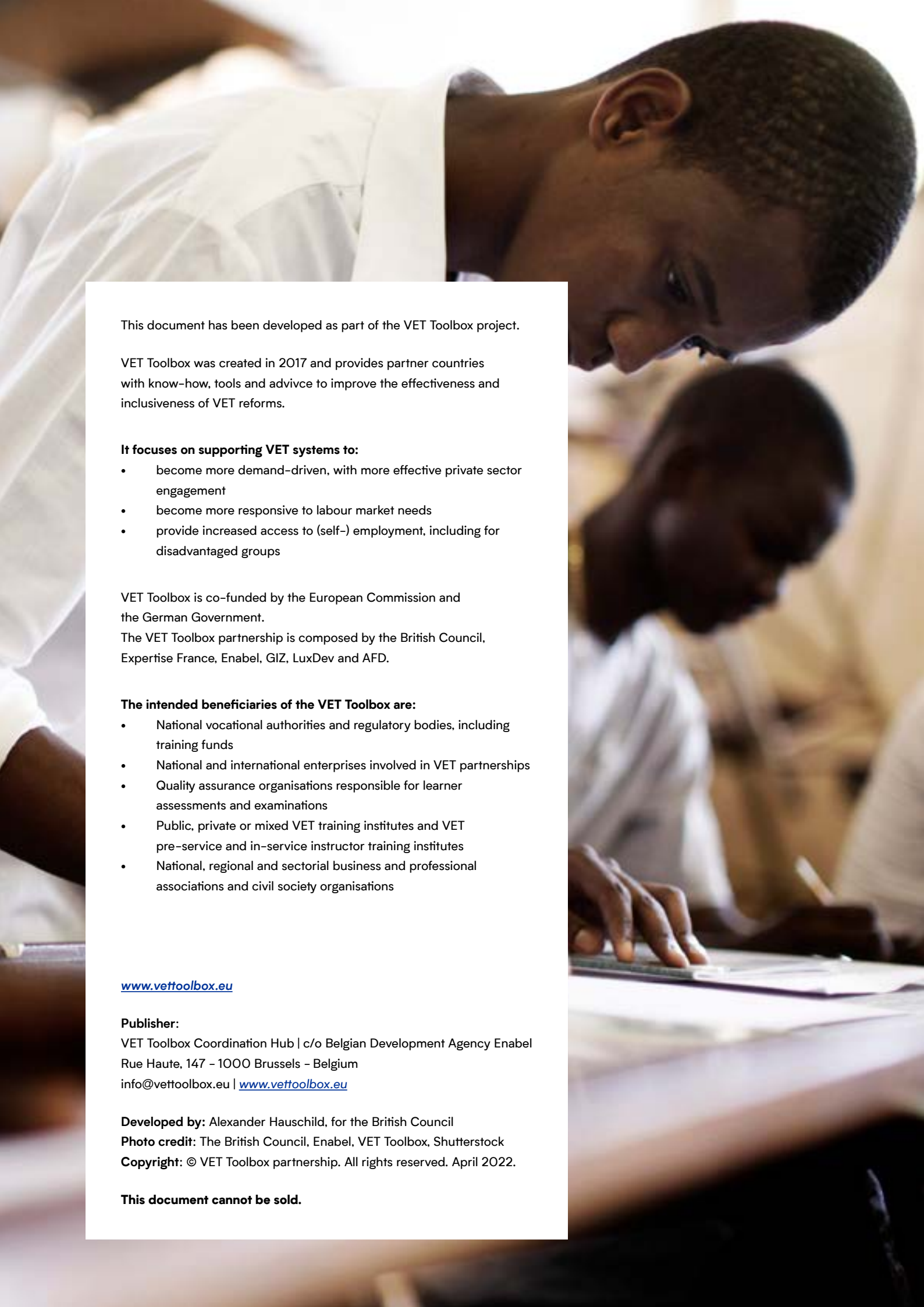




Tools to support TVET
policy makers and
education providers to
plan and deliver inclusive
TVET provision for
persons with disabilities



This document has been developed as part of the VET Toolbox project.

VET Toolbox was created in 2017 and provides partner countries with know-how, tools and advice to improve the effectiveness and inclusiveness of VET reforms.

It focuses on supporting VET systems to:

- become more demand-driven, with more effective private sector engagement
- become more responsive to labour market needs
- provide increased access to (self-) employment, including for disadvantaged groups

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The VET Toolbox partnership is composed by the British Council, Expertise France, Enabel, GIZ, LuxDev and AFD.

The intended beneficiaries of the VET Toolbox are:

- National vocational authorities and regulatory bodies, including training funds
- National and international enterprises involved in VET partnerships
- Quality assurance organisations responsible for learner assessments and examinations
- Public, private or mixed VET training institutes and VET pre-service and in-service instructor training institutes
- National, regional and sectorial business and professional associations and civil society organisations

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ABBREVIATIONS

CRPD	Convention on the Rights of Persons with Disabilities
DRR	Disaster Risk Reduction
DSU	Disability Support Unit
OPD	Organisation of Persons with Disabilities
SDG	Sustainable Development Goals
TVET	Technical and Vocational Education and Training
UN	United Nations
WG	Washington Group on Disability Statistics
WHO	World Health Organization

GLOSSARY

ASSESSMENT	A process that includes the examination, interaction with, and observation of individuals or groups with actual or potential health conditions, impairments, activity limitations, or participation restrictions. Assessment may be required for rehabilitation interventions, or to gauge eligibility for educational support, social protection, or other services. (WHO, 2011)
BARRIERS	Factors in a person's environment that, through their absence or presence, limit functioning and create disability — for example, inaccessible physical environments, a lack of appropriate assistive devices, and negative attitudes towards disability. (WHO, 2011)
DISABILITY	Disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others. (UN, 2006)
IMPAIRMENT	In the ICF loss or abnormality in body structure or physiological function (including mental functions), where abnormality means significant variation from established statistical norms. (WHO, 2011)
ORGANISATION OF PERSONS WITH DISABILITIES	Organizations or assemblies established to promote the human rights of disabled people, where most the members as well as the governing body are persons with disabilities. (WHO, 2011)
REASONABLE ACCOMMODATION	Reasonable accommodation” means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms. (UN, 2006)

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INTRODUCTION

The situation of persons with disabilities

The World Health Organization (WHO) and the World Bank estimate the global disability prevalence at 15 per cent of a population. Approximately 80 per cent of them are of working age. The prevalence is higher for women and girls with disabilities at 19 per cent compared to men and boys with disabilities with 12 per cent. According to the WHO and the World Bank, 20 per cent of women and girls with disabilities in low-income countries are employed, compared to 59 per cent of their male peers. These rates are consistently lower than for persons without disabilities.

It is essential to recognise that persons with disabilities are not a homogenous group. Persons with intellectual impairments, persons with hearing impairments, persons with visual impairments, persons with physical impairments, and persons with multiple impairments do not share the same abilities, disabilities and needs. Even within one group of impairments, the abilities, disabilities, and needs differ, depending on the individuals and their environments. In a nutshell: there is no one-size-fits-all approach for TVET and labour market inclusion.

Why inclusion of persons with disabilities?

The legal and moral imperative for the inclusion of persons with disabilities is reflected in several international frameworks:

The Agenda 2030 and its 17 Sustainable Development Goals (SDG) promote the slogan “Leave No One Behind”. SDG 4 concerning inclusive and equitable quality education and lifelong learning opportunities as well as SDG target 8.5 highlighting the goal of full and productive employment and decent work for persons with disabilities and equal pay for work of equal value are particularly noteworthy.

