Annex 4
IASG Thematic Seminar
Moving from Segregated to Inclusive Services in Vocational Education and Training - European and North American experience

ILO, Geneva 7 July 2011

Organized by the ILO Skills and Employability Department as part of the 6th meeting of the Inter-Agency Support Group for the UN Convention on the Rights of Persons with Disabilities
Geneva, 6-7 July 2011
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1. **Introduction**

The Thematic Seminar was organized as part of the 6\(^{th}\) meeting of the Inter-Agency Support Group (IASG) for the UN Convention on the Rights of Persons with Disabilities (CRPD). The aim was to deal in depth with a technical topic of relevance to the mandate of the ghost agency, in an attempt to encourage greater participation by UN agencies and a wider range of civil society agencies in the IASG.

**Objectives**

The aims of the seminar were to

- examine the emphasis on inclusive vocational and training in the international policy agenda, in general and through practical projects implemented by selected IASG member agencies;
- review successes and challenges in implementing this policy approach with some concrete examples,
- Examine practical strategies to facilitate inclusion
- Review steps that can be taken to tackle the challenges faced.

**Participants**

The seminar was attended by twenty five participants from UN agencies, the European Union, and civil society organizations.

2. **Overview**

The seminar was officially opened by Ms Deborah France, Director, ILO Bureau for Employer Activities. Noting the fundamentally new policy approach ushered in by the UN Convention on the Rights of Persons with Disabilities, she said that the rapid ratification of this Convention, at 102 countries just over 3 years after it entered into force, reflects the strength of commitment to its underlying principles – including those of Non-discrimination, Equality of opportunity, Equality between men and women – principles which are central to ILO Conventions (including C 159 concerning the Vocational Rehabilitation and Employment of Disabled Persons.

To enable persons with disabilities to obtain decent work, it is clear that they need to equip themselves with skills that are relevant to the labour market. This is far from the situation at the moment, where many either do not attend any training at all, or attend training that is far from relevant to available opportunities. A central question to be addressed is that of how societies can move from the current situation to one which reflects the vision of a fully open and accessible labour market, and a vocational training system which is accessible to young men and women with all types of disabilities. This is a key question from the ILO’s viewpoint, and the reason underlying the choice of topic for this first IASG Thematic Seminar.

From an employer’s perspective, Ms France said that experience has shown that persons with disabilities have great potential to contribute in the workplace. This is the experience of the 35 companies that have joined the ILO Global Business and Disability Network. Many of these companies provide opportunities for on-job training as well as supporting transition from school to work or skills training to work for young people with disabilities. These companies are excellent advocates for the spirit of inclusion underlying the UN CRPD and ILO.
Conventions and can serve as strategic partners in the process of implementing their provisions. She said that the ILO Bureau for Employer Activities is now engaged in the innovative Public Private Partnership represented by the recently established ILO Global Business and Disability Network, appreciating the value of engaging in this work to promote diversity in the workforce, with a specific focus on persons with disabilities.

Ms France concluded her remarks by underscoring the importance of working together in strategic alliances, as this will ensure that more progress will be made, faster, to turn the vision of the international instruments into a reality for persons with disabilities at grassroots level.

In further opening remarks, Akiko Ito, DESA emphasised the importance of the human rights approach of the CRPD in impacting on development processes, particularly in relation to the post-Millennium Development Goal development framework which is currently being developed. Mr Stefan Tromel, International Disability Alliance (IDA) said that the theme of the seminar was of central importance in the implementation of the right to work of persons with disabilities, since it is difficult for individuals with disabilities to obtain employment, when they have attended vocational training in special centres, which is seen as second class. He felt that there was at present an insufficient push to make vocational training inclusive, and pointed out that it is currently easier to obtain funding for specialised training in many countries, and that the training centres for persons with disabilities have a business interest in continuing to operate.

Themes
The seminar involved a combination of formal presentations, including through virtual links, a panel discussion and question and answer sessions.

**Thematic Presentations**

- **The Vision of Inclusive Vocational Education and Training in the International Agenda**
  Promoting a new era in vocational training for persons with disabilities:
  ILO’s role.
  *Ms Barbara Murray, ILO*

- **Role of Information and Communications Technologies**
  *Ms Roxana Widmer, ITU*

- **Access to information and knowledge through ICTs**
  *Ms Irmgarda Kasinskaite UNESCO*

- **Implementing inclusive vocational education and training – successes and challenges**
  Experience of European Disability-Specific Service Providers
  *Mr Jan Spooren, European Platform for Rehabilitation (EPR)*

  Experience of mainstream Service Providers
  *Mr Arjan van der Meijden, Expertisecentrum Beroepsonderwijs (Vocational Expertise Centre), Netherlands*

  On-job training for persons with disabilities – Employer examples
  *Ms Debra Perry, ILO*

  Promoting vocational training opportunities – trade union contributions.
  *Ms Anna Biondi, Deputy Director, ILO Bureau for Worker Affairs*
Transforming Segregated Services: Approaches to support strategic conversion planning of traditional programmes.

Mr Thomas P. Golden, Cornell University (Webinar)

Supporting Inclusion of Persons with Disabilities in 3rd Level Education – US Experience

Mr Hassan Ndahi, Senior Skills Specialist ILO Port-of Spain (Video Link)

The presentations made during the seminar are attached as annex 1.

Discussion points

The main points arising in the discussion which followed the different presentations and the panel discussion included:

- The importance of adopting a roll-out strategy for practical tools such as the E-Accessibility tool for policy-makers developed by the ITU in collaboration with G3ICT
- The value of the Supported Employment model that integrates skills development with the acquisition of knowledge of the job
- The need to ensure that programmes are accessible to refugees
- The importance of training webmasters in web-accessibility standards
- The importance of setting policies for persons with disabilities in the broader framework – of discussions about cutbacks due to the financial crisis, negotiations with the International Monetary Fund, fiscal policies, collective bargaining
- The fundamentally importance role played by the public sector in setting an example
- Since most disabilities are acquired in the course of a lifetime, information is required on job retention and return to work trends, and related policies
- In examining examples of good practice in the employment of persons with disabilities, it is important to provide information on the wages obtained, the working conditions, whether disabled people are working alongside non-disabled people, and whether they are represented by trade unions, or by NGOs
- The importance of training in soft skills
- The need for a range of different training options, since even where there are good programmes, not all people with disabilities fit in
- The similarity of the current discussion on integrated services with discussions in the past about the education of girls and boys, leading to the question about what evidence exists to demonstrate that inclusive services are better than segregated services.
Panel Discussion
Moving to Inclusive Vocational Education and Training – Tackling the Challenges.
Panel and General Discussion.

