

Disability and Vocational Training: Good Practice Guide



VSO

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Section 1: Introduction

'Disability does not necessarily mean inability (Light for the World, 2011)

Voluntary Service Overseas (VSO), as an organisation, plays an essential role in improving the lives of poor and vulnerable people. The Youth Development Programme (YDP), managed by VSO and funded by the Department of International Development (DFID) is committed to inclusive development by including people with disabilities (PWDs) in its operations and by ensuring that the programme is disability-sensitive and inclusive. There is sufficient evidence from research that there is a strong desire among peoples with disabilities to be engaged in productive activity and lead dignified lives. The persistent exclusion of disabled people from training and work opportunities means that positive actions have to be taken to encourage and support their involvement.

This document gives an overview of the different issues and problems that students with disabilities face, as well as the different solutions and options that Vocational Training Institutes (VTIs) can take to improve their schools for students with disabilities. The information contained in this report is based on research evidence collected from a variety of sources within and outside of the YDP, information provided by guest speakers at a series of dissemination workshops for YDP partners and discussions held at those workshops with the principals and staff.

The research has informed a toolkit designed for use by YDP partners, including the VTIs, in order to that they can become more accessible and inclusive for students with disabilities.

The research

The research conducted to produce this report and guide has three components:

- **The participatory research** conducted by students at two VTIs on the programme
- **A literature review** of existing statistics and research findings on vocational training and disability
- **Stakeholder interviews** with stakeholders from within and outside the programme

The participatory research focused on reasons why there are only a few students within the VTIs with disabilities, how the number could be increased, the different challenges and barriers for students with disabilities studying at the VTIs and the challenge of finding work or being self-employed after training. The participatory research was done at two different VTIs with groups of students who conducted interviews, focus groups and a questionnaire survey with other students, staff, and local leaders, members of the community, politicians, friends and parents. The research and guidance also takes note of the experiences and views of the student researchers themselves. Students from both institutions reported that they had learnt a great deal from the process. In addition, the students at Gulu Disabled Person's Unit (GDPU) reported that those interviewed were surprised to see the work being carried out by people with a disability which reinforced the students' aim of demonstrating their competence to able-bodied people. In addition the approach provided a good model of participation and to overcome

some negative attitudes towards disabled people. A separate report has been produced on the research carried out by the students at GDPU.

The literature review sought to find information on challenges, approaches and learning on disability and vocational training from other vocational training based initiatives. Relevant information was found from programmes in Uganda and other parts of Africa. Literature sources that were reviewed are referenced in the text. The reference list is available as an appendix.

A limited number of stakeholder interviews sought to gain further perspectives and insights on disability and vocational training related issues by talking directly to people with relevant experience within and outside the YDP programme

Definitions

The Government of Uganda definition: Disability is defined as permanent and substantial functional limitation of daily life activities caused by physical, mental or sensory impairment and environmental barriers resulting in limited participations. (Over the years definitions of categories have changed from the impairments approach to limitation in participation (MoGLSD, 2006)).

Impairment - A physical, intellectual, mental or sensory characteristic or condition, which places limitation on an individual's personal or social functioning in comparison with someone who does not have that characteristic or condition. **It relates to the individual**

Disability – The disadvantage and exclusion which arise as an outcome of the interactions between people who have impairments and the social and environmental barriers they face due to failure of society to take account of their rights and needs. **Disability is a social condition.**

Categories of disability

Physical

Visual impairment

Hearing impairment – with/without out speech

Mental disability

Intellectual disability or learning difficulty

Epilepsy and seizures

Little persons

Albinos

Why focus on disability?

Within the Youth Development Programme (YDP) there is a focus on the marginalised youth in northern Uganda. People with disabilities are often disadvantaged and excluded from work, because of prejudice and discrimination. Women and men with disabilities can and want to be productive members of society. In both developed and developing countries, promoting more inclusive societies and employment opportunities for people with disabilities requires improved access to basic education, vocational training relevant to labour market needs and jobs suited to their skills, interests and abilities with adaptations as needed.

PWDs are also more likely to be excluded from development initiatives, resources and access to information than any other group in society. Reasons are lack of mobility – not being able to get to where a consultation meeting or event is taking place or, in the case of deaf or blind people, limited access to translators and interpreters. PWDs are often denied their human, social and economic rights. These factors contribute to high levels of vulnerability and exclusion (DFID, 2004)

VSO believes that the key to success in finding a job for people with disabilities is training followed by support into employment or self-employment, which should encompass skills, knowledge and attitudes. Research literature emphasises the importance that vocational training can play in the participation of disabled people in mainstream programmes or self-employment. VSO, through the YDP programme, is supporting students with disabilities to enrol and train in the Vocational Training Institutes to increase their employability.

The constitution and human rights for people with disabilities in Uganda

The Government of Uganda published its National Policy on Disability in February 2006 and in September 2008, ratified the UN Convention on the Rights of Persons with Disabilities.

The Government of Uganda published its National Policy on Disability in February 2006. Its strategic objective is "promoting equal opportunities and enhanced empowerment, participation and protection of rights of persons with disabilities irrespective of gender, age and type of disability"

The Persons with Disabilities Act also passed in 2006, provides the legal basis for the implementation of the National Policy on Disability. According to the preamble of this Act, its objective is to "provide a comprehensive legal protection for persons with disabilities in accordance with Article 32 and 35 of the Constitution; **to make provision for the elimination of all forms of discrimination against persons with disabilities towards equalization of opportunity and for related matters**".

This act can be used the law can be used by the disability fraternity to undertake public litigation as a recourse for promoting and protecting the rights of people with disabilities.

It has been used on occasion to prosecute or threaten to prosecute public building owners who do not provide suitable access for persons with disability for example banks.

A NUSAF report (2013) states that the rights of PWDs are strongly anchored in the 1995 constitution of the Republic of Uganda as well as other international legal frameworks such as the UN Convention on the Rights of Persons with Disabilities. (NUSAF 2013) However the same study also notes that access to these rights by PWDs is still ineffective as most PWDs are not aware of the different constitutional measures that protect these rights.