The United Nations Convention on the Rights of Persons with Disabilities (CRPD) sets out the rights of persons. As of 2022, the CRPD has been ratified by 184 out of 190 countries and territories. Ratification means that the convention becomes legally binding in a state or territory.

Article 27 concerning work and employment stipulates that persons with disabilities have the right to equal pay, safe and healthy working conditions, have access to technical and vocational education and training (TVET), career advancement opportunities, reasonable accommodation at the workplace and access to the formal labour market.

The International Labour Organization's (ILO) labour standard [conventions number 100 concerning Equal Remuneration](#), [number 111 concerning Discrimination](#), and [number 159 concerning Vocational Rehabilitation and Employment \(Disabled Persons\)](#) further strengthen the above mentioned principles.



Challenges to TVET inclusion for persons with disabilities

Discriminatory policies

Non-inclusive legislation has a profound impact on equal access to TVET and employment opportunities for persons with disabilities. Even when inclusive legal frameworks exist, they are often not fully enforced and implemented.

Lack of disability-disaggregated data

Statistics and labour market information related to persons with disabilities are often not collected during national censuses, household surveys, and other administrative data collection. This hampers to accurately understand the abilities and needs of persons with disabilities and how to meaningfully include them in TVET and the labour market.

Physical and communication barriers

They prevent persons with disabilities from receiving information about TVET courses, getting to colleges, having an accessible learning environment. Physical and communication barriers are relatively easy to remove compared to attitudinal barriers that are rooted in beliefs.

Attitudinal barriers

Prejudices and negative stereotypes of persons with disabilities are common and reflected in the underestimation of their capacities. This leads to enrolment discrimination by TVET colleges who assume that persons with disabilities are not able to learn and achieve.

A lack of participation of OPDs

Organisations of persons with disabilities (OPDs) must be consulted for all interventions concerning persons with disabilities to include the perspective of persons with disabilities. This approach leads to interventions that consider the needs of persons with disabilities. OPDs have a deep understanding of the challenges in TVET and access to the labour market. They are aware of existing barriers, roots for disability discrimination and solutions to overcome barriers.

Organisations of persons with disabilities

Consultations with OPDs are the best way to get an overview of the situation and living conditions of persons with disabilities. In addition, OPDs can inform policy makers and TVET providers about practical pointers to increase inclusion locally. This includes advising on the procurement of assistive devices for learners with disabilities, conducting in-house workshops on inclusion and advising on legal aspects of inclusion.

The [International Disability Alliance \(IDA\)](#) and [Disabled People International \(DPI\)](#) are international umbrella organisation of OPDs. IDA represents fourteen global and regional organisations. DPI on the other hand represents national OPDs in almost all countries. Policy makers TVET providers should contact IDA and DPI to get in contact with national OPDs.

When cooperating with OPDs, it should be ensured that the cooperation is not only limited to the provision of information, but that OPDs can also gain added value from the cooperation.



The structure of the tool

The tool aims at guiding policy makers and TVET college staff to improve the inclusiveness of TVET.

Tool 1 concerns the policy level and aims at policy makers who intend to access the national TVET framework and get practical hints about how to improve inclusiveness for persons with disabilities.

Tool 2 aims at TVET college staff. It introduces the concept of the “disability support unit”. The role of the unit is to advise and support TVET instructors, caregivers of learners with disabilities and students with disabilities. The tool also features a comprehensive set of indicators for physical accessibility. The final chapters are about human resource considerations and accessible complain mechanisms.

Both tools feature several indicators that are grouped under specific headings. The grouped indicators feature leading indicators that are preceded by a number. However, some indicators also feature sub-indicators preceded by the same number as the leading indicators and followed by a letter. The table below illustrates the structure.

Table 1: Structure of indicators and sub-indicators

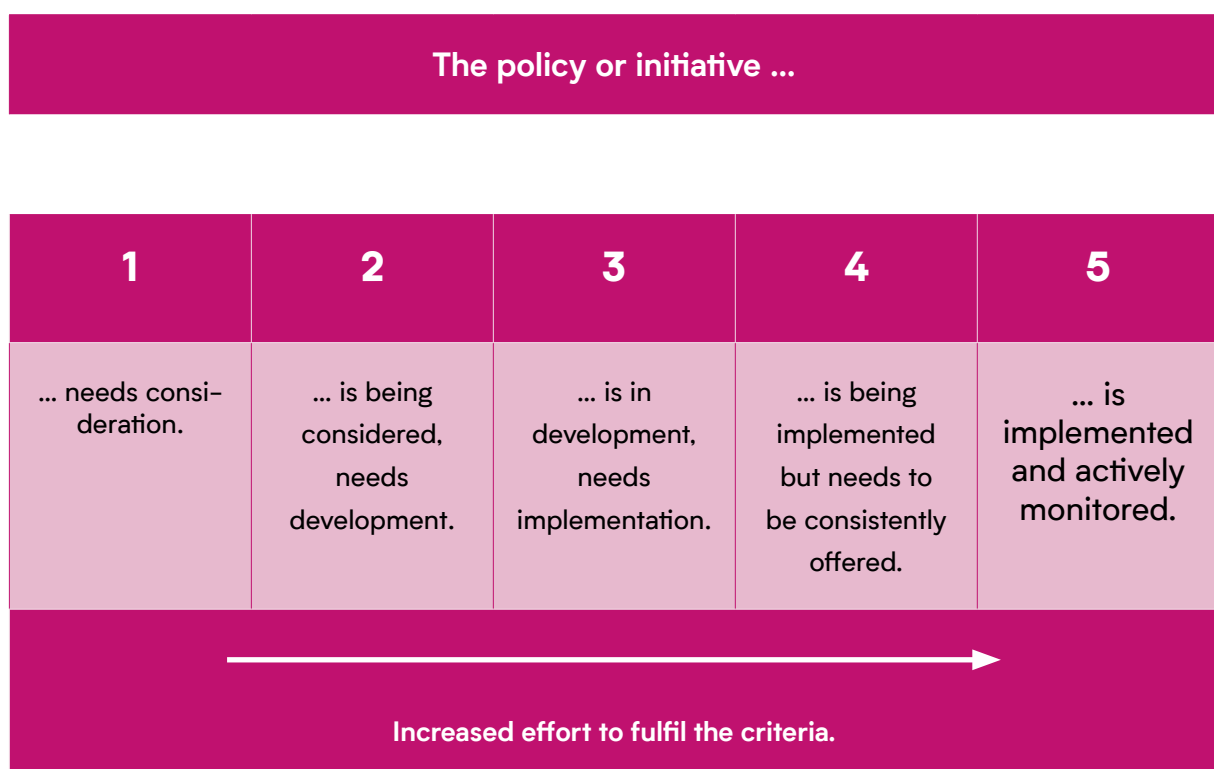
No	Indicator
1.	Leading indicator
1a.	Sub-indicator 1
1b.	Sub-indicator 2
1c.	Sub-indicator 3
2.	Leading indicator
2a.	Sub-indicator 1

Using the assessment tool for self-audit

In many cases, the result of reflections about the indicators in the tool are not always just black or white. There is a lot of grey in between, especially if policy adjustment processes have been initiated but are not yet completely wrapped up.

