



GUIDELINE FOR INCLUSION OF PERSONS WITH DISABILITIES IN TVET



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MINISTRY OF EDUCATION - FEDERAL TVET AGENCY

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1. INTRODUCTION

According to the World Report on Disability (WHO, World Bank 2011) more than 15% of the total population of Ethiopia live with various types of impairments. Ignoring this large number of children, youth and adults, women and men with disabilities makes it impossible for the Federal Democratic Republic of Ethiopia (FDRE) to achieve its intended aim of education for all. The FDRE Constitution (Article 90) clearly stipulates the right of every citizen to equal access to publicly funded social services and that support is expected to be given to accommodate the needs of persons with disabilities as the general provision enacted for the benefit of all citizens. The Education and Training Policy (ETP) of 1994 states that: “all learners, including those with special educational needs, should be able to learn according to their full potential”. The TVET Strategy of 2008 under Conceptual Principles of the TVET System identifies for special attention: “people with special constraints to properly engage in economic participation, such as single mothers, people with disabilities, people from marginalized ethnic groups and other groups that have been marginalised in the labour market”. Therefore, the Federal TVET Agency, Ministry of Education shall give utmost attention to trainees with disabilities and special needs in order to offer TVET programs adapted for their entry into the world of work and lifelong learning.

Throughout their lives, persons with disabilities miss out on education and training opportunities available to non-disabled persons. They are often subject to prejudice and discrimination in their communities, and are assumed to have little potential to learn skills and earn a living. As a result, they have often been denied access to basic education and training, and thus learning experiences necessary for working life. The Federal TVET Agency is committed to changing this reality by actively promoting and facilitating access to disability inclusive education and training for persons with disabilities, male and female, in TVET institutions in the country.

For trainees with disabilities to access mainstream TVET training, flexible entry criteria may be necessary in recognition of the barriers encountered in accessing or completing primary or secondary education. Trainees with disabilities may also require additional supports in the form of reasonable accommodations, to ensure effective access to the same learning opportunities as learners without disabilities. Such accommodations are based on each learner’s needs as well as ability to participate and acquire skills. The Federal TVET Agency believes in “equal right as well as equal opportunity for trainees with disabilities”.

The purpose of this Guideline is to promote and facilitate the inclusion of trainees with disabilities in the TVET system in Ethiopia, by organizing the education and training system to meet the special educational and training needs of trainees with disabilities. Previously this has not received sufficient attention and therefore this Guideline was prepared to fill this gap.

2. TECHNICAL TERMS AND ABBREVIATIONS

2.1 Disability - the interaction between persons with impairment and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others. Disability is a result of the negative reaction of society towards persons with impairments that restricts their participation and access to services and opportunities available to all.

2.2 Impairment - a factual absence or loss of functioning in a body part.

2.3 Reasonable Accommodation - in the context of TVET refers to any adjustment or modification made to the learning environment, certification requirements, training delivery or assessment method in order to help trainees with disabilities to access and participate in education and training on the same basis as those without disabilities.

2.4 Disability Inclusive Education and Training (DIET) - is a principle, strategy, approach and goal for the training of persons with disabilities. It recognizes and supports the diversity of learners to meet the widest range of needs and remove barriers in accessing and participating in mainstream education and training.

2.5 Special Educational Needs (SEN) - the unique needs of a trainee as a result of the diversity of aptitudes and capabilities of a learner arising from disabilities or learning difficulties. It also includes the needs of those learners who have become disengaged from the system for a variety of reasons.

2.6 Special Needs Education (SNE) - a specially designed form of instruction that meets the learning needs of the individual. The mode of instruction may be modified to suit the identified learning needs or challenges of the learner. A special needs education expertise often required to assist TVET trainers in communication and technical aspects of the training process.

2.7 Individual Education Plan (IEP) - a plan for each trainee with identified special educational needs, which defines the instructional process to meet the trainee's vocational goals, and related adjustments, modifications and other support arrangements, as well as any safety at work issues related to the nature of the trainee's impairment.