- Mr Johan ten Geuzendam, European Commission
- Ms Anna Biondi, Deputy Director, ILO Bureau for Worker Affairs
- Ms Janet Asherson, Adviser on Environment, Safety and Health issues, International Organization of Employers
- Mr Stefan Tromel, International Disability Alliance

The central steps identified by panellists and discussants to effectively tackle the challenges faced, included:

- Making progress on accessibility as a first step
- Taking action to make progress with inclusive education
- Ensuring better collection of essential data
- Setting specific targets to be achieved in a definite time-frame, with annual reporting on progress
- Introducing an appropriate legal framework, including reasonable accommodation requirements.
- Self-critical analysis by different stakeholders
- The establishment of a national stakeholder platform to deal with the changes needed
- Studies of what is actually happening in the labour market
- Identification of effective advisory services on inclusion.
- The importance of getting a clearer picture of the perspective of the management and staff of mainstream vocational training centres, in addition to the views of persons with disabilities, so as to identify what is needed to bring about a culture change and ensure that inclusion is regarded as a right, rather than a favour.

Concluding remarks
In the concluding remarks, Ms Akiko Ito, UN DESA and Mr Simon Walker, OHCHR thanked the ILO for organizing the Thematic Seminar, which provided an opportunity to have detailed presentations and discussions on an issue which is central to the implementation of the right to work, Article 27 of the UN CRPD.
Annex 1: Thematic Presentations

A1.1 Promoting a new era in vocational training for persons with disabilities: ILO’s role. *Ms Barbara Murray, ILO*

Promoting a new era in vocational training for people with disabilities

**ILO role**

*Barbara Murray, ILO, Geneva*


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**Skills development for persons with disabilities: current options**

- Separate training - dedicated centres
- Mainstream training centres, with supports
- On-the-job training
- Apprenticeships
- Community-based training
- Distance learning/learning from home
Skills development for persons with disabilities: some central questions

- Does everyone have access?
- What distribution between different types of training?
- What role played by civil society and public authorities?
- What evidence on
  - Adherence to occupational standards?
  - Effectiveness of training?
  - Labour market outcomes?

Vocational Education and Training

CRPD Vision

- Access to general tertiary education, vocational training, adult education and lifelong learning without discrimination, on equal basis with others (Art 24)
- Access to mainstream vocational guidance, training and employment services (Art 27)
- Vocational and professional rehabilitation services geared to entering, re-entering work. (Art 27)
- Reasonable Accommodation required
- No mention of ‘Special vocational training’
Vocational Education and Training
CRPD Vision (2)

Article 26.1 Habilitation and Rehabilitation

Enable people with disabilities to attain and maintain maximum independence, full physical, mental, social and vocational ability and full inclusion and participation in all aspects of life, by organizing strengthening and extending comprehensive habilitation and rehabilitation services and programmes

beginning at earliest possible stage
based on multidisciplinary assessment
supporting participation and inclusion in the community and all aspects of society
available as close as possible to own communities, including in rural areas.

Inclusive Vocational Training
Implications of new Focus

• Fundamental Changes required - including in
  – Certain types of services and programmes
    • Sheltered Work with training component
    • Vocational training for persons with disabilities only
    • Mainstream training programmes
  – Roles of
    • Dedicated disability agencies, service providers
    • mainstream agencies, service providers
    • disability advocates
  – Involvement of social partners
    • Employers
    • Trade unions
    • Civil society
Vocational Training
ILO Role

• Setting standards
  • Human resources convention and recommendations
  • Vocational rehabilitation and employment convention and recommendations
• Advocating access to general services by persons with disabilities

Vocational Training
ILO Role (2)

• Knowledge Development
  • Recently completed:
    - Skills Development through CBR
    - Training for success: A guide for peer trainers
    - Recognizing ability: The skills and productivity of persons with disabilities.
  • Work in progress:
    - Good practice examples of inclusive vocational training
    - International review of training opportunities for persons with intellectual disabilities
    - Guidelines on Inclusive Vocational Training
Vocational Training
ILO Role (3)

- Advocacy
  - Promotion of standards
  - International meetings on inclusion of persons with disabilities in vocational training
    - Expert Group meeting, Asia 2006
    - Tripartite regional meeting, Europe 2007
    - Action-research seminar, Quebec 2008
    - Tripartite-plus regional conference Asia 2011
Working towards inclusive Vocational Training

• Vision clearly articulated in international standards
• Greater choice of training options in many countries
• Numerous issues require attention...
• People with disabilities: diverse group, variety of support requirements
Role of Information and Communications Technologies

The Vision of Inclusive Vocational Education and Training in the International Agenda
7 July 2011
IASG Thematic Seminar, ILO

Roxana Widmer
Susan Schorr
Special Initiatives Division
ITU

ITU’s role in promoting Digital Inclusion for people with special needs
Promotion of ICT access and use for the social and economic development of:

- Indigenous peoples
- Persons with disabilities
- Women and girls
- Youth and children
Network rollout essential but not sufficient

Ensure that people with special needs can use ICTs

- Persons with disabilities and ageing populations require accessible ICTs and assistive technologies
- Youth and children need affordable access and ICT literacy training
- Women or with limited or no schooling may need language literacy in order to use ICTs
- Indigenous People need affordable access and language literacy
- All need training on using ICTs for their social and economic development

Digital Inclusion for People with Special Needs

ITU Role and Strategy for Implementation

- Raising Awareness among ITU Members on the Importance of Digital Inclusion
- Developing Knowledge Resources, e.g. online toolkits
- Developing Training Materials our members can use to foster digital inclusion in community ICT centres
- Use Knowledge Resources to share best practices on policies, legislation and practices to promote Digital Inclusion online and in workshops/forums
- Providing policy advice such as development of National School Connectivity Plans to Members
- Implementing projects that take into consideration PwD’s needs and ensure that assistive technologies are available
MCT Projects for PwDs

- ITU MCTs for persons with disabilities revealed that adult users often have had no education, are illiterate and have no job skills
  - Reason: often a belief that children with disabilities cannot be educated, that adults with disabilities cannot be trained with job skills
  - Result: vicious cycle of un-educated, illiterate adults with disabilities unable to become financially secure and independent

- ITU develops projects in developing countries to create Multi Purpose Community Telecentres (MCTs) equipped with assistive technologies
  - Ethiopia
  - Burkina Faso
  - Mali
  - Sri Lanka
  - Tanzania
  - Armenia

ITU’s Activities in Promoting Accessible ICTs

- ITU and G3ict developed the e-Accessibility toolkit for Policy Makers
  - Handbook available in accessible PDF, Braille and DAISY formats
  - Studies on Mobile Phone Accessibility and Making TV accessible underway