Therefore, we would like to encourage the reader to reflect about each indicator across the following spectrum:

Table 2: Self-audit value



The self-audit evaluation form in Annexe 5 helps you to document the strengths of the TVET policy framework. These are for instance indicators that you would assign a value of 4 or 5.

The self-audit evaluation form provides another space for you to identify areas for improvement. These are for instance indicators that you would assign a value between 1 and 3.



TOOL 1 – ASSESSMENT OF THE INCLUSIVITY OF TVET POLICY FRAMEWORKS

Introduction to assessment tool 1: Inclusive Policy Systems

Tool one aims at national policy makers concerned with TVET. The tool provides them with a set of indicators that provide an opportunity to implement a rapid assessment of the present TVET framework.

The Meaning of “access”

The tool uses “access” as the guiding principle for a more inclusive TVET system. Access means more than physical accessibility. “Access” is a rather complex concept that covers

- 1. **Availability** of inclusive service
- 2. **Accessibility** of services
- 3. **Accommodation** of the needs of users
- 4. **Affordability** of service
- 5. **Acceptability** or uptake of services by users.

Table 3: The meaning of “access”

No.	Criteria	Key questions
1.	Availability	<ul style="list-style-type: none"> • Has the CRPD been ratified? • Are national policies enabling and empowering persons with disabilities to participate in TVET? • Are statistics concerning persons with disabilities available? • Are TVET colleges ready to enrol persons with disabilities?
2.	Accessibility	<ul style="list-style-type: none"> • Are persons with disabilities enabled to enrol in TVET colleges? • Are TVET institutions free from prejudices and celebrate every learner? • Are persons with disabilities able to travel from home to TVET colleges and back home?
3.	Accommodation	<ul style="list-style-type: none"> • Are the needs of persons with disabilities being met? • Are the courses accessible for individuals with an impairment, learning difficulty or a disorder? • Are assistive device and technologies available to instructors and students that require them? • Are course accommodations in teaching and learning and assessment possible for students that require?
4.	Affordability	<ul style="list-style-type: none"> • Are the enrolment fees and opportunity costs for transport, a support person, hidden fees affordable for persons with disabilities? • Is financial support available?
5.	Acceptability	<ul style="list-style-type: none"> • Are persons with disabilities enrolling, participating, and succeeding in TVET colleges? • Are authorities monitoring the participation of learners with disabilities in TVET?

Case study from Bangladesh

The case study below describes the efforts of the government of Bangladesh to make TVET more accessible for persons with disabilities. The policy-driven approach pronounces the involvement of OPDs throughout the whole process and importance of regular monitoring.

Case study 1: Bangladesh

Disability Inclusion in the Bangladesh Skills System

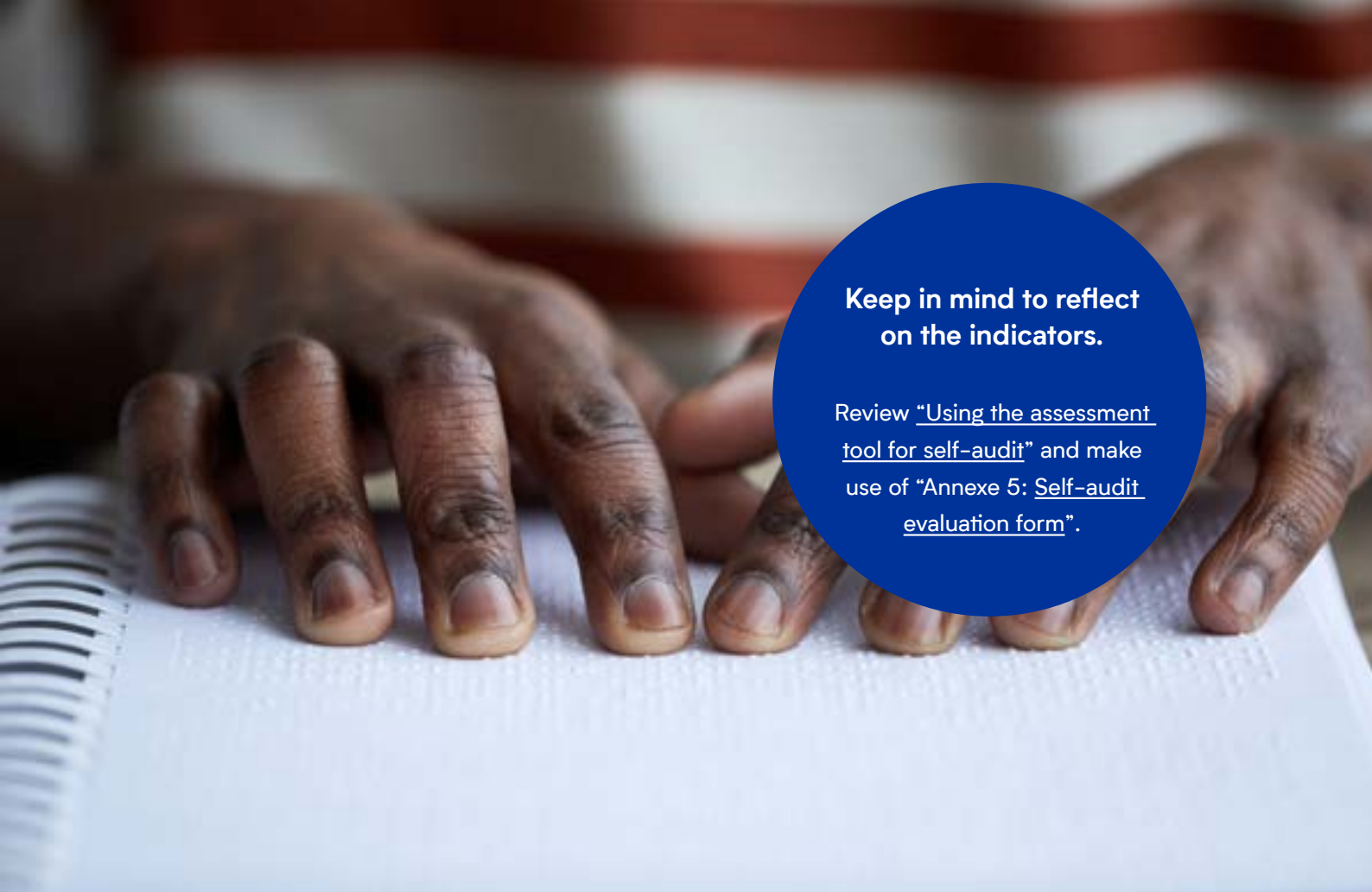
With a total population of 164,7 million people, Bangladesh has a large population of youth with disabilities who need to access the TVET and the formal labour market. In 2011, the government of Bangladesh published the National Skills Development Policy. The policy highlights the importance of disability inclusion and establishes a five per cent quota for persons with disabilities at TVET institutions nationwide; inclusive boarding facilities accessible for persons with disabilities; accessible transport facilities; and stipends.

TVET colleges are encouraged to establish partnerships with OPDs to create awareness about inclusive TVET and increase the demand for TVET among persons with disabilities.

The government instruct TVET colleges to consider persons with disabilities in work plans, budgets, procurement plans and performance appraisals.

The government also increased its monitoring of TVET to get a better picture of the transition from TVET to employment in the formal labour market. The results and conclusions of the monitoring allow to enhance the inclusiveness of approaches further and increase their effectiveness.

Source: ILO. (2017). Disability Inclusion in the Bangladesh Skills System. Dhaka: ILO
https://www.ilo.org/dhaka/Whatwedo/Publications/WCMS_543298/lang--en/index.htm



Keep in mind to reflect on the indicators.