2.8 Technical Support - the provision of capacity building activities (including trainers training / training methodology), training materials and other resources.

2.9 TVET - Technical and Vocational Education and Training

2.10 FTVETA - Federal TVET Agency

2.11 RTVETA - Regional TVET Authority, Commission, Bureau and Agency

2.12 MOLSA - Ministry of Labour and Social Affairs

2.13 DPO - Organization of Persons with Disabilities

2.14 FENAPD - Federation of Ethiopian National Associations of Persons with Disabilities

3. POLICY AND LEGAL FRAMEWORKS

3.1 Constitution of the Federal Democratic Republic of Ethiopia, adopted in

1995: Article 41(5) of the Constitution sets out the State's responsibility for the provision of necessary rehabilitation and support services for persons with disabilities. (However, it should be noted that this Article treats the issue of disability from the point of view of charity-based approach, not from a human rights perspective. The "services" are intended to be available for persons with disabilities "within available means", and thus are not an obligation of the government. Moreover, it gives recognition only for physically and mentally disabled persons, and thus excludes persons with other types of impairment. By its implication, the Article considers persons with disabilities as unproductive citizens, treating them as similar to orphans and elderly people).

3.2 Proclamation No. 568/2008, to Provide for the Right to Employment of Persons with Disabilities:

In accordance with Article 4(1) of this proclamation "Unless the nature of the work dictates otherwise, a person with a disability having the necessary qualification and scored more to that of other candidates shall have the right without any discrimination." In addition, Article 5 (1) states that "Any law, practice, custom, attitude or other discriminatory situations that impair the equal opportunities of employment of a disabled person are illegal." The following responsibilities of employers are enacted under Article 6 (1) (a) and (c): "Take measure to provide appropriate working and training conditions and working and training materials for persons with disability; Shall assign an assistant to enable a person with a disability to perform his work or follow his training."

3.3 Proclamation No.1064/2017 on the Federal Civil Service: As per Article 13 (2) of the Proclamation, "There shall be no discrimination among job seekers or civil servants in filling vacancies because of their origin, sex, religion, political outlook, disability, HIV/AIDS or any other ground." Article 49 of the Proclamation provides affirmative action for persons with disabilities in reference to employment as follows:

- (1) Persons with disabilities shall be entitled to affirmative actions in recruitment, promotion, transfer, redeployment, education and training.
- (2) Any government institution shall ensure that its working environment is conducive to civil servants with disabilities, provide them with the necessary tools and materials, and train them how to use such tools and materials.
- (3) Any government institution shall have the responsibility to assign a person who shall provide proper assistant for those civil servants with disability that require assistance.
- (4) Privileges prescribed by other laws to persons with disabilities shall be applicable for the implementation of this Proclamation.

3.4 Labor Proclamation, No. 377/2003, amended by Labor Proclamation No. 494/2006, makes it unlawful for an employer to discriminate against workers on the basis of nationality, sex, religion, political outlook or on any other conditions. Furthermore, in a condition that the employer is obliged to conduct a reduction of workers, the employer should put priorities in line with the criteria stated in the Proclamation. However, in accordance with Article 29 (3) (d) “Those who are disabled by an employment injury in the undertaking” are one of the last priorities in the process of the conduct of worker reduction.

3.5 Proclamation No. 1097/2018: Proclamation on Definition of Powers of Duties of the Executive Organs of Federal Democratic Republic of Ethiopia, requires every executive organ to mainstream the issue of disability in its activities.

3.6 Ethiopian Building Proclamation, No. 624/2009, includes the following provisions under Article 36 which have particular relevance to accessibility:

1. Any public building shall have a means of access suitable for use by physically impaired persons, including those who are obliged to use wheelchairs and those who are able to walk but unable to negotiate steps.
2. Where toilet facilities are required in any building, an adequate number of such facilities shall be made suitable for use by physically impaired persons and shall be accessible to them.