- ITU organizes awareness raising seminars and workshops, e.g. Asia Pacific Regional Forum on Digital Inclusion for All (www.itu.int/ITU-D/asp/CMS/Events/2011/DigitalInclusionIndex.asp)

- ITU developed a text-to-speech engine in Mongolian and plans to develop a TTS engine for other Asian Pacific countries if funding mobilized

- Gave rise to the Connect a School, Connect a Community toolkit module on “ICTs for the education and job training of persons with disabilities”
CONNECT A SCHOOL, CONNECT A COMMUNITY

The Concept

Consulting at present, secondary and post-secondary schools in ICT’s in 2006 was one of the top ten safety world leaders at the World Summit on the Information Society (WSIS). Connect-a-School (Connect-a-
Community) is a partner-driven platform developed by IIC to provide broadband infrastructure to schools in developing countries around the world. “Why focus on schools”? Because Connect-a-Schools can serve as community ICT centers for disadvantaged and vulnerable groups, including women and girls.

www.connectaschool.org
OUTLINE of Persons with Disabilities Module

Section 1 – Introduction
Section 2 – Current situation, challenges and opportunities
Section 3 – Assistive Technologies (ATs)
Section 4 – Developing and Implementing accessible ICT connected schools
Section 5 – Accessible Multipurpose Community Telecentres in Schools
Section 6 – Checklist for policy makers
Section 7 – International texts on PwDs
Section 8 – Case studies
Section 9 – Resources for teachers and policy makers
Assistive Technologies: Not one size fits all

An arthritic hand trying to use a standard mouse

A single switch mounted on a wheelchair

Keyboard text-to-speech generating device

Speech generating device

General benefits of Assistive Technologies

- Enables greater learner autonomy
- Unlocks hidden potential for those with communication difficulties
- Enables students to demonstrate achievement in ways which might not be possible with traditional methods
- Enables tasks to be tailored to suit individual skills and abilities
Accessible Buildings and Workstations

Wheelchair clearance and turning circle

Common reach zones

Using schools for skills and job training for Adults with Disabilities

- Accessible ICTs hold the potential to enable persons with disabilities to receive job skills that would otherwise be inaccessible to them

- Sufficient and appropriate training enables persons with disabilities to reach their own personal potential

- Toolkit Case studies on job skills training, certification and employment opportunities
How ICTs can provide education and job opportunities
Case Studies

- A bottom-up approach (Mexico)
- Building partnerships locally (POETA)
- Working with local specialists to build capacity in AT (Brazil)
- The potential of teleworking (Tunisia)
- The potential role of free and open-source software (India)

Singapore Infocomm Accessibility Centre
www.iacentre.org.sg

- People-Private-Public partnership, with funding from Microsoft
- Assistive technology loan library so persons with disabilities can try out AT before buying
- Screen readers for visually impaired clients to learn how to prepare business letters, screen magnification to do data entry
- Web and graphic design and digital musical arrangement
- Has a job placement and apprentice programme
- Video link: http://www.iacentre.org.sg/a_videoaboutus.php
International Telecommunication Union

Committed to connecting the world

For more information, please contact
Susan Schorr
susan.schorr@itu.int
Access to information and knowledge through ICTs for Persons with Disabilities

Inter-agency Support Group for the UN Convention on the Rights of Persons with Disabilities
6th meeting, ILO
7 July 2011, Geneva

International commitments:

  - Access to information and knowledge (Chapters C3)
  - Capacity building, address the need to ensure the benefits offered by ICTs for all, including disadvantaged, marginalised and vulnerable groups (Chapters C4)
- **Millennium Development Goals** (2000)
  - 2010 MDG report mentions the first disabilities, notes the limited opportunities for children with disabilities and the link between disability and marginalization in education
  - 2010 UN General Assembly at its High Level Meeting adopted a resolution “Keeping the Promises: United to Achieve the MDG Goals”
- **The Salamanca Declaration** (1994) focused on special needs education
- **Education for All** - aiming to meet the learning needs of all children, youth and adults by 2015
UNESCO’s concept of Inclusive Knowledge Societies

Knowledge Societies

Knowledge Creation  Knowledge Preservation  Knowledge Dissemination  Knowledge Utilization

Pluralism and Inclusion

Human Needs and Rights

UNESCO’s approach within the context of ICTs and Persons with Disabilities

22-23 February 2010 - Experts meeting on “Mainstreaming ICTs For Persons with Disabilities to access information and knowledge” provided key recommendations for UNESCO’s action:

1. Making UNESCO ICT accessible
2. Mainstreaming ICT in inclusive education
3. Mobilizing resources and international cooperation
4. Creating an information and knowledge access ecosystem
UNESCO’s Employment Policy


- UNESCO aims to provide reasonable accommodations necessary to enable a person with a disability to enter into and remain in employment within the Organization by implementing measures in various areas.

  - https://unesdoc.unesco.org/ark:/48223/pf0000006644

Scope and application of the policy:

- Reasonable accommodation
- Selection and recruitment
- Career development and training opportunities
- Performance appraisals
- Retention in employment and return to work
- Working environment
- Buildings
- Office environment
- Meetings, conferences, workshops and seminars
- Flexible work arrangements
- Access to information
- Dissemination of information and awareness training
- Monitoring and implementation
- Confidentiality of information
- Transitional provisions

Inclusive Access to Digital Office Documents


  UNESCO and Ontario Ministry of Social Services and Community (Canada) provided support to Inclusive Design Institute (OCAD) for the development of guidelines for inclusive access to digital office documents.

Linkages with other activities

  - 2nd consolidated report presented to the Executive Board, May 2011 indicates that the following measures concerning Persons with Disabilities were taken by:
    - Majority of Member States (24 provided reports: EU countries such as Czech Republic, Denmark, Finland, Germany, Hungary, Lithuania, Spain and other countries from other regions).
    - Reported initiatives undertaken to increase broadband connectivity targeting also distinct social groups, such as youth, women, the elderly and persons with disabilities.
    - The former Yugoslav Republic of Macedonia and Lithuania introduced web accessibility standards (WCAG) for all public websites.
    - Denmark, Egypt, Guinea, Spain put efforts to build capacities of the Internet users, including persons with disabilities to create digital content using ICTs.
    - Azerbaijan, Japan and Republic of Moldova introduced specific provisions for facilitating access to knowledge of people with visual impairments, including libraries and transmission of audio works through the Internet.
    - Canada implemented several projects to make interactive content and applications accessible for all, regardless of geographic location, technology, or disability.