Review [“Using the assessment tool for self-audit”](#) and make use of [“Annexe 5: Self-audit evaluation form”](#).

ASSESSMENT INDICATOR SETS

1. Availability

This section looks at the policy framework at international and national level and discusses whether crucial human rights instruments are ratified and translated into national laws.

Furthermore, the section discusses the need for data and proven tools to collect quality data within established practices.

Key questions:

- Has the CRPD been ratified?
- Are national policies enabling and empowering persons with disabilities to participate in TVET?
- Are statistics concerning persons with disabilities available?
- Are TVET colleges ready to enrol persons with disabilities?

No	Indicator
1.	The United Nations Convention on the Rights of Persons with Disabilities (CRPD) has been ratified by the national government. (Check here)
1a.	The national government has submitted or is preparing a state party report for the Committee on the Rights of Persons with Disabilities.
2.	CRPD article 27 been mainstreamed among policy makers, civil servants and TVET college staff through mandatory awareness events implemented by national ministries (for instance in corporation with OPDs).
2a.	A national policy that translates the stipulations of CRPD article 27 into national law has been published.
3.	A national law concerning persons with disabilities that is aligned with the guiding principles of the CRPD exists.
3a.	The law features a section concerning access to the labour market for persons with disabilities that is aligned with CRPD article 27.
4.	The national education law mentions inclusive education for persons with disabilities that is aligned with article 24 of the CRPD.
4a.	“Inclusion” is a mandatory topic for teacher students during pre-service training, due to the national education law.
4b.	“Inclusion” is a mandatory topic for teachers during in-service teacher training, due to the national education law.
4c.	Community awareness events about inclusion and inclusive TVET are implemented, due to the national education law.
5.	The national labour law that translates the stipulation of CRPD article 27 into national law has been published.
5a.	A quota system encourages public and private enterprises to employ persons with disabilities.
5b.	A match-making mechanism between supply and demand on the labour market is in place (For example, an inclusive job centre).

5c.	Public and private enterprises have access to mandatory awareness events about inclusive labour markets and inclusive employment.
6.	The national social protection system provides support for individuals with disabilities who want to enrol in a TVET college or access the formal labour market.
7.	The national Disaster Risk Reduction (DRR) framework stresses the importance of inclusive DRR and provides practical tips for its implementation.
8.	The national legal framework features a law concerning inclusive public transportation and inclusive infrastructure development. Due to this law, public transportation is accessible and persons with disabilities have the right to concessions for public transportation.
9.	Persons with disabilities, from all socio-economic backgrounds, can access treatment and rehabilitation through the health system without financial or other barriers.
10.	The national bureau of statistics collects data using the Washington Group Question Set.
11.	Ministerial TVET college supervisors communicate with TVET colleges.
11a.	TVET supervisors monitor the implementation of government policies at TVET colleges.





Keep in mind to reflect on the indicators.

Review [“Using the assessment tool for self-audit”](#) and make use of [“Annexe 5: Self-audit evaluation form”](#).

2. Accessibility

The section discusses the need for an inclusion and diversity policy. In addition, TVET colleges are encouraged by law to promote inclusion and cooperate with public transportation providers to identify suitable solutions for learners with disabilities.

Key questions:

- Are persons with disabilities enabled to enrol in TVET colleges?
- Are TVET institutions free from prejudices and celebrate every learner?
- Are persons with disabilities able to travel from home to TVET colleges and back home?

No	Indicator
1.	TVET colleges develop and publish an inclusion and diversity policies that recognise access for learners with disabilities.
1a.	The policy regulates accessibility for persons with a physical impairment using a wheelchair, a walker, crutches, or other mobility devices.
1b.	The policy regulates accessibility for persons with a hearing impairment using Sign Language as the main mode of communication.
1c.	The policy regulates accessibility for persons with a visual impairment using Braille, electronic formats, and sound as the main mode of communication.
1d.	The policy regulates accessibility for persons with an intellectual impairment (For example persons with Down syndrome, Fragile X syndrome and autism spectrum disorder).
1e.	The policy regulates accessibility for persons with learning disorders (For example, dyscalculia, dysgraphia, dyslexia, and dyspraxia).
2.	Heads of TVET colleges takes initiative and shows leadership to become more inclusive (For example, seeking cooperation with OPDs and community stakeholders, supporting awareness events for staff and faculty).
3.	TVET colleges promote a barrier and prejudice free environment and encourage persons with disabilities to enrol.
3a.	The TVET college implements awareness events concerning disability inclusion for its staff about the rights of persons with disabilities concerning access to TVET.
3b.	The TVET college implements awareness events concerning disability inclusion for learners about the rights of persons with disabilities concerning access to TVET.
4.	The TVET college cooperates with local public transportation providers to provide free public transportation for learners with disabilities.

3. Accommodation

This part of the tool discusses reasonable accommodations. For example, whether colleges are mandated to offer needs assessments of students with disabilities and provide assistive devices and course accommodations based on the assessment results.

Key questions:

- Are the needs of persons with disabilities being met?
- Are the courses accessible for individuals with an impairment, learning difficulty or a disorder?
- Are assistive device and technologies available to instructors and students that require them?
- Are course accommodations in teaching and learning and assessment possible for students that require?



**Keep in mind to reflect
on the indicators.**

Review [“Using the assessment tool for self-audit”](#) and make use of [“Annexe 5: Self-audit evaluation form”](#).

No	Indicator
1.	TVET college are mandated by law to implement needs assessments of learners with disabilities. The national TVET framework provides tips concerning how to implement assessments.
1a.	Persons with disabilities, from all socio-economic backgrounds, can access hearing test through the health system without financial or other barriers.
1b.	Persons with disabilities, from all socio-economic backgrounds, can access vision acuity test through the health system without financial or other barriers.
1c.	Assessments for learning disorders such as dyscalculia, dysgraphia, dyslexia, and dyspraxia are available without financial or other barriers. (The assessment should include exchange with previous teachers and instructors, the caregivers concerning functioning and proven solutions.)
2.	Assistive devices based on the results of the needs assessment are available to persons with disabilities from all socio-economic backgrounds without financial or other barriers.
2a.	Learners with a hearing impairment have access to hearing aids.
2b.	Learners with a visual impairment have access to magnifiers, screen reader software and text-to-speech software.
2c.	Learners with a physical impairment have access to mobility devices such as a wheelchair, a walker, or crutches.
2d.	Learners with an intellectual impairment or learning disorders have access to specific counselling to mitigate the learning disorder.
3.	National policy mandates TVET instructors to adapt teaching and assessment methods based on the assessment result of individual learners with disabilities.
3a.	TVET instructors have access to training concerning how to adapt teaching and assessment methods.
3b.	The national TVET framework provides itinerant TVET instructors that support TVET colleges with including learners with disabilities and support them to adapt teaching and assessment methods.

4. Affordability

In this section, the tool discusses the financial aspects of access to TVET and whether the policy framework offers concessions, conditional cash transfers or other instruments to mitigate the economic impact of an impairment in accessing TVET.

Key questions:

- Are the enrolment fees and opportunity costs for transport, a support person, hidden fees affordable for persons with disabilities?
- Is financial support available?

Keep in mind to reflect on the indicators.

Review [“Using the assessment tool for self-audit”](#) and make use of [“Annexe 5: Self-audit evaluation form”](#).