3.7 The Construction Policy of the Government of Ethiopia (GOE, 2014): In its strategic objective, the policy stipulates to make construction and design process of every buildings and infrastructures accessible for every citizen and specially for persons with disabilities to ensure justifiable gainfulness and participation to the extent that the industry can be competent globally.

3.8 Proclamation No. 676/2010 on the Ratification of the “UN Convention on the Rights of Persons with Disabilities” (UN CRPD) by Ethiopia: Inclusion/inclusive education is recognized as one of principal provisions of the Convention. Article 24 of the Convention stipulates that “States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels.” In addition, “States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others”. Article 27 of the law on work and employment requires, among others, examining whether labour laws prohibit discrimination in the workplace, and require employers to take positive steps to ensure physically accessible buildings as well as accessible technology for persons with disabilities.

3.9 Second Growth and Transformation Plan (GTPII) 2015/16-2019/20, identifies as a major priority of the education and training sector “increase access and equity of education at all levels, i.e. general education, TVET and higher education.”

3.10 National Plan of Action of Persons with Disabilities (2012-2021), aims at making Ethiopia an inclusive society. It addresses the needs of persons with disabilities in Ethiopia for comprehensive rehabilitation services, equal opportunities for education, skills training and work, as well as full participation in the life of their families, communities and the nation.

3.11 The Federal Democratic Republic of Ethiopia National Social Protection Policy of Ethiopia, (2014): The Social Protection Policy is an exemplar and vitally important progress made in Ethiopia with a view to ensuring all social, economic and cultural rights of persons with disabilities.

3.12 Ministry of Education, 1994 Education and Training Policy: In compliance with the 1994 Education and Training Policy (p.12), the Government of Ethiopia committed to promote special needs education with an objective to enabling “both persons with disabilities and the gifted learn in accordance with their potential and needs”. The policy further declares that “Teacher training for special education will be provided in regular teacher training programs” (p.25).

3.13 Ministry of Education, Revised Inclusive Education Program Strategy 2012: The Government of Ethiopia developed Special Needs Education Program Strategy in 2006 which was revised in 2012 with a view to enhancing the participation of children with disabilities in education in line with the principle and practices of inclusive education.

3.14 Ministry of Education, Education Sector Development Program (ESDP V), 2015/16-2019/20: The special educational needs of students with disabilities have been recognized as one of the thematic areas of the existing Education Sector Development Program (ESDP V).

4. SCOPE OF THE GUIDELINE

4.1 This Guideline shall serve as the rules and regulations for the implementation of disability inclusion in TVET.

4.2 The Guideline shall apply to and be implemented in all public and non- public TVET institutions.

4.3 The Guideline shall be used to support the process of establishing and implementing disability inclusive education and training within TVET institutions.

4.4 The Guideline shall not contradict or supersede any legal or regulatory requirement.

5. OBJECTIVES OF THE GUIDELINE

5.1 The **general objective** of this Guideline is to ensure that individuals with disabilities have education and training opportunities equal to non-disabled members of society, through the development of disability inclusive education and training in public and non-public TVET institutions in the country. The following **specific objectives** of the Guideline direct implementing authorities to:

5.1.1 Ensure that TVET admission standards, programs and activities are sufficiently flexible for trainees with disabilities.

5.1.2 Make an introduction to special needs education a common course in vocational education teacher training.

5.1.3 Provide additional supports to trainees with disabilities where necessary including adapted training materials, physical accessibility of the training venue and facilities (including toilets), and communication (sign language) supports.

5.1.4 Adjust assessment methods, strategies and training curricula as required to meet the special circumstances of the trainee.

5.1.5 Encourage affirmative action to recruit and admit for training both male and female trainees with disabilities.

5.1.6 Facilitate access to apprenticeship and work opportunities for trainees with disabilities.

5.1.7 Continually enhance the knowledge, skills and attitudes of trainers and instructors so as to provide the best training environment to enable trainees with disabilities to become productive and able to find decent work in order to realize their aspirations, improve their living conditions and participate actively in society.

