

Behinderung und internationale Entwicklung Disability and International Development

Themen: Inklusive Arbeit
Themes: Inclusive Work

MONDAY: OPEN
TUESDAY: OPEN
WEDNESDAY: OPEN
THURSDAY: OPEN
FRIDAY: OPEN
SATURDAY: OPEN
SUNDAY: OPEN

SOCIETY

Inhalt

A Review of the Work Training Policy Frameworks for Persons with Disabilities in South Africa with a Closer Look at Gaps, Challenges, Good Practices, and Lessons Identified

Dr. Thomas O. Ongolo/Vanessa Tshifhiwa Mokobedi

4

Teaching and Learning in Inclusive Environments - The Case of Technical and Vocational Education and Training in Ghana

Daniel Y. A. Duah/Angelika Plümmer/

Joseph A. Danquah/Alexander B. Marful

10

Guatemala: Working with Youth with Disabilities to Support Opportunities in an Informal Economy

Edward Winter

20

Berichte | Reports

Making Disability Inclusion Easier for Companies Worldwide: The ILO Global Business and Disability Network

26

Aus der Praxis

Limping Back to Support Children with Impairments

29

Kurzmeldungen | Announcements

32

Literatur

36

Impressum

Impressum | [Masthead](#)

Behinderung und internationale Entwicklung

[Disability and International Development](#)

Herausgeber | [Editor](#)

Behinderung und Entwicklungszusammenarbeit e.V.

[Disability and Development Cooperation](#)

Anschrift | [Address](#)

Altenessener Straße 394-398

45329 Essen

Tel.: +49 (0)201/17 89 123

Fax: +49 (0)201/17 89 026

E-Mail: info@inie-inid.org

Internet: www.zeitschrift.bezev.de

Für blinde und sehbehinderte Menschen ist die Zeitschrift im Internet erhältlich:

www.zeitschrift.bezev.de

[For persons with visual impairment, an electronic version of the journal is available at](#)

www.zeitschrift.bezev.de

Redaktionsgruppe | [Editorial Board](#)

Dr. Isabella Bertmann-Merz, Prof. Dr. Michael

Boecker, Rebecca Daniel, Dr. Christine Moeller-

Bruker, Dr. Lukas Groß, Dr. Thorsten Hinz, Prof. Dr.

Sabine Schäper, Gabriele Weigt, Lars Wissenbach

Schriftleitung | [Editorship](#)

Gabriele Weigt

Redaktionsassistentz | [Editorial Assistance](#)

Judith Langensiepen

Gestaltung | [Layout](#)

Amund Schmidt

Druck | [Print](#)

Vereinte Druckwerke, Hagen

Bankverbindung | [Bank Details](#)

Bank für Sozialwirtschaft

BIC: BFSWDE33XXX

IBAN: DE08 370 205 000 008 040 706

Die Zeitschrift Behinderung und internationale Entwicklung ist eine Publikation des Instituts für inklusive Entwicklung. Das Institut wird getragen von Behinderung und Entwicklungszusammenarbeit e.V.

[The journal Disability and International Development is a publication of the Institute for Inclusive Development. The Institute is part of Disability and Development Cooperation.](#)

Hinweis: Für den Inhalt der Artikel sind die Autor*innen verantwortlich. Veröffentlichte Artikel stellen nicht unbedingt die Meinung der Redaktion dar. Die Veröffentlichung von Beiträgen aus der Zeitschrift in anderen Publikationen ist möglich, wenn dies unter vollständiger Quellenangabe geschieht und ein Belegexemplar übersandt wird. [Please note that the authors are responsible for the content of the articles. Published articles do not necessarily reflect the opinion of the editorial board. Papers published in the journal Disability and International Development may be reprinted in other publications if correctly cited and if a copy is forwarded to the contact provided above.](#)

ISSN 2191-6888 (Print)

ISSN 2199-7306 (Internet)

Behinderung und internationale Entwicklung 1/2022

Liebe Leser*innen,

menschenwürdige Arbeit und Beschäftigung sind von zentraler Bedeutung für vollständige und gleichberechtigte Teilhabe an der Gesellschaft und die Ermöglichung eines angemessenen Lebensstandards. Gleichzeitig sehen sich Menschen mit Behinderung jedoch mit erheblichen offenen und verdeckten Hindernissen im Hinblick auf Ausbildung, Beschäftigung und Erfolg am Arbeitsplatz konfrontiert. Technische und berufliche Bildung kann die Beschäftigungsfähigkeit erhöhen und die politische und soziale Teilhabe fördern – umso wichtiger ist es, dass Ausbildungsinstitutionen und -programme inklusiv und qualitativ hochwertig gestaltet sind, damit sie allen Menschen gerecht werden.

Die vorliegende Ausgabe widmet sich der Situation von Menschen mit Behinderung im Bereich Arbeit und der Frage, wie Beschäftigungs- und Lebensperspektiven für Menschen mit Behinderung verbessert werden können.

Zwei Artikel beschäftigen sich mit TVET-Institutionen (Technical and Vocational Education and Training). Zum einen geben Thomas Ongolo und Vanessa Tshifhiwa Mokobedi einen Überblick über Strategien und Rahmenwerke zur Ermöglichung von Berufsbildungsmaßnahmen für Menschen mit Behinderungen in Südafrika. Zum anderen werfen Rexford A. Oppong, Daniel Y. A. Duah, Angelika Plümmer, Joseph A. Danquah und Alexander B. Marful in ihrem Artikel einen Blick auf das physische Umfeld in technischen und beruflichen Bildungs- und Ausbildungsinstitutionen für Studierende und Angestellte in Ghana und stellen inklusive architektonische Gestaltungsprinzipien vor, die bei der physischen Zugänglichkeit aller Berufsbildungseinrichtungen berücksichtigt werden sollten. Anschließend stellt Edward Winter Ergebnisse eines Projekts von *World Vision* in Guatemala vor, in dessen Rahmen Jugendliche mit und ohne Behinderung mit Soft Skills und technischen Fähigkeiten, die zur Beschäftigung beitragen sollen, ausgestattet werden.

Wir wünschen Ihnen viel Freude bei der Lektüre!

Ihr Redaktionsteam

Dear readers,

decent work and employment are crucial because they enable full and equal participation in society and a decent standard of living. At the same time, however, persons with disabilities face significant overt and covert barriers to training, employment, and success in the workplace. Often, technical and vocational education and training increases employability and promotes political and social participation - making it all the more important that training institutions and programmes are inclusive and of high quality to cater for all.

This issue is dedicated to the situation of persons with disabilities in the field of work and the question of how employment and life prospects for persons with disabilities can be improved.

Two articles deal with institutions of Technical and Vocational Education and Training (TVET). Thomas Ongolo and Vanessa Tshifhiwa Mokobedi give an overview of strategies and frameworks to enable TVET for people with disabilities in South Africa. Rexford A. Oppong, Daniel Y. A. Duah, Angelika Plümmer, Joseph A. Danquah and Alexander B. Marful take a look at the physical environment in technical and vocational education and training institutions for students and employees in Ghana and present inclusive architectural design principles that should be considered when striving towards physical accessibility of all vocational training institutions. Edward Winter then presents results from a World Vision project in Guatemala that equips youth with and without disabilities with soft skills and technical skills that will contribute to employment.

We hope you enjoy reading this issue!

Your editorial team

A Review of the Work Training Policy Frameworks for Persons with Disabilities in South Africa with a Closer Look at Gaps, Challenges, Good Practices, and Lessons Identified

Dr. Thomas O. Ongolo/Vanessa Tshifhiwa Mokobedi

Work placement opportunities in South Africa are crucial after completing a course in Technical & Vocational Education Training (TVET). It is imperative that TVET colleges in South Africa are inclusive. Inclusion in TVET colleges plays a significant role in preparing and empowering students from disability stereotypes that deem persons with disabilities to be incapable. South Africa has policies and frameworks that advocate for the inclusion of persons with disabilities, and the paper tracks and assesses these inclusion policies and frameworks in enabling TVET training for persons with disabilities.¹

Background

The German Federal Ministry for Economic Cooperation and Development (BMZ) recognises Technical Vocational Education Training (TVET) systems as a priority and avenue for creating millions of jobs and securing income for many families. However, disadvantaged and vulnerable groups, such as persons with disabilities, face difficulties in accessing TVET systems to benefit from education and training programmes that increase their employability. Predictably, because of their perceived social status, young women and persons with disabilities experience greater barriers when applying for skills development or employment opportunities. One of the main causes of the problems is the limited access for persons with disabilities to inclusive TVET institutions, and the acquisition of required skills and competencies. Completion is another challenge as once enrolled in TVET programmes, persons with disabilities are at higher risk of dropping out (Muzite, 2022).

The GIZ Global Project Inclusion (GP Inclusion) of persons with disability is commissioned by BMZ to work towards strengthening inclusion in TVET

in African countries, supporting the efforts of civil and state actors to promote inclusive standards and open up jobs. In cooperation with the African Union Development Agency (AUDA-NEPAD) - Skills Initiative for Africa, the project is fostering knowledge on inclusive TVET and jobs by building evidence-proofed approaches. Against this background, the GP Inclusion commissioned a study towards finding a deeper understanding of solutions for the inclusion of persons with disabilities in TVET with examples from two countries (Kenya and South Africa). This involved carrying out an in-depth analysis of the policy framework and the practical implementation of inclusive TVET, especially concerning persons with disabilities, the employment sectors that offer high opportunities to persons with disabilities and other marginalised groups in each country, against the training.

The literature on TVET in Sub-Saharan Africa found that there is a common overall feature; people with disabilities are affected in access and use of TVET programs by several factors, including but not limited to the following: low education levels; inaccessible design of TVET

facilities; the lack of an adapted curriculum; the lack of specialised adaptive equipment and technologies and guidelines for its provision; the lack of staff trained in special needs education, and the lack of funding (Haßler et al. 2020: 211f; Tripney et al. 2013). As a result, the labour market excludes them from employment opportunities (Majola & Dhunpath 2016).

In South Africa, the state disability grant is an important safety net that cushions persons with disabilities from poverty. The disability grant has been increased in the current 2022 budget to R1,985/per month (\$125), however, this is insufficient to cater to all their needs (Adato et al. 2005; SAHRC. 2017). Therefore, developing skills and finding employment is a crucial aspect of their development and meeting their needs. This paper picks up from the regional study on inclusion in TVETs, by zooming in on the South African context, mapping the policy journey toward creating access to TVETs for students with disabilities (SWDs) in the context of higher education. The paper also explores how these policies are operationalised and what challenges are there in the implementation for the inclusion of SWDs.

Setting the Context: Employment and Education of Persons with Disabilities in South Africa

The economic and educational challenges faced by the majority of persons with disabilities (PWDs) in South Africa have to be seen in the context of the country's exceptionally high poverty and unemployment rates. The World Bank estimated in April 2020 that 55.5% of South Africans live in poverty, with 25% experiencing food poverty (Noyoo 2021). These statistics have subsequently worsened, given the massive contraction of South Africa's economy and the millions of jobs lost as a result of successive lockdowns during the Covid-19 pandemic (Department of Statistics South Africa 2021). At the end of the third quarter of 2021, the official unemployment rate in South Africa stood at 34.9%, the highest in the world (ibid.). The unemployment rate according to the expanded definition of unemployment (which includes discouraged job seekers) rose to 46.6%. Youth unemployment stood at 66.5% and 74% at the expanded definition (Ranchhod & Daniels 2021).

Matriculation of Learners with Disabilities

In many South African communities, especially in rural areas, the level of stigma and discrimination that prevails regarding PWDs also plays a role in whether children with disabilities will be able to attend school and be supported to proceed successfully through the

schooling system. All the factors mentioned below will in one way ultimately determine whether learners with disabilities will be able to matriculate and meet the admission requirements of Post-School Education and Training (PSET) institutions (Venezia & Jaeger 2013).

- Socio-economic status of their families
- Type and severity of disability
- Gender
- The geographical location (e.g., rural or urban)
- Availability of inclusive schools in their vicinity
- Adequate government funding for inclusive education
- Teachers trained in disability support
- Accessible school infrastructure
- Availability of assistive devices and appropriate technology/software
- Accessible, safe, and affordable school transport
- Availability of information about bursaries for post-school studies
- Good career counselling

There is evidence highlighting gaps in all the areas listed above in South Africa, which impact hugely on the success of learners with disabilities within the basic education system (Venezia & Jaeger 2013). Therefore, the key obstacle to greater access to post-school education for SWDs in South Africa is the general failure of the basic education system to adequately include (and retain) learners with disability in inclusive mainstream schools. Although good policies on inclusive education have been in place for more than 20 years, implementation has been wholly inadequate, as will be discussed below.

In 2015, the Department of Basic Education estimated that almost 600,000 children with disabilities were not in school (Khumalo & Hodgson 2017). The multiple remaining barriers to inclusive education have led to, inter alia, high drop-out rates, with only a small number of learners with disabilities matriculating and an even smaller number gaining admission to PSET institutions (Khumalo & Hodgson 2017). Since basic education provides the foundation for PSET and acts as the pipeline that produces candidates for the PSET system, its failure to provide quality inclusive education, is a key consideration in the assessment of the low levels of enrolment of students with disabilities in universities and TVET colleges in South Africa. According to the Department of Basic Education (DBE 2020), during the 2020 National Senior Certificate (NSC) examinations, 2,058 *learners with special needs* wrote the examination, and 1,747 passed it. Of those that passed, 943 achieved admissions to Bachelor

South Africa has well-defined policies [...]. However, we see a few implementation lapses which if addressed, may optimise the enjoyment of access to TVET by all SWD

studies, 583 to diploma studies, 204 to higher certificate studies, and 28 obtained the Special Needs National Senior Certificate. This is 0.35% of the total number of 578,468 learners who wrote the NSC examinations in 2020, of which 440,702 passed; and illustrates vividly how small the pool is from which SWDs can be attracted to universities, TVET colleges, and skills development programmes (NSC Report 2020).

The impact of school closures during COVID-19 lockdowns in 2020/21 has made matters worse (Cattan et al. 2021), with an estimated 750,000 children (including numerous children with disabilities) having permanently dropped out of school during the pandemic (Noyoo 2021). It is therefore important to stress, from the outset, that the pool of young people with disabilities that can potentially access PSET institutions in South Africa is very small, with the number of graduates from these institutions even smaller.

South Africa TVET Policy Landscape

TVET has played a significant role in developing skills and providing training for students to implement their skills in the work environment. Unlike traditional universities, TVET invests in the practical exposure of students to their careers. There is recognition by the Department of Higher Education and Training (DHET) that SWDs constitute a small group of students and addressing disability inclusion should be through a variety of legislation and policies.

Whilst earlier frameworks contained more general provisions around disability inclusion, the policy and legislative framework in the PSET sector has evolved significantly over the two decades since the publication of the Higher Education Act (1997) and the National Plan for Higher Education (2001) which first

obliged universities to increase access for SWDs. More developments have occurred within the policy landscape within the PSET as discussed below.

Implementation Record of Policies and Programmes

Whilst most of the earlier focus (and funding) was on disability inclusion in universities, concerted efforts by the Department of Higher Education and Training (DHET) in recent years have started to include TVET colleges in their policy-making processes around disability inclusion. Starting with the White Paper on Post-School Education and Training (2014), which contained a chapter (Chapter 6) on addressing disability, policymaking has progressively homed in on more specific/targeted policies and practical guidelines regarding disability inclusion in the PSET sector.

Policies and Legislation Related to Post-School Education and Training

The situational analysis of the developed Strategic Framework on Disability in the PSET system, gazetted in November 2016, examines the status of disability inclusion across the PSET sector (Mutanga/Walker 2017). The analysis reviews the numbers of students and staff with disabilities, disability policies at an institutional level, disability support services, and challenges experienced concerning the inclusion of PWDs. One of its central tenets was the need for standardisation across the PSET system.

As a follow-up to the situational analysis, the final Strategic Framework on Disability in the PSET system was published in March 2018. It is a comprehensive document which covers everything from guiding principles and strategies to concrete directives concerning implementation, funding strategies and monitoring and evaluation. The framework, notably, contains a high-level implementation strategy (DHET 2018: 74), which focuses, inter alia, on the creation of a standardised enabling environment across the PSET sector, including a standardised reporting and data processing system (DHET 2018). The Strategic Framework is aligned with the UNCRPD, the Sustainable Development Goals, and the South African Constitution and is built on the whole policy and legislation architecture on disability inclusion that has been developed in South Africa over almost 30 years (DHET 2018).

The Framework and Guidelines to Accommodate Students with Disabilities in TVET Colleges

To further galvanize inclusion, the DHET has subsequently developed another set of guidelines, specifically for the TVET sector: the Draft Framework and Guidelines to Accommodate Students with Disabilities

in Technical and Vocational Education and Training Colleges. At the time of writing this paper, the document is open for stakeholder comments. Its content shows that it was developed after the 2018 Strategic Framework, to provide clear conceptual and practical guidelines on disability inclusion for the 50 TVET colleges (with 250 campuses) in the country.

The document provides straightforward guidance on a range of crucial issues, including navigating the complexities of disability disclosure; the standardised functions of Disability Support Units (DSU); funding for disability inclusion; and issues of access on many fronts (e.g., to infrastructure, information, assistive devices, technology, resources). Crucially, the document also guides pre-entry support, on-course support and exit support for SWDs. The latter expects Work Integrated Learning/Job Placement Units to treat SWDs equally when assisting them with job placements and other post-training opportunities. Finally, it provides guidelines on capacity building (on disability inclusiveness) for teaching and support services staff. All in all, the DHET has developed an excellent set of frameworks, with policies and guideline documents on disability inclusion in the PSET sector.