No	Indicator
1.	Learners with disabilities can apply for TVET college fee concessions.
2.	Learners with disabilities can claim public transportation concessions.
2a.	Learners with severe mobility limitation are provided with individual accessible transportation according to their needs without financial or other barriers.
3.	Learners with severe disabilities from all socio-economic backgrounds are provided with a personal assistant.
4.	The national social assistance system provides conditional cash transfers for learners with disabilities to cover other hidden costs due to the disability.

5. Acceptability

The last part of the tool looks at the uptake of TVET courses and the enrolment in TVET colleges by persons with disabilities. There is a sub-section about the retention of learners. National authorities should monitor the uptake of TVET courses by persons with disabilities and analyse why some colleges are more popular than others among persons with disabilities.

Keep in mind to reflect on the indicators.

Review “Using the assessment tool for self-audit” and make use of “Annexe 5: Self-audit evaluation form”.

Key questions:

- Are persons with disabilities enrolling, participating, and succeeding in TVET colleges?
- Are authorities monitoring the participation of learners with disabilities in TVET?

No	Indicator
1.	Persons with disabilities are enrolling in TVET colleges.
2.	The relevant authorities monitor enrolment of persons with disabilities in TVET colleges.
2a.	The relevant authorities implement campaigns to encourage persons with disabilities to enrol in TVET colleges.
3.	The relevant authorities monitoring retention of persons with disabilities in TVET college.
3a.	Mechanisms are in place to support learners that are prone to drop-out of the college due to academic deficits.
3b.	Mechanisms are in place to support learners that are prone to drop-out of the college due to financial burdens for fees and other expenses.
3c.	Mechanisms are in place to support learners that are prone to drop-out of the college due to not accessible or not accommodating learning environments.
3d.	Mechanisms are in place to support learners that are prone to drop-out of the college due to bullying.
4.	Persons with disabilities enrolled in TVET state that they feel welcome and receive accommodations and support according to their abilities and needs.
5.	The relevant authorities monitor graduation of persons with disabilities in TVET colleges.
6.	Persons with disabilities state that they learned skills in TVET that are relevant for their future professional development and enabled them to find a job.
7.	The relevant the enrolment, retention and graduation of persons with disabilities in comparison to the total number of persons with disabilities.



TOOL 2 – ASSESSMENT OF THE INCLUSIVITY OF TVET COLLEGES

Working toward inclusive TVET colleges

The list of indicators in tool number two can be overwhelming for the majority of TVET colleges. It is not expected that colleges fulfil all criteria at once. The tool is designed to shed light on important aspects of inclusion and the creation of enabling learning environments. However, colleges must find their own path to fulfil the criteria in the longer term.

The exchange and cooperation with OPDs is often a crucial first step to identify avenues for creating more enabling and inclusive learning environments.

Engaging in discussions with learners with disabilities and their caregivers is a useful way to identify suitable and often proven reasonable accommodations for learners with disabilities.

The twin-track approach for inclusive development

The tool has been developed to assess the inclusiveness of TVET colleges. It enables TVET colleges to undertake a self-audit against arrays of indicators. The tool is applicable in context where no national TVET disability policy or any other disability policy has been published by the government.

The twin-track approach for disability inclusive development is embedded within the tool. The twin-track approach has become the commonly accepted strategy to implement the social model of disability. It consists of two complementary approaches:

- **Track 1** focuses on mainstreaming disability by changing policies, practices, attitudes and the physical environment to reduce barriers to participation. “Mainstreaming” of disability inclusion refers to systematically including disability-related issues in an organisation and general policies or programmes of a TVET college.
- **Track 2** provides “individual” disability-specific empowerment to address the specific needs and disadvantages of persons with disabilities. For instance, this can include reasonable workplace accommodation, assistive devices, flexibility in assessments, etc.

Case study from Zambia

The government of Zambia mandates TVET colleges to take the necessary steps to include persons with disabilities.

Disability Inclusion in the Bangladesh Skills System

Inclusive skills development in Zambia

The Government of Zambia proactively pushed the implementation of the 2007 Disability Policy to increase access of persons with disabilities to TVET colleges.

The programme consisted of several steps: accessibility audits at selected colleges to identify barriers, including the ease of use of the premises and physical accessibility. At the same time, a review concerning the appropriateness of TVET courses and training materials for learners with disabilities was conducted.

All staff members of selected TVET colleges have been provided with disability inclusive training awareness to support inclusive development at their colleges actively.

The programme inspired TVET colleges to review the physical environment. As a result, stairs have been made accessible through additional ramps, and admin counters and desks have been adjusted so that wheelchair users can access them.

The colleges also initiated public awareness campaigns to spread the news and targeted enrolment strategies to increase the participation of persons with disabilities in TVET.

Source: ILO. (2014). Zambia: Decent work for disabled youth through skills development. Geneva: ILO

https://www.ilo.org/skills/pubs/WCMS_243641/lang--en/index.htm



Keep in mind to reflect on the indicators.

Review [“Using the assessment tool for self-audit”](#) and make use of [“Annexe 5: Self-audit evaluation form”](#).

ASSESSMENT INDICATOR SETS

1. Disability Support Unit

TVET colleges should establish a disability support unit (DSU) within their administrative system. Depending on the size of the college, the DSU can be one person or a team with several members.

A DSU supports students with disabilities, TVET instructors and caregivers.

The following list of services should be offered by a DSU:

- Assistance during registration and orientation.
- Assistance to access financial aid and concessions.
- Assistance to access ergonomic and assistive devices.
- Assessments for reasonable accommodations. (For example, time concessions for learners with intellectual impairments)
- Orientation and mobility services for learners with a visual impairment.
- Providing access to learner support, Sign Language interpreters, note-takers, or disability assistants.
- Assistance to access ergonomic and assistive devices.
- Information on how your instructors will plan, deliver, and assess training while considering a learners' needs.
- Modifying assessment and exam conditions.
- Specialised disability counselling and support.
- Facilitate access to a range of rehabilitation services on and off campus.

1.1 General

No	Indicator
1.	A DSU has been established.
2.	The DSU offers services to increase participation and learning achievements of students with disabilities. (For example, participation in college fairs; inclusive advertisements; or cooperation with OPDs to promote the college)
3.	The DSU has developed and published a diversity and inclusion policy for the TVET college that layouts the services offered.
4.	The DSU connects with OPDs for exchange about challenges, ideas and lessons learned as well as external advisors. (For example, ad-hoc meetings concerning a student or regularly scheduled meetings)

1.2 TVET instructors

No	Indicator
1.	The DSU assists TVET instructors to provide learning accommodations for students with disabilities.
2.	The DSU assists TVET instructors to adapted course activities so that learners with disabilities can participate meaningful.
3.	The DSU unit assists TVET instructors to develop communications and handouts in alternative formats that are accessible for learners with disabilities and enable them to participate meaningful.
4.	The DSU engages with third party service providers that offer services that could potentially increase the overall inclusiveness of the college or offer support services for individual students.
5.	The DSU connects TVET instructors with students with disabilities or their caregivers to create dialogue and exchange of best practice.

1.3 Caregivers

No	Indicator
1.	The DSU connects with caregivers of students with disabilities to learn more about the students and accommodations that support the student.
2.	The DSU provides guidance for caregivers of students with disabilities concerning how to support them.

1.4 Student support

1.4a Pre-entry support

No	Criteria
1.	Disability policies that promote access and support structures for students with disabilities are in place.
2.	Persons with disabilities are actively addressed during enrolment using advertisements, information events, and accessible information on the colleges' website.
3.	Assistive devices and other accommodations are available to support the matriculation process for persons with disabilities.