5.1.8 Ensure a disability perspective in all aspects of training policy and practice, in conformity with existing disability laws and policies requiring equal training and employment opportunities for persons with disabilities, thereby contributing to their social and economic inclusion and a reduction of poverty in Ethiopia.

6. ROLES AND RESPONSIBILITIES OF DIFFERENT BODIES IN IMPLEMENTATION OF INCLUSIVE TRAINING

6.1 Role of Federal TVET Agency (FTVETA)

6.1.1 Formulate a national implementing Guideline for disability inclusive education and training in TVET.

6.1.2 Oversee and monitor implementation of disability inclusive education and training (DIET) in the country.

6.1.3 Ensure adequate budgeting for planning and implementation of disability inclusive education and training in TVET.

6.1.4 Assign a special needs education and training focal person at FTVETA.

6.1.5 Create a high-level TVET Advisory Panel, composed of representatives from Federal and Regional TVET Agencies, TVET institutions, DPOs, NGOs engaged in vocational skills training and other disability organizations to advise the FTVETA on TVET implementation in the country.

- 6.1.6** Develop outcome-based curriculum (adapted curriculum) for disability inclusive education and training.
- 6.1.7** Establish relevant statistical data on disability inclusive education and training for the FTVETA Management Information System (MIS).
- 6.1.8** Develop a training methodology for inclusive training for trainees with disabilities.
- 6.1.9** Strengthen DIET in the training of TVET trainers and other TVET personnel.
- 6.1.10** Promote skills competitions by trainees with disabilities at the national level.
- 6.1.11** Provide technical assistance to Regional TVET Authorities and TVET institutions for planning and implementation of disability inclusive education and training.
- 6.1.12** Provide required capacity building support to Regional TVET Authorities and TVET institutions.
- 6.1.13** Encourage cooperation and experience-sharing between Regional TVET Authorities, public and non-public TVET institutions, FENAPD and other partners and stakeholders.
- 6.1.14** Capture the relevant TVET experience of other countries and share with RTVETAs and TVET institutions.

6.2 Role of Regional TVET Authorities (RTVETA)

- 6.2.1** Promote and manage disability inclusive education and training activities at regional level.
- 6.2.2** Assign a special needs education and training focal person at regional level.
- 6.2.3** Establish a regional task force on disability inclusive education and training.
- 6.2.4** Prepare procedures and admission criteria for trainees with disabilities.
- 6.2.5** Facilitate DIET curriculum adaptation.
- 6.2.6** Ensure institutionalization of DIET within TVET institutions.
- 6.2.7** Arrange for accessibility audits of each TVET institutions in the region.
- 6.2.8** Support capacity-building of TVET institutions for the implementation of DIET (budgets, assignment and training of trainers, materials).
- 6.2.9** Assign SNE assistant trainers to TVET institutions based on the needs of trainees with disabilities.
- 6.2.10** Support the creation of a DIET resource center and coordinator, and monitor their activities in TVET institutions in the region.
- 6.2.11** Select and assign TVET institutions at cluster level to act as resource centers and to provide specialized training for trainees with disabilities.
- 6.2.12** Collaborate with stakeholders and other RTVETA regarding TVET-related DIET activities, concerns and issues.
- 6.2.13** Organize skills competitions for trainees with disabilities at regional level.
- 6.2.14** Prepare standardized reporting formats and ensure that DIET-related information and data are captured in the RTVETA Management Information System (MIS).

6.2.15 Organize experience sharing activities among RTVETAs and TVET Institutions.

6.2.16 Encourage Centers of Competencies (COCs) to address the needs of trainees with disabilities.

6.3 Role of Zone and Woreda Offices

6.3.1 Promote and manage disability inclusive education and training activities.

6.3.2 Assign a special needs education and training focal person.

6.3.3 Identify and refer trainees with disabilities for TVET training.

6.3.4 Ensure institutionalization of DIET at all TVET institutions.

6.3.5 Ensure creation of DIET resource center and coordinator in the TVET institutions.

6.3.6 Monitor activities of the DIET resource centers and coordinators.

6.3.7 Facilitate DIET curriculum adaptation.

6.3.8 Identify training needs and support innovative training courses for trainees with disabilities.

6.3.9 Collaborate with stakeholders, including other agencies, disability NGOs, DPOs and others regarding TVET-related DIET activities and concerns.