Analysis of Disability Inclusion in the TVET System

Operationalizing Inclusion

From a pure policy perspective, the evolution of the DHET's policy framework over the past 6 to 7 years in South Africa looks promising and TVET colleges are now on a trajectory with an obligation to implement these policies. The situation is certainly more challenging at the college level, with the willingness and capacity to implement the mentioned policies being quite unevenly spread amongst the 50 colleges situated in all nine provinces of South Africa. The DHET's Departmental Strategic Plan has set a target of establishing Disability Support Units DSUs in all 50 colleges by 2023/24.

Although policies on disability inclusion in universities have been in place and evolving for more than two decades, the need to do the same at TVET colleges is a much more recent requirement from the DHET. The TVET sector has a lot less experience; little institutional memory about disability inclusion programmes; and not much staff capacity and funding to implement the new policy frameworks. As a result of these (and other) challenges, mainstreaming of disability inclusion has largely not taken off properly in TVET colleges, with disability rights largely regarded as a peripheral/add-on issue, best dealt with by 'special' institutions

like DSUs.

Funding for Disability Inclusion

In terms of distribution, universities have received the lion's share of funding for disability inclusion over the years, with especially large amounts being allocated by the DHET to improve access to the building environment on their campuses. TVET colleges, on the other hand, had no ring-fenced funding to improve the accessibility of their buildings – many of which are old and therefore more challenging and expensive to renovate suitably. Most of the funding for disability inclusion from the DHET is allocated for the support of SWDs and depends on the number of SWDs enrolled at a college (DHET 2021).

Employment Trends

TVET colleges are now expected to provide job placement/exit support to SWD on an equal basis to non-disabled students (Department of Education 2009). However, it is not known how effectively this is done in practice.

In the transition to jobs, there is a strong trend currently for employers to try and meet their equity targets on disability, by primarily offering young people with disabilities learnerships and internships, but mostly learnerships (Mohlamme 2019). Because of the COVID-19 pandemic, these learnerships have largely been moved online over the past two years, so they are (conveniently) conducted remotely. This means that the businesses involved, do not have to provide reasonable accommodation (etc.) to the PWDs in their learnership programme, nor make any changes to their organisational online accessibility, contexts, and cultures.

It appears that the COVID-19 pandemic, and the resultant economic contraction, are also often used as an excuse not to offer permanent employment to PWDs, including those that have gone through work-readiness programmes. There is also an emerging complaint that young people with disabilities tend to *hop* from one learnership to another if the stipend is better somewhere else (Ariefdien 2016).

Conclusion and Recommendations for Action for Inclusion of Persons with Disabilities

This paper aimed to explore and assess the formulation and implementation of TVET policies that facilitate the inclusion of SWDs in TVETs. The general conclusion is that there is a clear visible path created in achieving the dreams in the constitution, UNCRPD and the SDGs related to inclusion. South Africa has well-defined policies, with the provision of frameworks for disability disclosure and admission;

standardised functions of Disability Support Units (DSU); equity in funding for bursaries and disability inclusion; and issues of resourcing of accessible ecosystem in TVET institutions. However, we see a few implementation lapses which if addressed, may optimise the enjoyment of access to TVET by all SWD.

The regional study provides recommendations to different sectors that include, the African Union, national governments, development cooperation, private sector, and civil society organisation. In our contextual analyses, we see the following as key recommendations that might accelerate improving the inclusion of students with disabilities in South African TVETs:

- Establish staff and develop Disability Support Units (DSUs) to meet the standards set out in the DHET's policies and guidelines, as well as exchange programmes between TVET colleges where good practices on disability inclusion are already in place and/or universities with longer disability inclusion practices
- Annual/ongoing capacity building for lecturers and other staff members (admin and managers) on how to make the learning environment more conducive and accessible for SWD, including the transfer of knowledge about the different assistive devices and the appropriate/available technology and modes of communication required for reasonable accommodation to remove barriers to learning for SWD
- Develop short skills training/work readiness programmes for SWD before they exit TVET colleges – not only on the generic skills, aptitudes and attitudes required in a modern workplace but trade-specific skills requirements and how to navigate and overcome the barriers they are bound to meet in workplaces
- Collaborate with potential employers of SWD/and in-house job placement programmes to ensure that SWD stand an equal chance to access employment after completion of their studies
- Collect data (and case studies) on the enrolment, experiences, lessons learned and completion/graduation rates and tracer studies of SWD in each TVET institution.

NOTES

- 1 The article is based on a research report on The Status of Inclusion of Disability in TVET in Africa, commissioned by the German Agency for International Cooperation (GIZ), Global Project Inclusion of Persons with Disabilities, with the South Africa section written by Hermien Kotzé.

REFERENCES

- ADATO, M./AHMED, A. U./LUND, F. (2005): Linking Safety Nets, Social Protection, and Poverty Reduction-Directions for Africa. No. 566-2016-38939, pp. 1-6.
- ARIEFDIEN, R. (2016): Learnerships: Enabling Inclusion for Persons with Disabilities into Employment. In Lorenzo, T. & Janse van Rensburg, V. (Eds.), *Monitoring Disability Inclusion and Social Change*, Disability Catalyst Africa Series No. 5. Cape Town: Disability Innovations Africa, Faculty of Health Sciences, University of Cape Town.
- CATTAN, S./FARQUHARSON, C./KRUTIKOVA, S. ET AL. (2021): Inequalities in responses to school closures over the course of the first COVID-19 lockdown. No. W21/04. IFS Working Paper.
- DEPARTMENT OF BASIC EDUCATION (2020): National Senior Certificate 2020 Examination Report. Retrieved 10.06.2022: https://www.ecexams.co.za/2020%20NSC%20Exam%20Results/2020%20NSC%20DBE%20NSC_REPORT.pdf
- DEPARTMENT OF EDUCATION (2009): FET Student Support Services Manual: Further education training colleges. Retrieved 10.06.22: <https://www.saide.org.za/resources/Library/DoE%20-%20FET%20Student%20Support%20Services%20Manual.pdf>
- DEPARTMENT OF HIGHER EDUCATION AND TRAINING (2018): Strategic policy framework on disability for the post-school education and training system. Retrieved 10.06.22: <https://www.dhet.gov.za/SiteAssets/Gazettes/Approved%20Strategic%20Disability%20Policy%20Framework%20Layout220518.pdf>
- HÄSLER, B./HASELOFF, G./ADAM, T. ET AL. (2020): Technical and Vocational Education and Training in Sub-Saharan Africa: A Systematic Review of the Research Landscape.
- HIGHER EDUCATION ACT (1997): Government Gazette. Retrieved 10.06.22: https://www.gov.za/sites/default/files/gcis_document/201409/a101-97.pdf
- KHUMALO, S./HODGSON, T. F. (2017): The right to basic education for children with disabilities. *Basic education rights handbook*, 104-127.
- MAJOLA, B. K./DHUNPATH, R. (2016): The development of disability-related employment policies in the South African public service. *Problems and perspectives in management* 14(1), 150-159.
- MOHLAMME, L. J. (2019): Perceptions of Learnerships and Internships as Tools for Skills Development of Youths in the Sedibeng District Municipality, Gauteng. University of Johannesburg (South Africa).
- MUTANGA, O./WALKER, M. (2017): Exploration of the academic lives of students with disabilities at South African universities: Lecturers' perspectives. *African Journal of Disability*, 6(1), 1-9.
- MUZITE, P. (2022). A Global Comparative Study in Disability Inclusion Legislation and Policies in the TVET Education. In *Research Anthology on Vocational Education and Preparing Future Workers* (pp. 747-761). IGI Global.
- NOYOO, N. (2021). South Africa's Social Policy Response to Covid-19: Relief Measures in an Unequal Society.
- RANCHHOD, V./DANIELS, R. C. (2021): Labour market dynamics in South Africa at the onset of the COVID 19 pandemic. *South African Journal of Labour Relations*, 44(1), 1-15.

can Journal of Economics, 89(1), 44-62.

SOUTH AFRICA, DEPARTMENT OF HIGHER EDUCATION AND TRAINING (2014): White paper for post-school education and training: Building an expanded, effective and integrated post-school system.

SOUTH AFRICA. MINISTRY OF EDUCATION (2001): National plan for higher education, Vol. 230, No. 22138. The Ministry.

SOUTH AFRICAN HUMAN RIGHTS COMMISSION (2017): Annual report 2017. Retrieved 10.06.22: <https://www.sahrc.org.za/home/21/files/SAHRC%20Annual%20Report%202017%20HR.PDF>

DEPARTMENT OF STATISTIC SOUTH AFRICA (2021): Quarterly Labour Force Survey (QLFS) – Q3:2021. Statistics South Africa. Retrieved 10.06.22: http://www.statssa.gov.za/publications/P0211/Presentation%20QLFS%20Q3_2021.pdf

TRIPNEY, J./HOMBRADOS, J./NEWMAN, M. ET AL. (2013): Technical and vocational education and training (TVET) interventions to improve the Employability and employment of young people in Low and Middle Income countries: a systematic review. Campbell systematic reviews, 9(1), 1-171.

VENEZIA, A./JAEGER, L. (2013): Transitions from high school to college. The future of children, 117-136.

Zusammenfassung

Praktikumsmöglichkeiten in Südafrika sind nach Abschluss einer Ausbildung in der technischen und beruflichen Bildung (TVET) von entscheidender Bedeutung. Es ist unerlässlich, dass die Berufsschulen in Südafrika inklusiv sind. Inklusion in Berufsschulen spielt eine wichtige Rolle bei der Vorbereitung und Befähigung von Schüler*innen und Studenten*innen, sich von Stereotypen zu lösen, die Menschen mit Behinderungen als unfähig ansehen. Südafrika verfügt über Konzepte und Rahmenwerke, die sich für die Inklusion von Menschen mit Behinderungen einsetzen. Dieser Artikel verfolgt und bewertet diese Inklusionspolitiken und -rahmenwerke im Hinblick auf die Ermöglichung einer TVET-Ausbildung für Menschen mit Behinderungen.

Résumé

Après avoir suivi un cours d'Enseignement et de Formation Techniques et Professionnels (EFTP), les possibilités de placement professionnel en Afrique du Sud sont essentielles. Il est impératif que les établissements d'EFTP en Afrique du Sud soient inclusifs. L'inclusion dans les collèges d'EFTP est importante pour préparer et autonomiser les étudiants par rapport aux stéréotypes qui considèrent les personnes handicapées comme incapables. L'Afrique du Sud dispose de politiques et de cadres qui plaident en faveur de l'inclusion des personnes handicapées. Ce document suit et évalue ces politiques et cadres d'inclusion pour permettre la formation des personnes handicapées dans l'EFTP.

Resumen

Las oportunidades de colocación laboral en Sudáfrica son cruciales después de completar un curso de Formación Técnica y Profesional (EFTP). Es imperativo que las escuelas de EFTP en Sudáfrica sean

inclusivas. La inclusión en los centros de EFTP desempeña un papel importante en la preparación y el empoderamiento de los estudiantes frente a los estereotipos de discapacidad que consideran a las personas con discapacidad como incapaces. Sudáfrica cuenta con políticas y marcos que abogan por la inclusión de las personas con discapacidad, y el documento rastrea y evalúa estas políticas y marcos de inclusión para posibilitar la formación en EFTP de las personas con discapacidad.

Authors: Dr Thomas Odera Ongolo is a graduate of University of South Africa and University of Cape Town, specialising on Educational Curriculum Development, and Disability Inclusive Studies. He served as the African Union Disability Advisor (2016 – 2019) and is currently the German Development Agency-GIZ Regional Advisor for Africa, in Global Project, Inclusion of Persons with Disabilities, a background that has given him a broad base to approach many topics on inclusion. He is an Open World Fellow, and his scientific interests is in disability participation and representation, towards empowerment.

Ms Tshifhiwa Vanessa Mokobedi holds an honors in Psychology and is submitting a dissertation for Masters in Psychology. She has work experience as a deputy speaker of the Tshwane Regional Student Representative Council at the University of South Africa (UNISA), a Trainee Career Guidance Practitioner at the UNISA Middleburg campus, a Postgraduate Research Assistant at the UNISA Psychology Department, an intern for the Disability Inclusion Global Project at the German Development Agency-GIZ and currently a Research intern at the UNISA Institute of Social and Health Science. Her work and academic experience has given her the research skills and understanding to contribute to the disability inclusion field. Her research interest are disability inclusion, African psychology, neuropsychological rehabilitation, and African identity.

Contact: thomas.ongolo@giz.de; vanessa.mokobedi@gmail.com

Teaching and Learning in Inclusive Environments - The Case of Technical and Vocational Education and Training in Ghana

Daniel Y. A. Duah/Angelika Plümmer/Joseph A. Danquah/Alexander B. Marful

Lack of education and training opportunities is a major barrier to economic independence and social participation for people with disabilities. Globally an estimated 80% of PwDs population are found in developing countries. Despite the foregoing, the built environment in the educational sector in Ghana is replete with many physical barriers which do not promote inclusive education as envisaged in the Ghana inclusive education policy. This study sought to investigate the current state of technical and vocational education and training institutions' response to inclusive physical work environment for staff. Based on the results, the study concludes that technical and vocational education and training institutions lack the inclusive physical environment to enhance the learning, teaching, living, and working conditions of all users. It thus recommends that the government should have a physical accessibility audit of all TVET institutions as a further step towards inclusive education using the seven inclusive architectural design principles for all types of disability (mobility, seeing, hearing, and cognition) developed by the authors.

Introduction **Global Perspectives of Disability and Education**

The New Urban Agenda 2030 adopted by the United Nations General Assembly in 2015 was premised on the principle of leaving no one behind as a holistic approach to realising the seventeen sustainable development goals (UN 2016; UN News Centre 2015; University of the Witwatersrand, Faculty of Education 2014). This comes following the recognition of the persistent barriers and inequalities in the world and the growing percentage of persons with disabilities among the global population (Tudzi et al. 2017; UNDESA 2017). According to estimations by the World Bank and World Health Organisation (WHO), more than one billion people live with some form of a disability worldwide. Approximately 80% of them live in developing or newly industrialising countries, mainly due to inadequate health facilities and personnel. Persons with disabilities have limited access to social services, health, education and

employment in many countries of the world. Access to training and employment is challenging for persons with disabilities, often because of inaccessible physical infrastructure (World Report on Disability 2018; UN-DESA 2017; World Bank 2020).

Excluding persons with disabilities from training and employment promotion activities comes at a high economic cost. Thus, it is critical to ensure physical, technical, and social accessibility across training institutions. The Global Education Monitoring Report 2020 on inclusion and education of the UNESCO has a strong focus on training and employment promotion in Ghana and aims to ensure that no one is left behind within these activities (UNESCO 2020; UNESCO 2019b).

Partners from Kwame Nkrumah University of Science and Technology and Frankfurt University of Applied Sciences have been collaborating for a decade on issues of inclusive design/barrier-free environments. Based on the foregoing problem and this partnership, the aim

of this study titled inclusive architectural design concepts and strategies for technical vocational education training funded by the German Agency for International Cooperation (GIZ) was to investigate the current state of technical and vocational education and training institutions' response to inclusive physical work environments in Ghana using technical, vocation and educational training institutions.

Theoretical Background

Accessible Learning Environments

The concept of inclusive education in the entire development of people is very important. Education can empower people, break cycles of poverty and oppression, reduce inequality and discrimination, increase tolerance, respect and understanding between different groups of people and also reduce conflict (Oliver/Barnes 2010; Power 2015). The Global Education Monitoring Report, published by UNESCO in 2020, reminds us of the persistent and troubling inequalities in education and clarifies that while inclusion in education means ensuring that all learners feel valued, respected, and have a clear sense of belonging, many hurdles prevent this from happening, thus, many face discrimination, stereotyping and exclusion (UNESCO 2020). The report's central recommendation is that all education stakeholders should broaden their understanding of inclusive education to include all learners, regardless of identity, background, or ability. An All Means All approach to inclusion means dropping all stigmatising labels. At the same time, the UNESCO report does not deny that the ideal of full inclusion can have its downsides. There are dilemmas and tensions associated with achieving the concept of full inclusion (Lewis et al. 2003; Yeo/Moore 2003). Even so, it is necessary to change from current practise of exclusion to a system that meets the needs of all learners. In addition to a broad array of pedagogical, systemic, and organisational requirements, several studies have documented the influence of the physical, built environment on people's daily activities (Barrier Free NZ Trust 2013; Danquah et al. 2019; Elnokaly 2016; Mulligan et al. 2018; Steinfeld/Maisel 2012; Tudzi et al. 2017). It therefore goes without saying that a school's environment can make an immense contribution to effective teaching and learning in educational institutions. The prerequisite, however, is a conscious decision to implement inclusion and to allow the participation of all those involved in the school system and ensuring that these work environments are built to make them inclusive especially for staff and students who have special requirements.

TVET and Inclusive Education in Ghana

The Inclusive Education Policy, passed in 2014, provides an opportunity for all stakeholders in the education sector to address the diverse learning needs of various categories of citizens in the Ghanaian education system under the universal design for learning and within a learner and teacher friendly environment for all (Ametepee/Anastasiou 2015; Hooker 2007). Inclusion is seen as the wider reform of the education system to create a more effective education system and society. The policy has its roots from international protocols and statutes such as the United Nations Convention on the Rights of Persons with Disabilities (UN-CRPD), CRPD optional protocols, the Salamanca Declaration of Special Needs Education, the African Charter on Human and Peoples' Rights as well as the Ghana Disability Act 715 of 2006 (Lira Huq et al. 2013; Morley/Croft 2011).