Another report from the National Union of Disabled Person in Uganda (NUDIPU, 2008: 11) states that whilst the law is enacted there are issues in translating the law into action:

Although the law looks comprehensive in addressing disability issues, it has not been translated into concrete programmes for people with disabilities. There are huge gaps that still require robust advocacy and network at implementation level, which NUDIPU seeks to address. These gaps are in the area of popularizing and disseminating the laws and policies, resources to implement these laws and policies where NUDIPU has an advocacy role to play in influencing budgetary allocations”

Barriers and constraints within the education system

Vocational education has the potential to have a great impact on the lives of PWDs. However there are a number of challenges which prevent VTIs from responding effectively to the needs of disabled students. These include physical/structural barriers, training approaches and matching courses with the capacity of students.

Specific barriers for students with disabilities to enter vocational training cited in the research included:

- A lack of suitably qualified staff with understanding of disability issues counselling skills and technical skills in sign language and braille
- A lack of teaching aids for disabled people
- Discrimination, intimidation, teasing, harassment by able bodied students and staff
- A lack of information, encouragement, advice and guidance and counselling
- A lack of suitable facilities for moving about, washing and toilet facilities

The basic principles in employment and vocational training programs according to a report by Light of the World, a Dutch NGO (2011) are:

- Accessible policy provisions and legislations
- Awareness raising
 - Creating positive attitudes
 - Consultations
 - Information campaigns
 - Networks
- Greater involvement of employers
- Skills development / promotion of vocational training
- Financial support
- Technical support
- Changing the labour market

Work/employment for persons with disability

Often people assume that persons with disabilities cannot or do not want to work. However this is not the case for many PWDs who wish to be productive members of society (ILO, 2009). The student-led research at one of the VTIs indicated that PWDs want and need jobs in order to play an important role in society, earn a livelihood, gain self-esteem and become less dependent on others, including family members. It is more than just individual economic independence that PWDs gain from working they also free themselves from a dependency culture and their families from providing them with financial support

The community can also play a significant role in supporting PWD both socially and materially. An active role for a PWD in the community develops the social engagement and self-esteem that develops into active and independent citizens.

The private sector also plays an important role in the inclusivity of PWDs. They need to take responsibility and arrange for PWDs to have comfortable working conditions that maximise their contribution. This needs financial and sometimes technical support which could be gained through government grants, from trade associations, Disability Persons Unions or CSO/ NGOs.

Summary of context

Mainstreaming disability in the poverty reduction agenda is an urgent development priority (DFID, 2004) and tackling the challenges of access to vocational training is the key to securing for disabled people a secure livelihood and significant improvement in their lives. Currently there continue to be many challenges that prevent PWDs from fully participating in vocational training as well as in the labour market after their training. How to engage and make the VTIs more accessible is a challenge that should be addressed by all those involved in vocational training be they public or private organisations. The VTIs should engage more actively with people with disabilities and their advocates seeking their advice on how to make their training institutes more accessible.

Section 2: A best practice guide

This guide has been developed to help the Youth Development Programme (YDP) and the Vocational Training Institutes (VTIs) participating in the programme to become more aware and responsive to disability issues.

It includes:

- A guide to good practice for VTIs on disability issues – highlighting the key areas and approaches for disability aware vocational training
- A tool for assessing the current status of VTIs on disability issues in relation to good practice, and for initiating action for further development.

All the information contained in the guide is based on research evidence from a variety of sources within and outside of the Youth Development Programme (YDP). The guide is designed for VTI's but is also likely to be of relevance for other agencies involved in vocational training.

Key messages

There are two guiding principles which run through the guide (in order to assist PWD accessing vocational training and employment and self-employment) as expressed by all those involved in the report, particularly the students involved in the research.

The first principle is summed up by the message –**'Disability is not inability'**

This is a phrase that was repeated time and time again by the student researchers and others connected with the disability movement. A flavour of the attitude is expressed in the comments below:

- One student interviewed stated – *If one is physically disabled it does not mean that you are also mentally disabled'*
- One of the key stakeholders mentioned that she had found that self-pity is potentially an issue with those with a disability and that positive thinking and raising of self-esteem should be focused on. She states *'Some of the youth or children have self-pity for themselves; this is something we work on. We can't change the world and self-pity doesn't make it better. The youth need to accept themselves first.'*
- One student at GDPU had obviously taken the key message on board stating that *'Those with disability may be sharper than those without'*.
- Another stated that PWD should be *'sensitised to stop looking at themselves as disadvantaged and dependent'*
-

Disability Rights and Advocacy

Promoting the rights of those with disability by all sectors of society is seen as key to improving the status of PWD in society.

There are two issues here:

- Those with disability should have the opportunity to participate in decision making. According to the UN Convention on the Rights of Persons with Disabilities, for PWDs to realize their potential, there is a need to redress the profound social disadvantage of PWDs and promote their participation in the civil, political, economic, social and cultural spheres with equal opportunities in both developing and developed countries.
- Disability advocacy. The students and director at GDPU stated very clearly during the research and at the final dissemination that it was not the responsibility of those with disability to advocate for their rights. It was the responsibility of everyone. One of their grievances was why it should always be disabled people who advocate for disabled people.

There are disability representatives in the political structures at all levels in Uganda from parish to parliament. These people have the responsibility to promote and mainstream disability issues working with their political colleagues and communities. (See section below for more details)

The dangers of not including PWD in decision making is highlighted in a NUSAF(2013) report where a community improved a water supply by installing a borehole but because PWD were not involved in the planning it was found that the facility was not suitable for PWD.

'This borehole project did not consider the accessibility for the physically impaired community members. This is understandable because there are not accessibility standards for such facilities under NUSAF II. The borehole does not have a ramp; instead it has a raised level where a person on a wheel chair cannot access in order to pump water. Similarly, people of short stature cannot access the borehole because it is raised. According to the Chairperson Water Source committee for Pajaa Borehole project, accessibility was not an issue that occurred to them.'

The research identified a range of other areas, approaches and practices for developing aware and responsive VTIs that people with disability can benefit from

- **Provision of integrated training in mainstream vocational training schools for those with a disability**
- **Provision of market relevant training that will allow the person with a disability to gain employment or set up their own business**
- **Facilities should be provided to ensure that those with physical disabilities can move around the site and take advantage of training offered. Boarding provision was recommended by 99% of those surveyed in Gulu**
- **Ensuring individual students have appropriate equipment and medical support to enable them to take full advantage of the training**

- **A conducive and supportive environment for those with disability at the vocational school.**
- **Specialist trained staff. Staff who are disability aware understand the needs and issues of students with disability. Supportive teaching practices and materials, trained signers and staff trained in braille.**
- **Guidance and counselling services to provide guidance on course choice and also support students during the training. Psychosocial training for staff.**
- **Communication and outreach. Provision of information and advice about the opportunities available**
- **Family and community support**
- **Preparing students with disability for business/employment, and supporting them post-training**
- **Reflecting disability concerns in organisational strategies, policies and processes**
- **Monitoring and evaluation**

Provision of integrated training

There are different options for educating students with disabilities. The two most common options are training within the mainstream vocational training institutes or within separate institutes that only focus on students with disabilities. The participatory research results showed that 75% of those surveyed stated the best way of educating people with disabilities is within mainstream vocational training institutes, where disabled students share classes with able-bodied students. A group of disabled students interviewed emphasised that inclusive education is important for further integration in society and in communities. They also said that the experience of having a fellow student with disabilities in the class gives other students the opportunity to learn about disability.