6.3.10 Organize skills competitions for trainees with disabilities

6.3.11 Collect data and report on DIET-related information to the RTVETA Management Information System (MIS).

6.3.12 Conduct experience sharing activities among TVET Authorities, TVET Institutions and other stakeholders.

6.4 Role of TVET Institutions

6.4.1 Plan and implement disability inclusive education and training policies and practices.

6.4.2 Make the institution physically accessible and conducive for trainees with disabilities (entry gate, building entrances, workshops, library, toilets and showers, cafeteria, other facilities and infrastructure).

6.4.3 Assign a DIET Coordinator for the institution.

6.4.4 Design and implement procedures for admission of trainees with disabilities.

6.4.5 Publicize the availability of training for persons with disabilities through local educational officials, local schools, DPOs, NGOs and the local media.

6.4.6 Raise the awareness of parents and the community of the importance of vocational skills training for persons with disabilities.

6.4.7 Provide financial supports for trainees with disabilities to meet the cost of transport and meals, in cooperation with local organizations.

6.4.8 Prepare an Individual Education Plan (IEP) for each trainee with a disability.

6.4.9 Provide remedial education courses for trainees lacking basic reading, writing and math skills.

6.4.10 Provide vocational skills training in existing courses to trainees with disabilities according to their vocational interests, abilities and needs.

- 6.4.11** Ensure that trainees with disabilities have access to all provisions (tools, equipment, materials, etc.) in the workshops.
- 6.4.12** Establish special training courses for trainees with specific disabilities as required.
- 6.4.13** Coordinate and facilitate DIET capacity-building for trainers and assistant trainers.
- 6.4.14** Assign DIET assistant trainers as required to support the training of trainees with disabilities in specific courses.
- 6.4.15** Establish a DIET resource center in the institution.
- 6.4.16** Carry-out awareness-raising and advocacy activities for DIET in the institution and the local community.
- 6.4.17** Select participants for skills competitions by trainees with disabilities.
- 6.4.18** Provide vocational counseling to trainees with disabilities.
- 6.4.19** Encourage community participation in the TVET in support of the trainees with disabilities.
- 6.4.20** Collect statistical data and compile reports on the implementation of DIET in the institution.
- 6.4.21** Encourage experience-sharing and collaborate with community-level stakeholders including other TVET institutions and agencies, disability NGOs, DPOs and others regarding TVET-related DIET activities and concerns.

6.5 Role of DIET Resource Centers in TVET Institutions

The DIET Resource Center is an office/room in the TVET institution which is equipped with specific materials and assistive devices, and staffed with a professional SNE expert to give support to trainees with disabilities, trainers and instructors, assistant trainers and the institution as a whole. The Resource Center personnel include the DIET Coordinator, a representative of trainees with disabilities, any assistant trainers (Braille trainer, sign language interpreter) and when available, a psychologist. The role and responsibility of the Center includes:

- 6.5.1** Identify DIET special education and training needs and issues.
- 6.5.2** Support the development of the curriculum based on the prevailing occupational needs of the woreda and region.
- 6.5.3** Support the vocational assessment of incoming trainees with disabilities – conduct interviews, arrange and test of skills, and help prepare an Individual Education Plan (IEP).
- 6.5.4** Collaborate with the institution to meet identified special education and training needs of trainees with disabilities.
- 6.5.5** Provide and facilitate the acquisition of training materials (such as hearing aids, low vision materials, Braille, etc.) and other related resources for DIET.
- 6.5.6** Provide professional and technical assistance for the effective implementation of inclusive training.
- 6.5.7** Provide the necessary advice to trainers, parents, and trainees with disabilities
- 6.5.8** Conduct periodic assessment on special educational and training issues.
- 6.5.9** Collect and organize data on DIET at the institutional level.