1.4b On-boarding

No	Criteria
1.	The college provides students' orientation events that are accessible for all students with disabilities.
1a.	Mobility instructors are appointed to assist students with disabilities to adapt to the college environment.
2.	The college provides reasonable accommodation for students with disabilities.
2a.	The DSU assesses the abilities and needs of students with disabilities.
2b.	The DSU in cooperation with OPDs identifies suitable assistive devices to support individual students.
2c.	Students with disabilities from all socio-economic backgrounds receive assistive devices.
2d.	Students are instructed by the DSU and/or OPDs about how to use the assistive device.
3.	The college implements a buddy-system where older learners support new learners to find their way around the college and the whole new environment.

1.4c On-course support

No	Criteria
1.	Sign Language interpreters and other auxiliary support staff is orientated on the students' programme and subject outcomes by subject lecturers to assist the auxiliary staff member to understand the academic needs.
2.	The disability support unit coordinates support services, assistive technology support, conversion of learning materials to Braille and screen-reader software accessibility.
3.	The college monitors, documents, and evaluates the progress of students with disabilities. Based on the evaluation support will be recommended. (For example, extra classes, peer tutors, catch up classes, study groups, remedial academic software programmes)
4.	The disability support unit ensures that the examination unit on campus has a database of trained persons to act as readers and scribes.
5.	Examination concessions are considered and accommodated based on the student's assessment. Concessions are discussed between the disability support unit, OPDs, the local TVET authorities and the student. (For example, additional time for students who are visually or hearing impaired, have cerebral palsy)

1.4d Exit support (transition)

No	Criteria
1.	The college features a job placement unit.
2.	The job placement unit networks with the industry and maps the demand of the industry.
3.	The job placement unit in cooperation with the disability support unit hosts preparation workshops for students with disabilities to prepare them for the work environment.
4.	The job placement unit in cooperation with the disability support unit hosts awareness workshops for the industry to promote the employability of students with disabilities.
5.	The job placement unit monitors the placement of students with disabilities and collaborates with the disability support unit and OPDs to mitigate challenges and conflict.

2. Accessibility

The accessibility checklist includes the following sub-areas:

1. Principles of barrier-free design
2. Paths outside and inside
3. Doors and gates
4. Stairs
5. Rooms
6. Sanitary
7. Work equipment
8. Software and websites
9. Information and communication
10. Escape and rescue

Keep in mind to reflect on the indicators.

Review [“Using the assessment tool for self-audit”](#) and make use of [“Annexe 5: Self-audit evaluation form”](#).

TVET colleges can assess their physical accessibility and start with any sub-area of the list above. It is not necessary to work through the sub-areas in order from 1 - 10. The goal should be to work through as many sub-areas as possible.

One approach to exploring accessibility within the TVET college can be to set up an assessment team. The assessment team should consist of a representative of management, human resources, employee representatives and an employee with disabilities or a representative of an OPD.

2.1 Principles of barrier-free design

No	Criteria
1.	The college management is aware of which group of people uses or will use certain buildings, rooms, work equipment, alarm systems and so on.
2.	Existing abilities (for example, in strength, mobility, hearing and vision) and needs (for example, high space requirements, support) have been clarified for this group of people.
3.	Impairments and needs are considered when renovating buildings, planning new buildings, or procuring work equipment.
4.	Relevant information (for example, warning signals) is conveyed for at least two of the three senses (hearing, seeing, feeling).
5.	Alternative possibilities for the use of buildings or the operation of work equipment are in place (for example ramps as an alternative to stairs).



2.2 Paths outside and inside

No	Criteria
1.	Paths are 150 cm wide.
2.	Paths are sufficiently high – usually at least 220 cm clear height.
3.	Paths are free of thresholds, steps, and uneven surfaces.
4.	Alternatives to stairs and steps are available (for example lifts or ramps).
5.	Floor coverings are even and slip resistant.
6.	Paths are inclined (lengthwise and crosswise) as little as possible.
7.	Lifts at least 110 cm wide and 140 cm deep.
8.	Easy orientation is ensured (for example through signage or tactile floor coverings).
9.	Paths are sufficiently illuminated.

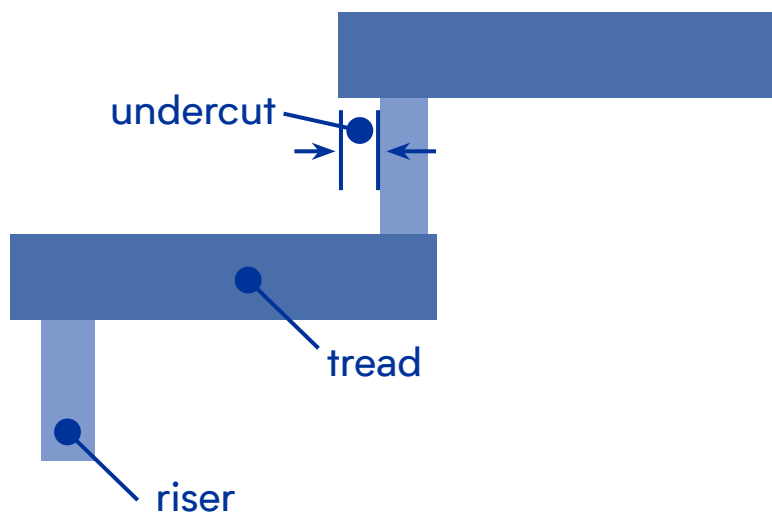
2.3 Doors and gates

No	Criteria
1.	Doors are easily noticeable (for example, through dark frames on light walls).
2.	Sufficient space for movement in front of and behind manually operated doors is available.
3.	Door handles are easily accessible at an average height of 85 cm.
4.	Door handles are designed to be easy to grip (for example, with curved or U-shaped handles).
5.	The effort required to open the doors is as low as possible.
6.	Automated doors are installed where necessary (for example, for people using walking aids).
7.	Doors and lift doors at least 90 cm wide and 205 cm wide.

2.4 Stairs

No	Criteria
1.	Stairs are at least 120 cm wide.
2.	Uncertainties of use avoided (for example through opaque materials).
3.	All steps of a staircase are slip resistance.
4.	An intermediate landing after a maximum of 12 steps is in place.
5.	A handrail on each side of the stairs at a height of 85 to 90 cm is installed.
6.	Handrails extend at least 30 cm beyond the first and last step.
7.	The rise ratio is the same for all steps of a staircase (ideally 17 cm for the riser and 29 cm for the tread). (see figure 1)
8.	The stair treads are marked to be easily recognisable from one another.
9.	Undercuts of the treads are excluded to avoid “getting stuck”. (see figure 1)

fig 1



2.4 Rooms

No	Criteria
1.	Rooms offer sufficient space (for example, a free unobstructed movement area of at least 150 x 150 cm in front of doors).
2.	Circulation areas within rooms are at least 90 cm wide.
3.	There is a sufficiently large movement area behind worktables (for example 120 cm with full under clearance).
4.	When arranging work equipment, accessibility is ensured for all users and considers individual reach distances and heights.
5.	Sufficient and individually adjustable illuminance is available for all expected users (for example by dimming).
6.	Glare is avoided through a suitable arrangement of furniture and other work equipment.
7.	Room acoustic conditions (for example, reverberation time, avoidance of echoes) are adapted to the requirements of people with hearing impairments.