However there are many challenges for the VTIs in providing accessible opportunities and inclusive education for PWDs. Light of the World (2001) states that financial and technical support and rehabilitation support with technical aids are essential and these are often not available.

A local politician in Gulu interviewed stated that *'Most of the time they (PWD) are not admitted. For example, in one vocational training school the teacher refused to admit because they (the teachers) don't know how to teach disabled students'* It was also noted by some of the students surveyed that, in reality, although the ideal is integrated provision sometimes, due to lack of facilities and signers, they are taught in separate units.

The research teams identified a number of reasons that supported the argument for integrated training: i.e. in mainstream vocational training schools for those with disability

- To reduce stigma and discrimination
- PWD are equally as intelligent or more
- In order that the able bodied can assist PWD
- To share life experiences

- In order that special training needs are addressed in mainstream schools
- 'Disability is not a disease' and therefore people do not need to be isolated in separate provision
- To ensure PWD are not separate from others

There was some discussion about whether slow learners could be included in integrated provision. One stakeholder acknowledged that it may be a problem as they would need more time and shorter training periods but another stating that giving slow learners time to practice the vocational skill and giving them leadership responsibilities i.e. class monitor as a way of raising self-esteem and confidence would work well. Teaching those with severe sight impairment/the blind was also stated as a challenge as braille equipment is specialised and not readily available. There are many reports of the frustrations faced by deaf people because they miss out on information due to the lack of signers. Written communication is often difficult because of low levels of literacy.

The LC5 Chairmen in Gulu stated: *'PWD must study together with other able bodied children because able bodied children will get used to PWD children and we need to create disability awareness amongst able bodied children'*

There are of course challenges to providing integrated facilities so that students with disabilities have an equal chance of success in their training. The resources to provide the necessary infrastructure and specialised teachers must be acknowledged. It is for this reason that some specialist schools and units have been set up so that teachers and facilities can be concentrated and available. However those surveyed were very clear that this was not the ideal situation and the ideal should always be integration. An interim solution would be to have part-integrated and part-specialised facilities if full integration cannot be achieved through VTIs forming links with specialist providers to provide the technical training and materials and specialist units providing specialist trained teachers and equipment on a part-time basis.

Providing young people with employable and market relevant skills

Course offer/choice and design

If training is not market relevant then, regardless of what else is done, VTIs run the risk of ultimately letting down all their trainees including those with disability. The findings of the YDP participatory research project into the market relevance of vocational training are as relevant to those with disability as they are to other students.

If vocational training is to help address the economic disadvantages and inequalities experienced by PWD then the courses they study must be marketable and the products and services are in demand in the locations where they will be working /setting up in business.

The importance of market relevance was frequently noted by survey respondents i.e. that students with disability should be sure that there were opportunities within their area of training.

‘Traditional’ courses for those with disability

There is a danger that PWD get pushed into trades and professions that have always been done by people with disability e.g. physically disabled people doing leatherwork and shoemaking and visually impaired people doing sweater weaving. The marketability of sweater weaving is discussed in the market relevance report produced by VSO. There are issues around the seasonal nature of the demand, the capital investment required for the machines and the expense of maintenance.

Some PWD students are limited in what courses they can do due to their disability. For example those with epilepsy and seizures brought on by flickering light cannot do welding and some cannot be in brightly lit situations. Difficulties in travelling between locations and to a workplace can be challenging and individual physical strength can limit options further. In this case it is thinking about specific areas and products that can be made that will suit a PWD for example making smaller decorative metal items in welding and carpentry and joinery or finding a suitable niche market.

There is a debate about the suitability of motor cycle repair as an occupation for someone who is deaf as there is a school of thought that they should be able to listen to the sound of the engine. In all cases the suitability of a course for a student with disabilities should be dependent on the market relevance of the occupation and the individual’s ability.

Flexibility/ diversity

Not only should flexibility in course choice and what is offered be addressed but there is a need to look outside the traditional gender assignment of courses. Women with a disability may face a double burden of being required to carry out caring and household responsibilities. Female students are also constrained by attitudes concerning gender roles (whether their own, or their parents, partners, peers or their teachers. Having said this it should be noted that at GDPU in the current intake they have 4 female students doing welding and metal fabrication.

Untapped and new/emerging markets

Electronics and small electrical and mobile phone repair work is an emerging market and particularly suited to those who have reduced mobility but can use their arms. It is an area that has been focused on by GDPU and there is already a workshop being set up by former students in Gulu.

Other areas as identified by the market relevance survey are baking and specialist food products as a potential area for training. Candle making, pottery leather works, painting and decorating and painting pictures were also mentioned as areas not commonly taught at VTIs that could be pursued by those with disability. ITC and design are courses that are feasible for those with limited mobility and can lead to employment and self-employment. One area of key interest is the making of disability aids and items, for example, rails, ramps, latrine stools and repairs for disability bicycles. Animal husbandry was also highly recommended as something that a PWD could do to support themselves and their family.

The requirement for flexibility and the ability to analyse the market and produce goods and services other than just the traditional items to give a market edge is important.

Infrastructure and services

Structure and access

There are two areas to consider here, movement inside the Vocational training Institute premises but equally important is the means of access to the VTI.

One VTI in the dissemination workshops stated that the main challenge for them was the condition of the access road leading to the VTI in that it was rutted and impassable in a wheelchair or tricycle. They were going to have to work with the local community to improve it.

Another VTI had a deep ditch between its gate and the access road made worse in the rains.

Within the VTIs -facilities should be provided to ensure that those with physical disabilities can move around the vocational training institute. However it should be understood that access is not only about ramps for those with physical disability but provision for those with other types of disability.