6.5.10 Carry-out a regular review, and prepare documentation and reports on the implementation of DIET at the institutional level.

6.6 Role of DIET Coordinator in TVET Institutions

The Vice-Dean of the TVET institution plays the role of Disability Inclusive Education and Training (DIET) Coordinator. The role and responsibilities of the DIET Coordinator include:

6.6.1 Assist the identification of trainees with disabilities and assessment of their corresponding special needs, if any.

6.6.2 Ensure the preparation of an Individual Education Plan (IEP) for each disabled trainee.

6.6.3 Provide support and guidance to individual trainees with disabilities.

6.6.4 Arrange for local disability NGOs and DPOs to provide services in support of the trainees with disabilities.

6.6.5 Facilitate the allocation and use of resources to support the implementation of DIET training.

6.6.6 Participate in Regional DIET activities.

6.7 Role of Assistant Trainers of DIET

Assistant Trainers of DIET are graduates (degree, diploma or certificate) of a special needs education program, who assist TVET trainers in communication and other technical supports in the teaching and training process. The role and responsibilities of Assistant Trainers include:

6.7.1 Undertake an initial assessment of the vocational aptitudes and interests of each trainee with a disability.

6.7.2 Assist TVET trainers in training trainees with disabilities based identified special needs.

6.7.3 Identify training material requirements for DIET.

6.7.4 Follow-up and maintain training records of trainees with disabilities.

6.7.5 Assist the development of DIET TVET training methodology.

6.7.6 Prepare an individual education plan for each trainee with a disability, in collaboration with the DIET Coordinator, trainers and trainees.

6.7.7 Prepare individual reports on trainees with disabilities.

6.7.8 Facilitate the participation of trainees with disabilities in skills competitions.

6.8 Role of Centers of Competency (COC)

6.8.1 Assign special needs education experts to TVET institutions as assistant trainers according to types of trainee disabilities, in order to facilitate the assessment of the trainees and assist with communication and other technical aspects during assessment.

6.8.2 Provide assistive technologies as required.

6.8.3 Propose reasonable accommodations for trainees with disabilities based on assessment findings (accessible training area, adaptation of tools, materials, machines, etc.)

6.8.4 Make the COC an accessible and conducive environment for the assessment of trainees with disabilities.

6.9 Role of the Federation of Ethiopian National Associations of Persons with Disabilities (FENAPD) and other DPOs

6.9.1 Provide advice and support to the FTVETA in implementing the Guideline.

6.9.2 Make recommendations for the better implementation of the Guideline and the TVET DIET program.

6.9.3 Provide technical assistance to the TVET institutions at federal, regional and local level.

6.9.4 Mobilize and coordinate member and other DPOs in supporting the FTVETA in its effort to include students with disabilities in TVET.

6.9.5 Provide information to the FTVETA, RTVETA and TVET institutions when required.

6.9.6 Review the Guideline and propose amendments from time to time.

6.9.7 Follow-up and support trainees with disabilities in TVET institutions.

7. PROVISIONS OF TVET PROGRAMS FOR THE TRAINING, ASSESSMENT AND WORK PLACEMENT OF TRAINEES WITH DISABILITIES

7.1 Reasonable Accommodation

Reasonable accommodation involves identification of needs, consultation and negotiation. It does not mean that all trainees' requests are granted. However, trainees with disabilities are often major sources of information on the adjustments and modifications that would be appropriate for them. Accommodations should be designed to increase the ability of each trainee to participate and achieve outcomes.

7.1.1 Planning and preparation are very important in making reasonable accommodations, and sufficient time should be allowed for appropriate arrangements to be put in place.

7.1.2 The guiding principle underlying the concept of reasonable accommodation is inclusive practice. Such practice is based on the following:

- Recognition of differences among trainees.
- Catering for differences in individual interests, abilities, experiences, learning styles and preferences.
- Developing trainees' ability to take control of their own learning
- Authentic tasks that require thought and allow time for exploration.
- Emphasis on the development of understanding, rather than simply the completion of tasks.
- Inclusion of all trainees.

