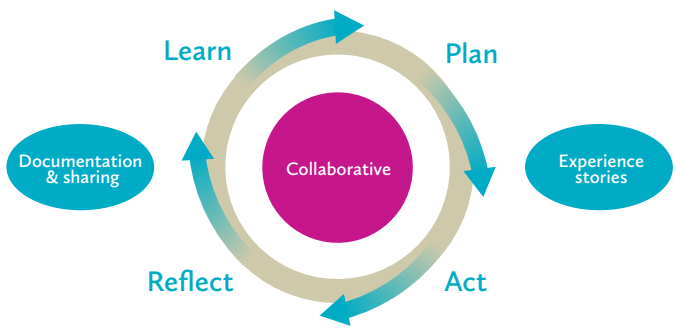


Figure 3. The Action Learning Process

2. **Inclusive teacher training**
   Teachers need to be equipped to accommodate young people with different types of disabilities in the classroom. But what are the specific skills they need? And where do we find expertise to guide the teachers?

3. **Linkages between TVET and disability structures**
   Disabled peoples organisations are crucial in mobilizing young people with disabilities. They also seem well placed to provide psycho social support during and after their training and at the workplace. So how can TVETs and DPOs best work together? What capacities do they have? Who should do what?

4. **Engaging with policy makers to review policies and guidelines**
   An enabling policy environment is important for sustainable inclusive vocational training. And a project can only do so much in a given time. So how can we be effective in our advocacy for system change? What should our advocacy agenda look like?

The results of our deliberations on these topics are contained in chapter 3.

THE FACILITATORS OF INCLUSION

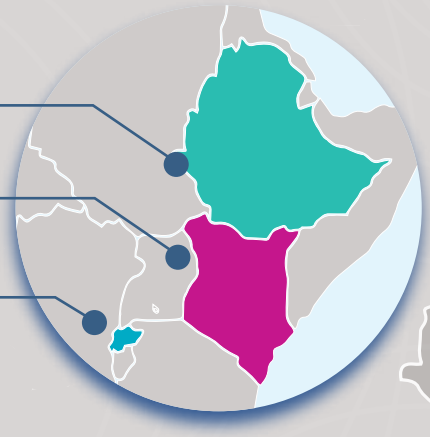
To enhance ownership and relevance of interventions, EmployAble engaged a broad set of stakeholders. A lead partner in each country was in charge of implementation and learning. We also partnered with two or three TVET institutes. Actors from the private sector, public sector and non-governmental organisations joined the partnership to assist in generating learning and implementation.

The Lead Partners

Ethiopian Center for Disability and Development (ECDD) in Ethiopia

Agency for Disability and Development in Africa (ADDA) in Kenya

Umbrella of Persons with Disabilities in the Fight against HIV and AIDS (UPHLS) in Rwanda



Additional partners

Ethiopia
- InfoMind Solutions PLC
- Federal TVET Agency

Kenya
- Toyota Kenya
- National Council for Persons With Disabilities (NCPWD)
- Vocational Training for the Blind and Deaf Sikri

Rwanda
- National Council of Persons with Disabilities (NCPD)
- Workforce Development Authority (WDA)
- Private Sector Federation (PSF)
- Rwanda Union of the Blind (RUB)
- Masaka Rehabilitation Centre for the Blind
- Yes Rwanda (Youth Employment Service)
- Community Based Rehabilitation (CBR) Inkurunziza

Technical and Vocational Training Institutes

Ethiopia

Selam TVET College

Alage Agricultural TVET College

Kenya

Baraka Agricultural Institute

Techno Brain Ltd.

Rwanda

CFJ le Bon Pasteur

VTC Makines

GS ADB Nyarutarama

Identifying mechanisms of inclusion

Action learning and innovation requires an intensive monitoring system to track change at various levels and create a better understanding of the mechanisms and dynamics of inclusion and exclusion and best practices of inclusion experienced by the young people with disabilities.

Each of the phases of the EmployAble programme, from enrolment to sustainable employment, was documented and specific attention was given to identifying what worked and what did not work so well. Reflection and learning was organized through in-country core group meetings, inter-country thematic learning sessions, a mid- term evaluation and learning and exchange conferences. We collected data from the young people involved with the programme continuously, which made it possible to follow changes in their employment and livelihood situation. We also measured change in the TVET institutes through the use of Disability Inclusion Score Cards (DISCs) – a tool that monitors how inclusive an organisation is, as well as scoring the change and progress that is made over time.

We also collected and documented experience stories from the young people at different phases of involvement: during training, transition to employment, and actual employment. Over 200 stories were collected from individuals and from groups through story tables. Story tables were organised in groups of four or five students with a disability who were at a similar phase of the process but different in terms of impairment, gender etc. For two to three hours, they shared stories and discussed them. They were encouraged to share experience stories, rather than life stories, to ensure that the stories would contribute to the creation of knowledge about the process of inclusion in vocational training and the transition to employment.

The sessions were facilitated by asking:

"Can you share with us a **challenging** experience during the past month that made you feel sad or disappointed?

Or

"Can you share with us a **positive** experience during the past month that made you feel happy?"

Experience stories are not nicely polished narratives and can be very brief, but they should include some of the feelings and perspectives that relate to that experience. This was



prompted by asking the question: What made you feel good/sad/proud/frustrated?

The idea is to go beyond harvesting and documenting the stories, and invite the story teller to attach meaning to their story and the other stories that are shared in the story-telling session. What happened in this story? What are some of the positive or negative elements that came up? Why is this important? Who should listen to this story? Why? What can I do to address some of the issues that were reflected in this story? What can others do?

In collecting all this data, we generated a wealth of information on what was happening during the implementation process as well as insight in on why these things were happening. After reflecting on this information, the teams were able to adjust strategies and generate and try out new solutions on the go.

In one of the TVET institutions we had a story table with five hard of hearing and Deaf young people who were enrolled in a carpentry course. Three of them shared negative experiences about their interaction with other students and some of the teachers.

> "Sometimes while we are working with a machine we have to be focused but the other students come and take our machines. One time I was working on a 'Leaser' machine and a student came and took it from me. I was very angry because I was really focused on the machine and he could have hurt me."

> "Some teachers [....] even shouted at us, especially one, who used to throw things at us when he got angry. And most of the time, since we get frustrated, we can't even attend the class properly."

They also had positive experiences.

> "When I started the training, I used to isolate myself and prevent myself from learning more and asking questions. But this changed when I started the practical classes with the help of two instructors. They helped me and my friends to socialize more and communicate well with other classmates."

> "When I first joined the college, I used to isolate myself from the other students due to fear of miscommunication and misunderstanding. Most of the students were not willing to communicate with us due to lack of awareness about persons with hearing difficulties. But this changed when I met two students who were not Deaf. They helped my friends and I prepare formats and translation of content that had been given in English for those of us who couldn't understand. And they even stood up for us when other students tried to disturb us during the training. They have been a great help in our training and are some of the kindest people I met at college."

During the reflection session it was recognized that the fellow students needed to be better sensitized from the start. The session confirmed that disability awareness training is needed for all staff at a TVET institution. The trainer mentioned in one of the stories was approached directly and confronted with his behaviour. We again realized that Deaf and hard of hearing students have a delay in language comprehension, in both speech and writing, and thus need to be given more time to complete assignments and exams.

Involving persons with disabilities

The collection of stories as described earlier enabled us to get a fuller understanding of the mechanisms and dynamics of inclusion and exclusion, practices of inclusion that are experienced by young people with disabilities during the EmployAble programme in the TVETs and businesses. It provided a means to systematically listen to the voice of young people with disabilities. By listening, collecting and discussing the experiences of young people with disabilities we could emphasize that people with disabilities themselves are actually agents for change, and we empowered them to take up that role, rather than to see them as interesting research subjects.

We also wanted to practice what we preached – not just do our work for persons with disabilities, but rather with persons with disabilities. The lead organisations in the programme were therefore all organisations that work directly with persons with disabilities, are focused on the needs and rights of persons with disabilities, and have many persons with disabilities amongst their staff. In addition, all positions that were created for the implementation of EmployAble specifically targeted the recruitment of qualified persons, with disabilities. Lastly, we aimed to involve Disabled Peoples Organisations in our work, as well as worked together with National Councils for Persons with Disabilities where possible.



Mengistu attended a furniture making training, which was made accessible to him and his fellow trainees through the provision of disability sensitization sessions for the TVET staff, the provision of a sign language interpreter, and the establishment of career counselling centres at the college. Together with InfoMind Solutions, we were also able to assist Mengistu to get personal development training, through which he was able to enhance his communication and interpersonal skills.

Prior to employment, both the graduate and the employing company were offered a combination of exposure visits and training. We arranged an exposure visit for Mengistu to the company's workshop in Debrezeit, so that he could see the modern furniture making process, tools and machinery. The employer, on the other hand, received capacity building support, including on how to manage disability related issues in the workplace, and sign language training for staff, as well as frequent technical support by our staff. The end result is a happy company and a happy employee!

ECDD project officer

Mengistu

My name is Mengistu. I am 18 and have been Deaf since birth. Growing up, community members would often treat me negatively due to my disability. Nevertheless, I got education through the school for hearing-impaired children. I passed the national exam in grade 10, and decided to attend a vocational training school to follow my dream of becoming a carpenter. I wasn't satisfied, though. Although the college had a sign language interpreter, I decided to leave the school as I was still facing communication barriers with the teachers.

Through EmployAble, I was able to enrol in a furniture-making course at Selam TVET College. There I was assigned a sign language interpreter. In addition, I received a small transportation fee as well as safety clothes and shoes ahead of the training. This time around, the teacher was very interested, and I found that the training was provided in such a way that I could follow. I truly appreciate the support that the trainers provided, and was able to graduate with enough skills to be employed at a modern furniture company!

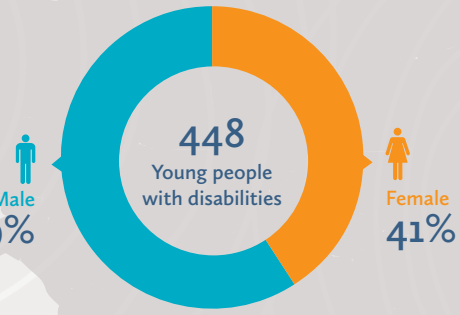
Currently, I am working at a company in Debrezeit that manufactures furniture for household and office use. I work throughout the range of the company, from kitchen supplies to office furniture. I find the machines and technology used in the company very interesting, and I am learning new skills from the supervisors and my co-workers every day.

At first, my family was scared to have me move all the way to the town of Debrezeit, considering that I am young and have a disability. Now, seeing what I have achieved, my family is more than happy, and actually quite proud of me!

THE IMPACT OF INCLUSION: PROGRAMME RESULTS

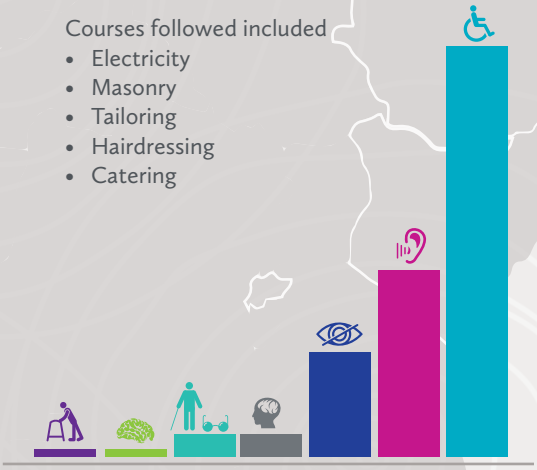


448 young people with disabilities were enrolled in technical and vocational training

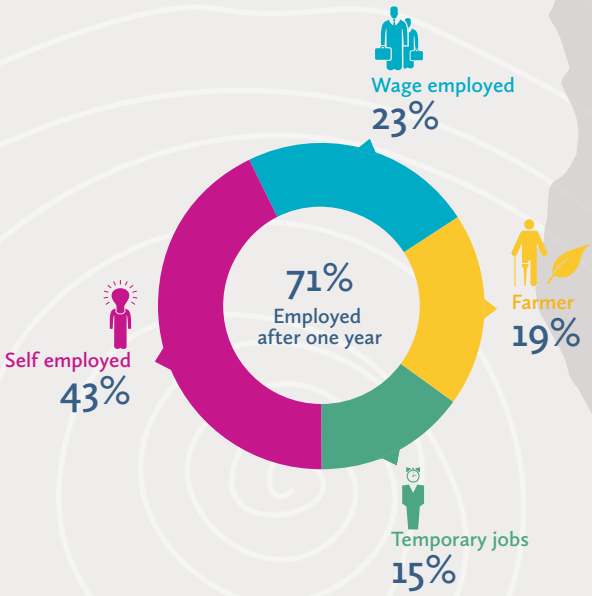


Courses followed included
- Electricity
- Masonry
- Tailoring
- Hairdressing
- Catering



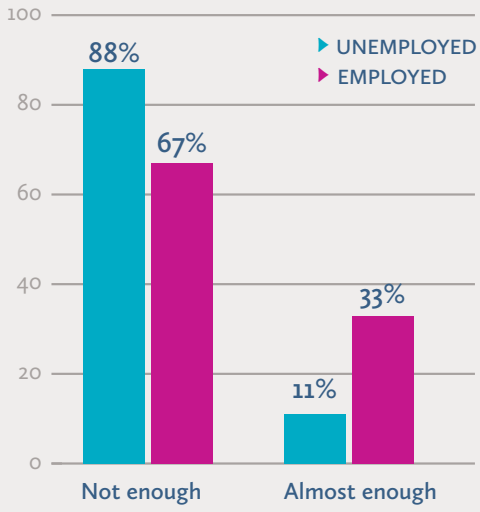


53% Physical impairment
25% Hearing impairment
14% Visual impairment
3% Mental/psychosocial impairment
3% Multiple impairment
1% Intellectual impairment
1% Other

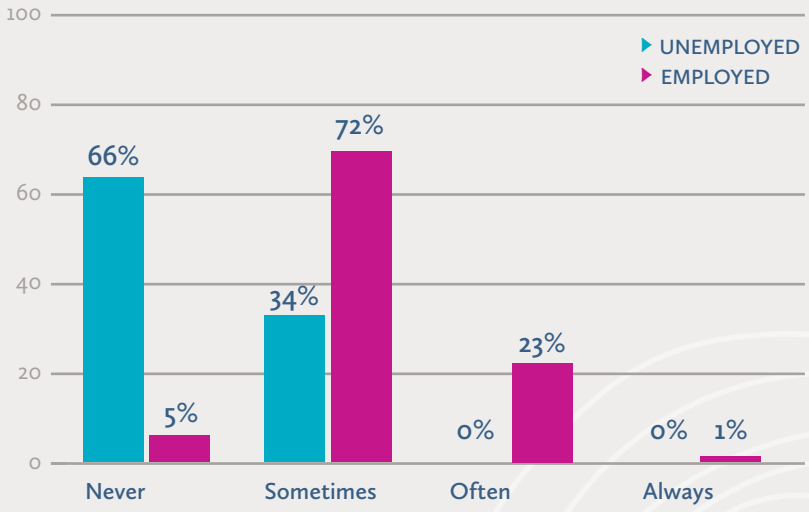


EmployAble Monitoring data indicate improvements in livelihood situation and participation

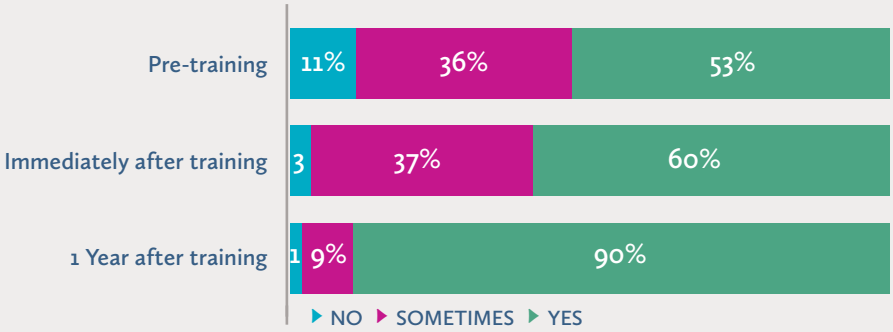
Is your household income sufficient to meet all basic needs?