Making sure that those with disability can access buildings, washrooms and latrines independently that is without the assistance of another person gives them dignity and freedom which is not possible if someone always needs a helper to move around.

There is much guidance to be found on the internet and from specialists on designing for those with disability and it is not the purpose of this toolkit to reproduce that guidance but to summarise some of the key aspects. The District Officers and the Disabled Persons Unions can provide designs and guidance. A disability access checklist or survey would be a good starting point to identify areas that need upgrading and to get some practical advice.

The student survey teams produced a long list of items that should be provided to make a VTI accessible to those with a disability

- Ramps
- Special washrooms and latrines
- Hard paths to move around on
- Extra-curricular facilities, for example, play courts with hard surfaces and board games
- Good access to water taps / boreholes with hardstanding around it

The most frequently mentioned items required were access for wheelchairs and special latrines and washrooms.

Designing in access before construction starts is the ideal. If this is the case pathways for disability can be mapped out to ensure that students in wheelchairs and those who move with aids can access all parts of the site without difficulty.

Some key points are:

- Access ramps should be of a suitable gradient with non-slip surfaces a maximum of 1: 30.

- Ramps should have upstands to stop chairs falling off the sides and rails or posts along the edges
- Handrails should be provided around walls and access ways and are useful for visually impaired and physically impaired students.
- Doorways should be wide enough to allow wheelchairs and tricycles to pass through with ease
- There should be enough space for turning and movement inside rooms.
- There should be flexible, large spaces in classrooms and training workshops so that rooms can be arranged to suit those with wheelchairs.

Retrofitting i.e. doing the work after a building is constructed should involve constructing ramps in any place where there is a change in level and widening doorways to allow access. It is good practice to ensure that all parts of the site are accessible not just specific areas. In cases of an absence of resources, ramps can be constructed out of wood or metal placed at entranceways. These could be bought from carpentry or metal work shops or could be made by the students as part of their practical work.

Often classrooms and workshops are quite dark and gloomy. Good lighting is important for visually impaired and the deaf so that they can see what a signer is signing and lip read. Flickering lights should be avoided as they could bring on seizures.

Latrines and washrooms for those with disability are a key requirement if a vocational training institute is to be suitable for those with disability. They need to have a level or ramped access and the stalls and the passageway outside should be large enough for those in wheelchairs to manoeuvre. Latrine stalls should have rails to support people and have built up sides above the keyhole for the physically disabled to sit on. These can either be constructed out of concrete as in the specially made latrine. Another solution where there is a need for the facility but resources are limited, is to provide moveable raised seats as being made by the welding students at GDPU.

Washrooms should be provided that allow for privacy and access to water points for both men and women. Yet again there should be sufficient space for wheel chairs to move around.

Pathways between buildings should be constructed of bricks or concrete so that movement is made easy and there should be hard areas for physical activities such as wheelchair basketball and other physical games.

Boarding provision

Distance to places providing vocational training was mentioned by all categories as a challenge in accessing training. It is therefore not surprising that all the people surveyed by the Gulu team and one of the key stakeholders stated that boarding provision was a better option for PWD as the need to travel to and from the training institute would place additional physical and financial burdens on prospective students and would limit access to the courses to those living nearby. For some it would be impossible to attend if their homes were far from the institute. If they were boarding there was also the hope that there would be suitable washing and toilet facilities which may not be available in their own homes and specialist health care nearby if necessary. Additional resources will be required to make boarding provision suitable and these were identified by the survey team.

- Adjustable beds are needed as are dormitories with suitable pathways for students.
- Lighting, ideally electric, is particularly important for the hearing and visually impaired so that they can communicate at night.
- Latrines, washing facilities and water should be located near the dormitory
- The site should be secure and safe – this applies to all boarding provision not just for those with disability.
- Suitable supervisors personnel available at night

Food and nutrition

Good and nutritious food is particularly important for those with disability as some may have underlying health issues that may weaken their constitutions. Remaining healthy is very important. This was a point of particular concern for the Guild President at GDPU and mentioned many times in the surveys by community members and politicians

Whilst budgets for food may be constrained to providing only posho and beans, school gardens could provide additional greens and other foodstuffs. If raised beds are constructed (as in Mandela Gardens) they could be cultivated by both the disabled and able-bodied students.

Childcare

For women with disability with children, childcare is a big issue when it comes to participation. Providing crèches (as done in the YDP) will allow child mothers to start and remain in training. Another way is to provide a small stipend for child mothers to arrange childcare themselves. This has the advantage of meaning the young women can continue with the same childcare arrangements once they finish the course and enter work. However, if these are not possible, there are other no-cost approaches, such as involving young women's families and discussing with them about childcare arrangements.

Medical and equipment support

Medical assistance

Some people with disabilities have complex medical needs and drug regimes that may need to be monitored and adjusted over time. For example those with epilepsy and nodding syndrome and those who may also be HIV positive will need support and regular check-ups. It is important that the VTI, whether it is providing day or boarding provision, has access 24 hours to medical personnel who can be available if necessary in cases of emergency. A defined budget for medical assistance and medical supplies is also advised so that help can be obtained quickly in cases of emergency. The VTI should form links with appropriate agencies and medical personnel in order that they can respond to needs as they arise and have the names and contacts readily available to staff who are on duty.

Equipment for those with disability

It is important that those who need wheelchairs/mobility aids or other specialist equipment have suitable equipment for their needs when they do vocational training. Some problems have been noted where students wheelchairs are unsuitable or they do not have proper support aids so causing

discomfort or making their conditions worse. Some students in the surveys said that the VTIs should provide wheelchairs and whilst this may be a possible option it is always better for someone who needs a wheelchair or mobility aid to have one for their own personal one. The VTI should have links to the hospitals/organisations providing these aids so that they can refer students who need assistance and assessment to these places for help. It is advised to set up a contact list and form networks with those providing assistance.

Other equipment that VTIs could reasonably provide for students and noted by the survey teams are:

- Specialist sports equipment i.e. wheelchairs for basketball, hand ball and other aids.
- Hand and knee mitts for those who sometimes move on hands and knees
- Specialist protective clothing and equipment although this is useful for all people not just those with disability.

Creating a supportive environment for PWD within Vocational Training Institutes

Positive attitudes from staff and other students are key to providing a supportive environment for PWD and will build a conducive and supportive environment for those with disability at the vocational school. VTIs have not always been very suitable or friendly places for those with disability. Many of the disabled students on the survey team had stories of bad experiences, either their own or other’s experiences.