7.1.3 When deciding whether to make a particular reasonable accommodation for a trainee, the training provider should:

- Assess whether there is any other adjustment or modification that would be less disruptive and intrusive but no less beneficial for the trainee
- Assess whether the adjustment may need to be changed over the period of a trainee's education and training.

7.1.4 Reasonable accommodation as it applies to participation in training and assessment activities may include:

- Customizing resources or activities within a training package or course
- Modifying a presentation medium
- Providing additional supports
- Providing assistive or adaptive technologies
- Making additional information accessible both before enrolment and during the training and monitoring adjustments to ensure that the trainee's needs continue to be met.
- Considering that multiple accommodations might be necessary to meet the needs of an individual trainee. For example, learners who require sign language interpreters may also need a note-taker, as watching an interpreter makes note-taking difficult.

7.1.5 Reasonable accommodation aims to make it possible for trainees with disability to participate fully in education and training. It is not to give a trainee with disability an advantage over other trainees, to change course standards or outcomes, or to guarantee success.

7.1.6 Reasonable accommodation to training, learning and assessment activities needs to be justifiable and uphold the integrity of the qualification or the TVET Program.

7.1.7 Reasonable accommodation is not intended to bridge the gap between the learner's aspirations or career goals and their current capacity to successfully complete the training.

7.1.8 Reasonable accommodation does not mean that unit of competency or outcomes have to be changed for trainees with disabilities. They still must demonstrate the basic knowledge and skills to do the competency.

7.1.9 Reasonable accommodations must be compatible with TVET system policies and procedures.

7.2 Modification of Training Tools and Tasks

7.2.1 This may be done by:

- Substituting alternative tasks where existing ones pose a problem for a trainee
- Modifying the presentation medium, for example through provision of Braille and audio-visual materials, and sign language interpretation
- Modifying training tools/ tasks as needed according to reasonable adjustment requirements
- Providing additional practice opportunities

- Adapting the physical environment, for example by re-arranging workspaces, desks, work benches, equipment, etc.
- Providing audio-visual aids, adapted equipment, special furniture
- Providing access to information and communication through assistive / adaptive technologies, sign language interpreters, etc.
- Making time-related changes, for example by extending or altering timeframes for teaching and examinations
- Providing texts and other materials in alternative formats (Braille, large print, electronic, etc.) and ahead of the class so that trainees and trainers can become familiar with them beforehand

7.2.2 Encouraging trainees to explore and identify the learning style and method that best suits them.

7.3.3 Encouraging as much trainee independence as possible to develop confidence and prepare them for the workplace.

7.3.4 Providing learning experiences that develop all learners' acceptance of, and respect for persons with different needs.

7.3 Institutional Assessment of Trainees with Disabilities

7.3.1 Set a time and place for assessment.

7.3.2 Modify the assessment tasks according to individual trainee with a disability.

7.3.3 Present information in accessible media.

7.3.4 Seek evidence from a third party to demonstrate competence (statutory declaration, video of the learner undertaking a task).

7.3.5 Ensure the language of assessment instruments does not create barriers

7.3.6 Use the assessment to develop and monitor the Individual Education Plan (IEP) for the trainee, and ensure periodic feedback to the trainee on their progress in meeting their learning and training goals.

7.4 Work Placement

Work is at the center of people's lives and is one of the main ways one relates to others. It provides income, gives structure to daily life, and contributes to the well-being of families. For persons with disabilities, as for non-disabled persons, work also provides a means to demonstrate one's ability and worth, gain self-confidence and self-esteem, and participate in the life of the community. It is the key to social integration.

7.4.1 The TVET institution should provide vocational counseling to trainees with disabilities, in order to identify options: wage employment, self-employment and income-generating or business activities.