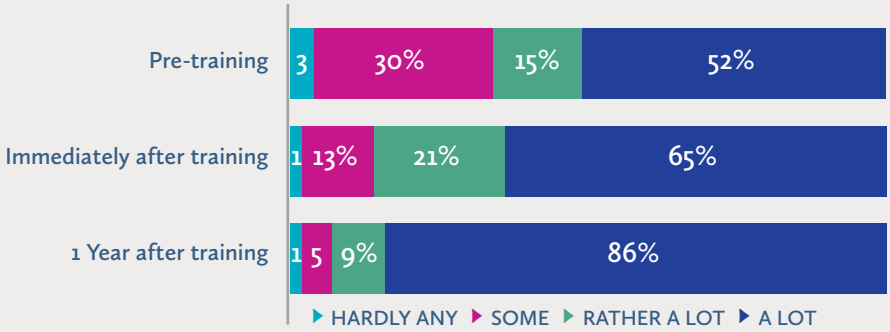
Can you save money on a monthly basis?



Participation in community activities



Do you have trust in your future?




[3]

How to achieve vocational training and employment

Getting young people from home into training, and then employment, requires quite a number of steps. Soon after the programme was set up in the three countries, young people with disabilities were mobilized and their needs and ambitions assessed. Based on this assessment, they were linked to different courses offered by the TVETs.

Meanwhile, before the young people were enrolled, the TVET institutes were prepared to receive them. This preparation involved disability awareness training for all staff as well as preparation to ensure that they developed the ability to provide reasonable adjustments to accommodate any particular needs the young people had.

During the courses, the EmployAble team coached the TVET institutes as well as the young people to ensure that they could access the course content to the same degree as the students without disabilities in their class. Already, during the course, the young people were prepared to either start their own business or to become wage employed.

After graduation, they were linked to potential employers and interventions were undertaken to support a smooth transition to employment. They were monitored for a limited period of time and provided with coaching and other support when needed.

The result is that several hundreds of young people with disabilities have moved through vocational training and transitioned into wage or self-employment. Even more important, TVET institutes and employers have adapted the way they recruit, teach and work so that persons with disabilities can become part of their colleges and companies on an equal basis to those without disabilities.

In this chapter, we will share what we have learned about the inclusion of young people with disabilities in technical and vocational education and training and employment. We will give some concrete examples of what worked, and what did not work so well, as well as showcase some of the tools we used.

Multi stakeholder involvement

Our aim is inclusion – based on the idea that all people, including those with disabilities, must be able to participate in social and economic life without restrictions and limitations. In a society where people with disabilities have long been excluded, inclusion asks for long-term changes by all actors involved.

Capacities to tackle inclusion are distributed across a range of interacting players. For example, first of all young persons with disabilities need to be identified, coached and assisted to register themselves with TVET institutes. Community Based Rehabilitation organisations play an important role in this. But alone they will not succeed, and it is clear that the TVET institutes need to have the willingness and ability to make the school environment accessible (for example for wheelchair users), and train their teachers (so that they can assist persons with for example low vision). Also government ministries need to be involved as they are responsible for accreditation and scholarship facilities, and – crucial - the private sector actors have a stake both in terms of influencing the quality of education provided, and willingness and ability to place young graduates with disabilities. Inclusion is not the responsibility of only one actor, it is a shared responsibility, and different stakeholders possess different 'pieces of the inclusion puzzle'. This means that achieving inclusive vocational training is a multi-stakeholder process – requiring right from the start the involvement of training institutes, private sector actors, disability structures and policy makers.

Establish multi sectoral core teams

In each of the three countries where we carried out the programme, we established core teams so as to involve key stakeholders from the beginning. The composition of these teams differed depending on the context, but representation included at least the lead partner organisations, and the involved TVET institutes along with representatives of the private sector and government.

The core teams, which met regularly, were responsible for the implementation and monitoring of programme activities. Their core members committed to inclusive vocational training and employment in a Memorandum of Understanding signed by their executive

Core Team Compositions adapted to the context

Kenya
Apart from the mainstream TVET institutes, the core team also included two specialised vocational training institutes: one that works with visually impaired young people, and the other with Deaf and hard of hearing young people. Their role was to provide advice and training to the mainstream training institutes on how to communicate with, and provide skills training to, visually impaired and Deaf or hard of hearing young people. In the process of implementation, the core team from Ethiopia visited one of these special training institutes to gain experience in accommodating young people with visual impairments.

Ethiopia
InfoMind Solutions, a human resource development firm engaged in recruitment, personnel management,
HR training and consultancy services, was part of the core team in Ethiopia. InfoMind Solutions provided training and advice to ECDD and the vocational training centres involved in setting-up resource centres to provide career guidance to the young people. They were also supportive during the process of providing soft skills training to the young peoples with disabilities and career counselling training to career counsellors at the TVET institutes.

Rwanda
In Rwanda, the core team included a rehabilitation centre that conducted needs assessments for young people with physical disabilities, and provided them with tailor-made devices if necessary.
The centre also provided internship placements for a number of graduates from the physiotherapy and massage training school involved in the programme.



directors. This ensured that the commitment was made by the organisation rather than by individual persons.

Partnering with key actors in the core teams also proved to be of great importance for the realization of an inclusive TVET system in the country. In Ethiopia, for instance, the Federal TVET Agency (FTA), a member of the core team, has been proactive in linking EmployAble activities to government policies. Through this, EmployAble was able to provide expertise and advice on the development of national TVET guidelines and revision of TVET manuals, as well as to collaborate with the Federal TVET Agency to provide disability awareness training to staff of TVET institutes outside the EmployAble programme!

▶ **Involve key stakeholders right from the start of the programme, by including them in design of interventions as well as action learning activities.**

Stakeholders	Role	Link up with them for
TVET institutes	Provide reasonable adjustments for young people with disabilities.	• Showcasing that inclusion is possible
Government	Provide an enabling policy environment for inclusive vocational training and employment.	• Teacher training on inclusion • Policy development on inclusive TVET
Disabled people's organisations	Lobby and advocate for the rights of persons with disabilities. Psychosocial support for persons with disabilities. Represent persons with disabilities.	• Mobilization of young people with disabilities • Staff/teacher training • Awareness-raising in communities • Referral of persons with disabilities to education and employment opportunities
Disability specific service providers, such as community based rehabilitation programmes, medical services, special schools and disability specific NGOs	Advise on disability-specific adjustments, assistive devices and reasonable adjustments.	• Provision of medical care and rehabilitation services • Counselling and assessment • Provision of devices such as wheelchairs and crutches • Information in accessible format • Technical expertise • Identification of persons with disabilities • Staff and teacher training • Lobby and advocacy • Accessibility audits
Employers	Open up in-house training and providing employment opportunities for persons with disabilities.	• Employment of young people with disabilities • Act as role models towards other employers

Make use of available disability specific expertise

The country teams also linked up with resource people and/or specialists on specific impairments or topics to improve the quality and relevance of interventions. In Kenya, for example, resource people from the Union of the Blind, who had vast experience in training visually impaired individuals, made key contributions to the programme. They provided training and specialist support on how to include students with visual impairments in vocational training, with a focus on the use of screen reader software like JAWS. In Ethiopia, the Federal Micro and Small Enterprise Development Office (FeMSEDA) ensured that young people with disabilities could be included in the government's Business Support Services. The programme facilitated this by providing disability awareness training to the business support officers. Where possible, the country teams linked EmployAble to other programmes in the field of youth employment. In Rwanda, the programme linked up with the National Employment Programme, which provided start-up kits to a selected group of EmployAble graduates. These comprised equipment needed to start a small business, for instance a sewing machine, scissors and materials for tailors.

▸ Map actors and programmes working in the field of disability or youth employment in the country so that you add the expertise and resources that are part of the programme with that of external resource people and other programmes.



Catherine

My name is Catherine. I live in Nairobi with my son who is three. I am partially deaf-blind.

Through EmployAble, I was able to get a certificate in International Computer Driving License (ICDL) at Techno Brain. I was one of the first deaf-blind persons doing the ICDL course. I used JAWS, a screen reader program. Since it was the first time someone had done that, some of my trainers didn't know how to assist me. In addition, during the national exams, the screen reader couldn't read some of the icons on my computer. This issue has now been raised at ICDL Africa, and they are researching how they can adapt their systems so that screen reader users can take the exam. I get to be one of the first visually impaired people to try the new, accessible testing system!
Despite these technological hiccups, the teachers were very willing to learn how to work with people with visual disabilities like me. I also really enjoyed interacting with my other classmates. EmployAble not only supported me through the technical part of the training, but also helped me learn how to use JAWS and provided activities to build my self-confidence.

Because of the training, I am now computer literate. This meant I now meet the requirements for working at the Kenya Revenue Authority. I applied for a job at customer care services and got it! I now have a steady job! I have now bought my own laptop, and managed to purchase a smartphone online. I love my new job; talking is one of my hobbies! I am doing something I am trained in, and I am earning a good salary to support my family. My son is going to start kindergarten next year, and I will be able to pay his school fees with no struggle.

Catherine was referred to EmployAble by another graduate – Irene. After an initial assessment, we found that a good place to start would be with a better understanding of JAWS. She joined a group of students who were undertaking a JAWS training prior to placement at a vocational training institute. Catherine shared that she was struggling to live in Nairobi with her baby, and had chosen to send her baby to her mother in the village, as she looked for means to survive.
After going through the ICDL training, her self-esteem increased, and she managed to secure a well-paid job. Her standard of living has improved: she lives in a better house, and has picked up her son from her mother and hired a house girl to take care of him. In addition, she supports her mother and siblings, her son is attending a good private school, and she is able to save money on a monthly basis. We are celebrating with her and are very happy for her!

ADDA project officer



We worked together with Alage Agricultural TVET college, supporting the college modify its training facilities to make them physically accessible, as well as providing awareness training for instructors. We facilitated the formation of a goat fattening cooperative, which consisted of 20 young people with disabilities who had followed the goat fattening course. We then linked them with access to start-up capital. As a result of consultations with the government, the cooperative is now also entitled to receive land and the necessary follow-up and support from the local small enterprises development office and other relevant actors. Shume and his fellow students were thus not only able to follow a course at college to gain the necessary skills, but they were subsequently linked up with the right resources and possibilities to use these skills to build a sustainable and income generating business for themselves.

ECDD project officer

Shume

I am Shume. When I was two, I contracted polio. My parents are farmers and don't have a lot of money, so they were not able to take me to a medical centre at that time. It wasn't until I was thirteen that I was able to go to a medical centre with specialized physicians. There, I received an assistive device and learned how to use it to walk. I am an enthusiastic member of the community, but they sometimes don't understand what it means to have a disability, and discriminate against me.

Earlier, I attended Alage Agricultural TVET College and got a diploma in Animal Health, but was unable to find a job after graduation. With support from EmployAble, I was able to return to college to attend a short term goat fattening training. Upon finishing the training, some fellow graduates and I started a cooperative. EmployAble provided us with some start-up finances, as well as continued advice, and the local government provided us with land.

Since starting our cooperative, we have fattened many goats and sold them at the local market. The income we earn is saved in our saving accounts. My role is to organize the group members, apart from goat-fattening activities. I have had some job offers recently but I really want to continue working in the cooperative. My dream is to take the cooperative to the next phase. I want to expand to poultry and other kinds of land stock. I am now even attending a long distance course on Banking and Finance, to help me understand how to control our finances. In addition, the local government is in the process of providing us with extra land to expand our business. Our business is going well and I am now achieving my dream – helping my community and being a role model for the young people.

Course selection and enrolment

One of the first barriers to young people with disabilities in getting vocational training and education is the difficulty of getting to and through the enrolment process. Information about the opportunity may not be available to them, the application process may be inaccessible or opportunities that are open to them do not match well with their functional capacities and ambitions. Therefore tackling the enrolment process is a first and important step in the provision of inclusive vocational education. This means mobilizing young people to enrol, involving parents, tackling barriers in the enrolment process, and paying attention to course selection.

"It was a chance to me to be enrolled for this course, because for a long time I have been expecting to become a tailor. Before coming here in this training centre, I have been in agriculture; cultivating, standing on one leg, supported by a crutch... and that was not easy for me. This programme will change the direction of my life."
Young person with physical disability

Involve parents

We have learnt that it is important to involve parents or guardians in each of the steps in the enrolment process. They are important gate-keepers, and when not well involved, their overprotection or unsupportive attitude might prevent enrolment in a vocational training institute. Often, they do not believe it will pay off to invest in their child's education and skill development.

Any investment spent in involving the parent or caretaker pays back in the course of the vocational training process, as well as during the transition to employment. Many of the young people noted that support from their parents or caretakers was a crucial factor in their personal, economic and social development. We noticed, for example, that it was good to ask parents to make a (financial) contribution towards their child's education, however small, to cover costs for transport, clothing and materials to match scholarship arrangements. We have seen examples where parents 'handed over' their child to the TVET institute at the moment of enrolment as if they ceased to be responsible for his/her well-being.

"Our parents are poor. We even did not have money to contribute to the graduation celebration. Some of us were beaten by our parents when we asked for this contribution."
Deaf student, Rwanda

- **Involve parents or guardians in each of the steps in the enrolment process, as they are crucial factors in a young person's development.**

Attract young people

In order to enrol in a training course, one first needs to be aware that the opportunity exists, and that it offers the perspective of employment. Young people with disabilities and their parents might assume that mainstream TVET institutions do not enrol young people with disabilities, or that the content offered is beyond the abilities of the particular young person. Low expectations are a huge barrier to inclusion. The successful mobilization of young people requires collaboration with and involvement of Community Based Rehabilitation programmes, Disabled People's Organisations, peers/guardians, schools and departments of labour and social affairs. In some cases, the TVET institutes themselves go out into the community to mobilize young people to enrol in their courses. In those situations, the programme assisted the institutes to make community mobilization campaigns inclusive and explicitly mention that they were also open to young people with disabilities.

It was interesting to see that once the first batch of young people with disabilities was enrolled in the vocational training courses, others started to register on their own initiative, having heard about it from their peers.

"We had very high expectations with regards to the role that Disabled People's Organisations could play in referring and mobilizing young people with disabilities for skills training. However, in Kenya and Ethiopia very few students came in through DPOs, and many of those referred were either 'training addicts' (i.e. young people with disabilities that had already participated in several other training courses) or overqualified."

EmployAble programme officer

We have learnt in the course of the years that there are cases of young people with disabilities who go through several training courses without having the intention or ability to actually use the skills acquired to become economically active. The reason for this might be that there is a focus on training, but there is lack of support for transition to meaningful employment. This has created a group of persons with disabilities who pop up whenever there is a training opportunity but lack a professional attitude and willingness to be economically independent. We discovered, therefore, that it is important to screen prospective students. If there is doubt about their sincerity and commitment to become economically self-reliant it might be better not to involve them in the programme.

- **Invest carefully in the first batch of young people with disabilities that enrols in the mainstream TVETs. Not only because the TVET still needs to learn about inclusion, but also because young people with disabilities that have positive experiences will mobilize their peers to register.**
- **Screen prospective students rather than accepting any person with a disability who applies, to check that they are truly interested in the course on offer, rather than jumping at any opportunity that comes their way.**
- **Ensure that the courses offered are of sufficient quality that students can actually put the skills learned to use in the labour market without further study.**

TIP

Check that TVET information sessions on courses are open to potential students with disabilities. Do they provide reasonable accomodations such as sign language interpreters and easily understandable and/or Braille information materials?