Broadband Commission for Digital Development

- The second major output document “Broadband: A Platform for Progress” of the ITU/UNESCO-led Broadband Commission for Digital Development was released on June 6, at the 3rd meeting of the Commission in Paris, France.
  - Within the context of inclusiveness of access, the report advocates that every member of society would have access to a high-speed, high-capacity broadband connection to the Internet. Continually expanding networks – based on broadband Internet and other ICT advances – will stimulate new forms of flexibility.
  - Among issues, accessibility aspects for persons with disabilities were addressed by stating that “Broadband connectivity can significantly increase the independence of women and men with disabilities, so their needs should be taken into account in designing and implementing Internet infrastructure at all levels (backbone, user facilities and access devices).”
  - The report also makes a strong case for broadband as a driver of economic growth and new jobs, citing country case studies and reports by leading consultancies that point to increased employment opportunities, higher labour productivity and a strong stimulus to GDP.
First findings on use of ICTs to access information and knowledge for Persons with Disabilities

- **Accessibility** is included in many national documents, but it is a low priority for many stakeholders.
- Lack of accurate statistical data which is needed for formulating policies and schemes.
- Lack of linkages between existing policies and strategies, such as education and information society policies.
- Lack of gender sensitive policies and strategies.
- Amendment of copyright laws including an exception permitting conversion and sharing of books in accessible formats without cumbersome procedural requirements or delay.
- Introduction of electronic accessibility policy in order to ensure that all information which is digitally available, such as web sites and electronic documents adhere to accessibility standards.
- Awareness raising and capacity building of media professionals to report accurately on accessibility related issues.
First findings on use of ICTs to access information and knowledge (cont.)

- Promotion of access to and capacity building using ICT for schoolchildren and students with disabilities in educational institutions, libraries, youth centres and other public places.
- Promotion and mainstream of inclusive education at all levels, all teacher training programmes should include assistive technologies as an integral components of the curriculum.
- Introduction of flexible approaches and adjustment to diverse needs of users/learners using of assistive technologies by persons with various types of disabilities.
- Introduction of new services and development of assistive technologies accessible for persons with disabilities in local languages.
- Promotion of content sharing, such as virtual library networks for sharing accessible content.
- Involvement of multi-stakeholder participation to oversee monitoring and implementation.
A1.4 Experience of European Disability-Specific Service Providers

Mr Jan Spooren, European Platform for Rehabilitation (EPR)

Inclusive VET services to people with disabilities
Successes and challenges

Geneva, 7 July 2011
Jan Spooren, EPR Secretary General

Article 24 of UN Convention

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<tr>
<th>Personal development</th>
<th>Inclusive education</th>
<th>Supports and Services</th>
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<td>• Enhance abilities</td>
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<td>• Participation in society</td>
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<td>• Non-exclusion</td>
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<td>• No discrimination</td>
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<td>• Proper communication</td>
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<td>• Trained teachers</td>
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<td>• Individualised support</td>
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Right to education for PwD
Elements of modernisation

**Paradigm shift in health and social services**
From public programming regulation to market-based regulation

- Positive & proactive approach
- High level expertise

**Modernisation**

- Mainstreaming/partnership
- Inclusion / maximise potential
- Empowerment
- Decentralization

- Demonstrate added value
- Quality assurance
- Competition: tendering
- Market analysis and orientation

**Paradigm shift in disability field**
From medical model to social model
Advance mainstreaming

Definition
- All policies, programmes and activities should incorporate a disability perspective, so no specific measures/actions are needed.
- All actors/groups in society should be aware of disability issues and prepared to take them into account in all activities and attitudes.

Benefits
- In line with social model
- Equality of opportunities
- Partnership + participation

Risks
- Some people with severe and complex disabilities still need specific interventions
- Public authorities abuse concept to reduce resources for disability sector

Mainstream of disability policies should be complemented with specific actions/programmes fostering the development of disability-specific expertise and solutions.

EU Disability Strategy 2010-2020 – Education & Training

Definition
- Provide required support for PwD within general education system
- Effective and individualised support measures

Actions at EU level
- Promote transition from education to employment
- Promote inclusive education
- Promote accessibility and reasonable accommodation in education
- European Agency for Development in Special Needs Education

Actions at MS level
- Remove legal and organisational barriers from mainstream education
- Effective and individualised support:
  - Timely support
  - Early identification of special needs
  - Well-coordinated services
- Disability training of teachers/staff
- Ensure availability of (financial) resources for support of teachers
The context

Social economic challenges
- Ageing
- Gender equality
- Social integration
- Labour market flexibility

Increasing and diversifying demand

Adapt to changing needs
- Understand needs
- Flexible responses
- New target groups
- New services

Sophisticated and complex services

Cycle of Growth and Intervention

Targeted Specialist Services

Principles of Mainstreaming
- Progressive Realisation
- User Control
- Lifespan Approach
- One Stop Shop for Information & Advice
- InterAgency Working
- Progression Focused Standards

The Least Restrictive Environment congruent with full potential

Mainstream Provision

System Performance Indicators
- Independence & Choice
- Participation & Partnership
- Integrated Services & Policies
- Crosscutting Disability Strategy
- User Controlled
- Lifespan Approach
- One Stop Shop for Information & Advice
- InterAgency Working
- Progression Focused Standards
Challenges in advancing mainstreaming

- **Prejudices from general population about disability**
  - Mostly problem in initial phase

- **Resistance from PwD and their families**
  - Insecurity / over-protection
  - Difficulties to accept negative consequences of ‘mainstream’

- **Mainstream services lack resources to involve specialised support**

- **Offering specialised support to mainstream providers requires active marketing**

- **Economic crisis reduces employment for PwD**
Support to mainstream education and VET

Challenges for specialised service providers

- From centre based to out-door services
  - Changed mentality
  - Adapted internal organisation (HR / logistics / …)
- Decentralisation/fragmentation of services
- Case management
- Need for partnerships
- Maintain sufficient interface with client
- Departmentalisation of policies & funding
- Need for marketing and sales strategies

⇒ Need for flexibility

Inclusive VET services should be holistic

Holistic approach to disability

- Multi-disciplinary teams
- Comprehensive services
- Transition arrangements
- Case management
Empower the service user as a customer

- Cultivate and facilitate empowerment of service-users and environment
- Promote user involvement in all aspects of service delivery
- Ensure informed choice
- Services should in all cases maximise the personal potential and aspirations of the client
- Self-determination of the client needs to be balanced with liability/responsibility of service provider

Indicators for good practice

- Proactive – Reaching out to PwD
- Appropriate and early assessment of special needs
- Individual pathways approach (Individual plans)
- Coordinated approach
- Joining up across sectors and policy areas
- Training and support for frontline staff
- Involvement of parents/families and social network
- Community based – non-institutional
- Access to quality work
- Empowerment processes
A1.5 Experience of mainstream Service Providers

Mr Arjan van der Meijden, Expertisecentrum Beroepsonderwijs (Vocational Expertise Centre), Netherlands

Experiences in Vocational Education in the Netherlands.