Any educational institution that provides technical and vocational education and training is referred to as a TVET institution (UNESCO 2019b). The idea is to use training and skills development programmes that relate to diverse occupational fields, production, services, and livelihood to provide employment related knowledge and skills to students to allow them to transition from secondary education to work (UNESCO 2021b). The aim of TVET is to help youth and adults to develop skillsets that are necessary for employment, decent work, and entrepreneurship in order to address economic, social and environmental demands, thus, is sustainable.

TVET promotes equitable, inclusive and sustainable economic growth (UNESCO 2021a). In Ghana, technical vocational institutions were set up to equip people with expertise in technical and professional skills necessary for the socioeconomic and industrial development of the nation. An important aspect of the programme is to train students for self-employment. In a competency-based training (CBT) sector like TVET, instructional learning transcends the classroom environment to laboratories, workshops, practical rooms, and sometimes open learning spaces (Cook 2002; Turkson 2020; UNESCO 2016).

The TVET system in Ghana is governed by the Ministry of Education and supported by other ministries including the Ministries of Employment and Labour Relations, Youth and Sport, Health and Environment, and Local Government and Rural Development. The Ghana Education Service (GES), which is an agency under the Ministry of Education is responsible for implementing all pre-tertiary education policies developed by the Ministry (GOG 2015). Two important

“It is evident from this study that classroom and educational support tools have the potential to accommodate the needs of all users when viewed through the lens of inclusive architectural design principles.”

actors in TVET governance in Ghana are the Council for Technical and Vocational Education and Training (COTVET) and National Vocational Training Institute (NVTI). COTVET is responsible for the coordination and supervision of the TVET system and is supported by five standing technical committees: The National TVET Qualifications Committee; the Industrial Training Advisory Committee (ITAC); the Training Quality Assurance Committee (TQAC); the National Apprenticeship Committee and the Skills Development Fund Committee. The NVTI, which comes under the Ministry of Employment and Labour Relations, runs thirty-four vocational institutes across the country and trains the youth in twenty-eight skill areas (UNESCO 2019b).

One of the biggest challenges that TVET has faced over the years in Ghana is what has been an image crisis over a perception of the public that such education is reserved for students who do not do well academically. In addition, there are challenges such as obsolete machinery, a fragmented TVET landscape, an outdated curriculum, a lack of standardisation, duplication of roles amongst agencies and poor investment (MoE 2016). Additionally, funding has been a huge bottleneck. Funding is from three main sources: allocations from the budget, contributions from development partners and tuition fees. While budgetary allocations to education (budget and development partners)

represented around 20% of total government expenditure in 2017, less than 4% of these funds went to the TVET subsector and it was mainly to pay the wages of TVET staff. Prolonged underfinancing of the TVET continues to pose a challenge to TVET education in Ghana and this is evident in the schools (GEMR 2018; Power 2015; UNESCO 2019a).

The Barrier Free Legal Framework

At the core of the global strive towards human development is the essence of inclusivity in all dimensions of human development. The right of persons with disabilities (including staff and students) to access all levels of education have been at the heart of a host of international charters and instruments. Notable amongst them are the following:

- The United Nations Convention on the Rights of the Child (1989) with the Article 23 specifically for children with disabilities,
- Declaration on Education for All (1990), Standard Rules on Equalisation of Opportunities for Persons with Disabilities (1993),
- The Salamanca Framework for Action on Special Needs (1994), Dakar Declaration, Education for All (2000), and
- The UN-CRPD (2006) with the more recent one being the 2030 Agenda on Sustainable Development (2015) which affirms the right of persons with disability to access all forms of learning opportunities.

Specifically, Sustainable Development Goal 4 of the 2030 Agenda explicitly support the promotion of inclusivity and quality education for all PWDs (UN 2019). Most of the design strategies and specifications depicted in the existing legal frameworks on Universal Design in Ghana are based on needs of persons with mobility impairment, such as wheelchair users, as compared with the other forms of disabilities. This is evident in the barrier-free provisions in the physical built environment where ramp access constitutes about 70% of the provisions (Danquah et al. 2019; Kofi et al. 2019; Tudzi et al. 2017). Specifications with respect to the design of interior spaces to facilitate the adequate use of light (natural and artificial) by PwDs are few in the Ghana Accessibility Standard for the Built Environment (GASBE) (2016). Universal design considerations for making classrooms accessible for PWDs, especially children, have not been specified in the existing GASBE. It is suggested that the same standards, to be used in the design of public halls and worship centres, are to be applied for classrooms designs, which is not always the case in terms of issues pertaining to seating arrangements, lighting, and acoustics. Graphic illustrations and diagrams that

depict universal design considerations in most of the existing legal frameworks for Ghana are inadequate and does not meet international standards.

Methodology

The herein presented study was premised on the pragmatic philosophical claim of knowledge based on offering real practical solutions to a problem within the context in which it is found, maximising the strength of both qualitative and quantitative methods to arrive at the said solution (Creswell 2007; Goldkuhl 2013; Hookway 2010; Perreault 2011). Thus, in this context the problem at hand was the persistent obstacles faced by PwDs in accessing and delivering TVET education in Ghana. To assess the current state of these institutions, a quantitative procedure in the form of a barrier-free auditing tool was used to undertake surveys across different technical and vocational education training schools in Ghana in addition to structured interviews with stakeholders within the schools.

Case Selection/Sampling

Taking into consideration the total number of registered TVETs in Ghana, which stood at 355 as of March 2020, the study reviewed data on the schools in all the sixteen regions of Ghana. For the purposes of the work, the 16 regions were classified into three zones: the Northern belt comprising of five regions (Northern, Savannah, North East, Upper East, Upper West), the Middle belt comprising of seven regions (Bono, Bono East, Ahafo, Ashanti, Eastern, Volta, Oti), and the Southern belt comprising of four regions (Greater Accra, Western, Western North, Central) (see Table 1).

Item	Zone	Number of TVET	% of Total	Allotted Sample Size
1	Northern	30	9	3
2	Middle	162	45	12
3	Southern	163	46	13
Total	3	355	100	28

Table 1: Zones and Sample Sizes used for Data Collection

Thus, for a pilot project like this, a total of 28 institutions were selected as representative of the total sample taking into consideration the following criteria: proportional representation, regional balance, budget, and availability of institutions due to the global pandemic (COVID-19), as well as urban-rural balance. This resulted in the use of multi-layered sampling which involved purposively grouping the regions into three known zones and further random sampling with a proportional representation formula based on the

number of institutions found within a zone as against the total number.

Further, the allotted sample size for each region was from at least two randomly selected regions within the zones. The selection was targeted at the regional capital and at least a third coming from the peri-urban/rural centres. In addition, critical consideration was given to the fair distribution of the various programmes being run by these institutions (see Figure 1).



Figure 1: Map of Ghana showing Distribution of Sampled Schools

Development of the Auditing Instrument for the Survey

In each school data gathered covered four critical areas which were policy and services, Information Communication Technology, interior building, and external building. Apart from pictures taken, observation and measurements, an auditing tool was developed extracted from the above four areas based on the accessibility auditing standards particularly from the ISO 21542, GASBE (GSA 2018), and the German norm for barrier free planning and building (DIN 18040-2). In total, 12 key variables were used, namely: entrances, ramps, steps and stair, corridors, doors and doorways, washrooms, teaching spaces, administration and common rooms, labs and workshops, dormitory and staff, colours and contrast, signage, and recreation.

Findings and Discussions

The survey was conducted between April and May 2021 to assess in how far TVET institutions in Ghana are barrier-free. The survey successfully covered 18 schools out of the selected 28 schools, granted access

to by the Ministry of Education, indicating a response rate of 64.28%. This survey collected data on the number of students and staff with various impairments, the courses of study of such students, the perception of these persons on accessibility issues on their campus as well as barrier-free physical audit of facilities within the campuses.

The study identified that students with impairment constitute 1.1% of the total enrolment, and staff with impairment constitute 1.4% of the total staff employed. The findings indicate the presence of staff with impairment who all had mobility and sensory challenges whereas students identified with impairment fell under the following descriptions in Table 2 below.

Description of impairment	Frequency	Percent (%)
Asthmatic and Mobility	1	7.70
Cognitive	3	23.10
Cognitive and Mobility	1	7.70
Hearing and Speech	2	15.40
Height and Vision	1	7.70
Mobility	2	15.40
Speech	1	7.70
Vision and Mobility	2	15.40
Total	13	100.00

Table 2: Descriptions of Students with Impairment

A further investigation using the Washington groups' set of questions on randomly selected students indicated that an average of one in every eight students had expressed one or multiple difficulties in performing daily school activities such as walking, bathing, reading, listening, concentrating etc. This gives credence to the challenge of properly identifying students with impairment in the various schools for effective policy implementation.

Again, interviewed students with impairments expressed satisfactory responses to how barrier free they perceived their school environments were. Whilst approachability and accessibility of facilities scored 3 out of 5, usability had an average score of 2 only (with a ranking range from 1 to 5, where 1 is *least satisfied* and 5 *highly satisfied*). A barrier free audit checklist, used in assessing the campuses for all user groups, had the following findings:

1. All facilities and institutions were found to exhibit one form of barrier to multiple barriers

making it difficult for students and staff with impairment perform their daily functions. These barriers include lack of accessible entrances and drop off zones, uneven, unstructured, and poorly maintained accesses and pedestrian walkways, lack of orientation and direction to basic facilities, prevalence of old dilapidated structures, posing serious safety concerns, and inaccessible recreation facilities. Instructors and teachers also lacked the requisite knowledge to identify and offer support for PwDs. Figures 2 and 3 show the existing accesses at two institutions.



Figure 2: Jachie Training Centre for the Disabled, Jachie
(Source: Field Survey 2021)



Figure 3: St. Basilides Technical Institute, Kaleo
(Source: Field Survey 2021)

2. Students with impairment disclosed the prevalence of stigmatisation from other students, parents, and staff towards their inclusion in the mainstream schools of study. They felt that they do not belong to mainstream schools due to their impairment and would rather attend special schools.
3. Teaching staff members of these institutions who have special needs indicated that there were too many barriers in the physical environment which affect their work.
4. New structures on campuses still lack barrier free features, with the most visible provision being ramps that were poorly constructed.

5. Even though many of the heads of institutions have been trained with the basic concepts of inclusive education, they were concerned about the lack of institutional support from the Ministry of Education to implement education by the government of Ghana in a barrier free manner.

Table 3 below shows an extract from the audit indicating the average performance of various indicators of accessibility on the campuses with a ranking score from 1-5, where 1 is the lowest and 5 the highest.

The audit further revealed that all schools failed to meet a satisfactory score of 3 and above indicating high prevalence of barriers on their campuses. Main entrance to facilities, internal ramps, accommodation, and steps and stair halls obtained an average score of between 2.3 and 2.6, whilst signage, corridors and

teaching spaces had averages between 2.08 and 2.20 out of the 5 marks. Moreover, the little barrier-free intervention made were heavily (90%) tilted towards mobility impaired students, with the neglect of other forms of impairment on the campuses. These findings highlight the inadequacy of inclusiveness in TVET schools in Ghana. Thus, there is an urgent need for proactive actions to be taken to address this.

Conclusions and Recommendations

Making TVET's Accessible

It is evident from this study that classroom and educational support tools have the potential to accommodate the needs of all users when viewed through the lens of inclusive architectural design principles. The

ID	Institution	Main Entrance	Steps And Stair	Internal Ramps	Corridors	Doors & Doorways	Accessible Wash-rooms	Teaching Spaces	Offices & Reception	Labs & Workshops	Dorms & Staff Bungalows	Colour Contrasts	Signage
1	Modern College Science and Technology	2.5	2.3	3	2	2	2.2	2	2	2	2.8	1.8	2
2	St. Paul Technical Institute	2.1	2.1	2	2	1.9	2.4	2	2	2.2	2.2	1.6	2
3	Akan Furniture Centre	1.9	3	3	1.6	2.1	2.2	2.4	2	3	3	1.8	2
4	Royal Technical and Engineering Works	2.5	1.9	3	1.8	2.2	1.8	2.3	3	2	3	2	2
5	Abura Youth Leadership and Skills Training Institute	2.7	1.8	3	1.9	2.1	2.8	2	2	2	2.8	1.9	2
6	Social Welfare Girls Vocational Institute	2.4	1.9	3	1.8	2.2	2.6	2	3	2	2.2	1.9	2
7	YMCA Vocational Training Institute	2.45	1.9	3	1.9	2.4	2.4	2	3	2	2.1	1.9	2
8	Jachie Disability Training Centre	2.09	3	3	2.9	2.5	2.8	2.2	1.5	2	2.8	2.1	2
9	Ramseyer Vocational Institute	1.95	2.4	3	1.9	2.1	2	2	2	1.9	2.2	1.8	2
10	St. Joseph Senior High Technical School	2.4	2	3	2.1	2.9	2.8	2	2	2.3	2.1	1.7	2
11	Mancell College	2	2	3	2.2	2	1.8	2.1	2	2.1	2.5	2	2
12	St. Monica's Girls Vocation	3	2.8	2	2.1	2.2	1.8	2	2	2	2.7	3	2
13	St. Basilides	3	2.8	3	2.4	2.8	2.3	2	3	2	2.5	2.8	2
14	St. Anne's Girls Vocational Institute	3	2.7	2.3	1.8	2.3	2	3	2	2	2.5	3	2
15	St. Johns Vocational School	2.2	2	3	2	2.4	2	2	2	2.4	2.8	3	2
16	St. Kizito	3	3	3	2.5	2.4	2.6	2	2	2	3	2.7	2
17	Mandela Development Centre	2	2	3	2.2	2	2	2	3	3	2.1	2	2
18	Dabokpa Technical Institute	3	2.8	3	2.4	2.8	2.6	2	2	2	3	2.8	2

Table 3: Summary of Audit Showing Interior Built Environment Features

conventional forms of spatial and conceptual organisation are giving way to adaptable spaces driven by the inclusive education policy. This affords both PwDs and other users of the institutions opportunities to enjoy the same facilities without barriers. The seven principles of universal design expected of every product are: equitable use, flexibility in use, simple and intuitive use, perceptible information, tolerance for error, low physical effort, and size and space for approach and use. Flowing from this, the study has developed the seven principles of inclusive architectural design (IAD) that, as shown in Table 4, focuses on the four critical areas of disability, namely: mobility, vision, auditive and cognitive impairment.

Mobility	Visuality
1. Accessible route and transportation	1. Good base lighting
2. Accessible entrance	2. Shading
3. Ease of movement in and around facilities	3. Illuminance
4. Large doors and corridors	4. Reflectance levels
5. Adaptable use in teaching and learning spaces	5. Surface design
6. Positioning of fixtures and fittings	6. Orientation
7. Accessible washrooms	7. Individual improvement of vision
Audibility	Cognition
1. Hearing well	1. Expansive spaces
2. Good audibility	2. Intermediate zones
3. Appropriately designed spaces	3. Intuitive clear design
4. Spatial disposition	4. Sensory design concepts
5. Visual communication	5. Security and safety provisions
6. Deaf space architectural design concepts	6. Technological innovation
7. Assistive technologies	7. Sensory room quality

Table 4: The Seven Principles of Inclusive Architectural Design
(Source: Authors' construct, 2022)

In creating an all-inclusive accessible educational campus, the concepts of a two-sense approach as well as the arrival, getting in, managing, getting involved, getting out is recommended. The two-senses principle refers to the simultaneous transmission of information through a minimum of two senses. It can be a

Figure 4a: Entrance to an existing school

Barriers:

- Vehicular and pedestrian conflict zones
- Narrow walk routes and
- Lack of shelter and shade as sun protection.



combination of the following: (1) Touching and seeing, (2) seeing and hearing or (3) hearing and touching. This is relevant because when one of the senses fails or is restricted, it can be replaced by the other sense. Because of the important role that all the structural and design criteria play in built environments, making a conscious decision to open the TVET to all users is very critical.

The authors have developed a mobility chain for IAD that can be used as a guide to plan inclusive built environments including schools to get users in, use the facilities, and get out (see Table 5).

The school must be	Means everyone can
Approachable	Get there
Findable	Get informed
Accessible	Get in
Usable	Get along
Safe	Get out

Table 5: Mobility Chain for Inclusive Architectural Design
(Source: Authors' Construct, 2022)

The aim should be to develop a seamless accessibility concept for the users of the TVET that takes into account all important situations and transitions. In order to consider people with sensory and cognitive impairments, it is important to offer information for the different senses.

Recommended Practical Solutions from Current Physical Challenges in Some of the Schools

For ease of implementation of the strategies for making TVETs inclusive, the authors have developed some recommended practical solutions for some challenges, identified in the physical environment in the sampled schools. Figures 4 (a & b) and 5 (a & b) are two such examples, where the 4a shows the existing situation and 4b, the recommended solution. A similar strategy has been provided for 5a and 5b.

Following the identification of the worrying trend of the inability of schools to properly identify students with impairment in order to provide targeted assistance, the study recommends the development and implementation of a policy that systematically provides capacity for schools to be able to diagnose

Figure 4b: Entrance to an existing school

Intervention:

- Well zoned areas for vehicles and pedestrians
- Parking zone to bring order along road
- Pedestrian crossing and signage to give orientation and safety



Figure 5a:
Existing class-
room entrance



Challenges:

- Steps and open gutter as physical barriers
- Lack of colour contrast and signage to guide orientation

impairments and provide support for such students in schools.