Empower young people to select the right course

It is not always the case that young people with disabilities find their way to a course that fits their capacity and ambitions. They are often steered towards specialized programmes that offer a limited choice of vocations thought to be suited to their disability. EmployAble, however, aimed to take the abilities and ambitions of the young people themselves as the starting point. We therefore developed interventions to support them in exploring their talents, areas of interest, and ambitions.

For many young people with disabilities, it was not easy to formulate their plans for the future. Most of them had never been asked what they wanted for their future, based on a low expectation by society regarding their becoming economically independent. This meant they needed quite a bit of prompting and facilitation to be capable of formulating what they would like to be doing and what they were good at. Also, many of them did not have access to information about the content and employment perspectives of various skill training trajectories. The EmployAble team guided potential students in their choices by holding conversations with them and exposing them to some of the available options. The ICT training provider in Kenya, for instance, organized orientation seminars on different courses to assist young people (including those with disabilities) in course selection. In Ethiopia ECDD arranged exposure visits to various companies with the students. This increased the students' understanding of course benefits and thus increased attendance and active participation. An initial market assessment to identify marketable skills is also effective. In Ethiopia, for instance, it was recognized that there was a market for goats so when participants joined the goat fattening course they were excited and committed to the training content. Another methodology used was to expose the young people to role models: other young people (with disabilities) that had already gone through the vocational training process.

The side box offers a range of guided questions that can be used in discussions with potential students. Please note that the questions are only examples and may be adapted depending on the background and age of the young people involved.



- **Realize that young people with disabilities often don't have a vision on what they would like to do to earn a living. They will need to be guided and 'empowered' to be effective in selecting a course hat is in line with their ambition.**

- **Provide potential students with a clear understanding of the content and job prospect of the training course before enrolment. Enrolling students in a course that is not in line with their preference and ambitions might result in students not devoting the necessary attention to the course during its delivery, and teachers becoming confused when they try to meet the student's undefined interests.**

- **Do not make any general assumptions about which types of jobs and trainings are suitable for which types of disabilities, because everyone's needs and abilities are different. Discuss with youth on an individual basis about their ambitions, abilities and needs for support or adjustment; thereby giving the appropriate guidance to find the training and job that is suitable for them as an individual.**

Guiding Questions for course selection

Question: What would you want your life to be like?
Considerations: What do you want to be doing a year from now or five years from now?

Question: What would be important to you in relation to your work?
Considerations: Some examples are independence, helping others, working with my hands/ working with my head, stability, making a difference, social status, leadership, creativity, contact, etc.

Question: What do you love doing? What are you passionate and energized by?
Considerations: What would other people you know say you like best?

Question: What are your current skills, abilities, and talents?
Considerations: If the person struggles to answer this, as many people do, ask: what would other people say you are good at?

Question: What is holding you back from reaching your goals, including any self-limiting beliefs about yourself?
Considerations: It may be a physical issue (e.g. you don't have the necessary qualifications), or it may be mental (e.g. you don't believe you can succeed).

Question: What are all of your choices? What kind of skill would you like to learn?
Considerations: Brainstorm all possible choices. Don't start to evaluate them at this stage, just get them all on paper.

Question: Which of this list fits best with all you mentioned before?
Considerations: Jointly evaluate the options and decide on a path to take.

Assess the abilities of the young people

Once students showed interest in a course we found a needs assessment to be a valuable tool in identifying the specific capacities and limitations that might influence course selection, as well as in informing the need for reasonable accommodation or adjustments. Reasonable accommodation means making changes and adjustments which are often simple and inexpensive, to ensure that persons with disabilities can participate on an equal basis with others. One reasonable accommodation, for example, would be the creation of mobility routes, for instance from the classroom to the dining hall, on the TVET compound, so that persons with visual impairments can move around from one place to another.

The needs assessment may also raise the need for assistive devices and/or equipment so the student can access the content of the course. Thus the needs assessment should, ideally, be conducted by a multi-disciplinary team that includes rehabilitation specialists and experts on the education and employment of Deaf and hard of hearing, visually impaired or intellectually impaired young people.

In some cases, it might be necessary to assess the ability of the potential student to handle the machines that will be used during the training. We then have a 'staged assessment' where the student is pre-selected on the basis of their talents and interests, and a second assessment is then done by the TVET institute or the employer connected with the specific course or job that the student will undertake. This helps the student make an informed choice and defines possible support needs.

The box on page 39 provides an example of a tool used during a needs assessment that is basic and easy to use. But to identify whether a person needs an assistive device, medical care such as an operation, or functional training, you will need specialist advice. For example, a young person who is hard of hearing might benefit from a hearing aid, but will need to be referred for a hearing test. And a young person with an amputation or paralysis in the legs might benefit from a tailor-made wheelchair or prosthesis, which requires an assessment by a rehabilitation expert. Young people with epilepsy will need the right type and dose of medication, and also a young person with a mental health impairment might need to be referred for appropriate



"In Rwanda, a young woman with a physical disability was enrolled in a tailoring course. During the assessment, it became clear that she was not able to operate the sewing machine with her foot. Together, a solution was found and the sewing machine was adapted in such a way that she could operate it without having to use her foot."
EmployAble programme officer



Dawit is 19 years old and Deaf due to childhood meningitis. He was able to get a position at BigM garment Apparel and Garment PLC, trained on the job, and ultimately employed.

After a couple of weeks, it was time to evaluate his stay at BigM together with his supervisor. The supervisor indicated that, despite trying very hard, Dawit could not catch up easily. She complained that Dawit didn't follow attentively enough to grasp what he was told by the on-the-job trainers at the factory. Some trainers felt that he was lazy, and lacked motivation to pursue the training. Dawit, however, clearly indicated that he was enthusiastic about becoming a professional tailor at the factory and wanted to start up his own business.

After analysing these contradicting narratives, Dawit was referred to a specialist. The diagnosis indicated that in addition to his hearing difficulties, Dawit also had a mild intellectual impairment. With this knowledge, we were able to shift him to a non-formal and more flexible training scheme, based on his ability and level of understanding.

medication. As for youth with intellectual disabilities, specialist advice might be needed on the level of support that might be needed in the classroom to enable them to follow the content of the training that has been selected.

- **Carry out a needs assessment to identify whether there are any specific capacities or limitations that might influence course selection. Following the assessment, some young people might need to be referred for assistive devices and/or equipment, or medical interventions, to enable them to participate in the selected course.**

Needs assessment

Impairment	
Type of impairment:	Visual impairment | Deaf or hard of hearing | Physical Impairment | Mental Health Impairment | Intellectual Impairment | Other
Degree of impairment:	Some difficulty | A lot of difficulty | Cannot do at all
Cause of impairment:	Congenital disease | Illness | Injury | Malnutrition | Psychiatric disturbance | Other
Ability to communicate	
Express needs	With ease | With difficulty | Not at all
Understand with movement or sign	With ease | With difficulty | Not at all
Communication with movement or sign	With ease | With difficulty | Not at all
Lip read	With ease | With difficulty | Not at all
Speak	With ease | With difficulty | Not at all
Write	With ease | With difficulty | Not at all
Activities of Daily Living	
Toileting	Alone | With help | Not at all
Dress & undress	Alone | With help | Not at all
Cooking	Alone | With help | Not at all
Washing cloths	Alone | With help | Not at all
Shopping	Alone | With help | Not at all
Participation in social life	
Socializing with age group	No | Yes | Sometimes
Sports & Leisure	No | Yes | Sometimes
Family activities	No | Yes | Sometimes
Community activities	No | Yes | Sometimes

Pre-training/employment preparation needed (specify actions and timeline)

Medical care
Functional training
Assistive/Mobility Devices
Soft skills training to increase self-esteem / social skills
Others

Explore possibilities for financial support when needed

One crucial point in facilitating enrolment is financial access to education. During the course of the EmployAble programme, it became increasingly clear that the enrolment fee was a significant obstacle to enrolment for a large majority of young people with disabilities.

When we talk about finance in relation to enrolment there are two elements. The first is the direct costs of the vocational training course, which include tuition fees, and the second the indirect costs for transport, clothing, daily life such as accommodation and food, and costs for referral for medical care or assistive devices.

The reason that young people with disabilities have difficulties covering training costs is two-fold. Often, they come from very poor families who cannot afford the direct and indirect fees associated with vocational training. Along with this there is a low expectation regarding the capacity of young people with disabilities to contribute to the incomes of the households or be self-reliant as adults. This results in a lack of motivation to pay training fees, or even consider the option of having a young people with a disability further their education after primary or lower secondary school. There is no expectation of a return on investment through income gained after training. In most cases, it is a combination of the two (poverty and lack of awareness of the potential of the young people to be economically active) that prevents families from financing further education.

It is therefore important to explore possible resources for financial support of those with a poor background. The programme was able to finance the tuition fees for a limited number of students within the programme. But as this was not a sustainable source of financing, the search for alternative sources to pay tuition fees was built into the programme from an early phase. Potential sources included the National Council for Persons with Disabilities (NCPD), the Ministry of Labour and Social Affairs, church-based organisations, and local fundraising.

This was less of a problem in Ethiopia, as public TVET institutes provide free-of-cost enrolment for young people with disabilities. Even the private TVET institute involved in the programme was able to provide free access to young people with disabilities because their vision and mission prioritizes support for vulnerable young people. In Kenya, the challenge was different: the problem was not the lack of scholarships, but the fact that the process to apply for them was cumbersome and long. In Rwanda, scholarship opportunities were limited or non-existent.



TIP

Source and list in-country resources that can provide tuition fees for students (with disabilities) from poor backgrounds and design strategies to link them to the TVET institutes that are eager to become inclusive. One of the TVET institutes in Kenya, was linked to the National Council for Persons with Disabilities. The TVET institute has the application forms to apply for a scholarship through NCPD at their enrolment department. They provide the form to students with disabilities from a poor background, help them to fill it out and follow up when needed.

Because disability and poverty often go together, many young people simply do not have the ability to finance the direct and indirect costs of education. Although, being a development programme, tuition fees of students can be contributed as part of the project, it is important to start looking for and advocating for alternative and sustainable sources of funding and scholarships from the start.

Enhancing inclusive practices within the TVET institutes

Once students with disabilities have been enrolled, they need to be able to access the course content to the same degree as all other students. This means that the TVET institute needs to be inclusive, ensuring that there are no physical, attitudinal, institutional, or communicational barriers that prevent the students with disabilities from getting the same quality of education as others. Institutes need to invest time and resources in finding and removing the barriers to education for students with disabilities, as well as developing positive practices that promote inclusion.

When vocational training institutes are only just starting to enrol students with disabilities in their courses, it is important that they know well in advance what type of impairments these students have, and what the needs for support or reasonable adjustments might be. This helps them prepare logistical arrangements, and builds institutional capacity in the areas where it is needed. This becomes less important as time goes by since inclusive practices will have become part of the daily routine.

- **When vocational training institutes start practicing inclusion, give them ample time to prepare and make adaptations so as to accommodate the specific needs of students with disabilities.**

Make somebody responsible for inclusion

In order to ensure that inclusive practices are sustained even after a support programme such as EmployAble is phased out, it is important to think about building institution level capacity right from the start. In the initial phase of collaboration, programme implementers play a large role in mobilizing, selecting and supporting young people with disabilities for particular TVET courses, but this should eventually be taken over by TVET staff.



This is why, early on in the programme, we made sure that each TVET institute involved in EmployAble assigned two focal persons to the project. These were appointed by the management of the institute and selected based on their affinity with the topic and/or their position within the TVET. In Ethiopia, for example, the management chose career counsellors to be Disability Inclusion Focal Persons. The focal persons are given the mandate to ensure inclusion within their institute, to coordinate training sessions and placement of young people with disabilities, and to monitor their progress and well-being. During the three years of EmployAble, the focal persons were involved in all key activities regarding inclusive vocational training and transition to employment. For example, they were involved in functional assessments so that they could later conduct the assessment themselves with support from local rehabilitation experts after EmployAble was phased out, and the same went for the disability awareness trainings.

In Ethiopia, the position of the focal person was documented in the (draft) Inclusive TVET Guidelines developed by the Federal TVET Agency of Ethiopia, which describe the need for Disability Inclusion Resource Rooms. In the guidelines, such rooms are defined as: an office/room which is equipped with specific materials and assistive devices, as well as staffed with professionals to give support to students with disabilities, as well as teachers who have such students in their course.

- **Appoint Disability Inclusion Focal Persons in technical and vocational training institutes, who have the mandate to ensure, monitor and encourage inclusion of persons with disabilities within their institute.**

At an IT training course there was a manager who was reluctant to have a blind student in his International Computer Driving Licence (ICDL) course. He thought it would not be possible to have a blind person using headphones in the classroom with other students. During the training, this manager was placed in front of a computer with screen reader software and shown how to complete an assignment without using his eyes, but using headphones and software instead. He changed completely, and now blind students are in the same classroom as others.



Create disability awareness



Often services, institutes and organisations do not include persons with disabilities because staff and management do not feel a need to do so. A disability awareness training programme can be an important activity to open the minds of people regarding the right and capability of young people with disabilities to be included in vocational training courses and learn together with other students. A disability awareness training programme can range from half a day to three days depending on the context, such as the availability of time and resources.

The objectives would be the following.

- Participants understand the concepts of disability and inclusion, including the rights based approach.
- They know about the barriers that persons with disabilities face in their skills and livelihood development.
- They become familiar with ways to relate and communicate with persons with disabilities.



Apart from making practical arrangements to arrange sign language at the vocational training college and ensuring that there was an internship for Aline, we mostly supported her by regularly visiting her at school and at home. Aline was insecure about how she would be able to study at a college due to her deafness, but we were able to show her that it was possible for her to learn and be accepted in the training.

UPHLS project officer

Aline

I am Aline from Rwanda. I am 21 years old, and Deaf. It was not easy for my parents to afford everything necessary to access trainings so I had to drop out of school when I was in Senior One.

It was a dream come true for me when I was able to enroll in a hairdressing course through EmployAble at VTC Bon Pasteur! At the beginning sign language was a constraint, but in the course of the training period the teachers became more skilled at signing as they were simultaneously being taught sign language.

After the training, I embarked on an internship arranged by the school in collaboration with UPHLS. Two months later, I started a temporary job at Blessing Salon in Kigali City, where I am now a permanent employee! Communication is sometimes difficult, but I have a colleague who knows sign language and can help me if issues come up with my customers.

My ambition was to help my family to live well using my knowledge and skills, even though I am hearing impaired. This objective has been achieved, and I am so proud of myself.

It is key that all TVET staff participate in such training, not only the teaching staff but also the management and support staff. This will make inclusion part of the institute as a whole. Disability awareness training can be provided by specialized organisations but the TVET focal persons should learn how to facilitate them so they can provide them themselves when new staff arrive, or as a refresher course to the rest of the staff.

An important element of a disability awareness training that should not be missed is the issue of language. Often, people are not aware of the need to use appropriate terminology when talking about and with persons with disabilities. It helps to explain this, as well as the effect improper terms might have on someone with a disability. It is also important to extend this to the terms in local languages and come up with acceptable alternatives.

Another thing that has worked very well in trainings is to involve persons with disabilities as co-trainers and/or resource persons. These can be representatives of DPOs, core team members, and/or young role models with disabilities who are economically independent. There is no better mode of awareness raising than being exposed to the abilities and talents of persons with disabilities!

Also, demonstrating the challenges and possible solutions to those challenges, resulting from specific impairments in the classroom can be an effective methodology for creating understanding among training participants.