Arjan van der Meijden
7 - 7 - 2011

Introduction

- Centre for Expertise in Vocational Education and Training (ecbo)
  - Develop and disseminate knowledge on VET (independently, systematically and to a high quality standard) for the benefit of the VET system/society
  - Coordinate activities with other organizations that make up the educational VET and academic infrastructure (universities, higher professional education, regional knowledge networks)
Presentation

- Context / description VET system in the Netherlands
- Context of students with disabilities
- Experiences of professionals in schools
Secondary Vocational education: Large schools

Excluding overhead and housing

<table>
<thead>
<tr>
<th>Rank</th>
<th>Institution</th>
<th>Students</th>
<th>Diplomas</th>
<th>Lumpsum in/out</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ROC Midden Nederland</td>
<td>24810</td>
<td>7001</td>
<td>€ 85 339 765</td>
</tr>
<tr>
<td>2</td>
<td>ROC van Amsterdam</td>
<td>22830</td>
<td>6701</td>
<td>€ 98 382 143</td>
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<tr>
<td>3</td>
<td>ROC van Twente</td>
<td>20151</td>
<td>5471</td>
<td>€ 80 320 440</td>
</tr>
<tr>
<td>4</td>
<td>ROC Eindhoven</td>
<td>18290</td>
<td>5311</td>
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<tr>
<td>5</td>
<td>ROC West Brabant</td>
<td>15062</td>
<td>4087</td>
<td>€ 62 010 517</td>
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<td>6</td>
<td>ROC Zadkine</td>
<td>10687</td>
<td>4638</td>
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<td>7</td>
<td>ROC Albeda College</td>
<td>20673</td>
<td>4400</td>
<td>€ 79 226 804</td>
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<tr>
<td>8</td>
<td>Mondriaan Onderwijsgroep</td>
<td>17233</td>
<td>4471</td>
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<td>14319</td>
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<td>10</td>
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<td>2160</td>
<td>490</td>
<td>€ 91 604 272</td>
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<tr>
<td>11</td>
<td>ROC Westerschelde</td>
<td>2282</td>
<td>485</td>
<td>€ 82 273 861</td>
</tr>
</tbody>
</table>

Secondary Vocational Education is offered at four levels:

- Level 4: Middle management
- Level 3: Trade
- Level 2: Basic professional
- Level 1: Assistant
VET in two equivalent tracks

- a dual track
  - originally the apprenticeship system
  - learning in practice in a specific company

- a school-based track.

Vision and changes in secondary VET

- Less ‘classical’ education
- More focus on self steering, teamwork, but mostly learning in practice.
- Competency based education
  - More important role for coach
  - Adjusted, more ‘holistic’ qualifications based on competences needed for the job
  - The way educators give form to CBE varies strongly
Children with disabilities in Dutch education

- Via Regional Centres of Expertise children can be ‘diagnosed’ in four clusters:
  1. Visual (blindness)
  2. Hearing (deaf)
  3. Chronic diseases / physical / mental / multiple handicapped
     - Autism, Attention Deficit Disorder, etc.

Children with disabilities in Dutch education

- In special education, primary and secondary:
  - 23 schools for cluster 1, 41 schools for cluster 2, 179 schools for cluster 3 and 200 schools for cluster 4

- In regular education
  - Often with assistance and extra financing

- There is no special VET
Number of children with disabilities (*) indicated in regular Dutch VET

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Track</th>
<th>2006</th>
<th>2007</th>
<th>2009</th>
<th>2009</th>
<th>2010</th>
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<tbody>
<tr>
<td>2</td>
<td>Dual</td>
<td>132</td>
<td>258</td>
<td>155</td>
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<td>151</td>
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<td>3</td>
<td>Dual</td>
<td>38</td>
<td>98</td>
<td>83</td>
<td>91</td>
<td>83</td>
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<tr>
<td>4</td>
<td>Dual</td>
<td>337</td>
<td>304</td>
<td>646</td>
<td>768</td>
<td>611</td>
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</table>

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Track</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>School</td>
<td>657</td>
<td>952</td>
<td>518</td>
<td>668</td>
<td>675</td>
</tr>
<tr>
<td></td>
<td>based</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
<td>School</td>
<td>786</td>
<td>1225</td>
<td>788</td>
<td>994</td>
<td>929</td>
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<tr>
<td></td>
<td>based</td>
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<td></td>
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<td></td>
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<tr>
<td>4</td>
<td>School</td>
<td>2246</td>
<td>4164</td>
<td>2905</td>
<td>4176</td>
<td>4704</td>
</tr>
<tr>
<td></td>
<td>based</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number (indicated) in Dutch VET
Number (indicated) in Dutch VET

- Respondents claimed that for every indicated child in cluster 4 (behavioural, psychiatric), there is a child that is not indicated in that cluster, but shows similar needs.

Entrance in VET for children with special needs

- Children enter VET after an other type of secondary education
- Research show several bottlenecks in the route to VET from previous education (regular and special)
  - Mainly communication problems
  - Activities mainly to improve the entrance to VET aimed at minimizing dropout
  - Not clear who is in charge of the process
- Success factor seems to be individual assistance
Entrance in VET for children with special needs

- Intake
  - By law: school is obliged to take in any student
  - Information and advice
  - General assessment of needs and possibilities
  - General assessment of perspectives on labour market

- Action plan
  - Description of the study and adjustments made
  - Time frame
  - Use of extra finances

Children with disabilities in Dutch VET

- Since 1 January 2006 children with disabilities are financed by LGF (leerling gebonden financiering, or individual student financing: ‘back pack’)

  - Based on ‘indication’ in any of the four clusters
  - Used to offer extra support
Organisation within school

- There are 213 contact points, spread over these 50 RCC’s
  - Part time manning of phones etc.
- However, research shows little systematic care / support for specific needs
- Assistance from ‘ambulant assistant’, a specialist from a special school
  - Paid for by extra funds, the ‘back pack’.
  - Depends on indication and specific needs

Issues encountered in interviews and documents related to...