Using respectful terms when describing people with disability is a sign of awareness.

NEGATIVE

Deaf and Dumb

Retarded

Invalid/Cripple/Lame

Confined to a wheelchair

In Luo:s

Lungolo/langolo

In Lango:

RESPECTFUL

Deaf without speech

Learning difficulties

Person with disability

Wheelchair user

Lugoro/lagoro

Staff awareness

Whilst it is a legal requirement in Uganda that persons with disability should have access to education and a right to education in any educational establishment, the reality is that many institutions are not pleasant places for those with disability due not only to the lack of suitable access provisions but to the general attitude and knowledge of staff and students.

One of the students surveyed noted that – *‘sometimes teachers had negative behaviours towards PWDs and some of the teachers did not take care of PWD’*

Another said *‘that the teacher must not segregate and must not use discriminatory language as this discourages the PWD from training’*

Some educational establishments and VTIs will have specialist units for those with disability or strong connections with specialist organisations and have therefore more sensitivity and awareness of the issues but for those with little contact it is likely that the same cultural prejudices and attitudes as those found in the wider community will prevail.

There is a need for training and sensitisation of all staff and students on disability issues. Some key points are:-

- Using appropriate language, not terms that are considered derogatory within the disability community
- Ensuring that those with disability are able to participate fully in the training i.e. making sure that there is a signer available for the deaf and that the deaf students can see the signer
- Providing those with disability an equal chance to participate in the class/practical activities and are not side-lined
- Dealing with any instances of bullying and intimidation are swiftly

The key way to address this is disability awareness training/sensitisation for instructors. There are a number of disability support groups who may be able to help with this.

Disability sensitive learning materials and teaching practices

Some examples are:-

- Appropriate non negative language
- Inclusive teaching practices
- Ensuring that slow learners are given time and confidence to progress
- Checking on whether knowledge is being received and understood
- Ensuring additional support and catch up teaching is available when people are sick or have to go for medical appointments
- Adjustable heights for workbenches and tables
- Using colours in displays that are easy for those that are visually impaired to read. Large text
- Using projectors rather than blackboards
- Teaching in the local language as many people will not have been to school and learnt in English

Training/sensitisation is not only about awareness of the issues but also exchanging information on effective practice. It does not have to be a one-off event. It can and should be an ongoing activity which helps reinforce and develop disability responsive staff and training practice over time. There are many disability support groups that can provide sessions in awareness. If it is not possible to engage outside groups, this can be done in other ways, for example, by disseminating some key findings and messages from this Good Practice Guide.

Student awareness

Harassment and intimidation and lack of understanding from able bodied students are also an issue that needs to be considered and addressed. One student surveyed, rather sadly, stated that *'those without disability despise those with disability'*

Many students have experienced intimidation and harassment in some way or another and were keen on the benefits of integration and 'disability mainstreaming'

Some ways in which these issues can be addressed are by

- Pairing one disabled student with an able bodied student for mutual support and sensitisation
- Senior students with disability should become mentors for younger /newer students.
- Ensuring that students with disability take on positions of responsibility is a positive reinforcing message.
- Group counselling and discussion amongst the student body is also a way of confronting issues that arise. Space should be made in the school day/weeks to address these issues
- Setting up a peer counselling system

Specialist staff

As well as all staff being given awareness training and the promotion of positive reinforcement in teaching and daily practice it is important to have a number of staff with specialist skills and knowledge to support specific disabilities.

As stated above there should be someone available who can deal with medical issues and has an in depth understanding of various types of disability and how to deal with students in a crisis situation.

There should be people trained in sign language or specific signers for interpreting for the deaf. Where there are deaf students signers will need to be in the workshop in addition to the instructor. Signing is very physically intensive therefore it is unlikely that a single signer will be able to support all students with a hearing impairment. Two signers are better. Braille specialist teachers who work in braille are also required for the visually impaired.

The Disabled persons Union in Pader reported that they had offered free evening classes in signing training to teachers and other public servants over a period of 3 months. It would be a good idea to find out from your local disabled persons union or district whether there are courses provided for training in signing or braille that your staff could take advantage of.

Basic literacy and numeracy support is needed and it is likely that a significant number of disabled students will have very low literacy levels as they may never have attended schools. At Gulu Disabled Persons Union many students from outlying villages were found to have had no experience of education and had not even held a pen/pencil before.

Guidance and counselling

Having a good guidance and counselling service is a key element in making VTIs supportive environments for disabled students. Guidance and counselling can play a huge role in helping students make a good choice of course, remain on the course and perform well, gain confidence and be ready for the transition into work.

Ideally the guidance and counselling is delivered by a qualified Guidance Counsellor. This should be a person trained in vocational and careers guidance, emotional support, individual and group counselling and training in disability issues. This can be a full-time role but may also be combined with teaching duties. If it is not possible to have a qualified guidance counsellor, the next best thing is to have identified members of the VTI staff to fill the role and to take any opportunity to train them in it. Whether they are a specialist or a general member of staff, it is essential that guidance counsellors are aware of disability issues if they are to be effective in supporting disabled youth, both male and female.

Guidance & counselling to assist course choice

Those surveyed, particularly the community members, stated that students should be given guidance and counselling on what courses were physically feasible and marketable. Often those who are isolated in rural areas will not have clear ideas on what opportunities exist due to lack of information and isolation. Options should be carefully discussed with the potential students and a realistic understanding agreed on what their capacities are for being able to do the course. It is important that the guidance counsellor is also aware of what courses are unsuitable for those with specific disabilities i.e. welding not being suitable for those with epilepsy and seizures.

Guidance and counselling during training

During training guidance and counselling is particularly important for those with disability in order that they can make best use of the training opportunity. Group sessions are needed to focus on raising self-esteem, deal with instances of bullying and intimidation and provide support.

The guidance counsellor interviewed stated that for the students with disability (and probably others) the first two months were a critical settling in period. Some students coming to the VTI in Gulu were more interested in experiencing and enjoying life in the urban environment and what it had to offer than focusing on the training and had to be reminded that they had to make the best use of their time. For others issues around bullying and intimidation had to be dealt with quickly to avoid people 'running away'. This seemed to be an issue amongst the female students.