Conclusion

Education and training have been major impediments towards economic independence and social integration for persons with disabilities. Built environments in the educational sector in Ghana have many physical barriers which do not promote inclusive education as envisaged in the Ghana Inclusive Education Policy. The Inclusive Education Policy provides an opportunity for all stakeholders in the education sector to address the diverse learning needs of various categories of citizens in the Ghanaian education system under the inclusive design for learning and within a learner- and teacher-friendly environment for all.

This study has provided empirical data that highlights the unacceptable levels of physical barriers in TVET institutions which makes the learning and working environment for staff and students difficult. Specifically, there was very high level of prevalence of barriers due to lack of policy direction, lack of funds, lack of expertise and low levels of awareness; a misconceived representation of the poorly constructed ramps; and limited support from employers to teachers with training in disability studies to implement their expertise. Schools do not have the capacity to properly identify students with impairments, thus, their inability to provide targeted assistance to help such students with their education.

The study concludes that TVET institutions lack the inclusive physical environment to enhance the learning, teaching, living, and working conditions of all users. Based on the findings, the study developed seven principles of inclusive architectural design (IAD) that focuses on the four critical thematic areas of disability: mobility impairment, vision impairment, auditive impairment and cognitive impairment. It also developed an audit tool to check for compliance of institutions to inclusivity of the physical built environment.

Figure 5b:
Existing class-
room entrance



Intervention:

- Provision of accessible ramp with guard rail is fall protection,
- Colour contrast and signage provided for orientation

It thus recommends that the government should have a physical accessibility audit of all TVET institutions as a further step towards inclusive education using the seven inclusive architectural design principles, developed by the authors, for all types of impairments.

REFERENCES

- AMETEPEE, L. K./ANASTASIOU, D. (2015): Special and inclusive education in Ghana: Status and progress, challenges and implications. *International Journal of Educational Development*, 41, 143–152. <https://doi.org/10.1016/j.ijedudev.2015.02.007>
- BARRIER FREE NZ TRUST (2013): Barrier Free Built Environments (Issue June).
- COOK, B. G. (2002): Special Educators' Views of Community-based Job Training and Inclusion as Indicators of Job Competencies for Students with Mild and Moderate Disabilities. *Career Development for Exceptional Individuals*. <https://doi.org/10.1177/088572880202500102>
- CRESWELL, J. W. (2007): Understanding mixed methods research. *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 11(2), 1–19. <https://doi.org/10.1016/j.aenj.2008.02.005>
- DANQUAH, J./MARFUL, A./DUAH, D. (2019): Exploring Barrier Free as a Catalyst to Smart City Initiatives in Sub Sahara Africa. REAL CORP. <http://www.corp.at>
- DISABILITY INCLUSION OVERVIEW (n.d.): Retrieved 11.042022: <https://www.worldbank.org/en/topic/disability#1>
- ELNOKALY, A. (2016): Inclusive Design for a Barrier Free City – Case study of the City of. March.
- GEMR (2018): Fulfilling our collective responsibility: financing global public goods in education - UNESCO Digital Library. UNESCO. ORG. <https://unesdoc.unesco.org/ark:/48223/pf0000261530>
- GOG (2015): Inclusive Education Policy. MOE.
- GOLDKUHL, G. (2013): Action Research Vs. Design Research : Using Practice Research As a Lens for Comparison and Integration. Workshop on IT Artefact Design & Workpractice Improvement.
- GSA (2018): DGS 1119 Ghana Accessibility Standards In A Built Environment (1st ed.) by Ghana Standards Authority.
- HOOKE, M. (2007): Concept note : Developing a model for inclusive education and assistive technology appropriate for teaching and learning contexts in developing countries. *Special Education*,

- 1–26.
- HOOKWAY, C. (2010): Pragmatism. In *Stanford Encyclopaedia of Philosophy*. Stanford University.
- KOFI, G., P. T./ZINZI, J. (2019): Management of Properties on KNUST campus: Emerging Issues. https://doi.org/10.15396/afres2012_111
- LEWIS, A./LINDSAY, G./PHILLIPS, E. (2003): Assessment in special schools: National early assessment procedures and pupils attending special schools in England. *European Journal of Special Needs Education*, 18(2), 141–153. <https://doi.org/10.1080/0885625032000078943>
- LIRA HUQ, N./EDMONDS, T. J./BAKER, S. ET AL. (2013): The rapid assessment of disability - Informing the development of an instrument to measure the effectiveness of disability inclusive development through a qualitative study in Bangladesh. *Asia Pacific Disability Rehabilitation Journal*, 24(3), 37–60. <https://doi.org/10.5463/DCID.v24i3.174>
- MORLEY, L./CROFT, A. (2011): Agency and advocacy: Disabled students in higher education in Ghana and Tanzania. *Research in Comparative and International Education*, 6(4), 383–399. <https://doi.org/10.2304/rcie.2011.6.4.383>
- MULLIGAN, K./CALDER, A./MULLIGAN, H. (2018): Inclusive design in architectural practice: Experiential learning of disability in architectural education. *Disability and Health Journal*, 11(2), 237–242. <https://doi.org/10.1016/j.dhjo.2017.08.009>
- OLIVER, M./BARNES, C. (2010): Disability studies, disabled people and the struggle for inclusion. *British Journal of Sociology of Education*, 31(5), 547–560. <https://doi.org/10.1080/01425692.2010.500088>
- PERREAULT, K. (2011): Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. *Manual Therapy*. <https://doi.org/10.1016/j.math.2010.09.003>
- POWER, C. (2015): The power of education. In *Education in the Asia-Pacific Region* (Vol. 27). https://doi.org/10.1007/978-981-287-221-0_1
- STEINFELD, E./MAISEL, J. (2012): Universal Design: Creating Inclusive Environments. In *Design and Culture*.
- TUDZI, E. P./BUGRI, J. T./DANSO, A. K. (2017): Human Rights of Students with Disabilities in Ghana: Accessibility of the University Built Environment. *Nordic Journal of Human Rights*, 35(3), 275–294. <https://doi.org/10.1080/18918131.2017.1348678>
- TUDZI, E. P./BUGRI, J./DANSO, A. (2017): Towards Accessible Built Environments in Universities in Ghana: An Approach to Inclusiveness Assessment. *Disability, CBR & Inclusive Development*, 28(1), 189. <https://doi.org/10.5463/dcid.v1i1.592>
- TURKSON, S. (2020): Competency-Based Training (CBT) Mode of Learning in Technical and Vocational Education and Training (TVET). *African Journal of Technical Education and Management*. <https://htujournal.ajtem.com/index.php/ajtem/article/view/30>
- UN-DESA (2017): #Envision2030: 17 goals to transform the world for persons with disabilities. United Nations Enable. <https://www.un.org/development/desa/disabilities/envision2030.html>
- UN (2016): United Nations. The World's Cities in 2016: Data Booklet. Economic and Social Affairs, 29. <https://doi.org/10.18356/8519891f-en>
- UN NEWS CENTRE (2015): UN adopts new Global Goals, charting sustainable development for people and planet by 2030. United Nations Department of Economic and Social Affairs. <https://doi.org/10.1080/02513625.2015.1038080>
- UNDESA (2017): Disability, Accessibility and Sustainable Urban Development | United Nations Enable. <https://www.un.org/development/desa/disabilities/resources/disability-accessibility-and-sustainable-urban-development.html>
- UNESCO (2016): Competency-based approach to technical and vocational education and training in Africa | Pefop - Plateforme d'expertise en formation professionnelle. <https://pefop.iiep.unesco.org/en/publications/competency-based-approach-technical-and-vocational-education-and-training-africa>
- UNESCO (2019a): TVET. <https://unevoc.unesco.org/home/TVET&context=>
- UNESCO (2019b): UNESCO Digital Library.
- UNESCO (2020): Global Education Monitoring Report. Inclusion and education School accessibility and universal design in school infrastructure. UNESCO, 1–61.
- OHAJUNWA, C./MCKENZIE, J./HARDY, A./LORENZO, T. (2014): Perspectives in education. In *Perspectives in Education* (Vol. 32, Issue 3). Faculty of Education, University of Witwatersrand. <https://journals.co.za/content/persed/32/3/EJC160058>
- World Bank (2020): Population, total. Data. <https://data.worldbank.org/indicator/SP.POP.TOTL>
- WORLD REPORT ON DISABILITY (n.d.). Retrieved 11.04.2022: <https://www.who.int/teams/noncommunicable-diseases/sensory-functions-disability-and-rehabilitation/world-report-on-disability>
- YEO, R./MOORE, K. (2003): Including Disabled People in Poverty Reduction Work: “Nothing About Us, Without Us.” *World Development*, 31(3), 571–590. [https://doi.org/10.1016/S0305-750X\(02\)00218-8](https://doi.org/10.1016/S0305-750X(02)00218-8)

Zusammenfassung

Fehlende Bildungs- und Ausbildungsmöglichkeiten stellen ein großes Hindernis auf dem Weg zu wirtschaftlicher Unabhängigkeit und sozialer Teilhabe von Menschen mit Behinderungen dar. Weltweit sind schätzungsweise 80 % der Menschen mit Behinderung in den Entwicklungsländern zu finden. Trotzdem ist die bauliche Umgebung im Bildungssektor in Ghana voller physischer Barrieren, die eine inklusive Bildung, wie sie in der ghanaischen Politik vorgesehen ist, nicht fördern. In dieser Studie wurde versucht, den aktuellen Stand der technischen und beruflichen Bildungs- und Ausbildungsinstitutionen in Bezug auf ein inklusives physisches Arbeitsumfeld für das Personal zu untersuchen. Die Studie kommt zu dem Schluss, dass es den technischen und beruflichen Bildungseinrichtungen an einem inklusiven physischen Umfeld fehlt, um die Lern-, Lehr-, Lebens- und Arbeitsbedingungen aller Nutzer*innen zu verbessern. Sie empfiehlt

daher, dass die Regierung eine Prüfung der physischen Zugänglichkeit aller Berufsbildungseinrichtungen als weiteren Schritt hin zu einer inklusiven Bildung unter Anwendung der von den Autoren*innen entwickelten sieben inklusiven architektonischen Gestaltungsprinzipien für alle Arten von Behinderungen (Mobilität, Sehen, Hören und Kognition) durchführen sollte.

Résumé

Le manque de possibilités d'éducation et de formation constitue un obstacle majeur à l'indépendance économique et à la participation sociale des personnes handicapées. On estime que 80 % des personnes handicapées vivent dans les pays en développement. Néanmoins, l'environnement dans le secteur de l'éducation au Ghana contient de nombreuses barrières physiques qui ne favorisent pas l'éducation inclusive telle qu'elle est envisagée dans la politique d'éducation inclusive du Ghana. Cette étude visait à examiner de quelle façon les établissements d'enseignement et de formation techniques et professionnels ont créés un environnement physique de travail inclusif pour le personnel dans l'état actuel. L'étude conclut que les établissements d'enseignement et de formation techniques et professionnels ne disposent pas de l'environnement physique inclusif nécessaire pour améliorer les conditions d'apprentissage, d'enseignement, de vie et de travail de tous les utilisateurs. Elle recommande donc au gouvernement de procéder à un audit de l'accessibilité physique de tous les établissements d'EFTP comme une étape supplémentaire vers l'éducation inclusive en utilisant les sept principes de conception architecturale inclusive pour tous les types de handicap (mobilité, vision, audition et cognition) développés par les auteurs.

Resumen

La falta de oportunidades de educación y formación es un gran obstáculo en el camino hacia la independencia económica y la participación social de las personas con discapacidad. Se calcula que el 80% de la población mundial de personas con discapacidad se encuentra en los países en vías de desarrollo. A pesar de lo anterior, el entorno construido en el sector educativo en Ghana está repleto de muchas barreras físicas que no promueven la educación inclusiva como se prevé en la política de educación inclusiva de Ghana. Este estudio pretendía investigar el estado actual de la respuesta de las instituciones de educación y formación técnica y profesional al entorno físico de trabajo inclusivo para el personal. El estudio concluye que las instituciones de educación y formación técnica y profesional carecen de un entorno físico inclusivo que mejore las condiciones de aprendizaje, enseñanza, vida y trabajo de todos los usuarios. Por lo tanto, recomienda que el gobierno realice una auditoría de accesibilidad física de todas las instituciones de EFTP como un paso más hacia la educación inclusiva utilizando los siete principios de diseño arquitectónico inclusivo para todos los tipos de discapacidad (movilidad, visión, audición y cognición) desarrollados por los autores.

Author: Arc Prof. Daniel Duah is an Associate Professor of Architecture and Dean of International Programmes Office, KNUST, Kumasi, Ghana. His expertise covers construction and project management, green, sustainable, and smart cities as well as barrier free and universal design concepts.

Angelika Plümmer is an Architect and Barrier Free Expert at Frankfurt University of Applied Sciences, Frankfurt, Germany. She teaches barrier free systems and universal designs.

Arc Dr. Joseph Agye Danquah is a Senior Research Scientist, Architect and Deputy Coordinator at National Artisan Training Centre, CSIR-BRRI, Kumasi, Ghana. He holds a PhD in barrier free and sustainable smart cities. His other expertise includes green technologies, local building materials application, and housing.

Dr. Ing. Alexander Boakye Marful is a Senior lecturer, Department of Architecture, KNUST, Kumasi, Ghana whose expertise is in infrastructure planning, smart and green communities as well as barrier free and universal designs.

Contact: duahdani@gmail.com; angelika.plummer@fb1.fra-uas.de; joedanquah@gmail.com; amarful@yahoo.com

Guatemala: Working with Youth with Disabilities to Support Opportunities in an Informal Economy

Edward Winter

World Vision has been implementing the USAID-funded Puentes Positive Youth Development¹ project since 2017 in the Western Highlands of Guatemala. The program is providing more than 36,000 youth with the soft and technical skills to enhance their employment and livelihood prospects. This paper outlines the results from a gender equality and social inclusion (GESI) assessment conducted in November 2021 that included an assessment of how the project had supported at least 800 youth with disabilities. Recommendations are applicable to any mainstream positive youth development program that aims to support youth with disabilities.

Background

The Western Highlands of Guatemala is an historically marginalized region of Guatemala where education quality is low, infrastructure is limited and formal employment opportunities few. Many of the population are indigenous and are often stigmatized by the *ladino* community. Women are additionally marginalized. As a result, there are high levels of out-migration to the U.S. and Mexico. Huehuetenango, a department of 1.4 million located in the Western Highlands, is the second largest recipient of remittances from the U.S. after Guatemala City (Selee/Argueta/Paz y Paz 2022). According to the 2018 census, 10.38% of the country's population have a disability. A national level disability study conducted by ENIS in 2016 found that among persons with disability aged 15 or older, 59% were not working and 34.5% have never been to school (IIPS 2021). In the Western Highlands, according to the 2016 ENDIS study, the overall disability prevalence is higher at 14.1% and the level of depression and anxiety is the highest in the country at 7.1%, with mobility at 6.4%, vision 3.7% and hearing 3.1% (Dionicio et al. 2016). The Puentes project seeks to give youth with low levels of education the foundational interpersonal, soft skills and

technical skills to find employment or a livelihood. The Puentes project initially did not seek out youth with disabilities to include in the program but during intake, facilitators identified nearly 800 participants with disabilities. The project then worked with the national disability council, CONADI² to train staff and partners on inclusion and has gradually taken more actions to become inclusive. The Puentes project consists of a core program, the *Diplomado Emprender con Exito*, a series of seven modules that focus on building individual skills including Who Am I?, Understanding Our Reality, Savings and Money and Entrepreneurship and Employment. Within the modules, youth develop a life plan. This life plan is then funded and supported by the project so youth can pursue educational opportunities, employment, or entrepreneurship. Prior to the COVID pandemic, this program was delivered primarily in person but went virtual or hybrid during the pandemic. Groups included youth with and without disabilities.

Assessment Methodology

The gender equality and social inclusion (GESI) assessment looked at project processes, program content and how the program collects, and reports results to

assess its effectiveness for different groups including youth with disabilities, indigenous and female youth. The assessment uses the five World Vision GESI domains of change outlined in World Vision's GESI approach and theory of change – access, participation, decision-making, systems, and well-being (World Vision 2020). The assessment used questions linked to the five domains to assess the extent to which the program transforms the situation for participants. The assessment conducted questionnaires with 284 youth participants, of which 35 had a disability. Data for the participant surveys was analyzed according to their ratings on a Likert scale of 1-5 and by the five GESI domains, with statements categorized according to the domains as follows.

Access

1. I can participate in this program easily
2. I can access health, education and other services easily

Well-being

3. The program has helped me feel better about myself
4. The program provides me with the competencies for me to have a better future
5. I feel safe when I participate in the program

Participation

6. I can earn a decent living by finding a job or starting a small business
7. I can participate more actively in activities happening in my community
8. I have a group of friends who are ready to help me to succeed

Decision-making

9. I feel that I am better able to make decisions about my own life
10. I feel that I can improve the situation in my community

Systems

11. The program has changed my beliefs on how men and women should interact
12. I feel that government and community members are ready to help me succeed

Well-being

13. I feel more optimistic about my future

The assessment also conducted questionnaires with 88 program facilitators, reviewed current project data for 32,312 youth, conducted 12 focus groups with youth, including those with disabilities (8) and facilitators (4), reviewed course content for the *Diplomado Emprender con Exito* and analyzed project reports and communication. The methodology examined

the overall inclusiveness of the program and the extent to which the program met the specific needs of youth with disabilities, both parts of the twin-track approach. This meant that recommendations outlined how the overall project could be made more inclusive, including for youth with disabilities and related to how the project could better meet the specific needs of youth with disabilities.