7.4.2 TVETs can assist successful trainees to find work by:

- Providing career counseling
- Identifying job opportunities in the local community
- Assisting trainees to form cooperatives for self-employment
- Referring trainees for business development services and sources of start-up capital

8. IMPLEMENTATION STRATEGIES

8.1 Accessibility

There are three types of barriers which prevent persons with disabilities from accessing education and training in TVET Institutions: physical barriers, institutional barriers and attitudinal/ knowledge barriers.

8.1.1 Physical barriers which must be removed include:

- Inaccessible TVET institution compounds, buildings, offices, classrooms, and workshops
- Inaccessible toilets, showers, cafeteria, libraries and other facilities
- Lack of accessible or appropriate equipment and learning materials
- Lack of adapted tools and equipment

8.1.2 Institutional barriers which must be removed include:

- Lack of flexible entry requirements that take into account the educational disadvantages faced by persons with disabilities
- Lack of remedial education (reading, writing, math, etc.) courses for trainees with disabilities
- Lack of appropriate methods and procedures for assessing the abilities and vocational interests of trainees with disabilities
- Lack of flexible examination procedures for trainees with disabilities

8.1.3 Attitudinal and knowledge barriers which must be removed include:

- Low expectations on the part of institution personnel, including management, administration, and trainers on what trainees with disabilities can learn and do
- Lack of awareness of disability inclusive education and training policy and practices
- Traditional ideas about the types of work persons with disabilities can do
- Lack of knowledge on how to make disability adjustments and modifications

8.1.4 To help address these barriers a high-level Advisory Panel at FTVETA level should be created, composed of representatives from Federal and Regional TVET Agencies, TVET institutions, DPOs, NGOs engaged in vocational skills training and other disability organizations.

8.1.5 Federal TVET Agency regulations on TVET Institution infrastructure and revising curricula should be followed to help make TVET Institutions and facilities accessible and relevant for all.

8.1.6 Financial and material resources should be mobilized to facilitate TVET accessibility modifications.

8.2 Personnel

TVET personnel are key to successful disability inclusive education and training. They create the conditions for a disability friendly environment in the institution and for the appropriate training of trainees with disabilities. Regional TVET Authorities and TVET institutions can improve the competence of TVET personnel by:

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- Ensuring there are enough appropriately trained trainers and assistant trainers
- Ensuring that TVET trainers and other personnel undergo training in disability inclusive education and training (DIET)
- Encouraging qualified persons with disabilities to become trainers, in order to bring specialist skills and understanding, and to reduce discrimination, giving all trainees role models of inclusion
- Creating an enabling environment to support inclusive TVET education, including through cross-sectoral policies and strategies that reduce exclusion
- Creating a spirit and belief among all TVET personnel that persons with disabilities have potential, can learn skills and be productive.

8.3 Linkages

Regional TVET Bureaus may link with other stakeholders engaged in the training of persons with disabilities to address the purposes and objectives of this Guideline.

8.3.1 Linkages and collaboration with DPOs and disability NGOs are useful to:

- Make persons with disabilities aware of education and training opportunities
- Encourage parents and families to send their disabled family members for education and training
- Provide awareness training on disability inclusion to TVET personnel
- Advise TVET trainers on types of disability modifications and adjustments required for persons having different types of disabilities
- Advise on general accessibility standards and modifications
- Arrange for the provision of assistive devices to trainees
- Promote disability inclusion with local authorities.

8.3.2 Linkages with business and industry are also useful and necessary to identify:

- Additional skill training needs of local enterprises
- Apprenticeship and internship opportunities
- Cooperative TVET/industry programs for trainees with disabilities
- Employment opportunities.

8.3.3 Linkages with micro and small enterprise development agencies, cooperatives and financial institutions are useful to:

- Identify self-employment work opportunities for trainees with disabilities
- Identify and facilitate support for the start-up of income generating activities by groups and cooperatives
- Identify sources of start-up and working capital for income-generating activities of successful trainees.

Disability inclusive education and training **is possible!** Accessibility and flexibility is the key to the inclusive education and training of trainees with disabilities in the TVET system in Ethiopia.