- **Provide disability awareness training to all staff at TVET institutes, including teaching, management and support staff, so as to create awareness at the institute as a whole.**



Examples of proper and improper terms when talking with or about persons with disabilities

Disrespectful terminology	(Alternative) Respectful Language
Crazy, mad man, weird	Person with mental illness, psychosocial disability, psychiatric impairment.
Stupid, fool, brainless	Person with an intellectual disability, or person with a learning disability.
Lame, crippled, polio	Person with a disability; person who walks with a cane/uses leg braces/uses a wheelchair; person who has had polio.
Dumb	Person who cannot speak; has difficulty speaking; is non-vocal, non-verbal
That blind man	Person with a visual impairment, person who is blind, partly blind or person with low vision
Handicapped, invalid, disabled person, diseased, sick, abnormal, weak	Person with a disability
Refer to disability instead of person	Refer to person with his or her name



Topics covered in an Accessibility Audit

Getting to the college
- Approach way, main entrance/gate, parking area

Getting into the premises/buildings
- Doors, steps, ramps, reception

Getting around the premises
- Pathways on site, floors and walls, lift

Using the services and facilities
- Toilets and bathrooms, kitchen, meeting rooms, class rooms, workshop and library
- Communication, signage and visibility

Getting out of the premises
- In normal situations, emergency warning and evacuation systems

Management of the premises

Conduct an accessibility audit

To remove barriers to education for students with disabilities you first need to understand what these barriers are. An accessibility audit is a useful tool to assess the TVET institute's physical accessibility as well as its accessibility regarding information. It is a sort of checklist or test to help you see what parts of the institute and its courses are accessible to persons with disabilities and what elements need to be modified or improved. This creates a better understanding of what is going well and what can be worked on to increase access.

An example of a full accessibility audit for TVET institutes can be found Annex I. This tool can be adjusted to match the size of the buildings. The box here on this page lists some of the different elements that may be included but it should cover all the terrains and spaces in the college or company, starting with the approach to the entrance. This includes such areas as the reception, classrooms, workshops, communal and recreation areas, hostels, library, computer room, dining area and administrative area. Some countries have specific national legislation on accessibility of public buildings so it is always good to check whether this is the case for your country.

"At Techno Brain, I did a course on (computer skills). (...)I was in a group of 18 trainees, and eight of them had physical disabilities like myself. It was never difficult for us. For me, I felt like they are friendly, I could always ask questions and they understood me well and supported me where needed. It was only the first times I came that I had a problem with the steps at the entrance. Because I am in a wheelchair I could not enter and the guards had to carry me. I brought this up with the management and very soon after they made a ramp".

Student with a physical impairment, Kenya







An accessibility audit must be carried out by people with prior experience in this activity since they will know what to look for and why. Usually, DPOs have persons with such experience. They also need the skills to facilitate the audit in a participatory way so as to guarantee appreciation and ownership of the process, and the action planning thereafter. Lastly, the team carrying out the audit should be able to give clear, unambiguous recommendations on site and in writing, and be ready to assist the institute or company to implement its action plan to improve accessibility. Its findings should be documented in an assessment report that is based on the checklist and includes photos or drawings that illustrate the situation. The report should be presented to management and staff.

It is important to see improving accessibility of the TVET institute as a process. Insisting on full accessibility from the start can be overwhelming to the college and might meet resistance due to concerns about cost. The accessibility auditor should help the institution during action planning to prioritize the most urgent, impactful or easy tasks that would be of maximum benefit to current and prospective students with disabilities. For example, if there are only students with sensory disabilities, it would make sense to prioritize accessibility for these students first. Carrying out a follow up audit after one or two years may help in assessing what progress has been made.

- **Carry out an accessibility audit to determine what parts of the college or institute are accessible for persons with disabilities and where improvement is needed. Then support the college to make a realistic action plan to decide which tasks to tackle first.**



TIP

Many of the TVET institutes offer courses in building or construction. The staff and students in the course can be drawn into the process of improving accessibility, as this would be a useful learning for them too. This is not only a learning and awareness-raising experience for them. It would enhance cost-effectiveness by involving management, students, teachers and maintenance/ ground staff when planning adaptations.

Carry out a Disability Inclusion Assessment resulting in an Action Plan

Closely related to the accessibility audit is the Disability Inclusion Assessment. This goes beyond buildings to measure how inclusive an organisation is in general. It does incorporate accessibility, however, by asking such questions as: "Are buildings and events accessible to persons with disabilities? Is the website and other information available in accessible formats? Is sign language available?" It could therefore work well to first carry out an accessibility audit, and then focus on the Disability Inclusion Assessment.

A Disability Inclusion Scoring Card (DISC) is used for this procedure. This is a questionnaire that covers a variety of topics. Some examples are given below.

- **Strategy**
  Are the strategic and operational documents disability inclusive?
- **Human Resource Management**
  Is the human resource policy disability inclusive? Are persons with disabilities working in the organisation?
- **Partnership**
  What kind of partnership exists with DPOs and disability service providers?
- **Student enrolment and accompaniment**
  Do the admission criteria enable enrolment of students with disabilities? Are students with disabilities enrolled in the college? Are the transport and accommodation needs of students with disabilities taken into account? Do students with disabilities participate in social events? Is professional counselling available to students with disabilities?
- **Curriculum planning, delivery and implementation**
  Is lesson planning adapted to specific needs of persons with disabilities? Are course materials and equipment accessible to students with disabilities? Are teachers able to teach students with disabilities, taking into account their individual needs? Are teachers able to differentiate their assessment method to accommodate the needs of students with disabilities?

The filling out of the questionnaire is done in a participatory manner. Management and representative(s) of the teaching staff are brought together to discuss where their organisation stands on each question. Doing this together fuels discussion, builds ownership, and creates an understanding of and commitment to implementing the forthcoming action plan. The DISC helps staff to recognise what is going well with regard to inclusion and what could be improved. By analysing this, organisations can decide where to focus first to become more inclusive, as well as celebrate what they are doing well already!

"I got involved in EmployAble as one of the core partners. As Techno Brain, we considered it a good opportunity to include young people with disabilities in our trainings. But I also thought: how can we conduct ICT trainings for persons with visual or hearing impairments? Over time, with support from the EmployAble team, we learned about inclusion and received a training programme on how to handle persons with disabilities. And this has worked well for us."

Disability Inclusion Focal Person Techno Brain Kenya

When the scores have been filled in, they can be presented in a visual format to record results and show change over time.

TVET Institute DISC checklist

					Baseline	Progress	Final
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Score**	**Score**	**Score**
Student enrolment and accompaniment					**2014**	**2016**	**2017**
Do the admission criteria enable enroiment of students with disabilities?	Admission criteria are discrimintatory to persons with disabilities.	Admission criteria are non-provisions are made during process.	discrimintatory, but no admission and intake.	Admission criteria process provide for students with disability.	3	4	4
Are students with disibilities enrolled in college?	The number of students with disabilities is negligible.	1-3% of the total number of students are students with a disability.	4-5% of the total number of students are students with a disability.	6% of the total number of students are students with a disability.	3	4	4
Are transport and accomodation needs of students with disabilities taken into account?	No difference is made in accomodation and travel provisions among students.	Students with disabilities are allowed more flexibility in time to come in to attend the courses.	Students with disabilities are assisted in finding accomodation close to the premise.	Hostel rooms are reserved for and accessible to students with disabilities.	2	2	2
Do students with disabilities participate in social events?	No social interaction as no students with disabilities are present.	Students with disabilities participate in less than 50% of social events (e.g. in sports and music).	Students with disabilities participate in more than 50% of social events (e.g. in sports and music).	Non-disabled students actively seek participation of students with disabilities in all the social events.	1	3	2
Is professional counselling available to students with disabilities?	No counselling service provided to students.	General counselling service provided to all students in terms of life-skills.	Individual counselling service provided to students by professional counselling staff.	Professional counselling staff are qualified and knowledgeable of psycho-social and emotional attributes of disability.	3	3	2

Figure 4. Section of a filled in DISC with baseline (2014) and progress (2016 and 2017) from one of the TVET institutes in Kenya. Each question is scored from 1 – 4, 4 being the highest achievable level.

TVET Disability Inclusive Score Card Spiderweb

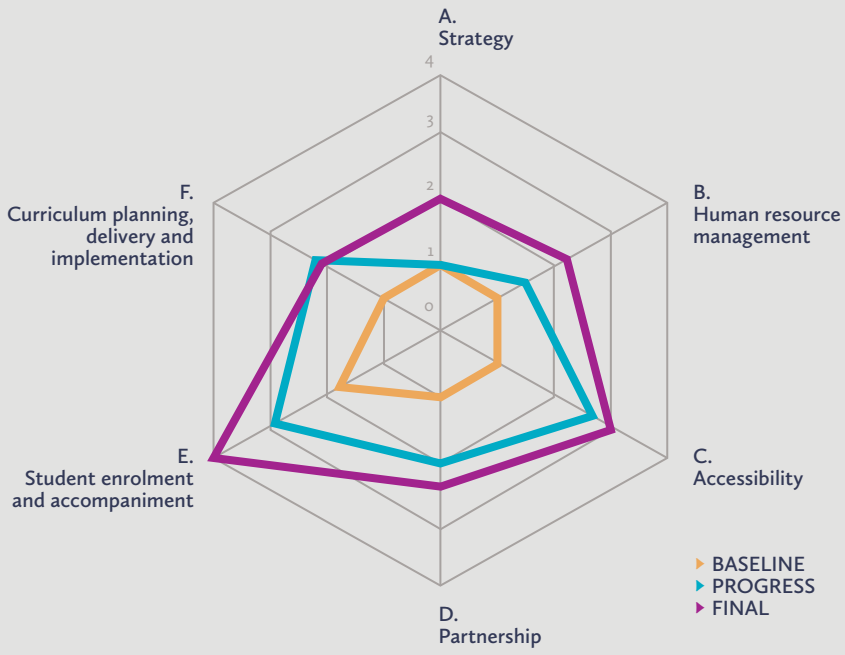


Figure 5. A complete spiderweb, demonstrating baseline and progress markers from one of the TVET institutes.
This is a visual representation of the Disability Inclusion Score Card.

Action plan

No.	Identified actions	Due date	Person responsible	Status of activity during 2nd and 3rd DISC assesment
1	To obtain a permanent employee for the hearing impared students as wel as software implementation for visually impared	apr-17	Cxxx and Rxxx	Delayed
2.	To have persons with disabilities taking more advanced courses. To be able to cater for students with different types of disibility	jun-17	Oxxx	In progress
3.	To obtain a permenant solution for hiring an employee for the hearing imared students as well as software implementation for visually impared	mrt-17	HR	Finalized
4.	To make it known widely that XXX offers curriculum suited for persons with disability	apr-17	Jxxx	In progress
5.	Internship opportunities to persons with disabilities who have attained the relevant certification from XXXX	jun-17	HR	In progress

Figure 6. An action plan, developed as a result of discussion surrounding the scores of the DISC.
The plan indicates what needs to happen, by when it needs to happen, and who is responsible for implementation.

After the scores have been filled in, participants carrying out the assessment should discuss the strong elements, and those needing attention. For example, in the case where a TVET institute has attracted a relatively high number of students with disabilities, it might be pointed out that there is a need to adapt the strategy documents accordingly. Altogether, the discussion will result in a plan with a number of short term actions, as well as some that need more time to realize. It is helpful to establish who is responsible for each of these actions, as well as what the timeline of implementation will be.

Using the DISC as a baseline, all seven TVET institutes involved in EmployAble have become more inclusive organisations. They have addressed most of the accessibility issues that were identified during the audit by constructing ramps, but also became more inclusive by having a number of teachers that are able to communicate in sign language and by improving the paths for the benefit of the visually impaired. As a result of the Disability Inclusion Assessment, the TVET institutes have adapted their enrolment processes so that young people with disabilities can also fulfil their entry criteria and all staff has a basic understanding of disability and disability inclusion. A full version of the DISC can be found in Annex II.

The TVET institutes also had to ensure that the examinations were accessible for the young people. For example: at one ICT training institute, the final exam was based on an international online examination system which was not accessible for persons using screen readers. This had to be addressed by contacting the international governing body that designed the exam. This was a time consuming and difficult process, but did result in the adaptation of the exam to an accessible format. In Rwanda, the issue of examination was addressed by asking one of the teachers to be a sign language interpreter for a deaf student who had to explain his project to the examination board.

Three out of seven TVET institutes have acquired and became familiar with JAWS, a screen reader software package that supports visual impaired students to access soft copies of training content and type assignments and examinations. A selection of the teaching staff at all the institutes mastered the basics of sign language. This helps them in day-to-day communication with Deaf young people.



An agricultural TVET institute in Ethiopia decided to include the issue of disability inclusion as a target in their strategic plan after carrying out a DISC analysis. At the same time, it was also working with five similar institutes in the region on a joint strategic plan. Having already thought through how to incorporate the inclusion of persons with disabilities in their own strategic plan, they presented this to the Strategic Plan Working Committee. As a result of this, all of the agricultural vocational training institutes in the region have now incorporated inclusion of persons with disabilities as a goal in their overarching strategy.

- **Carry out a Disability Inclusion Assessment. This is a useful way of gaining insight into diverse issues that impact on the inclusiveness of the institution. The results can then feed into an action plan as well as provide data to show the progress that has already been made.**

Build practical skills in inclusive teaching

Being aware of the issues regarding disability is key but teachers also need practical skills to accommodate students with different types of impairment in their classroom. Otherwise they might have the right attitude, but lack the confidence and specific expertise needed to effectively include such young people in their lessons.

They were therefore provided with practical training covering such topics as working with a task analysis approach, breaking down major tasks into smaller tasks so that students can follow easily, and adapting the curriculum. Often, such pedagogical skills are not just useful for teaching students with disabilities, but also create a more student-centred approach that can take into account the variations in learning methodology that exist amongst trainees in general. Ideally such skills would be already built into teacher training courses, but because many TVET teachers have often not had training on inclusive education, it is advisable to offer such skills as one-off training programmes, perhaps before the start of the school year.

In some cases, particularly when it comes to communication, there may be special skills

- **Advocate for the establishment of a module on inclusive education at the level of TVET teacher training. This way, newly graduated TVET teachers will at least have basic knowledge on the importance and meaning of inclusive vocational training.**

Strength-weakness analysis

Areas of strength – 2016	Area needing attention - 2016
Young people with disabilities are included in training – ICDL, Diploma in ICT.	Need for disability issues to be factored in most of our activities and programmes, as stipulated in our vision.
On-going process aimed at employment of persons with disabilities at our company.	
At least 1% of staff, board or volunteers are persons with disabilities.	Room to increase the percentage of persons with disabilities involved in our company.
At least training classrooms, toilets and part of the workspaces are accessible to young people with disabilities. Trainers have basic sign language skills.	Provision of accessible ICDL solution for the visually impaired students, as well as sign language interpretation services to Deaf and hard of hearing students.
Provision of professional career counselling services to students.	Enrolment of young people with disabilities in other course work, and reasonable accommodation available especially for the visually impaired and hard of hearing students.
Enrolment of increasing number of young people with disabilities especially the physical, hearing and visually impaired, and those with intellectual disabilities in ICDL and diploma in ICT.	Testing the website to cater for persons with special needs.
Exam solution for persons with disability.	Could work towards having all our events accessible to persons with disabilities Need to create more disability awareness on Social events run by our company and training institute.

Figure 7. Example of a strength-weakness analysis filled in as part of the Disability Inclusion Score Card.

Different ways to accommodate students who use sign language

- Hire a sign language interpreter, as Techno Brain did for their Deaf students.
- Use sign language interpreters as interns, for instance students in special education courses.
- Hire Deaf TVET graduates as teaching assistants. This is an affordable option, and they already have knowledge of the content and terminology related to the course.
- Partner with the local chapter of the Association for Sign Language Interpreters so they can be approached when needed and a special rate negotiated.
- Train teachers in sign language so they can communicate with Deaf students
- Make use of other partly hearing classmates who know sign language (because they have attended special secondary education and interacted with Deaf peers a great deal).
- Provide teachers with materials such as pocket guides, sign language dictionaries and sign language smartphone apps for reference and practice. Help the teachers to develop or learn signs that cover terms connected with their area of expertise, for example by making course-specific sign language guides to cover technical terms.
- Arrange exposure visits for the teachers to special education schools to demonstrate how they educate young people with disabilities.
- Use speech-to-text interpretation: a volunteer or assistant types on a computer what the teacher is explaining, for the hearing-impaired student to read.



needed for teachers and students to communicate. In the case of Deaf students, for example, there is a language barrier between students who use sign language and teachers/peers who use the local language. There are different approaches that can be used to provide teachers with the skills to reach out to young people with specific impairments in their classroom. Each has it pros and cons, but the important thing is that it must be a sustainable solution that can be implemented after the ending of programmes like EmployAble.