2.4 Sanitary

No	Criteria
1.	Enough accessible toilet cubicles are available.
2.	Unlocking of doors from the outside is possible in emergencies.
3.	Doors open to the outside of the cubicle.
4.	It is possible to raise the alarm from inside the cubicle.
5.	The emergency call system can be triggered while sitting on the toilet bowl or lying on the floor.
6.	The emergency call system is easily recognisable for blind or visually impaired people.
7.	Operating elements (for example WC flush, soap dispenser) and equipment (for example toilet paper) are accessible and operable – even without changing the sitting position.

2.7 Work equipment

No	Criteria
1.	The work equipment and the associated works area is perceptible and operable for all potential users (for example through high contrast marking and tactile design of the operating elements).
2.	The technical processes of the work equipment meet the abilities and needs of the potential users.
3.	Relevant elements of the work equipment (for example operating elements, workpiece inputs) are accessible to all potential users (for example by means of a movable design of control panels).
4.	The work equipment is usable by all potential users (for example, special handles, interfaces on information and communication technology products).
5.	The work equipment is sufficiently fault-tolerant regarding foreseeable errors so that the work task can be completed without danger.

2.8 Software and websites

No	Criteria
1.	The content presented is perceptible to all users (for example through sufficiently strong contrast between text and background – at least 4.5:1, better 7:1 – see https://www.w3.org/TR/WCAG20-TECHS/G17.html).
2.	The perceptibility of important content is ensured through the two-senses principle (for example, through alternative texts for important images or subtitles for videos).
3.	Operability is ensured through the two-channel principle (For example, through the complete and comfortable keyboard operability of software and websites or through voice input).
4.	Usability is ensured for all users (for example, through generous processing times of input masks for persons with motor impairments).
5.	The content and structures are comprehensible for all users (for example by using simple or easy language).
6.	The structure and use are predictable for all users (for example through the consistent arrangement of navigation elements).
7.	The content compatible with the input or output devices used by users (for example Braille display, screen reader or head mouse).

2.9 Information and communication

No	Criteria
1.	Guidance and orientation systems are comprehensible for all people (For example through visually contrasting and tactile labelling on handrails of stairs or in their vicinity).
2.	All people can perceive the information intended for them (For example through strongly contrasting signage or pictograms).
3.	Information and communication facilities (For example information boards, PCs, telephones) are accessible to all potential users (for example to people with limited reach).
4.	Communication systems are usable by all people (For example through customisability such as the voice input option on the PC).

2.10 Escape and rescue

No	Criteria
1.	The alarm triggering element is perceptible to all persons (For example by means of strongly contrasting manual call points).
2.	The alarm triggering is feasible for all persons (For example by making manual call points accessible even from a sitting position).
3.	The alerting of all persons is guaranteed for emergencies – also of persons with sensory impairments.
4.	The escape and rescue route concept are comprehensible for all persons (For example by tactile escape route marking).
5.	The safe escape or rescue of all persons ensured – especially of persons with limited mobility.
6.	The structural conditions are suitable for a rescue (For example by a stair width of at least 120 cm or fire brigade lifts).



Keep in mind to reflect on the indicators.

Review [“Using the assessment tool for self-audit”](#) and make use of [“Annexe 5: Self-audit evaluation form”](#).

3. Human resources

TVET college staff must be aware of disability inclusive standards and practices.

All staff members including management, administration, faculty must be aware of best practices.

Ideally, TVET colleges hire specialised staff for certain areas to improve the colleges’ ability to advice instructors, learners and caregivers and increase the college’s ability to provide enabling learning environments.

The DSU cooperate with OPDs to achieve this.

No	Criteria
1.	Skilled and qualified staff in the field of Sign Language interpretation is employed. The person is able to communicate in the locally used Sign Language and is bale to interpret during courses.
2.	Skilled and qualified staff in the field of occupational therapy is employed. The person suggests suitable accommodations and assistive devices that increase the functionality of learners with disabilities.
3.	Skilled and qualified staff in the field of educational psychology is employed. The person advises instructors, learners, and caregivers about how people learn. This includes teaching methods, instructional processes, and individual differences in learning.
4.	Skilled and qualified staff in the field of orientation and mobility training is employed. The person provides instructions that help learners with disabilities to develop or learn the skills and concepts they need to travel safely and independently within the TVET college and commute from their homes.
5.	A service animal policy is in place.
6.	All staff of the college has received training about the principles of disability inclusion. The training is facilitated by the DSU in cooperation with OPDs.

4. Complaint mechanisms

A complaint mechanism should provide a safe way to raise legitimate concerns and address them objectively based on standard rules grounded in the TVET college's values and commitments. For TVET colleges, setting up complaint mechanisms accessible for persons with disabilities is something new. However, it implies the adaption and expansion of existing complaint mechanisms in many cases instead of setting up something new.

Keep in mind to reflect on the indicators.

Review [“Using the assessment tool for self-audit”](#) and make use of [“Annexe 5: Self-audit evaluation form”](#).

No	Criteria
1.	Complaint systems must offer a variety of communication means: oral, written and easy-to-read, Braille, audio, face-to-face, via website or through meetings.
2.	Anonymous complaint boxes are accessible for most users. For users that cannot write or blind users other means of communication must be available (For example, text messages or voice mail).
3.	The DSU in cooperation with OPS must be involved in the development of accessible complain mechanisms.
4.	Ensure the anonymity of complainer. All complain communication means must be anonymous and secure.
5.	Follow-up and responses to complains must be provided in an accessible format.

5. Funding for inclusion

Achieving the goal of inclusion of learners with disabilities does not necessarily require additional funding. Progress can be made within the existing financial framework. However, inclusion should not be seen as a “zero cost” addition to existing practices. Such an undertaking requires a complex combination of leadership, institutional building and reallocation of resources based on real needs, as well as effective joint planning, enforcement, and impact monitoring.

Keep in mind to reflect on the indicators.

Review [“Using the assessment tool for self-audit”](#) and make use of [“Annexe 5: Self-audit evaluation form”](#).

No	Criteria
1.	The college must provide funding for setting up and running a DSU. The funding must cover the human resources and operational expenses.
2.	The DSU in cooperation with the college administration must identify avenues to access third party funding to cover the expenses for building renovations to increase accessibility.
3.	The DSU in cooperation with the college administration must identify avenues to access third party funding for the purchase and maintenance of assistive devices.
4.	DSU budget are being monitored and evaluated. The funding must be adjusted according to the number of learners with disabilities and the expenses of necessary interventions to provide accommodations and to increase overall accessibility of the college’s facilities.