Communication, outreach, links and recruitment

Despite the YDP programme being specifically for poor and marginalised youth, the numbers of youth with disability in most VTIs is low the average number being 3 -5. . There are a number of reasons for this situation linked to the lack of suitable provision however many VTIs stated that there were few students with disability coming forward at enrolment time. This situation was endorsed by the surveys where providing information to potential students with disability on what was available was noted as a major challenge by many respondents. Many community members stated that getting information on what was available in the way of support and training was very difficult for those with disability. Getting messages across by radio broadcasts was given as a useful means of communication but not for the deaf. When communicating it is important to be deaf aware and check that they have a means of getting the information.

The use of local politicians, community leaders and disability organisations as channels of communication was recommended. Information from the district information services as to where there are potential students should be used by VTIs in conducting targeted outreach and on where to focus their outreach activities in order to access those 'hidden' people with disability in the community. Gulu Disabled Persons Union who has carried out training went and carried out recruitment in local trading centres in Odek and Oyam.

Developing a contact list of the local disability organisations and the politician and community leaders at every level with a disability focus would be a valuable resource to assist positive recruitment of PWD.

Family and community support

Negative attitudes to persons with disability do not only exist in wider society but also within the family. One speaker at the workshops highlighted this by referring to families who when asked how many children they had would say four and then 'one other one' referring to a child with disability. These children are often overlooked when it comes to education and resources. Whilst it is not specifically the job of a VTI to change family attitudes they can increase awareness and reduce prejudice through positive messages and sensitisation sessions at open days speech days and other events where the community is invited. They can also ensure that all students are disability aware and take positive messages about opportunities for PWD back to their families and villages.

One stakeholder mentioned that the families of girls with disability are often very protective and reluctant to let them leave the family home to get training.

Families need to be persuaded that it is in everybody's interests if their children with disability are able to train/get education and then gain productive employment/self-employment.

It was also noted by a key stakeholder that many families think it is the responsibility of others for example the State or NGOs to provide support and facilities for those with disability. Whilst this is an ideal the financial support is in reality very limited and patchy. It is important that families provide support in order to ensure that the student actually gets to the training venue and then is supported

emotionally and financially whilst there. In some cases a sister or friend may be asked to come and stay with the PWD student at the VTI in order to support them on the course. Community sensitisation involving mentoring, support and positive reinforcement for families who have children with disability and support groups for those with disability set up within the community is necessary.

Community and local politician's support is important in promoting a positive attitude to disability, encouraging those with disability to play an active part in the community and sensitising community members. In all sub counties there is a person with a political role to support disability. These people provide useful contacts to link to those with disability and ensure that they are involved in decision-making and community life.

Suggested ways in which the community could support those with disability are by forming committees, encouraging them to take part in community events and raising subscriptions to financially support youth into vocational training. Supporting those who want to attend vocational schools with transport was noted by the survey respondents as a way in which the community could provide support.

Preparing and supporting those with disability for vocational occupations

It is important to provide students with disability with the confidence, skills, knowledge, examples and experience to be successful in employment/business, through guidance and counselling, role models and mentors, life skills and soft skills, and follow-up support.

It is now widely accepted that vocational training should not only be about providing technical/vocational skills but also supporting trainees to successfully apply those skills in business or employment. This should be something that starts during training and continues after leaving it. As with certain other areas covered in this guide, this is good practice for all students able and disabled; both males and females but it can be seen as particularly important for those with disability given that they generally face greater challenges to entering, remaining and progressing in employment/business.

Entrepreneurship and business skills training

Entrepreneurship and business skills training were recommended as being a critical part of a vocational training course and an important component in achieving successful employment or self-employment.

Carrying out a market assessment, researching the business opportunities in their chosen field and taking advice from friends and others who are successful were all recommended as good practice by those surveyed as part of the research.

Work placements/industrial training

Those with disability face challenges are getting employment due to prejudice from potential employers who doubt their ability to perform tasks as required.

Work placements/ job placements were mentioned as a useful way of supporting PWD into work in the surveys carried out and will provide them with the opportunity to demonstrate that they are capable of

carrying out the work required. VTIs should be active in trying to find placements for those students that require them. These could either be during the training period or after it completed.

A suggestion made by the community members surveyed was that one route into employment would be to work initially on a voluntary basis. An innovation that has proved effective is to introduce contracts or agreements between employers or employers' associations and the VTI and/or trainee. In some cases these have included a clause whereby the employer gets to have the trainee work for free on a fixed trial basis and if happy with their performance to take on in a permanent paid position (even backdating the pay from the placement period).

Work placements do not necessarily need to come at the end of the course. In fact it is better if they come before so that students get the benefit from the learning/insights it provides early on and it can then be related to subsequent training. A work placement might show up strengths and weaknesses which can be worked on in training. One of the NGO stakeholders involved in this research reported that, on the programme they managed, it was found to be very beneficial to introduce work experience/hands on business skills early and integrated it with training.

Business start-up assistance

Those surveyed all mentioned the need for financial provision and materials to support PWDs starting up a business. Under the YDP financial assistance is given to groups of students in the form of seed funding and assistance given in writing a business plan. It is debatable whether this is a sustainable approach in the long term as there is a history of students who have been given tools and materials selling them for food or getting them stolen.

Other ways to provide assistance is to help the students to become members of a Village Savings and Loans Association or Sacco. Students can also be signposted to access business start-up loans. Light for the World in their publications provide information on tools for accessing finance.

There were many suggestions that PWD should be provided with grants by the local government to set up their business and there are grants offered by the district but these are limited and the process of accessing these grants has in the past been very complicated. The funds available are limited.

Interestingly one piece of advice given by a community member was that to form a successful business or have employment persons with disability should move to towns or trading centres to get an income and not stay in a rural location.

Life Skills and Soft Skills

Many young people with a disability particularly those from rural communities, commonly lack confidence, self-belief, assertiveness and leadership skills all necessary to succeed in employment and self-employment.

It is important to use the time when in vocational training to improve these skills through involvement in activities such as debating, sport, music, dance and drama, particularly if holding leadership roles. But, if possible, evidence suggests it is beneficial to also have direct training or coaching in key areas like

leadership skills, organisational skills, management skills and negotiation skills. This could be part of a Life Skills, entrepreneurship/business skills or job readiness programme.

Other areas that were mentioned as being important were the provision of skills in group dynamics, job search skills and being aware of and advocating for their rights.

Role models and mentors from the world of work

Having role models is frequently cited as a way to promote youth participation and achievement in vocational training and employment.