- ...entrance and practicalities
- ...student
- ...teachers
- ...practical work/practical training
- ...policies / vision of school
Issues encountered: entrance and practicalities

- Everyone has to be able to enter school buildings (by law)
- Often a person that is often in the building is asked to volunteer to provide practical assistance
  - For instance the concierge
  - Assistance can vary from helping with wheelchairs, beds, to changing stoma etc.
- But how far can it go? Example of rectal application of medication for epileptic disease
  - Agreements have to be made with parents, specialists, etc.

Issues encountered: related to student

- Students have to ‘acculturate’
  - Often come from a smaller school: ‘protected’ environment
  - VET institutions in the Netherlands are often set in large buildings with many students.
  - This can be confusing
    - Practical
    - Psychological: think of children in the autism sphere
Issues encountered: related to teachers

- Teachers are not trained to deal with students that have specific needs
  - It seems to depend on willingness of teachers if they are able to teach children with specific needs.
  - Children often referred to “willing” teachers
  - Teachers need an acculturation period to adjust to the tasks. After that they find pride.
  - The numbers are too small to develop proper training; now they revert to adviceinternet/brochures

- Teachers often lack time
  - On average a teacher can individually coach a student in the school-based track for about one hour per week.
  - Respondents hear complaints that “normal” students get less attention

Issues encountered: related to practical work / practical training

- It is not a problem finding businesses that are willing to provide a training space.
- But coaching is very difficult
- “This is the place where they (the children) drop out”.
- Respondents claim that schools structurally do not handle this issue
Issues encountered: related to vision and policies school

- Policies of schools are aimed at maximizing diploma's
- Policies of school are aimed at minimizing dropouts
  - They aim at avoiding risks.
- Qualifications (competency based) are aimed at broad profession
  - Autistic children in studies that require social competences as the core of the curriculum

Challenges

- Culture change
  - We are there for all students
  - It is not ‘a favour’, but ‘a right’
- There is a lack of knowledge, time and centralised policies
- Difficult if students don’t get their diploma because of specific requirements
  - Suggestion: change requirements for specific groups
  - Suggestion: work with certificates
- Training of teachers
- There seems to be a lack of interest in politics
A1.6 On-job training for persons with disabilities – Employer examples

Ms Debra Perry, ILO

On-the Job Training: company examples

Topics

1. STANDARDS
2. COMPANY EXAMPLES
**ILO Convention 159 & Recommendation No. 168**

**ILO Conv. 159**
Vocational Rehabilitation and Employment (Disabled Persons), 1983

Calls for governments to:
- Formulate a policy on vocational rehabilitation (career guidance, training and employment services) and employment
- That promotes equal employment opportunities in the open labour market
- Allows for the use of positive measures to promote equal opportunity (not to be considered discriminatory)

**Rec. 168**
Vocational Rehabilitation and Employment (Disabled Persons), 1983

Recommends:
- Measures, including financial incentives to employers to provide training and subsequent employment and to make reasonable adaptations to workplaces, job design, tools, machinery and work organization.

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**ILO Code of Practice**

**Managing Disability in the Workplace, 2002**

- Voluntary code to provide guidance to public and private sector employers
- Based on principles of equality of opportunity for and treatment of disabled persons
- Based on the conviction that employers benefit from the hiring of people with disabilities

The Code provides specific guidance with regard to disabled employees and disability management, such as on:
- Strategy development
- Recruitment
ILO Code of Practice

Encourages governments create policies that ensure:

- Work experience, work trials and supported employment is facilitated by providing employers technical advice and incentives
- Workers with disabilities have equal opportunities at the workplace to acquire skills and experience to advance their careers
- In-service training opportunities are available and readers, interpreters and adapted materials facilitated
- Equal opportunity for workplace-based enrolment for vocational training is accessible

UNCRPD Article 24: Education

States Parties shall

- Ensure an **inclusive education system** at all levels and lifelong learning
- 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... ensure that **reasonable accommodation** is provided
Article 27: Work and Employment

- Right to work...on an equal basis with others...
  - Prohibits discrimination
  - Effective access to general, technical, and vocational guidance programmes, placement services and vocational and continuing training
  - Promotes the acquisition of work experience in the open labour market

On-the-job training

COMPANY EXAMPLES
Marriott and NGO in Hong Kong

- Housekeeping training at Hong Chi
- On-the-job training at Marriott
- Marriott hires graduates --- or works with other five star hotels
- Sell pottery products in hotel
- Developed a bakery unit
- Developed herb garden and sensory garden
- Received two local awards and Marriott Award for Community Service
They are encouraged---by individual companies

- When Marriott cannot hire all its graduates
- Encourages other 5-star hotels in Hong Kong to hire them
- (including programme expansion in the laundry, bakery and other areas of hotel operation)

Example: Telenor Open Minds

- Job training programme for people with disabilities
- Computer training and coaching to build confidence, 3 months
- Then, 21 months at Telenor in many departments
- Telenor hires 3 out of 4
- Helped more than 140 people enter the job market
**KEPAD and CJ Telenix**

CJ Telenix Human Resource Officer Sung Bo Kim: “We have thrown away the stereotype that disabled people are less productive; our case proves it.”

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### CJ Telenix and KEPAD

<table>
<thead>
<tr>
<th>CJ Telenix:</th>
<th>KEPAD:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Builds work stations in home</td>
<td>Recruitment and pre-employment training</td>
</tr>
<tr>
<td>Supervises using real-time video</td>
<td>Consultation and subsidies on accommodations, etc</td>
</tr>
<tr>
<td>Home offices 20 higher in costs</td>
<td></td>
</tr>
<tr>
<td>Return on investment realized in productivity, employee satisfaction</td>
<td></td>
</tr>
<tr>
<td>Bi-monthly visits to office</td>
<td></td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

Since 2009

- Employed and additional 50 disabled persons
- 6.3% of workforce

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54
Mphasis and the India Institute of Management in Bangalore

Mphasis in India
- Coordinates to funds the Office of Disability Services (ODS) at the India Institute of Management in Bangalore (IIM-B)
- ODS supports students with disabilities and provides accommodations
- IIM-B meets its quota
- Mphasis hires many graduates

ILO APPT project in Cambodia:
When there are no employers
- Village or home-based training
- By successful entrepreneurs
- One to one
- Skills based on market needs
- Learn technical and business skills
- Grants, loans, start-up support
- Successful trainees become trainers
- Follow-up
A1.7 Transforming Segregated Services: Approaches to support strategic conversion planning of traditional programmes. Mr Thomas P. Golden, Cornell University (Webinar)

Transforming Segregated Services:
Approaches to Support Strategic Conversion Planning of Traditional Programs

Overview

- Organizational change and transformation.
- Understanding organizational culture in the change process.
- Three levels of underlying values and assumptions.
- Service strategies to support organizational transformation at the personal (consumer), agency and systems levels.
Why change?