ANNEXES

Annexe 1: SDG 4 — Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- **4.1** By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
- **4.2** By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
- **4.3** By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
- **4.4** By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- **4.5** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
- **4.6** By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
- **4.7** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
- **4.a** Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
- **4.b** By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
- **4.c** By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing State

Annexe 2: UNCRPD Article 27 – Work and employment

1. States Parties recognize the right of persons with disabilities to work, on an equal basis with others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities. States Parties shall safeguard and promote the realization of the right to work, including for those who acquire a disability during the course of employment, by taking appropriate steps, including through legislation, to, inter alia:
 - (a) Prohibit discrimination on the basis of disability with regard to all matters concerning all forms of employment, including conditions of recruitment, hiring and employment, continuance of employment, career advancement and safe and healthy working conditions;
 - (b) Protect the rights of persons with disabilities, on an equal basis with others, to just and favourable conditions of work, including equal opportunities and equal remuneration for work of equal value, safe and healthy working conditions, including protection from harassment, and the redress of grievances;
 - (c) Ensure that persons with disabilities are able to exercise their labour and trade union rights on an equal basis with others;
 - (d) Enable persons with disabilities to have effective access to general technical and vocational guidance programmes, placement services and vocational and continuing training;
 - (e) Promote employment opportunities and career advancement for persons with disabilities in the labour market, as well as assistance in finding, obtaining, maintaining and returning to employment;
 - (f) Promote opportunities for self-employment, entrepreneurship, the development of cooperatives and starting one's own business;
 - (g) Employ persons with disabilities in the public sector;
 - (h) Promote the employment of persons with disabilities in the private sector through appropriate policies and measures, which may include affirmative action programmes, incentives and other measures;
 - (i) Ensure that reasonable accommodation is provided to persons with disabilities in the workplace;
 - (j) Promote the acquisition by persons with disabilities of work experience in the open labour market;
 - (k) Promote vocational and professional rehabilitation, job retention and return-to-work programmes for persons with disabilities.

2. States Parties shall ensure that persons with disabilities are not held in slavery or in servitude, and are protected, on an equal basis with others, from forced or compulsory labour.

Annexe 3: WG Short Set on Functioning Questions

Preamble to the WG-SS:

Interviewer read: “The next questions ask about difficulties you may have doing certain activities because of a HEALTH PROBLEM.”

VISION

VIS_SS [Do/Does] [you/he/she] have difficulty seeing, even if wearing glasses?
Would you say... [Read response categories]

- No difficulty
- Some difficulty
- A lot of difficulty
- Cannot do at all
- Refused
- Don't know

HEARING

HEAR_SS [Do/Does] [you/he/she] have difficulty hearing, even if using a hearing aid(s)? Would you say... [Read response categories]

- No difficulty
- Some difficulty
- A lot of difficulty
- Cannot do at all
- Refused
- Don't know

MOBILITY

MOB_SS [Do/Does] [you/he/she] have difficulty walking or climbing steps?
Would you say... [Read response categories]

No difficulty

Some difficulty

A lot of difficulty

Cannot do at all

Refused

Don't know

COGNITION (REMEMBERING)

COG_SS [Do/does] [you/he/she] have difficulty remembering or concentrating?
Would you say... [Read response categories]

No difficulty

Some difficulty

A lot of difficulty

Cannot do at all

Refused

Don't know

SELF-CARE

SC_SS [Do/does] [you/he/she] have difficulty with self-care, such as washing all over or dressing? Would you say... [Read response categories]

No difficulty

Some difficulty

A lot of difficulty

Cannot do at all

Refused

Don't know

COMMUNICATION

COM_SS Using [your/his/her] usual language, [do/does] [you/he/she] have difficulty communicating, for example understanding or being understood?
Would you say... [Read response categories]

No difficulty

Some difficulty

A lot of difficulty

Cannot do at all

Refused

Don't know

For more information about the WG Short Set on Functioning and other WG questions set, visit <https://www.washingtongroup-disability.com/>.



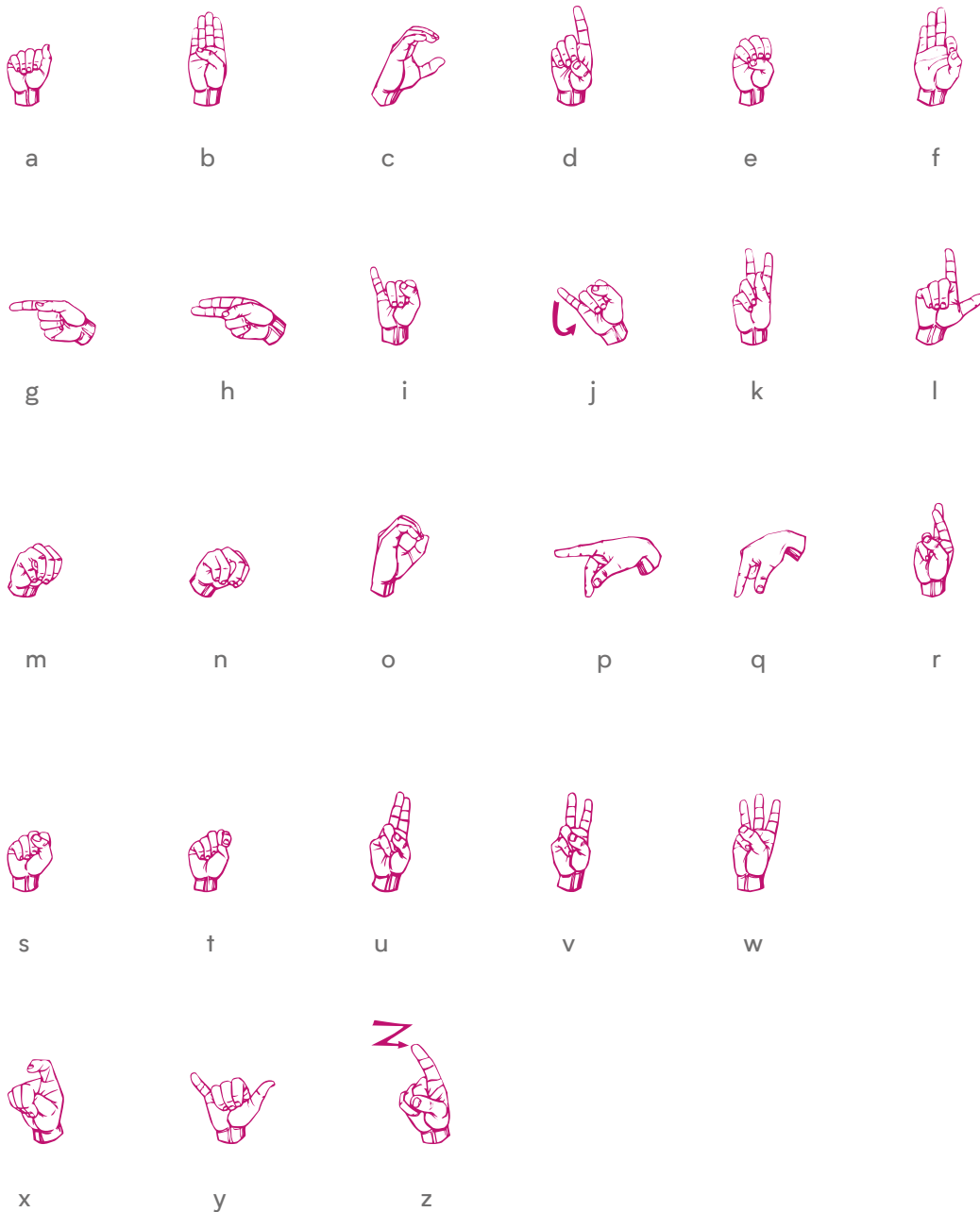
Annexe 4: Sign Language

American Sign Language dictionary

An American Sign Language dictionary is available here: <https://www.handspeak.com/word/search/>

Fingerspelling alphabet

All letters of the Latin alphabet can be spelled using one hand. You can download the fingerspelling font here: <https://www.dafont.com/gallaudet.font> in case you want to develop awareness material with it.



Annexe 5: Self-audit evaluation form

Self-audit evaluation form

Assessment of

Inclusivity of TVET policy frameworks

Inclusivity of TVET colleges

Strengths

Areas for improvement

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