Having exposure to people with disability who are in employment/ business will act as powerful role models for students just beginning to think about what will happen after the training period ends. It will also provide examples for parents and other community members as to how disabled people can gain employment and have businesses. Role models can be teaching staff themselves. In fact this may be the best kind. At GDPU a number of the instructors are disabled which provides positive reinforcement to the students.

The most advanced use of role models is a role model mentoring schemes. These involve identifying role models who can regularly meet with individual or groups of trainees to discuss a range of issues e.g. aspects of the role, disability -specific challenges and how to meet them, job possibilities, and general discussions addressing the trainees' concerns. In some instances, trainees sign a contract with the mentor on specific goals and objectives to be fulfilled, and the mentors serve as the primary counsellors and promoters for trainees

Follow-up support

A specific question was asked in the GDPU survey about how long should students be followed up and what type of support should be given. There was a long list of different items but the majority felt that the support should start soon after the training had ended and last for a considerable period of time.

Some of the stakeholders interviewed for this research placed particular importance on sufficient post training follow-up support for female trainees, again particularly entrants into non-traditional fields. One stakeholder observed that while seed funding and the provision of tools and materials can help, they need to be complemented by regular follow-up support over a long period. However, this is resource intensive and VTIs need to be efficient in how they approach it. One interesting possible approach, put forward by one of the stakeholders, is to enlist the help of community/business leaders and politicians as role models and mentors.

Disability responsive strategies, policies and processes

If any of the approaches discussed in the previous sections are to be implemented effectively they need to be reflected and supported by the administration and leadership of the institute. Disability should run through VTIs' policies and processes and should be regularly reinforced by leadership/management. VTI leadership has itself, to be aware and concerned about disability issues, reflect it in the day to day operations and instil it in its staff.

Key examples:

- Having disability-related objectives in the organisational strategy and related work plans, which are then monitored, updated and refined, including the percentage of students with disability attending the institution?
- Rules and regulations concerning conduct of staff and students in relation to disability to include a clear statement of position on and response to instances of bias, harassment and discrimination from staff and students.
- Structures and processes to support guidance and counselling provision e.g. scheduled individual guidance and counselling sessions with students on entrance and toward exit, scheduled times (and an appropriately private space) for drop-in sessions while the course is proceeding.
- Consideration of disability perspectives in any review or planning activity i.e. having disability impact/considerations as a set item for curriculum reviews, plans for new facilities and other developments.
- Embedding disability concerns in Human Resource policy and processes e.g. seeking applicants with disability for vacancies for instructors, seeking to develop trainees with disability into instructors and making disability awareness and disability related policy part of staff induction/development.

Monitoring and evaluation

This is also vital to effective practice. Without the participation of monitoring PWD participation, performance and outcomes, and evaluating the impact of actions a VTI cannot really know how it is doing in relation to disability issues, what works and what does not, and where to focus efforts. Any VTI which is serious about disability mainstreaming needs to monitor and evaluate its performance/impact.

This might sound demanding but, actually, it is mostly about small, common sense measures, and will often use data that VTIs have available already.

A key piece of information is how many potentially eligible students with disability are there in the surrounding area who would benefit from vocational training and where are they. This would then allow the VTI to monitor and report on how well they were addressing the needs of the community.

Key examples are:

- Breaking down student data (e.g. enrolment, drop-out/completion, attendance, assessment results) by disability and types of disability and considering what it tells you e.g. if attendance rates for those with disability are much lower than for those without, you would then want to look into why and seek to address it. There may be specific issues around attendance on a particular course which may highlight an access or attitude issue in that area. The data should also be disaggregated by gender.

- Gathering data on outcomes for students with disability after training, and taking out messages/lessons for training and other support.

Conclusion

This best practice guide has been prepared as a reference document for those wishing to improve the accessibility of their vocational training institute for persons with disability. It can either be a stand-alone document or used with the assessment and planning tool to identify areas for improvement and to start an action plan.

The best practice guide above is designed to provide both practical suggestions on how the vocational training institutes, working as partners in the Youth Development Programme (YPD), can provide a service sensitive to the needs of disabled students and a tool for evaluating current practice and areas for improvement. Through this document VSO hopes to inspire and assist VTIs in motivating and supporting students with disabilities.

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Disability and Vocational Training: Assessment and Planning Tool

Introduction

This assessment and planning tool is part of a toolkit developed to help the Youth Development Programme (YDP) and the Vocational Training Institutes (VTIs) participating in it to become more aware, sensitive and responsive to disability issues.

Being disability aware, disability sensitive and disability responsive means being able to recognise issues and problems connected to inequality related to disability and putting in place appropriate mechanisms for addressing them. This tool is designed to help VTIs recognise the inequalities caused by the discrimination faced by people with disabilities.

Using the tool

There are two separate tools in this document:

1. An assessment tool – this has a list of the key best practices on disability drawn from the literature review, the stakeholder interviews and the participatory research, against which VTIs can compare their current practice. This provides a disability ‘health check’ for the institutions.
2. A planning tool – for use in building on assessment information to form an outline plan for responding to the areas for potential development highlighted in the assessment.

The headings and practice in the assessment tool reflect those identified in the research conducted for this toolkit and set out in the good practice guide. Going through the assessment will help see in which areas the VTI is already active and strong, and where it is less active and weaker. It may be useful to refer to the relevant sections in the guide as you come to them when doing the assessment.

The planning tool will help to form initial plans to address gaps or areas for development and improvement. What these involve will depend on the starting point and individual context, including available resources. It may be possible to address some areas almost immediately; others will involve a longer timeframe and more development. But, whatever the individual conditions, with will and commitment, it is quite possible to ‘mainstream disability’ in any VTI and makes VTIs supportive and productive places for persons with a disability.

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Assessment/‘health check’

Go through each of the best practices in turn and rate whether the VTI is currently strong, fair or weak in relation to it. At the end, go over the ratings and review what they show. For the areas in which the VTI is currently fair or weak, consider what could be done to address this. Set down what you decide in the planning tool on page 6.