Results

The analysis of participant questionnaire data showed that the project was meeting most of the needs of almost all youth with disabilities participating in the project. Responses from 35 youth who responded to the Washington Group short set questions in a way that indicated they had a disability were compared to respondents who didn't indicate they had a disability to test for statistical significance at the 95% level. When responses related to the five domains were collated (each domain had at least two questions), no statistically significant differences were identified. Statistically significant differences were found for two questions where persons with disability were less likely to respond positively:

- I can access health, education and other services easily (2.94 on a scale from 1-5 compared to 3.59) in the GESI domain of access

This may reflect the lack of available services to meet their needs and barriers to accessing services resulting from their impairment.

- I feel that I am better able to make decisions about my own life (3.71 compared to 4.14) in the GESI domain of decision-making

This may be a result of the relative dependency of youth with disabilities on others for support or potentially a lack of confidence.

The analysis of facilitator questionnaire data showed the project had some perceived weaknesses in engaging the most vulnerable youth. The three lowest scoring areas out of a score of 5 were, listed in ascending order:

- The most vulnerable youth in the community are able to engage in the program (2.98)
- All participants can achieve the same results (3.20)
- All youth can participate in all parts of the program (3.81)

This weakness was reflected in focus groups around working with youth with disabilities where facilitators said they had little experience of working with youth with disabilities and felt they would need some assistance and training to meet youth needs.

From an analysis of current project data, which had asked facilitators to identify youth with disabilities, youth with disabilities were more likely to complete the program (89% vs 79%) than youth without disabilities. It was not clear why this was the case and could be investigated further.

From focus groups that included youth who had intellectual, visual, and other physical impairments, there were key findings related to access and participation domains:

Access:

- Some training venues are hard to get to and not accessible for youth using wheelchairs or who have other mobility impairments. Venues were identified by the community and certain standards were requested, including around accessibility but in many communities, there are no locations that would meet appropriate standards. This has left persons with mobility issues requiring assistance to use the toilet or needing to be carried upstairs.
- Youth with disabilities needed help and encouragement to participate in the program. In all cases, the youth with disabilities had been encouraged to participate by a family member who had then provided practical support to help them participate.
- Online learning due to COVID lockdown made learning easier for youth with mobility issues but they prefer in-person sessions. While online learning meant no travelling, it didn't build the kind of connections with other youth in the community that are essential to address feelings of isolation, stigma, and helplessness.

Participation:

- Audio or braille learning materials are not available. There are no audio versions of the material either. This is a challenge for blind students who are therefore limited largely to oral participation.
- A lack of sign language interpretation has made it difficult to engage youth who are deaf within the program.

The review of the learning program content identified positive images of persons with disabilities and an outline of the perspective of a wheelchair user. The program lacked content that could have prompted discussion on disability as part of individual identity, didn't discuss how disability-related stigma might impact opportunities and had limited opportunities to challenge

existing attitudes around disability.

The analysis of program reports and communication materials showed that the project had highlighted the impact for persons with disabilities within case studies and video material.

Several promising practices were identified for supporting youth with disabilities, including:

The engagement of persons with disabilities to train staff on disability inclusion – the project signed a memorandum of understanding with CONADI to provide training for project staff and educational providers around disability inclusion. This is going to help to raise awareness of disability inclusion issues and to address barriers to the participation of youth with disabilities.

The provision of individualized support – in each of the five geographic departments where the project has been working, the project has a protection officer whose role is to support the educational providers to meet the needs of individual youth who otherwise couldn't continue to participate in the program. This structure has supported cash transfers from the barrier reduction fund and referrals to specialized services. This system has helped to meet the specific needs of youth with disabilities.

Recommendations and Conclusions

Overall, the program demonstrated a strong inclusive approach, creating the conditions for youth with different disabilities to access the program and benefit almost equally as youth without disabilities. As a result of the project, youth with disabilities were feeling more optimistic about their future, (scoring 4.17 out of 5) and felt that they can earn a decent living by finding a job or starting a small business (4.2 out of 5). This represents a considerable achievement in a context where disability is stigmatized, and where a disability may restrict the kind of employment or entrepreneurship opportunities that youth may be able to access.

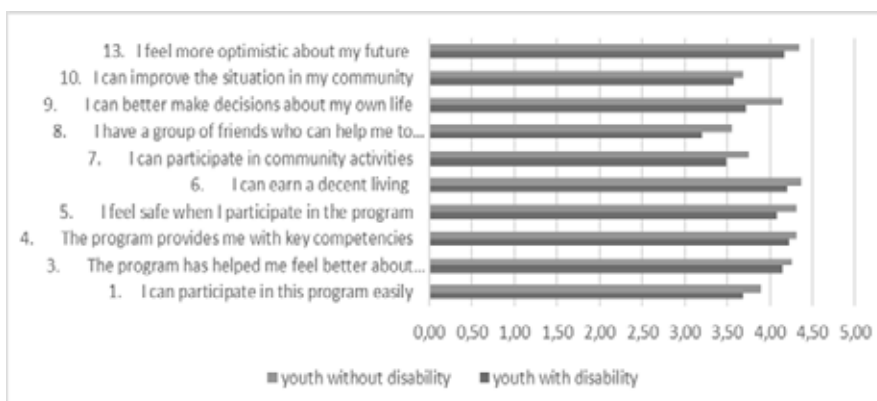


Figure 1: Responses from the 288 program participants rating their responses on a scale of 1-5, separated by youth with disability and youth without

Responses of youth with disabilities as average scores out of a possible 5 can be found in the table below. In all cases the responses are a little lower than youth without disabilities, but scores are very high on key areas across each domain.

The integration of youth with disabilities with youth without disabilities into program groups allowed them to benefit from the strengths and networks of other group members. The lower score for having a group of friends who can help them to succeed is likely impacted by most respondents having participated in the virtual program. It is hoped that a return to in-person training will allow strong supportive friendships to develop. This project illustrates the potential impact of positive youth development approaches that are inclusive. The next step in the project is to address the other side of the twin-track that would enable the project to better meet the specific needs of youth with disabilities, particularly deaf or blind youth. Without this, the project will struggle to include youth with these disabilities. The barriers related to inclusion of these two groups are significant as few youths who are blind have learnt to read in Braille and few youth who are deaf have learnt formal sign language.

Key recommendations include: Enhancing data collection on youth with disabilities: The current data collection systems is useful in drawing attention to the issue of youth with disabilities but needs to be enhanced if programming is to be improved further. The project data of the sampling group of 288 participants identified that ten people had a disability by asking program facilitators to record a youth who self-identified as a person with disability. Within the participant questionnaire administered as part of the analysis, we asked participants to complete the Washington Group's short set of questions. Using this methodology, we identified 35 youth of the 288 participants who responded that they had *a lot of difficulty* or *cannot do at all* for the functions of seeing, hearing, concentrating,

self-care, communication and go up stairs. Twenty-five of the youth had multiple difficulties. (see Figure 2).

Only one of the 35 had been identified within the project data. This highlights the need for the project to change the way that they assess if a participant has a disability during the enrollment process. Many of the youth with disabilities didn't have disabilities that would immediately be identified. The project has likely underestimated the number of youths with disabilities who are participating by a factor of 3.5 if the difference between 10 in project data and 35 in Washington Group questions is replicated across all participants. This would mean that the project is assisting not only the approximately 800 youth with disabilities indicated in the project records, but approximately 2,800, more than 10% of participants. This figure of 10% is consistent with disability prevalence nationally. If the Washington Group questions, preferably the long set of questions³ that focus more on mental health issues, can be administered with participants at program intake, it will help facilitators to work with participants to provide individualized support and to refer them to services to make sure they can access all parts of the program. It will also support better project disaggregation and analysis to make sure that youth with different disabilities are able to access the program and its benefits equally.

Engaging youth with disabilities in problem solving: The project has created networks and feedback mechanisms for participants to engage within the project. These networks and mechanisms could be mobilized to engage youth with different disabilities more effectively so that they can support the project to improve the way that the program supports youth with different disabilities. The more youth with disabilities are engaged in key decisions, the better they will be able to make decisions about their own life.

Strengthening work with CONADI and organizations of persons with disabilities (OPDs):

The initial agreement with the national council for persons with disabilities (CONADI) and its member organizations was only related to training provision. Recent research has indicated that it is most effective to use persons with disabilities to identify other persons with disabilities. Therefore, CONADI and its member organizations of persons with disabilities should be used to identify youth with disabilities within target communities and encourage them to participate in the program. In addition, the

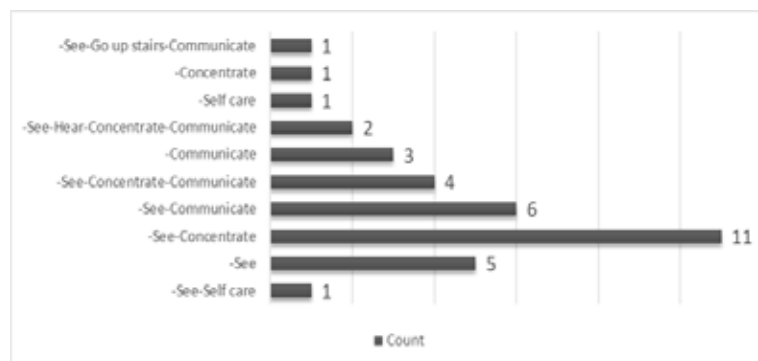


Figure 2: Responses from the 288 participants who responded 'a lot of difficulty' or 'cannot do at all' in response to the Washington Group questions

“Overall, the program demonstrated a strong inclusive approach, creating the conditions for youth with different disabilities to access the program and benefit almost equally as youth without disabilities.”

program would benefit from supporting organizations of persons with disabilities directly so they can better support youth with disabilities with information and connection. In particular, the program should work closely with organizations representing persons who are blind or deaf to identify ways to reduce barriers to the participation of those groups, work with program facilitators to enhance the inclusive nature of the content and delivery of the program and support and train facilitators to enhance their ability to support the learning needs of youth with disabilities.

Strengthening case management and referral: The current protection structure within the project provides an opportunity to provide individualized case management, support, and referral. While staff have been trained on disability inclusion, there are gaps in their ability to support effective referral and support. The project’s barrier reduction fund allows for cash or in-kind support to cover costs associated with program participation, such as food, transport, childcare, as well as assistive devices for those who need them. This facilitates participation for vulnerable youth, helping to keep them in the program. The fund hasn’t been used specifically to provide assistive technology to youth with disabilities but with appropriate guidelines could provide youth with accommodations and assistive technology. In addition, the protection

staff don’t fully understand the available specialized services provided by government, private sector, or non-government providers. The project should work with government, OPDs and other stakeholders to map available services and develop protocols to support efficient referrals.

Enhancing accessible communication: To make sure that youth with disabilities receive information about the program and understand how their needs could be met, it is critical that project communication is as inclusive as possible. This would include developing audio and video materials, information in braille, using sign language translation during key public events, large print, screen reader compatible, simple language, good visuals, and subtitling.

Making disability inclusion a focus for social projects: Within the *Diplomado Emprender con Exito*, youth are required to participate in a social project that they design within their group of 25 or so youth. During COVID, when instruction was virtual, this was limited. As instruction returns to in-person, there is the potential for youth social projects to focus on enhancing the physical accessibility of public spaces, addressing stigma towards persons with disabilities and other measures to support a positive enabling environment for youth with disabilities.

Enhancing engagement with parents and caregivers: A general finding of the GESI assessment was that parents and caregivers need to be engaged more. Typically, the program had only engaged with parents of children as their permission was required for their children to participate. This often left parents of older youth unaware of what their youth were learning and were less ready to support them in pursuing their life plan. If the project can work with the youth to engage parents and caregivers throughout the program, this will help youth with disabilities who feel that they don’t have the same ability as other youth to make decisions on issues that affect them.

Sharing lessons learned with other youth service providers: The program works effectively with INTECAP⁴, a government technical training institution and other education service providers. It is critical that the project continues to work with them to share promising practices around disability inclusion identified during program implementation so that training opportunities are accessible for youth with disabilities throughout Guatemala.

NOTES

- 1 Have a further look at: <https://www.youthpower.org/positive-youth-development-pyd-framework>
- 2 Consejo Nacional para la Atención de las Personas con Discapacidad (CONADI): <https://conadi.gob.gt/web/>
- 3 The Washington Group Extended Set of Functioning can be accessed under: https://www.washingtongroup-disability.com/fileadmin/uploads/wg/Documents/Questions/Washington_Group_Questionnaire__2_-_WG_Extended_Set_on_Functioning.pdf
- 4 INTECAP's website: <https://intecap.edu.gt/>

REFERENCES

- DIONICIO, C./GRECH, S./MACTAGGART, I. ET AL. (2016): Informe de la encuesta nacional de discapacidad en Guatemala. Endis 2016. Retrieved 10.06.22: <https://www.unicef.org/guatemala/media/461/file/ENDIS%202016.pdf>
- IIPS (2020): Boletín No. 2 17032021. Retrieved 10.06.22: iips.usac.edu.gt/wp-content/uploads/2021/04/Bolet%C3%ADn-No.-2-17042021.pdf
- SELEE, A./ARGUETA, L./PAZ Y PAZ, J. J. H. (2022): Migration from Huehuetenango in Guatemala's Western Highlands: Policy and Development Responses. Washington, DC: Migration Policy Institute.
- WORLD VISION (2020): Gender Equality and Social Inclusion. The World Vision Approach and Theory of Change. Retrieved 10.06.22: https://www.wvstatic.com/2021/landing-pages/gender-equality/Gender_Equality_and_Social_Inclusion_Approach_2021.pdf

Zusammenfassung

World Vision führt seit 2017 das von USAID finanzierte Projekt *Puentes positive youth development* im westlichen Hochland von Guatemala durch. Das Programm vermittelt mehr als 36.000 Jugendlichen Soft Skills und technische Fähigkeiten, um ihre Beschäftigungs- und Lebensperspektiven zu verbessern. In diesem Artikel werden die Ergebnisse eines im November 2021 durchgeführten *Gender Equality and Social Inclusion (GESI) Assessments* vorgestellt, das auch eine Bewertung der Unterstützung von mindestens 800 Jugendlichen mit Behinderungen durch das Projekt umfasste. Die Empfehlungen sind auf jedes Mainstream-Jugendentwicklungsprogramm anwendbar, das Jugendliche mit Behinderungen unterstützen soll.

Résumé

Depuis 2017 World Vision a mis en œuvre le projet de développement positif des jeunes Puentes, financé par l'USAID, dans les hauts plateaux de l'ouest du Guatemala. Le programme permet à plus de 36 000 jeunes d'acquérir des compétences non techniques et techniques pour améliorer leurs perspectives d'emploi et de subsistance. Ce document présente les résultats d'une évaluation de l'égalité des sexes et de l'inclusion sociale (GESI) menée en novembre 2021, qui comprenait une évaluation de la manière dont le projet avait soutenu au moins 800 jeunes handicapés. Les recommandations sont applicables à tout programme de développement positif de la

jeunesse qui vise à soutenir les jeunes handicapés.

Resumen

World Vision ha estado implementando el proyecto de desarrollo positivo de la juventud, llamado Puentes y financiado por USAID, desde 2017 en el altiplano occidental de Guatemala. El programa se dirige a más de 36.000 jóvenes con el motivo de entrenar habilidades blandas y técnicas para mejorar sus perspectivas de empleo y medios de vida. Este documento describe los resultados de una evaluación de la igualdad de género y la inclusión social (GESI) realizada en noviembre de 2021 que incluyó una evaluación de cómo el proyecto había apoyado a al menos 800 jóvenes con discapacidad. Las recomendaciones son aplicables a cualquier programa general de desarrollo positivo de la juventud que tenga como objetivo apoyar a los jóvenes con discapacidad.

Author: Edward Winter, Senior Technical Advisor for Social Inclusion, World Vision US. Edward Winter is supporting gender equality and social inclusion programming, including disability inclusion programming throughout the world. He has an MSc. in development management from the Open University and more than 25 years' experience working in international development.

Contact: ewinter@worldvision.org

Making Disability Inclusion Easier for Companies Worldwide: The ILO Global Business and Disability Network

Increasingly, companies recognise the benefits of expanding their Diversity & Inclusion policies and practices to persons with disabilities. While answering the *Why* of disability inclusion in the business community remains important, there is an increasing need to address the *How*.

The development, identification and dissemination of good corporate disability inclusion practices worldwide has been facilitated by the International Labour Organisation (ILO) Global Business and Disability Network (GBDN) for over a decade already. The ILO GBDN is the only business platform on disability which is facilitated by a United Nations entity. In line with the ILO's overall mandate, the ILO GBDN aims to promote decent work for persons with disabilities in the private for-profit sector – with a geographical focus on developing countries.

At global level, the ILO GBDN comprises more than 30 leading Multinational Enterprises (MNEs) from diverse industry sectors¹, eight international non-business entities with disability expertise² as well as the International Disability Alliance (IDA). At the level of individual countries, more than 30 National Business and Disability Networks (NBDNs)³ on all continents pertain to the ILO GBDN. They provide country-level platforms for Small and Medium-sized Enterprises (SMEs), nationally or regionally operating companies as well as local branches of MNEs for peer-to-peer exchange and

support on disability inclusion issues.