- Since inception disability services have been in a constant state of evolution as we attempt to develop more customer-responsive supports that lead to full citizenship.
- In light of that presumption, the question is not “Why change?” but “What needs to change?” Several questions can assist in answering that question.

Cultivating transformation

- Do segregated services help or hinder people with disabilities from obtaining competitive employment commensurate with their skills, abilities, talents, hopes and aspirations?
- What services redesign must take place to enable more people with disabilities to choose competitive jobs or self-employment?
- How do agencies operating segregated services need to redesign their structure, train or re-train staff and/or develop the capacity necessary to make the successful shift from segregated to integrated employment services?
- Do the dynamics of transformation allow for intermediary options for individuals; that is, creating transitional services like social enterprises or cooperatively owned business ventures that achieve integration objectives?
Train-Place or Place-Train?

- A study conducted by Nazarov, Golden and van Schrader (2011) at Cornell looking at six years of statewide supported employment data showed that receipt of prevocational services had a negative impact on hourly wages of consumers.
- A limitation of the study was the inability to control in the regression analysis for unobserved variables that capture provider's or consumer's varying expectations on work ability or employer attitudes regarding receipt of prevocational services.


Another study, conducted by Cimera (2011) documented that center-based employment does not improve workers' ability to become employed in their communities, and, similar to the Cornell study, found that center-based employment may actually lead to reduced hours/wages and increased service costs once they do transition to supported employment.

Challenges to transformation

- Shifting from system-centered policies and practice to citizen-centered policies and practice
- Changing longstanding attitudes and habits
- Addressing internal organizational, staffing and financing issues while maintaining morale
- Maintaining high quality services throughout transformation so as not to disadvantage workers
- Being responsive to multiple customer bases

Understanding organizational culture

- Visual organizational structures, processes and practice
- Strategies, goals, philosophies (espoused justifications)
- Actual values – taken for granted beliefs and perceptions

Culture is...

- "A pattern of shared basic assumptions that the group learned as it solved its problems of external adaptation and internal integration, that has worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel in relation to those problems."
- Therefore, to transform practice, we must first understand the role of values and assumptions


Underlying values and assumptions pose transformation challenges on three levels:

<table>
<thead>
<tr>
<th>System</th>
<th>Agency</th>
<th>Consumer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sigma, expectations and assumptions</td>
<td>Professional experiences and beliefs</td>
<td>Resident preferences</td>
</tr>
<tr>
<td>Economic priorities</td>
<td>Systems pressures and policies</td>
<td>Resident experiences and beliefs</td>
</tr>
<tr>
<td>Employer attitudes and other stakeholder ideas</td>
<td>Realities (skills, leadership, infrastructure, mission)</td>
<td>Realities (transport, skills, capacities)</td>
</tr>
</tbody>
</table>

Which do you address first???????

### Addressing Transformation Challenges - Personal Level

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Impacts Upon Transition</th>
<th>Service Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal preference</td>
<td>Sabotage</td>
<td>Exposure/experiential programs</td>
</tr>
<tr>
<td>Parent/Familial pressures</td>
<td>Negative supports</td>
<td>Investment and dialogue</td>
</tr>
<tr>
<td>Lack of confidence</td>
<td>Reluctance and fear</td>
<td>Counseling, structured try-outs</td>
</tr>
<tr>
<td>Undeveloped goals</td>
<td>Impulse shopping</td>
<td>Capacity-based assessment</td>
</tr>
<tr>
<td>Transportation</td>
<td>Limited accessibility</td>
<td>Car-pooling, public transit, etc</td>
</tr>
<tr>
<td>Literacy and skills</td>
<td>Jobs in sheltered work may not match workplace needs</td>
<td>Formal and informal skill training</td>
</tr>
<tr>
<td>Functional Implications</td>
<td>Difficult meeting work demands</td>
<td>Customized employment approaches</td>
</tr>
</tbody>
</table>


### Addressing Transformation Challenges - Agency Level

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Impacts Upon Transition</th>
<th>Service Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of knowledge in integrated employment practices</td>
<td>Always do what we have done</td>
<td>Staff training in new evidence-based practices</td>
</tr>
<tr>
<td>Staff paradigm paralysis</td>
<td>Paternalistic perspectives, &quot;we take care of them&quot; lowered expectations of performance</td>
<td>Develop new alternative assessment tools that drive a new perspective of the individual being served</td>
</tr>
<tr>
<td>Misaligned agency mission and leadership</td>
<td>Integrated employment and entrepreneurship not prioritized</td>
<td>Invest all stakeholders in re-aligning the agency mission and equip leaders for change</td>
</tr>
<tr>
<td>Infrastructure not aligned toward transformation</td>
<td>Leadership may want to change but fiscal and capacity issues may hinder that</td>
<td>Set goals to chart movement toward transformation</td>
</tr>
<tr>
<td>Readiness prerequisites</td>
<td>Assessments screen out rather than include</td>
<td>&quot;Pre&quot; means never—remove it from your agency language</td>
</tr>
</tbody>
</table>

### Addressing Transformation Challenges - Systems Level

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Impacts Upon Transition</th>
<th>Service Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor economic conditions</td>
<td>General prevailing attitudes of local stakeholders may be negative. Job openings may not be readily available requiring more entrepreneurial approaches.</td>
<td>Agency representation on local economic development. Chamber of Commerce, and other groups to ensure that job interests of people with disabilities are understood and addressed within the local economic context.</td>
</tr>
<tr>
<td>Stigma</td>
<td>Prevailing attitudes include fear, lack of confidence in people's ability to succeed in wage employment or entrepreneurship and employment discrimination. Stigma associated with medical-model employment services as the most protective and optimal setting for consumers.</td>
<td>Transformation should be accompanied by anti-stigma materials and initiatives.</td>
</tr>
</tbody>
</table>


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### Addressing Transformation Challenges - Employer Strategies