PRACTICE	Strong	Fair	Weak
Community outreach and contacts			
<i>Promoting enrolment of students with disability? Do you know how to contact students with disability? Making sure those with disability know that your courses are open to them</i>			
<i>Active links with local political leaders especially those who are disability representatives</i>			
<i>Links– Links with organisations advocating for disability who can provide assistance and raise awareness</i>			
<i>Having a list of useful contacts and organisations?</i>			
Awareness of and promotion of positive supportive environment for PWDs in vocational training			
<i>Training/sensitisation of staff on disability issues, sessions run on appropriate language and disability rights training sessions on different types of disability and how to assist including first aid</i>			
<i>A lead staff member for disability rights and advocacy</i>			
<i>Sensitisation and awareness sessions for students on disability</i>			
<i>Linking disabled and non-disabled students to provide support and friendship</i>			
<i>Ensuring PWDs are given equal access/favourable access to positions of leadership and responsibility. Having a student disability representative</i>			
Technical training provided			
<i>Ensuring that the vocational training is market relevant and that there is demand in their home locations for the skills that disabled students are being taught</i>			
<i>Introducing new courses to increase options and employment prospects for trainees with a disability</i>			

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<i>Training materials and delivery</i>			
<i>Promoting instructors’ awareness and use of disability sensitive teaching practices, for example, providing equal attention, actively promoting participation and ensuring that if the instructor is speaking so he/she can be seen (done through staff training, lesson observation)</i>			
<i>Making sure that Instructors are aware of and consider specific constraints that people with a disability may have i.e. need to catch up if ill , have to go somewhere for medication , that the deaf need good light to see signing</i>			
<i>Checking that workbenches and tools in training workshops are accessible for those with physical disabilities</i>			
<i>Training for all staff on basic sign language and braille</i>			
<i>Specially trained staff – signers and braille experts - either permanently at the institution or available if required.</i>			
<i>Infrastructure and services</i>			
<i>Accessible roads and entranceways to the VTI</i>			
<i>Ramps and railings to classrooms and workshops</i>			
<i>Hard pathways between buildings</i>			
<i>Accessible toilets latrines that are built to provide facilities for those in wheelchairs /other physical disabilities</i>			
<i>Washroom facilities with water available close by to latrines</i>			
<i>An access ramps and routes to the whole VTI</i>			
<i>Boarding provision for people with disability, with adjustable beds, secure accommodation, accessible water, good lighting.</i>			
<i>Ensuring students with disability have suitable individual equipment and aids. (The VTI knows where to go to get assistance and equipment for the students.)</i>			
<i>Access to medical support</i> <i>A nearby hospital or health centre with trained personnel that can provide assistance in an emergency and supply medication contact lists as appropriate</i> <i>A means of transporting sick students to hospital /health centre</i>			
<i>Nutrition - Ensuring that there is a balanced diet to promote good health</i>			

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<i>Childcare - Provision of childcare facilities/services for students and staff</i>			
<i>Guidance and counselling</i>			
<i>Having guidance and counselling service for trainees with a disability that helps them make an informed choice of course based on their individual circumstances and potential employment in the future.</i>			
<i>Allowing PWD and other students enough time or taster sessions at the beginning of the course to make sure that they are suited to the course they have selected</i>			
<i>Guidance and counselling during courses to deal with issues that arise (harassment bullying , low self-esteem , other personal issues gender sensitive issues)</i>			
<i>Involvement of parents and other family in support guidance and counselling</i>			
<i>Peer counselling schemes set up and available for disabled students</i>			
<i>Life skills / soft skills</i>			
<i>Promoting participation in activities such as debating, sport, music, dance and drama, including putting PWD into leadership roles</i>			
<i>Providing facilities for sports suitable for those with disability i.e. hard surfaces for wheelchair basketball, handball and internal areas</i>			
<i>Providing training in areas in which PWD particularly women) may lack skills or confidence, such as leadership skills, organisational skills, management, negotiation skills and building self-esteem</i>			
<i>Role models and mentors</i>			
<i>Using PWD role models (e.g. successful business people with disability , former students who have progressed in their field) – to do talks, help with programme promotion, community sensitisation, workplace visits etc.</i>			
<i>Having a role model mentor programme, in which role models meet regularly with trainees to provide various types of guidance and support</i>			
<i>Post training support</i>			
<i>Organising work placements /industrial training for students with disability after the six month training period</i>			
<i>Work placements organised during training period, that bring learning from the placement into training</i>			

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<i>Work placement agreements/contracts with employers to help get relevant skills and/or secure jobs for trainees with disability</i>			
<i>Regular follow-up support for graduates over a reasonably long period (minimum 6 months)</i>			
<i>Signposting students with additional post training support in business skills, for example, book-keeping, further access to finance and operational issues.</i>			
<i>Assisting students with how to get help with start-up costs – (access district grants for livelihoods and other sources of funds)</i>			
<i>Strategies policies and processes</i>			
<i>Disability-related objectives in the future plans which are then monitored, updated and refined</i>			
<i>Rules and regulations concerning conduct of staff and students in relation to disability , including a clear statement of position on and response to instances of bias and harassment including sexual harassment of female students with disability</i>			
<i>A disability responsive human resource policy and procedures e.g. seeking to develop trainees with disability into instructors, disability awareness and disability related school policy included in staff induction/development</i>			
<i>Monitoring and evaluation</i>			
<i>Knowing how many people with disability there are in the surrounding area eligible for training</i>			
<i>Providing breakdown of key data/management information (e.g. enrolment, drop-out/completion, attendance, assessment results) by disability and gender</i>			
<i>Collecting information on reasons for disability (male and female) non-attendance and drop out</i>			
<i>Collecting information on post training outcomes for disabled students and comparing with those of able bodied students</i>			
<i>Using monitoring data to evaluate what the VTI is doing well and less well in relation to disability, and how it can further improve/develop</i>			

Action plan

Refer to the results of the assessment/health check and discuss which areas to address and how. Use the planning template below to set actions, timescales, which people will lead, and next steps. The key thing is to come out with clear action points to be delivered within a specific timescale. This is just a starting point. Plans may need to be developed further, and, of course, they need to be implemented.

AREA	ACTIONS	WHO WILL IMPLEMENT	TIMESCALE	DETAILED STEPS
Community outreach and contacts				
Promoting enrolment of students with disability				
Training offered to students with disability				
Promotion of supportive environment and improved awareness				
Training materials and delivery Specialist training Signing and braille				

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AREA	ACTIONS	WHO WILL IMPLEMENT	TIMESCALE	DETAILED STEPS
Childcare				
Structure and services Ramps , sanitation, play areas , hard pathways				
Medical services				
Individual equipment and aids				
Guidance and counselling				
Life skills/ soft skills				
Role models/ mentors/paired support				

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AREA	ACTIONS	WHO WILL IMPLEMENT	TIMESCALE	DETAILED STEPS
Work placements / Industrial training				
Post training support				
Strategies, policies and processes				
Monitoring and evaluation				