One approach that was taken by some of the TVET institutes was to provide a selected group of the institution's trainers with a basic sign language training course, as well as one in Braille. The advantage of this methodology was that the institute would acquire a pool of trainers with some of the basic skills needed to teach Deaf, hard of hearing or visually impaired students. The disadvantage was that some of these teachers did not actually have students with hearing or visual impairments in their class so they did not use the acquired knowledge. Also, even good teachers had

difficulties with reading Braille or using sign language to teach a Deaf student in a classroom full of other hearing students who required verbal instructions. Other issues that came up included the following.

- Technical courses did not have recognised signs
- Lack of interest on the part of the trainers in learning sign language
- Limited signing capacity since the teachers were only offered short term, basic sign language training, ranging from one month in Ethiopia, two months in Kenya, to three months in Rwanda
- Some trainers provided with the sign language course did not have expertise in technical terminologies in sign language

Another approach taken was to train teachers based on the students with disabilities they would have in class in the following semester. So, for example, a teacher who would have a visually impaired student, would be trained in how to orient a visually impaired student to their environment and how to choose tools or equipment to use in class. A teacher who would have a Deaf student in their course would receive extensive sign language training and information on how to make their lesson materials as visual as possible. The positive side of this approach is that the teacher would receive training on an as-needed basis and be able to use their acquired knowledge straight away. But this also requires the teacher to apply intensive methodologies such as sign language for one Deaf student whilst also teaching a classroom full of hearing students. In addition, a short course in sign language or braille is not enough to create the capacity to deliver quality instruction.

Lastly, another approach was to have a full-time staff member on board who could, for example, provide sign language interpretation in the classroom. Though all TVET staff might have received basic training in sign language or Braille for day-to-day interactions, the student could receive support during lessons from a professional sign language interpreter. But he or she might not be familiar with the technical terms used in courses, nor would he/she be able to assist all the students as there might be more than one student in different courses.

"They (the teachers) always use me when they want to communicate something to our group of Deaf students. I cannot get time to revise my notes because I live alone so I spend much time on preparing food and doing other household chores. Also, if other Deaf students have a problem they always come to me in the evening. Not only to ask my support on the content of the course, but also to help them and go with them when they have some issue or paperwork with the local authorities."

Hard of hearing student enrolled in a vocational training course

"Even though ADDA had provided two sign language interpreters to support Deaf students in the ICDL class, the interpreters struggled to find signs for ICT terms. They are therefore developing a sign language dictionary that captures those terms with the help of some Deaf students and graduates who know the signs for terms like download, Facebook, and internet."

Focal person Techno Brain

▶ Provide teachers with practical skills in how to communicate with, as well as adapt their lessons for, students with disabilities. There is no single method to provide for the practical skills needed. It will change based on context and needs.



Showcase that inclusion works!

In EmployAble we always tried to show TVETs and policy makers that inclusion was possible for anyone. We have thus worked to ensure that young people with different types of disabilities were successfully included in a range of courses in each of the pilot TVETs. This required deliberate action by the project team to avoid a situation where only young people with mild or moderate physical disabilities would be included. One intervention that worked well was to take the TVET management and a selection of teaching staff on an exposure visit to other vocational training colleges where young people with visual or hearing impairments were successfully included. Where this was not possible, we took staff to see young people with visual or hearing impairments studying at special colleges, so as to show them the capacity of the young people to learn and perform tasks. It was important to provide the teaching staff with tips and approaches to successfully include young people with visual and hearing impairments.

Even so, in some cases the pilot TVETs decided to organize special tailor made courses for students with disabilities. For example, a bakery course for Deaf students. This seemed like a pragmatic solution to organize special support – they would only have to hire the sign language interpreter once. We understood the rationale for such practical solutions but have suggested they focus on including young people with disabilities in groups with students without disabilities. In this approach it could still work well to have at least three or four young people with similar impairments in one course to make it easier to organize support.

▶ When inclusive TVET institutes are meant to showcase inclusive practices where young people with disabilities study together with young people without disabilities, it is not advisable to organize separate tailor-made courses for students with disabilities.

Make curricula inclusive

Part of reasonable accommodation is to ensure that the way course content is delivered ensures equal participation for all students. A way to do this is to make the training curricula inclusive. In Ethiopia, ECDD worked on curriculum adaptation with the Federal TVET Agency; four curricula were made inclusive, including courses in Hair Dressing, Textile, Furniture Making and Hotel Kitchen Operation. This means that a section has been added that focuses on reasonable adaptations that can be made to learning methods to accommodate students with disabilities. It addresses lectures and discussions, demonstrations, teaching methodology, learning materials, and individual assignments. There is also a section focused on assessment methods: interviews, written tests and demonstration/observation. The adapted curricula include sections on assistive devices and appliances that might be relevant to support the student in the course.

▶ Adapt curricula and teaching methodologies to accommodate for the different learning methods of different individuals. This could mean breaking down activities into smaller tasks, using different teaching methods in order to help different types of learners grasp the content as well as providing a list of adaptations that could be made to support students with specific impairments.

Curriculum adaptation Ethiopia

Furniture Making curriculum
Section: learning methodology
Reasonable Adjustment for Trainees with Disability

Written test

Low vision
- Prepare the exam in large texts
- Use interview as an option if necessary
- Prepare the exam in audio format or braille format
- Assign human reader (if necessary)
- Time extension

Blind
- Time extension
- Exam or practice session in audio or tactile format

Deaf
- Prepare the exam using short sentences, multiple choice, true or false, matching and short answers
- Avoid essay writing
- Time extension

Hard of hearing
- Prepare the exam using short sentences, multiple choice, true or false, matching and short answers if necessary

Physical impairment
- Use oral response as an answering option for trainees with severe upper limb impairment
- Time extension for trainees with severe upper limb impairment

Figure 8. Example of some curriculum adaptations which provide reasonable accomodations for students with disabilities, proposed for the Furniture Making curriculum in Ethiopia.

Make the classroom more inclusive

In some cases, adaptations in the classroom can also be used as a form of reasonable accommodation. Some will actually benefit all students, for instance the use of student centred teaching methodologies that take the strengths of the student as a starting point and facilitate group work and interaction to enhance peer learning and support. Others are impairment specific but easy to implement, for instance placing a student with low vision in the front of the classroom to be closer to the blackboard. Or having the teacher speak out everything they write down on the board. Other, more special, adaptations that might be needed will come up during the enrolment process as a result of the needs assessment, for instance adaptations in teaching equipment to help particular students follow the content.

One garment company provided an on the job training programme for young people with physical impairments. Most of them had mobility problems. The company decided that, as reasonable accommodation, they would be provided with transport in the staff bus, and could stop 15 minutes before the lunch break so they would not have to wait in line at the company restaurant.

Sometimes, issues may only come up after the course has started and barriers emerge during the lessons. For example, after blind students in Kenya had completed their course in Computer Literacy and were ready to sit the exams, they realized that the online examination was not compatible with screen reader software. Since this was an international examination, the TVET institute was not able to implement changes itself, and finding a solution was time-consuming. This was frustrating to the students. However, as a result the course's international examination board adapted the online examination for future students with visual impairments.

One example of reasonable accommodation is the use of JAWS, a screen reader software that can be used by students with visual impairments. Providing a pre-training JAWS literacy training for both the student and teachers provided them with the basics to use JAWS effectively in the classroom. Another example: both visually impaired and Deaf and hard of hearing students need more time for their examinations: visually impaired students because of the fact that they use screen reader software or Braille and hard of hearing ones because they take more time to absorb a written text. This requires negotiation with the examination board about testing times prior to the examination.

In order to determine fully what adjustments are needed to become inclusive to everyone, it is best to try and include young people with different types of disabilities. This kind of exposure is needed for TVET management and teaching staff to develop confidence in including young people with physical, visual, hearing and intellectual impairments. In addition, experience may bring up issues that need to be addressed. Even though the theory might define a way to communicate with and teach young people with varying impairments, it is only through practical experience that you can see that inclusion is possible, and what is needed to get it done.

- **Reasonable accommodation changes are needed to make course content fully accessible for students with disabilities. In some cases, adjustments are simple and will benefit all students including those without disabilities. In other cases, more specific adaptations are needed. In all cases, sustainability has to be taken into consideration: is this an arrangement that can be sustained by the TVET institution after the project has been phased out?**



Provide continuous refresher training, monitoring and coaching

- **Provide continuous capacity building, training and monitoring: change cannot be made with one-off training programmes or adaptations.**

Disability inclusion is a continuous process of building capacity and learning. We should not assume that it is sufficient to provide a one–off training programme on how to include young people with different types of disabilities in the classroom. It takes time for a TVET institute to build confidence and organisational commitment for inclusion. Challenges will be encountered and the organisation needs to feel supported in addressing those challenges. This requires regular coaching and monitoring visits for at least a year. The Disability Inclusion Score Card has proven to be a useful checklist for monitoring progress. However, as we noted earlier, disability inclusion is a process of attitude and/or organisational change, thus not always measurable using a checklist. The story tables, as we said, support experiential learning and reveal issues that may need to be addressed. The starting point is the voice of the young people with disabilities; we can only call disability inclusion successful if the students with disabilities feel accepted and experience that they can follow the course content in the best possible way.

Supporting a smooth transition to employment

Initially, we had put a major focus on enrolling young people with disabilities in the vocational training programmes and ensuring they were able to access quality education. But it soon became apparent that more attention was needed for a successful transition to the labour market since the point was to ensure they could get into successful employment.

This required interventions aimed at potential employers, business development services and financial institutions in addition to interventions that targeted the young people themselves. During the design of such interventions, we kept the concept of 'decent work' in mind. The International Labour Organisation states that this involves "opportunities for work that is productive and delivers a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives, and equality of opportunity and treatment for all women and men." This meant that we were not satisfied with access to any type of work but also looked at working conditions, working hours and equal payment for equal work. We used a two-fold strategy. We informed the young people about their rights to equal payment and safe working conditions and also studied the labour market, identifying companies that provided good working conditions. For example, in Ethiopia, where there is no minimum wage, some of the tailoring and leather factories did not provide a decent wage, so we decided not to link young people with disabilities with those companies.

Other lessons we learned about how to smoothen the transition to employment included the following.

"I like my work, but this workplace is not very accessible. There are high steps at the entrance. However, renovations are on-going and they promised to make funds in the budget available to construct some ramps and make the toilets disability friendly. Not only for me, but also for my clients (some of them are wheelchair users)."
Young person using a wheelchair who works at a local government office



Promote internships as a part of the training

One very successful strategy was to ensure that young people with disabilities engaged in internship programmes. In some countries, such as Rwanda, internships are part of TVET training. Only after successfully completing the internship and examination will the certificate be awarded. Internship positions are to be arranged by the students themselves, who can make use of an elaborate network of possible placements provided by the TVET institute. Similarly, in Ethiopia, students can participate in 'cooperative training', which means that 80% of the training takes place in a company or other workplace.

It was recognised that students with disabilities needed additional support from the TVET institution to find a placement. This was because employers were not automatically ready to have a student with a disability as an intern, and also because the students had difficulties presenting themselves and thus arranging a placement. The TVET institutes were therefore proactive in supporting the students with disabilities in finding internship positions. For example, they sensitized employers to the fact that they would be receiving a student with a disability and explained to them what kind of reasonable accommodations would be needed.

In all cases, the students reported positive experiences in their internship and, in many cases, it resulted in either full term or temporary employment. This showed that once employers are exposed to the abilities and commitment of young people with disabilities, they realize that it is to their benefit to hire them.

- **Facilitate internships for students with disabilities. These provide students with work experience while employers discover the added value of hiring staff with disabilities. This creates positive experiences on both sides, and, in many cases, leads to employment.**

"I started the internship at a Chinese company. There, I worked together with a Kenyan who is employed there. At the end of internship period I went home. After a short period, I received a call from the company that there is a job opportunity and I came back to the company and I have continued to work together with my colleague, where I was tasked to create (fuse)boxes. Because of my hard working commitment and the trust my employer has in me, I have now become the one who is responsible for recruitment of other employees."

Young person with a physical impairment, Rwanda



Broker between students and potential employers

We cannot assume that potential employers are open to hiring vocational training graduates with disabilities. As at the TVET institutes, it starts with sensitizing them about the abilities of such persons. Within EmployAble we used various intervention strategies to make potential employers aware of the possibilities of hiring young people with disabilities. These strategies differed per country and we will describe several of them below.

In Ethiopia, employers were approached through their Human Resource managers. ECDD linked up with networks such as the Society for Human Resource Managers Ethiopia, the Ethiopian Chamber of Commerce and Sectoral Association, and the Ethiopian Netherlands Business Association. During those meetings, it was possible to identify interested HR managers, and their respective companies were approached to attend sessions on disability awareness, or to have a tailor-made session carried out on the company premises.

Another strategy was to assess what skills the companies were looking for. This demand would then be matched with ambitions and interests of young people with disabilities and suitable candidates selected to follow the necessary training. We learned that in some cases it might be necessary to invest in a first batch of young people with disabilities to be hired by companies. For example, when one company was ready to offer on the job training for young people with disabilities to prepare them for the particular tasks they were supposed to do, the EmployAble programme facilitated transport for them since they would not be receiving a salary at that time. The programme paid for some of the costs for reasonable accommodation during the training, such as a sign language interpreter for Deaf participants. The rationale was that

once a number of companies hired young people with disabilities they would see the benefit of attracting more of them and be willing to fund such costs themselves. These companies could also be role models for others.

To further motivate and stimulate employers, ECDD issued annual 'inclusive employer awards' in Ethiopia. They invited media houses to the ceremony, which positively branded the awarded companies and also attracted attention to inclusion.

In Kenya, the ADDA has done well in developing its role as a broker between companies and young people with disabilities, and we can't underestimate the importance of this role. In the context of Kenya, it is attractive to hire persons with disabilities because of a tax advantage. In addition, both public and private organisations are required to have at least 5% persons with disabilities amongst their staff. Because of its network with the TVET institutes in EmployAble, ADDA has actively profiled itself to the business community as a broker to connect them with skilled young people with disabilities. This has proven to be important: companies say skilled young people with disabilities do not apply if they have a vacancy. In addition, students often lack the confidence and networking skills needed to successfully present themselves when there is a vacancy in line with their skills. The approach has worked well to attract companies that are motivated to meaningfully hire young people with disabilities, whether it be from a Corporate Social Responsibility perspective or from a business perspective.

In Kenya, the team heard that Safaricom was going to create vacancies for customer care executives. They therefore partnered with SamaSchool, an organisation that provides digital skills training in Nairobi, to train young people in soft skills and customer care. Once the call for applications opened, the young people were helped to apply – and some of them were hired.



The business case for employing persons with disabilities [10]

- People with disabilities make good, dependable employees
- People with disabilities are more likely to stay on the job – that is, they have higher retention rates
- Hiring people with disabilities increases workforce morale. Many employers report that teamwork and morale improves when workers become part of the staff
- People with disabilities are an untapped resource of skills and talents
- Consumers are likely to look favourably upon businesses that employ persons with disabilities and would even consider switching brands on this basis
- Persons with disabilities represent an overlooked and multibillion-dollar market segment that not only includes the person with a disability but also his or her family and friends

A case in Rwanda again reveals the importance of brokering and support. Through networking activities UPHLS learned that a new tailoring company was opening its doors and ready to employ young people with disabilities. They were able to refer 12 young people for an on-the-job training. It was soon discovered that referral was not enough. Because of a lack of reasonable adaptations most of them dropped out before finishing the training. The issue was that the public transport was not reaching the company. Since the young people had physical disabilities they were not able to walk to the company and had to spend additional money on motorbike rides and taxis; which they could not afford. This led to the young people dropping out of the training. UPHLS realized that they should pay more attention to follow up and discussed the case with the company. It was agreed that the company would hire another group of young people with disabilities and that UPHLS would be there to provide guidance and advice to avoid dropping out.