The needs of companies regarding the improvement of their disability inclusion policies and practices are the guiding framework for the ILO GBDN's work. Accordingly, the strategic direction of the ILO GBDN is set by its steering committee, which consists of nine of the network's MNEs, two of its NBDNs as well as IDA.

When MNEs join the ILO GBDN, their respective CEO signs the network's Charter, which – in its ten principles – covers the key areas companies should focus on to improve their disability inclusion performance. They range from equality of treatment and opportunities, accessibility, awareness raising and reasonable accommodation at the workplace to knowledge sharing and collaboration with Organisations of Persons with Disabilities (OPDs). A web-based self-assessment tool, aligned with the ten principles of the ILO GBDN Charter, helps companies to identify gaps, prioritise corrective action and seek out human rights-based technical guidance and support on the inclusion of persons with disabilities.

Keyways the ILO GBDN uses to facilitate the learning from and sharing with business leaders worldwide include public webinars on technical topics, global and regional conferences, its bilingual (English and Spanish) newsletter, social media as well as non-public business-to-business (B2B) roundtables. These different avenues allow ILO GBDN members and sometimes companies that

are not (yet) ILO GBDN members to share their latest disability inclusion practices, thus inspiring companies within and beyond the network to adopt similar practices or adjust existing ones. This peer-to-peer exchange and support is also essential to effectively deliver the message to the business community that disability inclusion is the ethically and economically right thing to do. Companies are more inclined to receive and take action on this message when it comes from other companies, rather than from non-business entities.

Some of the latest topics and practices that have been addressed in the ILO GBDN context include global governance of disability inclusion in MNEs, the use of Artificial Intelligence (AI) in recruitment and its disability-related risks, self-identification of employees with disabilities, globalising disability Employee Resource Groups, accommodations for neurodivergent workers as well as accessible online recruitment systems.

At the same time and in addition to the sharing of practices by individual MNEs, the ILO GBDN itself develops technical guidance for companies and knowledge products that aim to lead the global policy debate on disability inclusion in the business community. For instance, in May 2020 the ILO GBDN conducted a worldwide survey on the impact the COVID-19 pandemic was having on companies' retention of workers with disabilities and on their disability inclusion practices in general. In total, 159 companies from 22 countries (representing four regions) and 19 NBDNs responded to the survey.

Further, at the ILO GBDN's 2019 annual conference under the theme Making the Future of Work Inclusive of Persons with Disabilities, the network launched its #invalidopinions awareness campaign to fight disability-based stigma and a publication that – for the first time at global level – brought together the latest thinking on how disability inclusion should be addressed in the megatrends of the Future of Work, including climate change, ageing demographics and the digitalisation of the global economy. In early 2021, the joint publication by the ILO GBDN and Fundación ONCE An Inclusive Digital Economy for People with Disabilities focussed on one of the megatrends of the Future of Work, which had also been accelerated by the COVID-19 pandemic. In this context, the ILO GBDN published Leave No One Offline: A Primer on Engaging Your Company on Digital Accessibility shortly after to provide support to companies' Diversity & Inclusion leads to promote digital accessibility within their corporate settings with support of key departments, specifically those in charge

of information and communication technologies (ICT).

In addition to the promotion of digital accessibility of their internally and externally facing ICT systems, e.g. online recruitment platforms, companies can take concrete action on the employment of persons with disabilities in the digital realm. Recognising that digital skills like data visualisation or cybersecurity keep gaining importance and increase the likelihood of getting and keeping decent work, the ILO GBDN, with funding support from GIZ, recently embarked on its Digital in Demand (DiD) initiative. DiD aims to bring a critical number of companies at national level together which can work towards and advocate for systemic changes in favour of greater disability inclusion in those training providers that deliver digital skills in high demand by those companies – thus leading to increased employment of digitally skilled persons with disabilities. In the first half of 2022, a DiD mapping has been ongoing in five Asian countries – Bangladesh, China, India, Indonesia, and the Philippines – where NBDNs exist. NBDNs, in Asia but also in other world regions, can potentially play a key role in contributing to national DiD initiatives.

With its focus on the Global South, the ILO GBDN has supported the establishment of NBDNs in relevant countries, including in Chile in 2015, India in 2019 and Kenya in 2020. Due to the ILO's tripartite nature, i.e. being governed by the governments, most representative employers organisations and trade unions of the ILO's 187 Member States, employers' associations provide conducive institutional settings for hosting NBDNs. Examples of employers' organisations hosting NBDNs include the Sociedad de Fomento Fabril (SOFOFA) in Chile, the Confederation of Indian Industry and the Federation of Kenya Employers.

Being a network of MNEs and NBDNs, the ILO GBDN remains keen on establishing and strengthening partnerships that promote the mission of greater disability inclusion in the business community. Key allies of the ILO GBDN include the United Nations Global Compact, with which the ILO developed the 2017 Guide for Business on the Rights of Persons with Disabilities, The Valuable 500, business disability international, the Global Taskforce of the Business Disability Forum as well as PurpleSpace.

MNEs keep joining the ILO GBDN at different stages of their respective disability inclusion journey and NBDNs are at different levels of maturity and capacity. The varying ability of ILO GBDN members to drive disability inclusion internally and externally means that the ILO GBDN has to balance its offer to remain relevant to its entire membership base, including those

members that have made efforts for several decades already and those that only very recently started addressing the inclusion of persons with disabilities in a systematic way. In any case, it seems that no single company or organisation can yet claim to be doing well in all areas that need to be tackled from a disability inclusion and accessibility perspective. Acknowledging this is essential for staying open to peer-to-peer learning and benefiting from the ILO GBDN as an accelerator of good business practices on disability inclusion.

NOTES

- 1 Accenture, AccorHotels, Adecco, Adeo, Atos, AXA, BNP Paribas, Capgemini, EDF, Engie, GSK, IBM, ISS, LVMH, L'Oréal, MAPFRE, Merck/MSD, Nestlé, Novartis, Orange, Repsol, Savola, Salesforce, Schneider Electric, Société Générale, Sodexo, Sopra Steria, Standard Chartered Bank, SUEZ, Tata Consultancy Services, TotalEnergies, Unilever, Zain
- 2 CBM, Cornell University's Institute on Employment and Disability, Disabled People's Organisations Denmark, HI - Humanity & Inclusion, Leonard Cheshire, Light for the World, Sightsavers, Universia Foundation
- 3 Argentina, Australia, Austria, Bangladesh, Brazil, Chile, China, Costa Rica, Egypt, El Salvador, Ethiopia, Germany, India, Indonesia, Kenya, Mexico, New Zealand, Nigeria, Paraguay, Peru, Philippines, Poland, Russia, Saudi Arabia, South Africa, Spain, Sri Lanka, Switzerland, Uganda, United Kingdom, United States, Uruguay, Zambia

Author: Jürgen Menze, Disability Inclusion Officer at the International Labour Organization (ILO)

Hunger bekämpfen ist jetzt Chefinnensache.

kinder
not
hilfe



Deine Spende wirkt. Zum Beispiel in Sambia.
Dort unterstützen wir Frauen, die Zukunft ihrer Kinder zu sichern.
Mit Kursen, in denen sie lernen, ihr eigenes Geld zu verdienen.
Und mit deiner Hilfe.

kindernothilfe.de/deinespendewirkt



Geprüft + Empfohlen!

Limping Back to Support Children with Impairments

Context

Afghanistan has one of the largest populations per capita of persons with impairments in the world. At least one in five Afghan households includes an adult or child with a serious physical, sensory, intellectual, or psychosocial impairment (Human Rights Watch 2020). The impairment prevalence among adults was 21.1% for no impairments, 24.6% for mild, 40.4% for moderate and 13.9% for severe impairments. Impairment prevalence among children was 82.7% for no impairments, 6.6% for mild, 7.1% for moderate and 3.5% for severe impairments (Akseer 2020). The statistics shows the reverse data of almost 80% of adults being impaired and 83% children not impaired. The war and other activities have resulted in the high percentage of adult impairments.

While war veterans are often accepted and esteemed in the social structures, those facing congenital impairments are viewed with shame. Especially women and children are considered a source of embarrassment and shame for families in the Afghan context of the shame/honour culture, leading to People with Impairments' marginalisation and deep discrimination. This discrimination is further compounded by misunderstandings of the capabilities of People with Impairments, leading to neglect and no educational opportunities for People with Impairments, leading to unemployment and no access to economic advancement or self-sustainability, thus trapping them

in the cycle of poverty and marginalisation. Various survey reports shows that people with impairments have feelings of worry, nervousness, anxiety, feeling sad, low, or depressed.

Children with impairments are seen as a burden by the families and are discriminated by the society. The Child Friendly Education Policy in Afghanistan was enacted only in 2014 and passed by 28 relevant government departments. However, there were no details made available of the funds being allocated to implement the policy in the previous government. In the present time, with sanctions in place regular education system for the children are in disarray and the government has not given any thought for the children with impairments.

Serve Afghanistan's Work in the Past

Serve Afghanistan has been working with children with visual impairments in Afghanistan since its very early days in 1970s. Over the years, Serve Afghanistan has funded the specialised training of hundreds of Master Trainers and more than 1000 teachers in Braille and Afghan Sign Language (AFSL). Those Serve Afghanistan teachers and trainers have provided life-changing special-needs education and resources to more than 3,000 children with visual and hearing impairments. It has successfully facilitated the establishment of 24 Model Schools that integrate special needs education into standard classrooms by training

300 Master Trainers in Braille, Afghan Sign Language (AFSL) and Inclusive Education.

It has worked hard along with the government officials, teachers, community leaders and family members of children with impairments to bring in change in their attitude towards children with impairments and to build an environment of inclusiveness among the teachers and students to accommodate students with visual and hearing impairments in the regular classes that discrimination can be avoided but will feel acceptance in the school. The result is because of the persistent work of the staff of Serve Afghanistan, which has been achieved over a long period of interventions.

Serve Afghanistan's Work in the Present and Challenges

In August 2021 Islamic Emirates of Afghanistan (Taliban) took control over the country. As a result the international community placed sanctions on the new government, which is still burdening the country financially. After a short suspension of our work from August – October 2021, we continued our work from November 2021 providing pre-school education to the children to learn sign language and Braille language so that they can join the regular school. We have also provided after-school support for children with visual and hearing impairments who are studying in the school. The challenge we face is for the girl children who are in Grade 7 and above to provide school education. Apart from the discrimination they face being a girl and having impairment, the present regime has not allowed girls who are in Grade 7 and above to attend schools and universities. Even though the present regime promised to allow girls from 7th Grade to attend school, they did not keep their promise. However, fortunately private schools and universities with separate classes for girls and boys are functioning in Kabul. This gives the hope that once the international sanctions are lifted and the present regime has enough funds they may allow all girl children to continue with their studies, at least in separate class situation. In addition, the present regime has asked female staff workers of NGOs to be accompanied by *Maharam* (a male relative) to the workplace. This has put restrictions in the female teachers' movements. The government has also insisted to start a fresh approval process from various departments for implementation of our projects. It has to be noted that the present NGO Director is supporting us fully for the education of the children with impairments.

The two case stories given below will give a picture of the challenges which Serve Afghanistan faces at this

time. Mariam (name changed) is a blind student and is in Grade 12 which is the final year of her school. She had much hope to finish the school as she had prepared well for her final exams during the winter time with the support of the teacher. When the staff of Serve Afghanistan met her she was crying and shared that she is worried about her studies and her future. Her parents were also worried because they had put high hopes in their daughter's education so that she can expressed live independently in the future. The Serve Afghanistan staff under those circumstances could just encourage her and assure her that God will help her to have a bright future. Serve Afghanistan is hoping from recent statements from some of the clerics that they may open the schools for girl children for classes 7 and above (Qazizai/Hadid 2022). If it happens Serve Afghanistan will help Mariam through tuition and recover the missed time to prepare for her exams and appear for the exams successfully. It will also study the possibility of her giving her exams through private school.



Mariam is in Grade 12 and wants to finish her education successfully.

The same with Nasima (name changed) who is in Grade 11. She is a very intelligent girl and was doing her studies well and she topped in the class even above the non-disabled students. She aspired to be a teacher for blind students and be of help to her family and also to have a bright future for herself. Now her education and her future plans are on hold. Serve Afghanistan is trying to provide her private tuition to continue the studies.

It is a tough time for children with impairments like Mariam and Nasima to continue their education. Serve Afghanistan is finding new ways to help these students' dreams and aspirations come true by providing alternate methods of education so that they will not lose the year of education but will continue their education without any break or hassles. Serve Afghanistan staff and incentive teachers are striving hard in providing private education and appropriate study materials through MP3 and other medium for children with visual and hearing impairments to keep their hope alive. We are also advocating with the Ministry of Education to create a conducive environment for the children to continue their studies, especially for children in classes 7 and above, peace prevail, sanctions lifted so that these children's dream becomes a reality. Hope is placed on the international community to put pressure on the present government to allow girl children to continue their schooling and universities and also provide financial assistance specially for children with impairments through various NGOs operating in the country to continue their education without any hassles and face the future with hope.

Serve Afghanistan is a partner of Kindernothilfe operating in Afghanistan.

REFERENCES

- AKSEER, T. (2020): Model Disability Survey of Afghanistan 2019. The Asia Foundation. Retrieved 10.06.2022: <https://reliefweb.int/attachments/15cc1b09-3d0b-335e-bc6f-f58cf71d43f2/Model-Disability-Survey-of-Afghanistan-2019.pdf>
- HUMAN RIGHTS WATCH (2020): "Disability Is Not Weakness". Discrimination and Barriers Facing Women and Girls with Disabilities in Afghanistan. Retrieved 10.06.2022: <https://www.hrw.org/report/2020/04/28/disability-not-weakness/discrimination-and-barriers-facing-women-and-girls>
- QAZIZIAI, F./HADID, D. (2022): Afghans who want teen girls back in school have new allies: Taliban-affiliated clerics. NPR, 05.05.2022. Retrieved from: <https://www.npr.org/sections/goatsandso-da/2022/05/05/1096634192/afghans-who-want-teen-girls-back-in-school-have-new-allies-taliban-affiliated-cl>

Author: Kennedy Dhanabalan, Serve Afghanistan

Ukraine: 2.7 Million Persons with Disabilities at Risk, UN Committee Warns

The UN Committee on the Rights of Persons with Disabilities recently stated in a press release that the lives of around 2.7 million persons with disabilities are at risk in Ukraine. The UN Committee deplored the Russian Federation's aggression despite repeated calls for a ceasefire and cessation of hostilities. In their statement, the Committee cited ongoing reports that many are trapped or abandoned in their homes, and that care centres and orphanages are left without basic supplies or life-sustaining medicines. It also mentioned that few persons with disabilities had been able to reach Ukraine's borders, suggesting that many of them have not been able to flee to safety. The Committee urged all states, UN agencies, civil society, and other stakeholders to recognise and respond to the pleas and requirements of persons with disabilities that are caught in the hostilities. The Committee said that refugees and internally displaced persons with disabilities must be provided with support that is tailored to their individual requirements at border crossings and provided with relocation assistance. Children with disabilities should be provided with support to ensure they are not separated from their families but protected from institutionalism and other harm, such as trafficking.

Information: <https://www.ohchr.org/en/press-releases/2022/04/ukraine-27-million-people-disabilities-risk-un-committee-warns>

Protection and Safety of Persons with Disabilities in Ukraine

On 24th February 2022, the European Disability Forum (EDF) issued an open letter to the Head of the European Institutions, European, Russian and Ukrainian Heads of State and NATO and called for all parties to ensure the protection and safety of persons with disabilities in Ukraine. The EDF referred to the UN Convention on the Rights of Persons with Disabilities, in particular Article 11 on situations of risk and humanitarian emergencies, UN Security Council Resolution 2475, the International Humanitarian Law and the Humanitarian Principles. In any situation of crisis or conflict, persons with disabilities face disproportionate risk of abandonment, violence, death, and a lack of access to safety, relief, and recovery support. Crucial information on safety and evacuation is often inaccessible, and evacuation centres themselves are also rarely accessible, meaning that persons with disabilities are too often left behind. There are 2.7 million persons with disabilities registered in Ukraine. EDF's contacts in the country have confirmed that the situation for persons with disabilities is appalling. For example, shelters in Kiev are inaccessible, so persons with disabilities are forced to stay at home, not knowing where they can go to be safe. Furthermore, persons with disabilities living in institutions, already cut off from their communities, risk being abandoned and forgotten. Therefore, EDF has called on the political leadership and all humanitarian actors, dealing with

this crisis, and has set a number of demands to take persons with disabilities into account.

Information: <https://www.edf-feph.org/protection-and-safety-of-persons-with-disabilities-in-ukraine/>

HRW Calls for Protection and Assistance for Disabled Children in Armed Conflicts

In February, Human Rights Watch (HRW) urged the UN and countries around the globe to provide safety and assistance for children with disabilities stuck in armed conflict and crises. HRW reported that children with disabilities are more vulnerable during armed conflicts. They are at a higher risk of abandonment because their families must choose whether to flee without them or stay behind to assist them. Children with different types of disabilities may struggle to comprehend the situation and may find it difficult to escape without assistive devices. Furthermore, children with disabilities are also at risk of being excluded from education, having a lack of access to essential services and humanitarian aid, facing long-term mental health issues, and being pushed further into poverty.