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Impacts Upon Transition</th>
<th>Service Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer attitudes</td>
<td>Employers facing their own staff hiring constraints, shifting to new economy. People with disabilities not viewed as a competitive workforce. Value to employers of diversity hiring not recognized. Feel that providers do not understand their hiring needs and send not ready candidates.</td>
<td>Use state and federal connections with employers to develop support for hiring and develop policies that support job carving and negotiation strategies. Create federal incentives for employers to hire people with disabilities. Offer services to HR departments about addressing hidden and other disabilities in their current workforce to build partnerships. Understand hiring and educational needs collaborate with post-secondary institutions to provide education and training correlated to job seeker and employer needs. Understand local employers’ affirmative action requirements and diversity goals: educate employers about how transitioning workers can meet those goals.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Impacts Upon Transition</th>
<th>Service Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fragmentation, isolation, overlap</td>
<td>• Multiple funding sources, prioritized roles, reporting requirements, and regulations</td>
<td>• Support strengthened state and federal affirmative action requirements</td>
</tr>
<tr>
<td>employment</td>
<td>increase ambiguity and create overlaps and gaps in employment services for consumers.</td>
<td>• Train workers with the skills needed by local, federal, and state contractors, as well as private employers, provide screening, placement, training, and support services to match and support center-based employees to transition to employment by federal and state contractors.</td>
</tr>
<tr>
<td></td>
<td>• Promoting practices not well-funded</td>
<td>• Develop, implement, and evaluate policies that reinforce evidence-based practices, pay for integrated outcomes, and hold providers accountable for integrated outcomes</td>
</tr>
<tr>
<td>Limited Civil Service and private</td>
<td>• Job opportunities are available to people with disabilities</td>
<td></td>
</tr>
<tr>
<td>job opportunities available to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>people with disabilities</td>
<td></td>
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</tbody>
</table>

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</tr>
</thead>
</table>
| Public entitlements and benefits                                         | While reinforcing the importance of planning, services are often not readily available for people making the transition on either an initial or ongoing basis. | • Assess impact of public entitlements and benefits on return to work.  
• Secure staff training to aid them in assisting consumers in making informed choices about work.  
• Develop a “full employment first” agenda that supports consumers working at full capacity. |
| Continued availability of subminimum wage laws may limit use of alternatives | Without incentives, some work centers may not make the transition.                       | • Advocate for increased federal and state enforcement of subminimum wage laws.  
• Support state and federal study of the experience, wages, and quality of life for people who work in center-based jobs.  
• Consider steps to phase out special wage law to alleviate the financial burden on center-based employers. |


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<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| Lack of strategic partnerships at the federal, state, and local levels to leverage funding and expertise | Agencies attempting to transform do so in isolation and depend upon their own funding streams or in-house expertise when other sources of support might be available. No approach for partnership is modeled at the federal or state level to promote transformation. | • Develop a core understanding of the range of available state, local and federal funding streams – develop branding approaches across funding streams to support common outcomes.  
• Identify approaches at the federal and state level to model transformation partnership to local stakeholders.  
• Identify and utilize the full array of community resources, including transportation and natural supports.  
• Design, model and implement well-crafted memorandums of understanding (MOUs) among both federal and state partners for clarifying funding responsibilities, service flow, etc at the local level. |
For more information, contact

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Cornell University
ILR School
Employment and Disability Institute

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607.255.2731 (voice)
607.255.2891 (TTY)
tpg3@cornell.edu (email)
http://www.ilr.cornell.edu/edi
Supporting Inclusion of Persons with Disabilities in 3rd Level Education – US Experience

Mr Hassan Ndahi, Senior Skills Specialist
ILO Port-of-Spain (Video Link)

Supporting Inclusion of Persons With Disabilities in University Education

US Experience

Hassan Ndahi
Senior Specialist
Skills and Employability
ILO DWT & Office for the Caribbean
Port of Spain

Objectives

Be able to:

- Explain the legislations that foster inclusive education
- Explain the functions of Office of Accessibility
- Explain students responsibilities in inclusive education
- Explain the responsibilities of administrators, instructors and support staff
- Explain the support services
Important Legislations that Critical to Inclusion

- **Civil Rights Act 1964**
  - Prohibits discrimination on the basis of race, gender, national origin or handicap

- **Rehabilitation Act of 1973**
  - Prohibits discrimination on the basis of handicap in any private or Public program or activity

- **The Family Educational Rights and Privacy Act 1974**
  - Give student rights to their academic records when he or she reaches the age of 18

- **Americans with Disabilities Act 1990 (ADA)**
  - Prohibits discrimination in Employment, public services, public accommodation, and telecommunication

- **Health Insurance Portability and Accountability Act 1996 (HIPAA)**
  - Protects the privacy of individual identifiable health information

The Office of Educational Accessibility

- Assist all students with disabilities in the pursuit of their educational objectives
- Offer services in compliance with federal laws
- Ensure that no student is denied benefits or services
- Maintain confidentiality of information
- Work with departments and support staff to provide services needed to students with disabilities
The Office of Educational Accessibility

- Provide the support to students in order
  - to reduce dropout
  - increase graduation rate
- Provide technology to eliminate the handicapping effect
- Work with instructors to develop effective methods of providing education
- Integrate students with disabilities into a responsive campus community
- Open up more opportunities for further education and employment

Student Responsibilities

- Student to make the initial contact
  - Set-up and appointment with the Office of Educational Accessibility
- Provide documentation of disabilities
  - ADD/ADHD
  - Medical disability
  - Psychological disability
  - Specific learning disabilities
  - Temporary mobility Impairment
Student Documentation

- Diagnosis conducted by qualified professional
  - Indicating the nature of disability
- Documentation should be current
  - Should provide an interpretive summary of evaluation
  - Provide recommendations for accommodation

Support Services

- Administrative services
- Guidance personnel
- Note takes
- Learning materials- audio tapes, Braille format etc.
- Coordinator
- Rehabilitation service counsellor
- Mentors
- Language support coordinator
- Assisted technologies
Evaluating Reasonable Accommodation

- Consider established guidelines
  - Is the documentation supporting the request?
  - Accommodation is not of personal nature
  - What types of alternatives are available?
  - Will the accommodation alter course or degree requirements?
  - Is the request constituting an undue burden to institution?
  - Is the accommodation within the requirements of the law?

Instructor responsibilities

- Involve changes in elements of teaching-learning process:
  - Instructional pace
  - Classroom management
  - Extended time
  - Adaptation of learning materials, equipment, tools etc.
  - Instructional materials
  - Evaluation process
  - Planning instructional strategies
Factors to consider
- Learner abilities
- Interest
- Learning style
- Disabilities
- Learning activities

Selected instructional strategies
- Direct instruction or lecture
- Individualized instruction
- Demonstration
- Project
- Simulation/Role playing
- Cooperative learning
Transition Programming

- Job placement specialist
  - Assessing job-ready skills
  - Resume development
  - Interview preparation
  - Job search strategies
  - Direct marketing to potential employers as required
  - Exploring educational options

Summary

- Federal legislation
  - UN Convention 2006: Article 4
  - ILO Convention 1983 (No.159): Article 2
- Student documentation/responsibilities
- Evaluating reasonable accommodation
- Support services
- Administrative and support staff
- Instructor responsibilities
- Instructional strategies
- Transition programming