Job carving to create relevant openings

In our interactions with (potential) employers, we learned that it is very limiting to focus only on current job openings. Despite the fact that the ideal situation would be that persons with disabilities are able to apply for jobs in a similar manner to other persons, this does not often work out positively for the persons with disabilities. For example, while talking with a Deaf mechanic working at Toyota in Kenya and his line manager, it became clear that there were certain tasks he could do very well, and others, such as listening to how a motor runs, that he needed hearing capacity for. Had he applied for a regular job opening as mechanic, he would not have been selected because he lacked that capacity. However, it was easy to customize his job description so that he would not have to do tasks that required hearing, and he has now been successfully working as a mechanic for nearly 10 years.

- **Some employers might be willing to hire young people with disabilities from a business perspective, a Corporate Social Responsibility perspective or a combination of both. However, they experience difficulties to find skilled young people with disabilities. There is a need for a broker that can link both parties.**

- **The employment of young people with disabilities should be well prepared, not only in terms of disability awareness, but also by discussing reasonable adjustments. Over time, young people with disabilities can be empowered to negotiate these adjustments themselves.**



Once employers are engaged and willing to hire young people with disabilities, it is important to explain that it is necessary to have an open mind and focus on the abilities of the young people instead of the impairments. As we can learn from the example above, it might have been easy for an employer to say that a Deaf person cannot be a mechanic. However, with some accommodations he was able to become one of their most appreciated staff members. Also, for young people with intellectual impairments it is often necessary to discuss what tasks can be done by the particular individual, and what tasks might need to be taken out of the standard job description. An organisation like ADDA, ECDD or UPHLS can mediate between the young people and the employer, get acquainted with work-site needs, create a task list, and then negotiate an employment proposal together.

There are several ways to adapt a job description.

- **Job carving**
  With this approach, you modify an existing job description; a carved job description contains one or more, but not all, of the tasks from the original job description

- **Job creation**
  A newly created job description is negotiated based on unmet workplace needs.

- **Job sharing**
  Two or more people share the tasks and responsibilities of a job based on each person's strengths.

Alive and Kicking Kenya, is a social enterprise that hand-stitches footballs. They aimed at employing young people with disabilities to work in their enterprise, but found it difficult to identify them. They had been searching for an organisation to partner with to mobilize young people with disabilities, so that they could provide on-the-job training followed by employment. Specifically, they were looking for Deaf staff for their production department to do stitching work.

The EmployAble team came in to carry out disability awareness training for the company staff. They went through the different departments in the company, and explained how, with tiny adjustments, young persons with different types of impairment might be able to work there. We referred a young woman who had only one leg to the company, but they were hesitant to place her in the production department as staff used their legs to support them during the stitching. However, she got used to supporting herself with one leg, and worked perfectly fine, amazing the manager.

As vacancies opened up in other departments of the company, we were able to refer more young people with disabilities. Now, they have three young women with different impairments employed at Alive and Kicking!

- **Companies need to learn about and understand the abilities of persons with disabilities, and the benefits of hiring them. Companies may believe that persons with (specific) impairments may only be capable of doing certain jobs. Help them understand that persons with disabilities can be employed at any department or level of the organisation.**

- **Discuss and negotiate job descriptions with employers. This helps them to adapt existing jobs so that they are a better fit with the capabilities of persons with specific physical limitations.**



Offer inclusive career-oriented activities at the TVET institutes

TVET institutes can help smoothen the transition to employment by organising activities where students and employers have the opportunity to meet and interact, as well as for them to provide guidance and counsel to students regarding the move to employment.

Many TVET institutes organise field days where students demonstrate the skills they have been taught to prospective new students and companies. Until now, young people with disabilities were not part of these field days. In Kenya, we worked together with the TVET management to ensure that a group of graduates with disabilities could be part of the field day activities. They were actively engaged in the demonstrations, so that the visitors of the field day, including potential employers, could view for themselves the skills of students with different types of disabilities.

- **Ensure that career-oriented activities at the TVET institute are accessible to students with disabilities. This will not only expose potential new students to the courses available, but also create an opportunity for the current ones to demonstrate their newly-acquired skills to potential employers and micro finance institutions.**

In Ethiopia, career centres were established in two of the TVET institutes participating in EmployAble. Student career counsellors were trained and made responsible for setting up these centres, which were financially supported through EmployAble. They are meant for all students, and cater to the needs of students with disabilities. They aim to do the following.

- Provide accurate, updated, and relevant career materials
- Assist the students in researching occupational ideas suited to their studies, interests, values, and abilities
- Offer career assessment through testing and mock interviews
- Provide the institution with resources to support career-related educational instructions
- Prepare students for upcoming career activities, such as interviews, job fairs etc.
- Initiate and maintain a close relationship with various organisations and companies with the possibility of providing the graduates with employment and internship opportunities
- Engage professionals and other career experts to provide trainings and customized counselling to students.



The site also functions as a disability inclusion resource centre run by the focal person for disability inclusion. It contains such equipment as a computer equipped with screen reader software. The benefit of this is that disability inclusion in integrated into the daily operations of the TVET institution, and has a 'home' in the career centre.

Develop career centres within the TVET institutes. Transition to employment is not on top of the priority list for TVET institutions and a career centre helps to support graduates on their way to the labour market. When it is inclusive of the needs of young people with disabilities and can serve as a 'home' for disability inclusion in the TVET institution, we hit two birds with one stone.

Topics to cover in a soft skills development programme

Self-determination and disclosure
Under this heading we have listed tools to help young people, step by step, to discover what they want their career to look like. It also covers self-determination, i.e. the desire, ability, and practice of directing one's own life. This assists young people to make informed decisions through reflecting on and building on their strengths. This topic also focuses on the meaning of disclosure: sharing personal information for a specific purpose. Young people with disabilities need to learn to reveal their abilities but also some of their disability-related needs so as to be capable of asking for reasonable accommodation to function well in their skills training or job. For example: Joe is Deaf and will need an interpreter when he is doing an oral exam.

Communication
This section deals with the importance of communication, and different ways to communicate in different settings. It looks at the importance of understanding your tasks well, or being able to give instructions to others. Also, it provides some tools to help participants determine the differences between criticism, praise, and feedback – not only how to offer it, but how to receive it as well.

Enthusiasm and attitude
Young people with disabilities are likely to meet more challenges on their way than others. So it is important for them to learn how to transform a tough situation into something better. Exercises aim to help participants list and explain the positive personality traits (or personal features) they possess and how to communicate those traits to an employer ▸ Features tell... benefits sell.

"I am a great problem solver. You should see some of the places I've had to get into!"
(someone who uses a wheelchair)

Teamwork
Under this section, we are looking at "What does it take from each individual to make a team really work?"

Networking
Understand the process of networking and its relevance and importance to career development. Participants will learn about taking initiative and overcoming fear (which is quite common), as well as arranging for informative interviews.

Professionalism
Consists of a mix of skills as mentioned above. In this section the student is encouraged to think about what they would do to make a good impression on their co-workers and supervisors.

Build the professional skills of the young people

Most of the young people with disabilities that we worked with had grown up in an environment that had low expectations of their abilities. Some of them were living on the street and earned a living through begging. Others grew up with families and community members that provided them with love but never believed in their ability to perform and be economically self-reliant. For many of them this has led to low self-esteem, confidence and belief in their own capacities. We have already discussed the necessity to empower the young people to formulate a vision on what they want to be doing to make a living; this is crucial to ensure that they are in the lead in the course selection process. In addition, having always been on the receiving side of charity instead of contributing to society and family income, they may have a passive attitude, and a lack of networking and other professional skills, such as being on time. Often, they also lack the ability to present themselves in a professional and self-assured manner, for example in an application letter, job interview or networking conversation. This means that interventions are needed to prepare them for the work-floor.

"I noticed that some of the people around here thought I might not manage this job. I felt like they were testing me, for example by giving me some difficult tasks to do. But I have been successful, and don't mind, because I like to be challenged. Overall, since I have this job, I do not feel like people see me as being disabled anymore. Only back in Kisumu, where I come from, my family and people around me still do not believe me. They still want to give me support, or advise me to start mending shoes to make some money. This job is low in salary, but is good for myself and my family. It helped to finance the business of my wife, who is now making some money to feed us and pay school fees for my son."
Young person with a physical disability



To address the issues mentioned earlier, the team developed a soft skills training package that included a number of topics thought to be important. These are outlined in the box on page 67. This package has been used as a tool box; it includes a variety of exercises and methodologies to build self-esteem, networking skills and a professional attitude. Building soft skills is not so much done in a one off training activity. It should start at course selection and continue while a career path is being developed or during preparation for a first job application or interview.

Soft skills are important for acquiring a job and becoming a welcome colleague at the workplace. Due to their lack of experience, many young people with disabilities lack the professional skills needed to find a job. A soft skills training trajectory is an effective way of providing them with these skills.

Ensure access to finance for start-ups

Students who want to be self-employed need not only the right training and support with regard to business development and entrepreneurship, but also the means to start a business. For example, a tailor will need a sewing machine, and a hairdresser, a hairdressing kit. In both cases they will also need a workspace to set up their business.

There are several ways they can be supported in this respect. In this section, we will name a few.

- A programme could include the provision of start-up kits in their budget. We did not do this because it has major financial implications. Also, experience from other programmes shows that start up kits that are provided for free might be misused (for example, sold by relatives) because of lack of ownership. The promise of the start-up kit might even be the main reason for someone to enrol in a course rather than ambition to pursue a career in that profession.

- Young people can be linked to available funds or other programmes that do provide start-up kits. For example, in Rwanda the National Employment Programme provides start-up kits for young people that are organized in a group and have gone through a skills training programme. This linking entails more than simply providing them with information about existing opportunities! They often need active support to be able to access such opportunities because it is easy to get stuck in the bureaucracy. In some cases, the programme or funding opportunity might not be disability inclusive and the fund or programme managers will need to be sensitized on disability. They might be excluding young people with disabilities from such opportunities simply out of lack of awareness.

- Access to capital to purchase start up equipment can also be created by stimulating and supporting the young people to form a village savings and loan group. This way they can build a saving attitude which will be important to sustain their small businesses and enhance access to loans from the group. Financial literacy and the importance of forming groups and developing a saving attitude can be stressed even during the TVET training. The groups can be linked to micro finance institutions which can support them with financial literacy skills, record keeping and group management.

- In some cases, wage employment or temporary jobs are the route to self-employment. Earning a salary will provide an income that they can save until they are able to start up their own business.

- Once the young people have developed their enterprises into viable businesses with potential for growth, it becomes important to ensure that formal financial services become accessible to them. This relates to infrastructure being accessible, but what can be an even greater barrier to inclusion is the attitudes of staff. Disability awareness training and exposure to successful entrepreneurs with a disability as role models are important to make financial services more disability inclusive.

"Today I am working in a shop selling tools and tailoring materials. I keep saving to buy a sewing machine that will help me to start my own tailoring business. Even though I realize that it will take long, because my wage is low."
Youth with a physical disability, Rwanda

Any inclusive vocational training programme that includes transition to self-employment will have to involve access to finance. An approach that develops basic financial literacy skills and a saving attitude in the young people will be vital. Often, these skills can be better developed in a group.

Post-Employment Mentoring and Support

The support for young people with disabilities should not stop once they have found a job. Experience shows that issues around reasonable accommodation might come up and need to be dealt with. Also, for many of the graduates with disabilities this is their first professional experience so they might require some coaching and advice. We followed the young people even after they had graduated and found employment. We coached those who gained *wage employment* until the end of their probation period. The following interventions have worked with people in this category.

Assign in-house mentors

When the young person starts to work in a company, it was important to assign an in-house mentor to support and coach him/her. In practice this was often the line manager Other mentoring alternatives that can be organized through the programme are: graduate fora, arrangements for peer support and support from the counsellor at the TVET institute or (if available) resource organisations with specific skills on disability inclusion.

Arrange for regular interaction between the employer and the youth

Advise the in-house mentor to arrange for regular interaction between the employer and the graduate (in separate sessions after appointment). This helps the employee with a disability mention any challenges faced, and/or the employer to discuss issues around performance (if there are any).

Create disability awareness

Raise awareness amongst staff in the company to enable understanding and appreciation of the specific abilities and disability specific needs of their colleague.

Plan for phasing out

On average, the period of follow up and mentoring of the EmployAble graduate in employment aligned with the probation period of, often, three months. The duration of this period should be well communicated and a final feedback session planned in advance.

These strategies were used in the three countries and are considered important to avoid drop out from the workplace. For graduates that engage in *self-employment* other support is needed. We have summarized the interventions below.

Support for budding entrepreneurs

In an earlier section, the importance of access to finance and a start-up kit was stressed. Once the young people start operating their small businesses we must recognise that a business needs at least one year to become profitable, so we should be prepared to provide monitoring and access to coaching for such a period. In the whole process of enhancing entrepreneurship and business development it is essential to involve parents or caretakers. If the direct environment of the young person is not supportive and does not believe in their capacity or need to be economically self-reliant, chances are high that he/she will not succeed.

All entrepreneurs need support in the course of business development. They will benefit from the lessons learned by others, coaching by more experienced business owners, and/or the services of professional business development organisations. A programme such as EmployAble can play a role in linking self- employed young people with disabilities to other successful entrepreneurs with or without a disability. Also, in many countries there are organisations that specialize in providing business development support or government programmes that provide technical support to start ups. There are also companies that are willing to invest in business development support so as to purchase the products created (embedded services). A number of microfinance institutions also offer financial literacy training and business development support. However, as mentioned before, referral of students to such services or organisations is not sufficient. The organisations involved will need to be sensitized on disability and advised on how their services can be made more disability inclusive.





[4]

Being EmployAble: what's next?

EmployAble has been a great learning experience. We have learned and collected evidence that inclusive vocational training and skills building is possible, and that it is a crucial step towards the economic empowerment of young people with disabilities, as vocational skills are an important entry point to the labour market. We have demonstrated that young people with different types of impairments are able to enrol in mainstream vocational training institutes and access quality education as other young people do.

But this is only some 400 young people, and there are still millions out there with untapped potential. If we want to reach "full and productive employment and decent work for all" then we still have quite some work to do!

Our aim is to support young people with disabilities to realize their ambitions and be economically self-reliant. This means we must ensure that they not only have access to skills building activities, but also that they can then successfully transition into some form of employment. We have therefore explored ways to link graduates with disabilities to employers: some successful strategies have been described in this document. We also realize that more knowledge is needed on how to sensitize employers and generate efforts towards inclusive workplaces in a highly competitive environment with high youth unemployment rates. At the same time, we note that many of the graduates with disabilities want to start their own businesses and that the challenge here is access to finance, as well as to business development support services. Microfinance institutions are not eager to fund start-ups, especially when they are run by young people, and even more when this concerns young people with disabilities.



Livelihood programmes that target young people are difficult to access due to cumbersome administrative procedures and those with disabilities face even more hurdles than others to access those funds.

We also know that many of the young people with disabilities have grown up in an environment with low expectations, negative attitudes toward their disabilities, or overprotection and care. All of these factors can contribute to low self-esteem, passive attitude and lack of dreams and ambition to develop talents and follow ambition. More learning is therefore needed on how to successfully empower young people with disabilities before and during vocational training and build their self-confidence and trust in the future.

Altogether, we see a need to explore further and build experiences around the following themes:

- Enhancing opportunities for wage employment for young people with disabilities, including attention for building soft skills like networking and professional attitudes, in a highly competitive environment with high percentages of youth unemployment.
- Effectives strategies for making NGO and government employment and business development programmes inclusive for young people with disabilities.
- Sustainable ways to make vocational training financially accessible for young people with disabilities.
- How to scale up support to TVET institutes and employers as they move towards becoming more inclusive.
- How to also include persons with intellectual and psychosocial disabilities.