In June 2019, the UN Security Council passed a resolution stressing the obligation to protect, assist, consult, and end impunity for atrocities against persons with disabilities during armed conflict. It mandated the UN Secretary-General to incorporate information and data on individuals with disabilities in their reports to the UN Security Council. However, as per HRW, such reports do not pay enough attention to children

with disabilities. Deputy Disability Rights Director at HRW Jane Buchanan said, “governments, the UN Security Council, UN agencies, and aid groups should urgently step up efforts to protect and assist children with disabilities as part of their commitments toward children affected by hostilities.”

Information: <https://www.jurist.org/news/2022/02/hrw-calls-for-protection-and-assistance-for-disabled-children-in-armed-conflicts/#>

Mexico Bill Would Further Endanger Disability Rights

For the second time in less than six months, a prominent member of the majority party in the Mexican Senate has introduced a bill to amend the country’s civil law framework with provisions that would further restrict the rights of persons with disabilities. This proposed bill would amend the Federal Civil Code to introduce the concept of *differentiated capacity* and *differentiated support* in legal decision-making, authorising judges and notaries public to determine whether a person with intellectual or psychosocial disabilities has the capacity to make legal decisions. Based on psychiatric and psychological evaluations of an individual to assess their capacity to independently engage in legal actions, these officials could appoint third persons or guardians to make decisions for a person without their consent. These amendments could void all independent legal actions of persons with intellectual and psychosocial disabilities who are deemed to lack or have lesser capacity to take them, unless they are carried out with the aid of an appointed support person empowered to act as a substitute decision-maker. If adopted and implemented, the bill would lead to violations of fundamental rights, including the right

to hold and administer property, to inherit, and to marry, in direct contravention of the Convention on the Rights of Persons with Disabilities (CRPD). The Committee on the Rights of Persons with Disabilities has criticised Mexico for these rights-violating provisions. In April, the Committee issued its Concluding Observations on Mexico’s periodic review obligations and expressed its concern regarding “provisions in the Federal Civil Code [...] that contain rules on legal incapacity and guardianship for adults with disabilities, despite a judgment by the National Supreme Court of Justice of 2019.” The proposed bill would be a step towards expanding authority to public notaries in addition to judges to impose restrictions on legal capacity. Hence, Human Rights Watch is calling on Mexico to repeal the proposed bill in its entirety and replace it with a new bill that honours Mexico’s international human rights obligations.

Information: <https://www.hrw.org/news/2022/04/05/mexico-bill-would-further-endanger-disability-rights>

Cameroon Approves Landmark Disability Legislation

Cameroon has become the second African country to begin to ratify the African Disability Protocol (ADP), which addresses unique issues and discrimination that affect persons with disabilities living in African countries. The protocol was adopted by the African Union in 2018 and enables countries to draw up disability laws and ensures citizens can hold their governments to account. Mali has already adopted the protocol, but it will only come into force once it has been ratified by 15 member states of the African Union. The president of the Republic of Cameroon has also signed and ratified the UN’s

Convention on the Rights of Persons with Disabilities (UNCRPD), which aims to protect the rights of and transform attitudes towards persons with disabilities. The move to ratify both pieces of legislation follows years of campaigning by disability organisations.

Information: <https://www.sightsavers.org/news/2022/02/cameroon-approves-landmark-disability-legislation/>

Rwanda Looks to New Efforts for Supporting Persons with Disability

Rwanda is looking to start implementing new efforts for supporting persons with disabilities. During the Global Disability Summit in February 2022, Rwanda submitted 26 commitments, and will be starting consultations with relevant stakeholders to devise ways for their realisation. According to Emmanuel Ndayisaba, the Executive Secretary of the National Council of Persons with Disabilities (NCPD) in Rwanda, the 26 commitments are mainly about better access to education, health services, employment for the persons with disability, and how they can be given assistance during tough situations like natural calamities or wars. He noted that stakeholders including government institutions, organisations of persons with disability as well as international partners will be meeting soon to forge a way forward for the implementation. For example, regarding the education sector they will discuss how to prepare teachers and school administrators to render services to persons with disability, what kind of tools are to be used and how they can be acquired, among other things. Emile Vuningabo, the Program Coordinator of the National Union of Disability Organisations (NUDOR), an umbrella for about 30 organisations for persons with disability, said there are many

challenges in the fields of health, education, and employment, but also appreciated that there is good progress in some fields.

Information: <https://globalaccessibilitynews.com/2022/03/06/rwanda-looks-to-new-efforts-for-supporting-persons-with-disability/>

UNICEF and WHO launch the first Global Report on Assistive Technology

The first Global Report on Assistive Technology (GReAT) was launched on 16th May 2022 by the World Health Organization (WHO) and United Nations Children's Fund (UNICEF). The report reveals that more than 2.5 billion people need one or more assistive products, such as wheelchairs, hearing aids, or apps that support communication and cognition. Yet, nearly one billion of them are denied access, particularly in low- and middle-income countries, where access can be as low as 3% of the need for these life-changing products. The Global Report provides the best available evidence about the barriers currently preventing access, how access can be improved, and how enabling environments and AT can enable persons with disabilities to enjoy their human rights while generating a tremendous return on investment for governments. The report also makes ten key recommendations for concrete actions that will improve access to AT, for everyone, that needs them. Access to assistive technology for children with disabilities is often the first step for childhood development, access to education, participation in sports and civic life, and getting ready for employment like their peers. Children with disabilities have additional challenges due to their growth, which requires frequent adjustments or replacements of their assistive products. The positive impact of

assistive products goes beyond improving the health, well-being, participation, and inclusion of individual users – families and societies also benefit. In this report, UNICEF and WHO call on all stakeholders to ensure an intersectional equity approach in the design and provision of assistive technology that prioritises those hardest to reach and most often left behind, such as girls, children with disabilities, ethnic and religious minorities, and other marginalised groups.

Information: <https://www.unicef-irc.org/article/2275-unicef-and-who-launch-the-first-global-report-on-assistive-technology.html>

India: Government Releases Revised Universal Accessibility Guidelines

The Central Public Works Department (CPWD) released the Harmonised Guidelines and Standards for Universal Accessibility in India 2021 through its website in December 2021. The guidelines are a revision of the Harmonised Guidelines and Space Standards for Barrier-Free Built Environment for Persons with Disabilities and Elderly Persons released by the CPWD, under the Ministry of Housing and Urban Affairs (MoHUA) in February 2016. Drafted by a team of the Indian Institute of Technology-Roorkee and the National Affairs of the MoHUA, the revised guidelines aim to give a holistic approach. Professor Gaurav Raheja of IIT-Roorkee, who was the principal investigator and consultant of the project, said the biggest change lies in the name, as the earlier guidelines were for creating a barrier-free environment, but now they are focusing on universal accessibility. The guidelines are meant for State governments, government departments and the private sector, as well as for reference by architecture and planning institute.

Information: <https://globalaccessibilitynews.com/2022/01/10/india-government-releases-revised-universal-accessibility-guidelines/>

Disability - Social Protection - Inclusion: Dialogue for Change

Following the 2019 Joint Statement on inclusive social protection systems, the disability and social protection communities have worked intensely over 3 years to create momentum, enhance awareness, strengthen capacities, and build stronger evidence on how to build disability-inclusive social protection systems. In parallel to the work of World Bank, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and others, the related United Nations Partnership on the Rights of Persons with Disabilities (UNPRPD) financed programme implemented jointly by International Labour Organisation (ILO), UNICEF, and International Disability Alliance (IDA) in collaboration with many partners and strong engagement of DPOs has been an important catalyst for this work. As the programme was coming to an end in March 2022, it is important to take stock and figure out the next steps to ensure adequate and comprehensive social protection benefits are accessible for all persons with disabilities. Hence, ILO, United Nations Children's Fund (UNICEF), IDA, United Nations Partnership on the Rights of Persons with Disabilities (UNPRPD), Department of Foreign Affairs and Trade, World Bank, Asian Development Bank, Foreign, Commonwealth and Development Office, GIZ, Norad, HelpAge, European Union, the UN Joint SDG Fund and UN ESCAP were organising an online event to bring together key actors working on disability-inclusive social protection, show-casing current thinking on key issues of

disability-inclusive social protection, strengthen momentum for building disability-inclusive social protection systems and create a joint vision on how to move forward. To this end, the conference had a high-level segment, with technical sessions on key questions around designing and implementing disability-inclusive social protection policies, programmes, and delivery mechanisms, as well as sessions to report on a series of regional webinars that discussed trends, specific to certain country contexts and an event of OPDs. The presentations can be downloaded and re-watched under the following link:

Information: <https://socialprotection.org/disability-social-protection-inclusion-dialogue-change>

ILO and Indonesia's National Commission for Disability Join Forces to Promote Inclusive Workplaces

The ILO Indonesia and the National Commission for Disability (KND) signed a Declaration of Joint Commitment to promote inclusive decent work for persons with disabilities in Indonesia. Held on 8th February, the Joint Commitment was virtually signed by Michiko Miyamoto, Country Director of the ILO in Indonesia and Dante Rigmaia, Head of KND. KND is a newly established national commission to fulfil the mandate of the Law No. 8/2016 on People with Disabilities. Michiko stated in her opening remarks that the signing of the Joint Commitment is a significant milestone to strengthen coordinated efforts to create inclusive world of work in Indonesia. It is also in line with Indonesia's G20 Presidency in 2022, highlighting the inclusion of persons with disabilities in all aspects of lives, including employment. The Joint Commitment highlights seven means to promote

decent work for persons with disabilities and support the implementation of the Law No. 8/2016. The seven means are collaboration with all relevant stakeholders, promotion of rights, elimination of discrimination, equal treatment and opportunity, attention to all types of disabilities, knowledge-sharing and active participation from persons with disabilities.

Information: https://www.ilo.org/jakarta/info/public/pr/WCMS_837289/lang--en/index.htm

End Leprosy Discrimination Laws Without Delay, UN Rights Expert Urges

On World Leprosy Day, the UN called for the abolishment of the more than 100 laws that remain in place around the world which discriminate against people affected by leprosy. According to the latest World Health Organisation (WHO) figures, provided by 139 countries covering 2020, 127,558 new leprosy cases were detected around the world – a 37 per cent drop in new cases year on year. However, as diagnosing and reporting have been impacted by the COVID pandemic, the real numbers may be much higher. Though curable, without early detection and treatment, the disease can potentially lead to irreversible physical impairments and disability. The Special Rapporteur on the elimination of discrimination against persons affected by leprosy and their family members, Alice Cruz, said that unfair laws – whether actively enforced or not – motivate, authorise, and normalise substantive violations, especially against women. For example, she refers to laws allowing for divorce on the grounds of leprosy. Ms. Cruz commented that by formalising harmful stereotypes as lawful labels and normalising humiliation and violence as authorised practices, such laws significantly compromise

livelihoods, exclude people affected by leprosy from political and civic participation, and augment the State's negligence towards this marginalised group. Hence, the UN expert urged as a matter of priority, for States to amend or abolish discriminatory legislation, policies, and customs and to adopt comprehensive anti-discrimination laws.

Information: <https://news.un.org/en/story/2022/01/1110832>

Welcome to the INCLUDE Learning Community!

INCLUDE is an online training program that was developed and produced by the World Health Organisation and is based on the CBR guidelines. It is a self-learning programme and is for those who work in Community Based Rehabilitation (CBR), such as policy makers, those promoting inclusion and other interested entities. The learning community is connecting CBR and development professionals who are committed to community-based development that is truly inclusive. Like the guidelines, INCLUDE has eight modules. It provides tools to assist learners to reflect on their own experience. Case studies portray children and adults with different disabilities living in the community, accessing education, livelihood and other key areas in different settings including in resource-scarce locations - thus opening the learner to new possibilities. INCLUDE also invites the learner to develop management action plans to implement the five components and corresponding elements of the CBR matrix. These action plans can be stored and built on over time and shared with others in the CBR community. The INCLUDE programme is completely free. Further information can be accessed under the following link:

Information: <https://afri-can.org/welcome-to-the-include-learning-community/>

VENRO

Wir mischen uns ein: Advocacy-Arbeit in der zivilgesellschaftlichen Entwicklungszusammen- arbeit

Entwicklungspolitische Nichtregierungsorganisationen (NRO) und ihre Partner*innen im Globalen Süden engagieren sich durch Advocacy-Arbeit für mehr Nachhaltigkeit, Solidarität und Gerechtigkeit. Sie mischen sich in Politik und Gesellschaft ein, um wirkungsvoll Strukturen zu verändern und der lokalen Bevölkerung mehr Teilhabe zu verschaffen. Unter anderem enthält die Publikation einen Bericht aus Kenia, wo sich Frauenrechtsorganisationen auf vielen Ebenen gegen sexualisierte Gewalt gegenüber Frauen mit Behinderung engagieren.

Bezug: https://venro.org/fileadmin/user_upload/Dateien/Daten/Publikationen/Sonstige/VENRO_NRO_Report_Advocacy_Arbeit_2021.pdf

Asian Development Bank (ADB) **Strengthening Disability- Inclusive Development: 2021–2025 Road Map**

The publication sets out a practical route to greater disability inclusion in ADB projects, research, and organisational systems, focusing first on short- and medium-term actions. Its aims include supporting the active participation and empowerment of persons with disabilities and increasing the capacity and knowledge of ADB staff. These activities will create the foundation for a more comprehensive and integrated approach to disability-inclusive development at ADB in the longer term and will support implementation of the bank's corporate Strategy 2030 across operational priorities.

Bezug: <https://www.adb.org/sites/default/files/publication/779396/disability-inclusive-development-2021-2025.pdf>

UNPRPD/UN Women **Intersectionality Resource Guide and Toolkit**

There is growing recognition that structural barriers and rising inequalities must be addressed in order to achieve the international agreed development goals, the Sustainable Development Goals (SDGs) pledge to leave no one behind, and nationally agreed targets. Intersectionality can go a long way towards addressing inequalities. Failure to address complex social systems and identities can result in the obscuring or denial of human rights protections to which all people are entitled. Therefore, it is critical to design programmes and policies that address not only disability discrimination, but also the situation of those affected by all forms of combined and intersecting discrimination. This guide aims to help both organisations and individual practitioners and experts to address intersectionality in policies and programmes.

Bezug: <https://www.unwomen.org/sites/default/files/2022-01/Intersectionality-resource-guide-and-toolkit-en.pdf>

Anilkrishna Thota/Ebele Mogo/ Dominic Igbelina et. al **Effectiveness of Inclusive Interventions for Children with Disabilities in Low- and Middle-income Countries: Protocol for an Evidence and Gap Map**

Of the nearly 1 billion people with a disability, 80% live in low- and middle-income countries (LMICs) and 240 million are children. Children with

disabilities remain one of the most marginalised and excluded groups in society. This protocol to the Evidence and Gap Map on the Effectiveness of Inclusive Interventions for Children with Disabilities Living in LMICs aims to identify the available evidence on inclusive interventions to improve access to health, education, and social services for these children, and enable them to participate fully in society by addressing discrimination, improving living conditions, incorporating mainstreaming approaches and promoting empowerment. It highlights gaps in the evidence to prioritise future research and evaluation agendas, identifies contextual factors related to various populations and settings, and provides a database of peer-reviewed and grey literature in this area.

Bezug: <https://www.unicef-irc.org/publications/pdf/Effectiveness-of-Inclusive-Interventions-for-Children-with-Disabilities-in-Low-and-Middle-income-Countries-Protocol-for-an-evidence-and-gap-map.pdf>

Resource & Support HUB/Joint National Association of Persons with Disabilities in Nigeria (JONAPWD)

How Organisations of Persons with Disabilities Are Keeping People Safe

The Resource & Support HUB and the Joint National Association of Persons with Disabilities, Nigeria (JONAPWD) conducted research with organisations of persons with disability (OPDs) to understand how OPDs are keeping people safe, and what further support they need to strengthen their organisational approaches to safeguarding persons with disabilities. The research took place in six states and the Federal Capital Territory in

Nigeria at the end of 2021 and involved 40 OPDs. The research report aims to increase understanding of the barriers and challenges that exist for OPDs and the communities with whom they work and identify gaps in the sector around disability-inclusive safeguarding to help RSH, and others, identify the most effective and appropriate ways to support them.

Bezug: <https://safeguardingsupporthub.org/documents/how-organisations-persons-disabilities-are-keeping-people-safe>

Humanity & Inclusion **Information and Communication Technologies (ICTs) and Inclusive Education**

Children with disabilities are among the most excluded learners in the education system. The exponential development of ICTs (Information and Communication Technologies) throughout the world is a real opportunity to improve the educational inclusion of these children. The aim of the study was to identify existing ICTs that can support the educational inclusion of children with disabilities and to identify the challenges to the implementation of these ICTs in the classroom in some of Handicap International's French-speaking countries of intervention, namely Benin, Burkina Faso, Madagascar, Mali, Morocco, Niger, Senegal and Togo. The study was based on secondary research, interviews with experts and with potential users of the ICTs in the intervention countries, namely teachers, parents, and students with disabilities in Benin, Niger, and Senegal.

Bezug: https://asksource.info/sites/default/files/Information%20and%20Communication%20Technologies%20%28ICTs%29%20and%20Inclusive_EN_Study.pdf

World Bank

A Landscape Review of ICT for Disability-inclusive Education

Information and communication technology (ICT) tools can have a catalytic effect in advancing both educational access and learning outcomes for children with disabilities. Despite tremendous potential, a gap exists between technology advancements and their large-scale application in educating children with disabilities in low- and middle-income countries. This landscape review of ICTs for disability inclusive education by the Inclusive Education Initiative seeks to understand the current status and trends in the practice of educational technology (EdTech) and the use of ICT in improving the educational participation and outcomes of children with disabilities. The review explores what factors enable or restrict this improvement within the wider EdTech ecosystem.