The seven steps model for sustainable employment

The seven step model outlines clusters of interventions that lead to sustainable employment through inclusive skills development. These steps build on the experiences we had in EmployAble, incorporating the lessons learned and good practices.

We concluded that inclusive vocational training is more than just ensuring that the colleges and schools are accessible. For young people with disabilities to enter training, succeed in their training, and then move onward to gainful employment and decent work, much more is needed. Apart from looking at whether the school buildings have ramps and the teachers have the capacity to tailor their lessons to the individual needs of their students, we also need to look at empowering young people with disabilities, building their professional skills, and sensitizing employers. In addition, we know that many of the young people will have a future career path consisting of setting up and developing their own businesses, and we have to look at financial literacy, access to finance and business support services.

The seven steps model summarizes our current theory on inclusive skills building – the strategies needed to move young people with disabilities into vocational training, and then onward towards economic independence. Apart from the seven steps that will later be elaborated, we note that soft skills training, career guidance, coaching and mentoring to empower the young people are strategies that are on-going from the moment young people with disabilities become engaged in the programme up to when they become economically independent. Also, we strongly believe that any programme that deals with inclusion needs to focus on action learning with a focus on experiences from the young people in different phases of the programme. Documentation of evidence about what works and does not work is important for influencing policy and upscaling.





Step 1. Know what is available and what is needed

Define and analyse the labour market skills needs, skills development opportunities and disability structures available

Identify the skills needed in the labour market

To avoid training students in skills that they cannot use, it is important to define what skills companies are looking for or what gaps there are in the market for trainees to move into self employment. This can be done by organising a market scan to determine the available wage and self-employment opportunities in the immediate geographical location. Involve companies, traders, government and non-government organisations, artisans, and finance and business development providers in this market trend analysis. The methodologies used to do so can be contextualized based on location. In some areas there might be specialized market research agencies or social enterprises that can assist with this. In others, market analysis may already have been carried out and documented by government actors, TVET institutes or other stakeholders. You can build on that and validate the content.

Analysis of existing skills development opportunities

Sometimes, local TVET institutes may already be offering courses providing the rights skills. If not, it can be explored whether they are capable and ready to develop additional formal or informal courses. Also, entrepreneurs and/or businesses can be sought out to provide apprenticeships or in-house training to fill in the gaps. You need to also map out which business development services there are for young people who have the ambition to set up their own enterprises. For those who are interested in agriculture but do not have sufficient educational background for vocational training, skills development training through youth farmer groups could be an option. These groups are a low threshold way to engage young people in collaborative commercial farming; they make it easier to organize training in improved agricultural practices as well as financial literacy.

Understand the current situation of persons with disabilities

It is important to map and explore existing disability structures: how are persons with disabilities organized and represented in this area? This will help to engage with existing structures to support mobilization of potential students. Discussions with representatives of the disability community will also provide insight into the circumstance of young people with disabilities in the area. What is their level of education? What economic conditions are they and their families facing? What barriers do they encounter when looking for employment or starting their own business?

Step 2. Sensitization of relevant stakeholders

Provide disability awareness training for vocational training institutes, apprenticeship providers, and potential employers

A crucial step in engaging skills training providers and employers when it comes to the inclusion of young people with disabilities is to sensitize them on the abilities of young people with disabilities. This is often done by organizing a session or training programme which focuses on (stories/ videos of) positive role models, and covers topics such as the country specific facts and figures, the basics drivers of exclusion and inclusion, values of dignity and respect for persons with disabilities, and societal assumptions that diminish and undermine the dignity of persons that disabilities.

We have found that such training enhances recognition amongst training providers and employers of why they should be inclusive for persons with disabilities and how they can be involved as change makers to break with existing exclusive practices.

Step 3. Matching ambitions to opportunities

Mobilize young people with disabilities, assess their capacities and career interests, and match their ambitions with identified opportunities for skills development and job opportunities

Over the years, we have seen many examples of young people with disabilities becoming engaged in vocational training courses simply because it was what they could get funding for or because it was a special training course for their type of impairment. We have seen that this seldom leads to meaningful employment, and can lead to frustration. We believe it is crucial to help them discover their talents and link those talents to a career path that matches their ambition, that they are genuinely excited about.

Clarify expectations

Expose young people to different livelihood opportunities, as well as the skills development path that goes with each of these. This may include both formal and non-formal skills training providers. Young people should be exposed to both the content of training, as well as the possible employment opportunities. This will help them know what they can expect and what is expected of them.

Guiding the young people

A team of resource persons (with and without disabilities) should empower and guide the young people, either individually or in a group setting, to choose the career path that fits their abilities. This includes life skills training based on their ambitions and talents. It is important to make them aware of their abilities and trigger their potential for self-actualization. A coach will discuss with them, together with their parents, where they see their talents and what their ambitions are. This is the moment to link their identified potential and ambitions with the available options for skills development. Those options are: enrolment in a vocational training course at one of the TVET institutes; participation in a training programme organized by an apprenticeship provider, on-the-job training, and/or becoming part of a youth farmers group where agricultural skills will be provided.

Assess the need for assistive devices

In addition, a number of young people will need to be referred for expert advice on the need for assistive devices or other medical interventions.

Step 4. Group Formation

Mobilize the young people to form youth groups

There are multiple advantages to young people being organized into groups. Self-organisation is often a requirement to access grants through livelihood programmes and as a group you can engage in saving and loan activities to enhance access to finance. We therefore advocate putting focus on exposing young people to the advantages of being in groups for resource mobilization and asset building. Earlier (in step 3) they would have already been acquainted with the available opportunities for youth groups, such as youth entrepreneurship programmes or other livelihood programmes. As a next step, facilitate the establishment of groups and train them in life skills, group leadership, group dynamics, and saving and lending procedures. Some of these groups might be farmer groups, which should also be trained in agricultural practices.

Groups as linking pins and networks

These groups will also help to establish linkages between individuals, vocational training/skill development centres, potential employers (for those willing to join waged employment) and business development and financial service providers (for those seeking self-employment). For example, if there is an opportunity for on the job training, or a short-term course in entrepreneurship, larger numbers of young people with disabilities can be informed of such opportunities by simply contacting the group's leader. Youth groups can also undertake social and recreational activities, including soft skills development, to enhance confidence and social cohesion. It might be that some of the young people will not participate in any organized skills training programme but through their membership in the group and the possibility of accumulating savings and/or accessing some funds as a group, might be able to start collaborative commercial farming.

Step 5. Reasonable Accommodation

Prepare vocational training institutes and apprenticeship providers to reasonably accommodate young people with disabilities

This step is about helping institutions and entrepreneurs become disability inclusive. A first move is to conduct a comprehensive disability inclusion assessment, using, for example, the Disability Inclusion Scoring Card (DISC). The participatory assessment process will result in an action plan to ensure that the TVET/skills training supplier not only provides an accessible learning environment, but also becomes a more inclusive organisation. Skills trainers/ teachers will need to be assisted to develop the professional skills necessary to include young people with disabilities in their courses. Where needed curricula should be adapted to become disability inclusive. As part of this process, skills training providers should appoint a focal person on disability inclusion who can then be responsible for following up on activities needed to reasonably accommodate the young people with disabilities and register any challenges that might come up.

Step 6. Vocational Skills Training

Support young people and training providers during the actual skills building process

Students start attending the courses they have chosen. During their training it is important to follow up both with them and their instructors. Story-telling is a way to do this, as a part of which students can share their experiences. A summary of their experiences can be shared with TVET staff and used for reflection and continuous improvement. This way, the team can monitor whether studies are going well, the skills to teach and learn are in place, and adaptations that have been made are working well for both parties.



Step 7. Transition to the Labour Market

Prepare the young people for successful transition to the labour market

Whether planning to engage in self-employment or wage employment, most young people with disabilities will require support to transition from vocational training to the labour market. Experience teaches that there are a number of obstacles to be tackled both at the level of the young people themselves (lack of networking and professional skills) and at the level of the labour market (lack of access to finance and the fact that employers often need to be made aware of the abilities of young people with disabilities)

Internships

A first action is to make sure that the young people are exposed to the (realities of) the labour market. If possible, ensure they will go into an internship of at least one month as part of their training. This internship will also expose the student to the labour market, and expose the potential employer to the added value, and the abilities, of these youth. Experience shows that this often results in temporary or permanent employment after graduation. It is important, though, to prepare both the student well as the internship provider in advance. On the part of the student this is about professionalism and positive attitudes; on the part of the employer this is about disability awareness and reasonable accommodation.

Building professional skills

Before graduation, students will also need to learn more soft skills, ranging from how to write an application letter and present yourself in a job interview, to how to be punctual and maintain appropriate communication or how to write a business plan and run a business.

Follow up at employment

As students transition into employment, it is important to identify a focal person at the employing company. This person can monitor how things are going with the new employee and link with possible partners in case there are challenges that cannot be dealt with internally and the company needs support. It is advisable to visit the new employee at least once a quarter in the first half year of employment to provide on the job mentoring and follow up. During those visits, potential challenges on reasonable accommodation can be covered. This mentoring and follow up can also inform you on how successful the match has been.

Conclusion

After he got his certificate, Peter was hired by the same garage where he did his internship. His boss is happy, his parents are proud, and Peter is considering using his savings to get his own house.

We are only at the beginning, and still have a road to travel before we achieve equal access to training and employment for all. But we are on the way, and are looking forward to learning more about what is needed to make inclusion work.

Are you working, or planning to work, on disability inclusive skills training and wage or self-employment?
Let us know at lab@light-for-the-world.org.
We would love to learn and share with you!





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Annex I

Accessibility audit checklist

A. Getting to the college/company

I. Approach and route to college/company	Yes/No	Recommendations	Status update
1. Is the distance to the College/Company from the main road/bus station/park ≤ 500 m?			
2. Is the route leading to the main gate/entrance clearly labelled?			
3. Is the route wide enough for wheelchair use? (≥ 900 mm)			
4. Is the route free of such hazardous barriers as; tree roots, open drains, ditches, litter bins, garbage, unused equipment, outward opening windows and doors or overhanging projections?			
5. Does the route provide ample aural and tactile information, as well as visual clues to help people with sight impairments (also at night)?			
6. Is the route surface suitable for wheelchair use (i.e. no gradient steeper than 1:20 and no steps)?			
7. Are surface materials firm, slip-resistant in all weather, well laid and maintained?			

II. Main entrance/gate	Yes/No	Recommendations	Status update
1. Is there clear and visible signage indicating the entrance from all approaches to the premises?			
2. Is the main entrance adequately lit?			
3. Is the main entrance/gate wide enough for wheelchair use? (1000m)?			
4. Is there a door bell or any other entry system? (Is it at a reasonable height: 1200 mm from the ground?)			
5. Does the main entrance have a ramp? What are the dimensions of the ramp? ≥ 1:20			

III. Car parking	Yes/No	Recommendations	Status update
1. Is there a car park on site?			
2. Is there any designated accessible parking space?			
3. Is the reserved parking space well labelled? Does the label comply with the standard size and lay out? (width: 3200 mm and length 5000 mm, height: ≤ 1.2 m)			
4. Is the designated car parking space (if any) near the entrance to the reception (X ≤ 50 m)?			
5. Is the ground surface of the car park gravel or tarmac?			
6. Is there a designated pathway from the parking lot to the reception?			
7. Is the pathway from the designated car park wide enough for wheelchair use and free from loose stones and other obstructions?			
8. Is the designated car parking space kept free of misuse?			

B. Getting into the premises/buildings

I. Doors	Yes/No	Recommendations	Status update
1. Is there a doorbell or entry system (at a reasonable height: 1200 mm from the ground)?			
2. Is the entrance door automatic or manual? If manual, who operates it?			
3. Is the door clearly distinguishable from the façade/wall with signage?			
4. Are the handles and the locks within an easy to reach height? (Height: 1200 mm)			
5. Does the clear door opening, or one leaf when opened permit passage of a wheelchair? (width clear opening 800 mm)			
6. Is there a minimum 300mm wide wheelchair manoeuvre space beside the leading edge of the door to clear door swing?			
7. Can the door fixture be easily grasped/opened and at a reasonable height for sitting/standing (1200 mm from ground)?			
8. If the door has a closer mechanism, does it have (delayed closure action, slow-action or minimal closure pressure)?			
9. If the door is power-operated, does it have visual and tactile information?			

II. Steps	Yes/No	Recommendations	Status update
1. Are there hand/grab rails on both sides of the steps?			
2. Is the rise of the step at an adequate (≤170mm height and 1000mm width)? Are the steps of equal depth?			
3. Do the hand/grab rails extend 300 mm beyond the top and bottom of any flight?			
4. Do the hand/grab rails distinguish from background by colour and brightness?			
5. Is lighting located either above or at the side of the flight, avoiding people having to negotiate the stairs in their own shadow?			
6. Are the nosings/ends of steps colour contrasted?			
7. Is there a tactile warning strip at the bottom and top of the steps?			
8. Is a ramp provided alongside the steps as an alternative?			

III. Ramps	Yes/No	Recommendations	Status update
1. Does the entrance have a ramp to facilitate easy entry by people with difficulty in mobility?			
2. Is the length and gradient suitable (≥ 1:20)?			
3. Are hand/grab rails provided on both sides of the ramp? What are the dimensions?			
4. Are landings spacious enough to permit passing and turning manoeuvres above ramp (1300 mm)?			
5. Are surface materials of the ramp slip-resistant, firmly fixed and easy to maintain?			

IV. Reception	Yes/No	Recommendations	Status update
1. Is there visible signage indicating the entrance to the reception?			
2. Are there seats in the reception waiting area? Do they have cushions?			
3. Does the waiting area at the reception have space for wheelchairs?			
4. Does the reception desk have a low-height counter?			
5. Is the reception area fitted with a hearing device? Are users informed of its availability?			
6. Does the reception phone have a text phone facility? Is it placed at a reasonable height for all users?			

C. Getting around the premises

I. Pathways on site	Yes/No	Recommendations	Status update
1. Are there pathways leading to the difference places in the college/company? Are they well lit?			
2. Do the pathways have clear direction signage?			
3. Is the pathway surface suitable for wheelchair use (i.e. no gradient steeper than 1:20 and no steps)?			
4. Are the pathways wide enough for wheelchair use (≥ 900 mm)?			
5. Are pathways free of hazardous barriers such as tree roots, open drains, ditches, litter bins, garbage, unused equipment, outward opening windows and doors or overhanging projections?			
6. Do pathways provide ample aural and tactile information, as well as visual clues (also at night)?			
7. Are surface materials firm, slip-resistant in all weather, well laid and maintained?			
8. Are appropriate landings provided especially on long or sloping pathways?			

II. Floors and walls	Yes/No	Recommendations	Status update
2. Are the floor coverings slip resistant and firm even when wet?			
3. Is the floor of a quality that is sympathetic to acoustics – i.e. not so 'hard' as to cause acoustic confusion/echoing?			
4. Is there an indication of changes in floor surfaces and tonal contrast in colour schemes to avoid tripping?			
5. Is a clear circulation width of ≥1200mm provided and maintained when furniture layouts are altered?			
6. Are walls textured to alert people to the presence of facilities such as toilets or lifts?			
7. Are controls and switches fitted at an easy to reach and operate height?			
8. Is there a good circulation space to enable people using mobility aids such as wheelchairs or walking frames to open and go through all doorways?			

III. Lift	Yes/No	Recommendations	Status update
1. Is a lift provided as an alternative to the stairs/steps inside the buildings?			
2. Does the lift door open widely enough for wheelchair user access? (≥ 800 mm wide open)			
3. Does door operation allow slow entry and exit? (at least 2 minutes)			
4. Does the lift display audible and visible information telling passengers what floor they arrive at?			
5. Do the control buttons have raised tactile and braille information and are they at a height and in a position that can be reached by all users? ≤ 1200 mm from the ground			
6. Are the hand/grab rails provided in the lift?			
7. Is the space inside the lift wide enough (at least 2000mm) to allow someone using a wheelchair or walking frame to enter and turn around to access the control panel?			

D. Using the services and facilities

I. Toilets and bathrooms	Yes/No	Recommendations	Status update
1. Do toilets have clear identification signs including tactile and braille information?			
2. Is the distance for persons with disabilities to travel to an accessible toilet from their work/study station not more than 40 m?			
3. Is there a specially designed toilet for students/ people with disabilities?			
4. Does the size comply with the minimum standards (2000 mm X 1500 mm)?			
5. Are the door fittings/locks, taps, hand washing and drying facilities, light switches and towelling fixed at a reasonable height that can be easily reached and operated (1200mm) from the ground?			
6. Are suitable grab rails fitted in all the appropriate positions to facilitate use of the toilets, bathrooms and shower?			
7. Do the toilets have a flush system to operate? Are the flush handles user friendly?			
8. Does the cleanliness of the toilet meet acceptable standards?			
9. Are the toilets fitted with alarms in case of emergency?			

II. Kitchen	Yes/No	Recommendations	Status update
1. Are kitchen facilities such as hand washing and drying, drawers, towel stands, fitted at an accessible height (900mm – 1200mm) from the ground?			

III. Meeting rooms, classrooms, library and workshops	Yes/No	Recommendations	Status update
1. Is there sufficient circulation space for wheelchair users to move around?			
2. Are there work/study stations of various heights (preference 700mm height)?			
3. Is the blackboard well contrasted, at a suitable height and distance?			
4. Does the arrangement of the class/study rooms optimize visibility and group work?			
5. Do the library and or IT rooms have computers with screen-reading/magnification/JAWS software?			
6. Are the tables, water coolers, computers and other facilities placed at a height and distance that is accessible to all users?			
7. Are class/study/meeting rooms and halls fitted with hearing devices?			

IV. Communication, signage, visibility	Yes/No	Recommendations	Status update
1. Does lighting installation of the building take into account the needs of people with visual disabilities?			
2. Are signs and noticeboards designed and positioned to inform those with visual and intellectual impairments, wheelchair users and those with reduced eye-levels?			
3. Are relevant locations (step/stairs/ramp/lifts/ rooms) clearly labelled by use of signs/print/ icons/colour/contrast/texture/ lighting?			
4. Are stairways, landings and passages well lit?			
5. Is a sound system installed in the buildings to provide good, clear sound with adequate voice levels?			
6. Is simple language information available for persons with intellectual disabilities?			
7. Is 'braille' information available for people with visual disabilities?			
8. Is large-print information available for persons with partial visual disabilities?			

	Yes/No	Recommendations	Status update
9. Is audio information available for persons with visual disabilities?			
10. Is anyone available to provide sign language interpretation to those with hearing impairments?			
11. Are there functioning photocopiers and printers to produce notes, etc. and are they placed at an accessible height? (900mm – 1200mm)			

E. Getting out of the premises

I. In Normal situation	Yes/No	Recommendations	Status update
1. Are there exit routes (different from entry routes) from the premises/buildings? Are they labelled?			
2. If different from the entry routes, are the alternative exit routes accessible?			

II. Emergency warning and evacuation systems	Yes/No	Recommendations	Status update
1. Are there escape routes in the event of an emergency?			
2. Are escape routes visible and well labelled?			
3. Do emergency call/warning systems exist? Are they visible and fitted at an accessible height?			
4. Which equipment are available for use in emergency? E.g. visual or audio alarms, signage, evacuation chairs, fire extinguishers?			
5. Where is the emergency equipment kept? Who operates them? Is the equipment placed at a suitable height (1200mm) that can be reached and operated by all users including those in wheelchairs?			
6. Is an evacuation plan in place? Does the plan provide for assistance to people with disabilities during evacuations?			

F. Management of the premises

	Yes/No	Recommendations	Status update
1. Who is responsible for the premises?			
2. Is the premises leased? How does this affect accessibility?			
3. What are the main functions carried out on the premises?			

	Yes/No	Recommendations	Status update
4. Do visitors/staff and students use the premises the same way? (Free to move around, security measures, restricted areas?)			
5. What security measures are in place and how does this affect access?			
6. When does most of the maintenance work take place? How often is it done?			
7. What are the future intentions of the organisation (moving into new premises, planning extensions and renovations etc.?)			

G. Knowledge, policies and practices

	Yes/No	Recommendations	Status update
1. Are college governing and student enrolment policies disability inclusive?			
2. Are staff trained in disability and/or accessibility issues?			
3. Are staff trained to provide assistance and services in a non-discriminatory manner to all people including those with disabilities?			
4. Do staff know how to provide information in alternative formats when required?			

Annex II

Disability inclusion score card – technical and vocational training institutes

General information

Country	
Name of TVET institute	
Who were present	
Name of facilitator	
Date of assessment	
Date of assessment	
Date of assessment	

Baseline
Progress
Final

TVET Institute DISC checklist

	Level 1	Level 2	Level 3	Level 4	Baseline Score	Progress Score	Final Score
A. Strategy							
1. Are the strategic and operational documents disability inclusive?	Disability or inclusion of marginalized groups is not included in our strategic documents, or in our organisational procedures.	Inclusion of marginalised groups is mentioned in the strategic documents (like vision, mission and goals), but not in organisational procedures.	Inclusion of persons with disabilities from a rights-based perspective is mentioned in the strategic documents and worked out in some organisational procedures.	Inclusion of persons with a disability from a rights-based perspective is a cross-cutting issue in our organisation and worked out in all our strategic documents and organisational procedures.			
2. Is there a mandate from the director/ higher management to promote and monitor the inclusion of persons with disabilities in the organisation?	Promotion and monitoring mandate from director/higher management on disability inclusion either non-existent or unclear.	Promotion and monitoring mandate from director/ higher management on disability inclusion exists but is either not clearly linked to inclusion policy, or is not easily actionable.	Coherent inclusion promotion and monitoring strategy has been developed and is linked to the policy; strategy is mostly known but doesn't drive day-to-day behaviour.	Clear, coherent medium- to long-term inclusion strategy on disability that is both actionable and linked to overall policy; strategy is universally known throughout the organisation and consistently helps drive day-to-day behaviour at all levels of the organisation.			
Total score:							
Average score:							

					Baseline Score	Progress Score	Final Score
	Level 1	**Level 2**	**Level 3**	**Level 4**			
B. Human resource management							
3. Is the human resource policy disability inclusive?	No human resource diversity policy available. No actions taken to employ persons with disabilities.	Diversity policy available, but disability is not mentioned there.	Disability is mentioned as part of the human-resource diversity policy.	Disability is mentioned in human- resource diversity policy and affirmative actions (for example, placing job announcements in disability networks) are taken to employ persons with disabilities.			
4. How far does your organisation use affirmative action to enable persons with disabilities to work as employees?	No affirmative actions to enable persons with disabilities for employment are in place.	Some affirmative actions to enable persons with disabilities for employment are in place.	Affirmative actions to enable persons with disabilities for employment are in place, but not yet always followed.	Affirmative actions to enable persons with disabilities for employment are in place, functional and with support system well established.			
5. Are persons with disabilities working in the organisation?	No staff, board members or volunteers with a disability in the organisation.	At least 1% of staff, board and volunteers consist of persons with disabilities.	At least 2% of staff, board and volunteers consist of persons with disabilities.	At least 5% of staff, board and volunteers consist of persons with disabilities.			
6. Are persons with disabilities employed in decision-making positions? If so, how far does it follow a proportional representation?	No representation of persons with disabilities in decision-making positions.	Some representation of persons with disabilities but not yet on decision making positions.	There is a representation on management level in decision-making position, but not yet proportional.	A proportional representation of persons with disabilities can be seen on all levels.			
7. Is disability orientation to staff organized?	No orientation is so far given to staff of the organisation on the rights of persons with disabilities and inclusion in regular programmes.	Some staff received a one-off orientation on the rights of persons with disabilities and inclusion in regular programmes.	Majority of staff received a one-off orientation on the rights of persons with disabilities and inclusion in regular programmes.	Staff regularly receives orientation on the rights of persons with disabilities and on inclusion in regular programmes.			
8. Does your organisation/personnel have expertise on disability rights and inclusion and/or does the organisation have access to/make use of external disability expertise? (e.g. inclusion specialist; disability focal person)	No disabilities expertise/focal person within the organisation. No external support requested at all.	Disability expertise exists within the organisation, but is limited. Only a few people within the organisation are aware of this expertise. Available expertise is rarely used. Occasionally external support is requested.	Disability expertise exists within the organisation. Many people in the organisation are aware of this expertise and they frequently use it. Regular external support is requested.	Disability expertise exists within organisation; many within organisation and partner organisations are aware of such expertise; it is regularly used within the organisation and also extended to other partners on request. Whenever needed external support is requested.			
Total score:							
Average score:							

					Baseline Score	Progress Score	Final Score
	Level 1	**Level 2**	**Level 3**	**Level 4**			
C. Accessibility							
9. Are the buildings accessible to persons with disabilities?	The organisation's office building, classrooms and meeting rooms are not accessible to persons with disabilities.	Some classrooms and toilets are accessible to persons with disabilities.	The meeting rooms, classrooms, toilets and part of the office building are accessible for persons with disabilities.	The entire premise, including all work-spaces, meeting rooms, classrooms, office buildings, and toilets, is accessible to persons with a disability.			
10. Are events accessible to persons with disabilities?	Accessibility is not taken into account when events are organised by the TVET institute. Only a small proportion of events is accessible to persons with disabilities.	Accessibility is not taken into account when events are organised by the TVET institute, but 50% of the events are accessible to persons with disabilities.	Accessibility is taken into account when events are organised. The majority are accessible to people with disabilities.	All events organised by the TVET institute are accessible to people with disabilities.			
11. Are accessible transport options available to the training location to the maximum extent possible?	No consideration on safe and accessible transportation.	Little consideration on accessible transportation.	Due consideration on accessible transportation.	Consideration on accessible transportation is automatic and part of programme.			
12. Is the website accessible and is other information available in accessible format?	The website and other information sources are not accessible to persons with visual impairments.	The website is tested for accessibility and is partly accessible. Newsletters and information are made accessible on demand.	The website is tested for accessibility by users and is fairly accessible. The option of getting newsletters and information in an accessible format is actively communicated.	Website is fully accessible and newsletters / brochures are available in accessible formats.			
13. Is sign language available?	No accommodation is made for people that need sign language interpretation.	Sign language interpretation is sometimes available.	Sign language interpretation is available on demand.	Sign language interpretation is always provided as an option.			
14. How far are staff members trained to use, arrange for and produce materials and communications in alternative formats as applicable?	None of the staff members are trained to use, arrange for and produce materials and communications in alternative formats as applicable.	Sensitization to staff members are given to use, arrange for and produce materials and communications in alternative formats as applicable.	Some staff members are trained to use, arrange for and produce materials and communications in alternative formats as applicable with external support.	Staff members are trained to independently use, arrange for and produce materials and communications in alternative formats as applicable			
Total score:							
Average score:							

					Baseline Score	Progress Score	Final Score
	Level 1	**Level 2**	**Level 3**	**Level 4**			
D. External Relations							
15. What kind of partnership exists with DPOs and disability service providers?	There is no collaboration with disabled people's organisations and disability service providers (including government) in our programmes.	Incidental collaboration with disabled people's organisations and disability service providers takes place on their initiative.	Incidental collaboration with disabled people's organisations and disability service providers takes place based on our initiative.	A structural partnership exist with disabled people's organisations and disability service providers (including government).			
16. Does your organisation address disability in promotion and communication?	Persons with disabilities are not mentioned in promotion and communication content.	Persons with disabilities are hardly mentioned or specifically mentioned as a charitable target group in promotion and communication content.	Persons with disabilities are sometimes mentioned in promotion and communication content, and where mentioned or pictured are depicted positively and equitably.	Persons with disabilities are proportionally and positively represented in promotion and communication content (i.e. people with disabilities are seen in pictures, advertisements etc.)			
Total score:							
Average score:							
E. Student enrolment and accompaniment							
17. Do the admission criteria enable enrolment of students with disabilities?	Admission criteria are discriminatory against persons with disabilities.	Admission criteria are non-discriminatory, but no provisions are made during admission and intake process.		Admission criteria and process provide for students with a disability.			
18. Are students with disabilities enrolled in college?	The number of students with disabilities is negligible.	1-3% of the total number of students are students with a disability.	4-5% of the total number of students are students with a disability.	6% of the total number of students are students with a disability.			
19. Are transport and accommodation needs of students with disabilities taken into account?	No difference is made in accommodation and travel provisions among students.	Students with disabilities are allowed more flexibility in time to come in to attend the courses.	Students with disabilities are assisted in finding accommodation close to the premise.	Hostel rooms are reserved for and accessible to students with disabilities.			
20. Do students with disabilities participate in social events?	No social interaction as no students with disabilities are present.	Students with disabilities participate in less than 50% of social events (e.g. in sports, and music).	Students with disabilities participate in more than 50% of social events (e.g. in sports, and music).	Students without disabilities actively seek participation of students with disabilities in all the social events.			
21. Is professional counselling available to students with disabilities?	No counselling service provided to students.	General counselling service provided to all students in terms of life-skills.	Individual counselling service provided to students by professional counselling staff.	Professional counselling staff are qualified and knowledgeable of psycho-social and emotional attributes of disability.			
Total score:							
Average score:							

					Baseline Score	Progress Score	Final Score
	Level 1	**Level 2**	**Level 3**	**Level 4**			
F. Curriculum planning, delivery and implementation							
22. Is lesson planning adapted to specific needs of persons with disabilities?	Lesson plan is fixed and not amendable.	Some individual students with disabilities receive exemption for certain parts of the lessons.	Differentiation is practiced in lesson planning, but no active participation of students with disabilities.	Differentiation is practiced in lesson planning with input from students with disabilities.			
23. Are course materials and equipment accessible to students with disabilities?	No provision being made for accessible course materials and equipment.	Course materials are not accessible, but some practical adaptations made to equipment.	Some course readers and books are available in accessible format (e.g. Braille, audio), effort is made to make equipment accessible.	Course materials and equipment are accessible for all students with different disabilities.			
24. Are teachers able to teach students with disabilities, taking into account their individual needs?	Teachers teach in a standard way and do not adapt teaching material to individual student needs.	Some teachers know how to adapt teaching method to meet the needs of some students with disabilities.	Most teachers know how to adapt teaching method to meet the needs of some students with disabilities, and actively use buddy students or other persons with disabilities as teaching assistants.	All teachers know how to adapt teaching method to meet the needs of students with different disabilities, and are able to communicate directly with Deaf students.			
25. Are teachers able to differentiate their assessment method to the needs of students with disabilities?	All students are assessed uniformly.	Less than 50% of teachers are able to differentiate the assessment of students with disabilities if required (e.g. extra time, different ways or recording and responding).	More than 50% of teachers are able to differentiate the assessment of students with disabilities if required.	All teachers are able to differentiate the assessment of students with disabilities if required.			
Total score:							
Average score:							

Colophon

I am EmployAble: creating access to technical and vocational education for young people with disabilities
By Judith Baart & Anneke Maarse

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To achieve universal employment, and therefore economic growth, we need to include the hundreds of millions of persons with disabilities who, at this moment, do not have the opportunity to provide for their own livelihood. One of the reasons why they are not able to earn their own living through wage and/or self employment, is the lack of relevant skills in competitive job markets. We can address this lack of skills by making technical and vocational training inclusive for persons with disabilities. But what should inclusive vocational training look like?

I am EmployAble **aims to address this challenge. This publication walks the reader through the process of vocational training – from enrolment to training to employment – and provides tips based on experience, anecdotes and tools to inspire and support those working with and for disability inclusive technical and vocational training institutes.**

I am EmployAble

The following organisations have contributed to this publication:

LIGHT FOR THE WORLD

EDUKANS

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Agency for Disability and Development in Africa