Bezug: <https://documents1.worldbank.org/curated/en/099840001312211991/pdf/P17136805cfd1f074095390cb6b01c0c715.pdf>

Chioma O. Ohajunwa

Local Knowledge in Inclusive Education Policies in Africa: Informing Sustainable Outcomes

This article presents on the outcomes of a study that focused on an analysis of inclusive education (IE) policies in South Africa, Ghana and Uganda. Persons with disabilities live within communities and are raised by the values that apply within their communal context. Policymaking is intricately linked to policy implementation, and the inclusion of local knowledge strengthens policy influence, impacting on implementation processes. The report results that there is inclusion of some local knowledge within the national policies, however, this is minimal and insufficient. Participants argue that even when it is included, it

is often embedded or implied, that local knowledge should be made more prominent within inclusive education policies as local knowledge is a community resource that supports policy implementation. But the inclusion of local community knowledge and ways of knowing within inclusive education policies is viewed as a critical and an integral aspect of policymaking. It will help to address the challenges of stigma and negative attitudes, promoting a continuity of knowledge that supports local values and well-being of children with disabilities and their communities.

Bezug: <https://ajod.org/index.php/ajod/article/view/941>

Leonard Cheshire

School Violence and Bullying of Children with Disabilities in the Eastern and Southern African Region: A Needs Assessment

This study looked at the robustness of policy and legal frameworks and the needs of teachers and learners with disabilities in regard to addressing school violence and bullying within the Eastern and Southern African region. It comprised both a policy analysis and primary qualitative research within five countries in the Eastern and Southern African region (Botswana, Kenya, Lesotho, South Africa and Zambia).

Bezug: <https://www.leonardcheshire.org/sites/default/files/2022-03/Leonard-Cheshire-SVB-report-foreword.pdf>

Nidhi Singal/Shruti Taneja-Johansson/Asmaa Al-Fadala et. al

Revisiting Equity: COVID-19 and Education of Children with Disabilities

In 2020, the COVID-19 pandemic led to more than 190 countries implementing nationwide school closures, and approximately 90 percent of all students (1.57 billion) were out of

school, at some point. Undoubtedly, all children have been affected by the pandemic, but those with disabilities, who were among the world's most vulnerable and marginalised populations even before the pandemic, have been most disproportionately affected. The overarching objective of the research is to understand the impact of COVID-19 on the education of children with disabilities and to suggest possible strategies to sustain their participation in education. Data was collected across three countries, namely Ethiopia, Nepal and Qatar, to capture the diversity of experiences, whilst also identifying commonalities. Each of these countries has a unique set of economic, social, and political characteristics. Focusing on these countries provides a unique lens to understand the nature and experience of formal learning for children with disabilities and their families during prolonged school closures.

Bezug: <https://www.wise-qatar.org/app/uploads/2021/12/2021wise-rr5-report-web-version.pdf>

Leonard Cheshire

Why Disability Data Matters: Review of Leonard Cheshire's latest disability data and the Disability Data Portal

Global disability data collection has progressed considerably in recent years. However, in a world increasingly awash with data too many countries still have poor disability data, and persons with disabilities are still hidden because of a lack of existing disability data. That is why the report was produced ahead of the Global Disability Summit, aiming to show why it is essential that everyone has access to high-quality disability data. The report spotlights key data initiatives achieved by Leonard Cheshire within each of the Global Disability Summit 2022 thematic areas. It seeks to highlight the meaningful actions and commitments needed to advance inclusive and disaggregated data at the Global Disability

Summit.

Bezug: <https://www.leonardcheshire.org/sites/default/files/2022-02/why-disability-data-matters-report.pdf>

Kavita Kalsi/Dr Maria Kett **Identifying Children with Disabilities in Low-income Countries**

This query provides a review of current practice for early identification and medical treatment of impairments amongst pre-school age children in low-income countries. It also summarises the evidence on effective systems for identifying children with disabilities in schools in low-income countries, for the purpose of providing assistive devices or referring children and adolescents to specialist health services. Overall, the authors conclude that there is limited evidence on current practice for early identification and medical treatment of impairments amongst pre-school age children in low-income countries. Most research in this area looks at the prevalence of specific impairments amongst pre-school age children in low-income countries or reviews the effectiveness of diagnostic tools that may then be used for identification of impairments, rather than discussing current practice within countries.

Bezug: <https://www.sddirect.org.uk/media/2417/did-query-no-65-identifying-children-with-disabilities.pdf>

UNFPA **Are Persons with Disabilities Included in the Effort to Leave No-One Behind? Mapping Disability Data in Development in Asia and the Pacific**

In Asia and the Pacific, it is estimated that there are over 650 million persons with disabilities. However, without accurate, timely and disaggregated data, countries are unable to develop effective policies and programmes, monitor the wellbeing of persons with

disabilities and evaluate the equity and impact of development efforts. This endangers country commitments to leave no one behind and undermines their obligations to the Convention on the Rights of Persons with Disabilities. This report demonstrates the importance of ensuring data is inclusive and provides recommendations for immediate action in order to improve the collection, analysis and reporting of disability data.

Bezug: <https://reliefweb.int/sites/reliefweb.int/files/resources/cbm.6.1.pdf>

UN ESCAP **Disability at a Glance 2021: The Shaping of Disability-Inclusive Employment in Asia and the Pacific**

By this publication, the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP) offers a regional review of the employment status of persons with disabilities. The intent is to galvanise stakeholders into action and to inspire effective and innovative solutions, taking into account latest developments in the world of work. Disability at a Glance 2021: The Shaping of Disability-Inclusive Employment in Asia and the Pacific proposes a range of recommendations to governments and other stakeholders in the region towards upholding the rights of persons with disabilities to employment that are enshrined in the Convention on the Rights of Persons with Disabilities, the 2030 Agenda for Sustainable Development and the Incheon Strategy to Make the Right Real for Persons with Disabilities in Asia and the Pacific.

Bezug: <https://www.unescap.org/sites/default/d8files/knowledge-products/DAG2021-Final.pdf>

*International Labour
Organisation (ILO)*

EmployAbility - Tapping the Potential of Persons with Disabilities in Asia and the Pacific

The International Labour Organisation (ILO) published a resource guide to support employers and businesses wanting to promote decent work opportunities for persons with disabilities in their companies. The guide is an update of an ILO document first published in 2007. It provides recommendations for introducing and strengthening disability-inclusion measures in hiring, employment, training, and career advancement strategies. Using real-life examples of successful company practices, the guide cites the growing body of evidence that inclusive policies not only enhance the reputation of businesses as corporate leaders but also boost profitability. The guide also catalogues relevant resources in the region, including the ILO Global Business and Disability Network and national business and disability networks.

Bezug: https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/-ilo-jakarta/documents/publication/wcms_839506.pdf

Tendy Gunawan/Jahen F. Rezki

Mapping Workers with Disabilities in Indonesia: Policy Suggestions and Recommendations

This report aims to provide an overview of employment for workers with disabilities from its first publication in 2017, describing the progress that has been made and to analyse the impact of the COVID-19 pandemic on workers with disabilities in particular. According to the data analysis and information that has been collected in this study, in the last chapter several recommendations and suggestions can be taken into account by various stakeholders, both policymakers and various other stakeholders in making programs that can address disparities

in persons with disabilities, especially in the employment sector.

Bezug: https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/-ilo-jakarta/documents/publication/wcms_836028.pdf

Stephen Thompson/Rasak Adekoya/Utpal Mallick et. al

Accessible Sanitation in the Workplace – Important Considerations for Disability-Inclusive Employment in Nigeria and Bangladesh

This paper explores the relationship between accessible sanitation and disability-inclusive employment in Bangladesh and Nigeria. Both countries have sanitation and hygiene challenges as well as disability-inclusive employment challenges, but the existing evidence on the intersection of these issues that is focused on Nigeria and Bangladesh is extremely limited. Building on the literature where this complex issue is addressed, this paper presents the findings of a qualitative pilot study undertaken in Nigeria and Bangladesh. It focuses on the need for toilets at work that are easy for persons with disabilities to use in poor countries. These are sometimes called accessible toilets. Accessible sanitation is not regarded as a challenge that must be addressed by persons with disabilities themselves, but as a challenge that must be addressed by many people working together – including governments, employers, and the community.

Bezug: <https://opendocs.ids.ac.uk/opendocs/handle/20.500.12413/17082>

*Deutsche Gesellschaft für
Internationale Zusammenarbeit
(GIZ)*

Ensuring Social Protection for Persons with Disabilities Matters

Since 2009, the GIZ Sector Project Inclusion of Persons with Disabilities has been active in more than 10 countries, supporting programmes that include persons with disabilities in the development and strengthening of social protection systems. This publication consolidates lesson learned and offers guidance on how to improve access to social protection for persons with disabilities in interventions. It is a resource for development practitioners and a Community of Practice on the inclusion of persons with disabilities, aimed at realising the commitment of the Federal Ministry for Economic Cooperation and Development (BMZ) to disability inclusion in the social protection sector in Germany's development assistance.

Bezug: https://socialprotection.org/sites/default/files/publications_files/210323_GIZ_DisabilityinclusiveSocialProtection.pdf

Inclusive Futures

Social Protection for Disability in Kenya and Uganda: A Synthesis Report

In 2021, Development Initiatives analysed how existing social protection programmes benefit persons with disabilities in Uganda and Kenya and associated challenges. The two country reports synthesised in this report interrogate policy frameworks, existing social protection schemes and institutional setups, and track public investment towards disability-specific and mainstream social protection programmes.

Bezug: https://asksource.info/sites/default/files/Social%20protection%20for%20disability%20in%20Kenya%20and%20Uganda_A%20synthesis%20report.pdf

EQUAL/International Rescue Committee/RECAP

A Shared Learning Agenda for Inclusive Health Research in Humanitarian Settings

This review compiles and assesses technical guidance on how to ethically and equitably include marginalised populations in research conducted in humanitarian settings. It identifies gaps in guidance and outlines key recommendations for more inclusive programming and research. This follows from a webinar which took place in December 2021 on Meaningful Inclusion of Persons with Disabilities in Humanitarian Programming, Response and Research.

Bezug: <https://static1.squarespace.com/static/6137cc41d14f24365fb31128/t/621cf69ba9ab882e8db22ba3/1646065325135/A+shared+learning+agenda+for+inclusive+health+research+in+humanitarian+settings>

*Hannah Kuper/Tracey Smythe/
Tapiwa Kujinga*

Should Disability-Inclusive Health Be a Priority in Low-Income Countries? A Case-Study from Zimbabwe

The National Disability Policy was launched in Zimbabwe in June 2021 and includes a range of commitments for the provision of disability-inclusive health services and rehabilitation. Fulfilment of these pledges is important, as at least 7% of the population have disabilities, and persons with disabilities face greater challenges accessing healthcare services and experience worse health outcomes. This paper proposed four complementary arguments why it is important to focus on persons with disabilities. First, this focus respects the rights of persons with disabilities, including those specified in the new National Disability Policy. Second, it will be challenging to reach the Sustainable Development Goals, including those on health and other global health targets, without

including persons with disabilities. Third, there is a growing rationale that disability-inclusive health systems will work better for all, and fourth, that they will create cost savings. Everyone will therefore benefit when the health systems are designed for inclusion. In conclusion, a focus on disability may help to strengthen health systems for all as well as helping to achieve human rights and global development goals.

Bezug: <https://researchonline.lshtm.ac.uk/id/eprint/4665172/1/Should%20disability-inclusive%20health%20be%20a%20priority%20in%20low-income%20countries%20A%20case-study%20from%20Zimbabwe.pdf>

*Surona J. Visagie/Malcolm
MacLachlan/Elsje Scheffler/
Nikola Seymour*

Promoting Regional Coherence and Cohesion Amidst Multiple Assistive Technology Initiatives in Africa

Appropriate provision of assistive technology services (ATS) and products are a global health issue and essential for achieving the Sustainable Development Goals (SDGs). The Sixth African Network for Evidence-to-Action on Disability (AfriNEAD) conference included a workshop on collaboration, cohesion, and coherence in ATS delivery in Africa. This article aims to summarise the workshop proceedings and to provide some recommendations on how coherence and cohesion can be facilitated in assistive technology services in Africa. There was consensus amongst participants that cohesiveness must be facilitated. They further agreed that users must be central to future action. There are local, national, and regional initiatives, but none of these have grown into an African assistive technology platform. Hence, it is time to break away from Western institutionalised biomedical ways of providing ATS in Africa. Africans must develop coherent, cohesive

ATS driven by empowered users who build on Africa's strengths and addresses the continents' unique needs.

Bezug: <https://ajod.org/index.php/ajod/article/view/937>

World Bank

Inclusive Approaches to Disaster Risk Management: A Qualitative Review

This report presents a qualitative review of inclusive approaches to disaster risk management (DRM) – a part of the first stocktaking exercise that the Global Facility for Disaster Reduction and Recovery (GFDRR) conducts to assess lessons learned and generate knowledge to help mainstream inclusive approaches and strategies across GFDRR activities. The findings are based on a literature review, analysis of portfolio data, and internal consultations with World Bank task team leaders of GFDRR-funded activities. The reviewed literature includes GFDRR project documentation and knowledge products, World Bank operational documents and research findings, and relevant publications from other scholars and organizations. The stocktaking exercise emphasises gender, disability-inclusive DRM, citizen engagement, and community participation.

Bezug: <https://openknowledge.worldbank.org/handle/10986/37026>

World Bank

Disability Inclusion in Disaster Risk Management - Assessment in the Caribbean Region

Persons with disabilities make up just one of many groups in society that are systematically marginalised and disadvantaged. Gender, ethnic and religious diversity, poverty, age, homelessness, levels of education and literacy, gender preference and diversity, and geographic isolation are just some of the characteristics that can define social exclusion. The World Bank and the Global Facility for Disaster Reduction

and Recovery (GFDRR), with support from the Canadian government, have established the Canada–Caribbean Resilience Facility (CRF) as a single-donor trust fund aimed at achieving more effective and coordinated gender-informed climate-resilient preparedness, recovery, and public financial management practices in nine targeted CRF-eligible countries. The CRF is supporting, disability inclusive disaster risk management (DRM) as an essential element in building this societal resilience. The primary purpose of this assessment is to understand gaps better in the inclusion of persons with disabilities in national disaster risk management (DRM) and climate resilience (CR) processes and strategies in Antigua and Barbuda, Belize, Dominica, Grenada, Guyana, Jamaica, Saint Lucia, Saint Vincent and the Grenadines, and Suriname. The report is based on the recognition that collectively persons with disabilities are systematically marginalised and excluded from full and equal participation in society and societal processes. Primarily, the reasons are barriers to access that are both structural and non-structural. These barriers can be removed or mitigated through effective social policy, implementation of existing norms and standards, as well as public will. The assessment will provide recommendations that make preparedness and recovery efforts more disability inclusive.

Bezug: <https://openknowledge.worldbank.org/handle/10986/37173>

Callista K. Kahonde/Rebecca Johns

Knowledge, Perceptions and Experiences of Risk to Sexual Violence among Adults with Intellectual Disabilities in Cape Town, South Africa

People with intellectual disabilities are at high risk to sexual violence, yet minimal research has been conducted in South Africa to understand this phenomenon, especially seeking perspectives of people with intellectual disabilities themselves. This study aimed to explore and describe the knowledge and awareness of risk to sexual violence among adults with intellectual disabilities and to understand their perceptions and experiences of risk. The adults' responses revealed that they had some knowledge of risks to sexual violence, but they also had knowledge gaps and some erroneous knowledge and perceptions that could put them at high risk. The experiences they shared showed that the risk of sexual violence is high among women with intellectual disabilities. That's why the report concludes that further research is needed to inform a community approach which includes people with intellectual disabilities, their families, services providers, and community members as an intervention to empower and protect people with intellectual disabilities from sexual violence. To achieve this, the authors recommend an ecological framework as a guiding tool in both the research processes and the implementation of the outcomes.

Bezug: <https://ajod.org/index.php/ajod/article/view/837>

16.09.2022

Klimakrise: Ohne uns keine Zukunft

Information: <https://www.behindertenrat.at/2022/03/konferenz-klimakrise-ohne-uns-keine-zukunft/>

Kontakt: Andrea Strohmriegl; a.strohmriegl@behindertenrat.at

Southern Africa Assistive Technology Expo (SAATE), Namibia/Virtual

Information: <https://www.saate.org/>

Kontakt: assistivetech@safod.net

M-Enabling Summit, Washington D.C., USA

Information: <https://m-enabling.com/>

Kontakt: info@m-enabling.com

7th World Disability and Rehabilitation Conference 2022, Colombo, Sri Lanka

Information: <https://disabilityconference.co/>

Kontakt: secretariat@disabilityconference.co

Schwerpunktthemen kommender Ausgaben der Zeitschrift Focal Topics of Upcoming Issues

2/2022:

Behinderung unter den Bedingungen von Krieg und Vertreibung
[Disability under the Conditions of War and Displacement](#)

3/2022:

Organisationen von Menschen mit Behinderungen
[Organisations of Persons with Disabilities \(OPDs\)](#)

1/2023:

Inklusion in der Daseinsvorsorge
[Inclusion in the Provision of Public Services](#)

Interessierte Autorinnen und Autoren mögen sich für nähere Informationen und unseren *Leitfaden für AutorInnen* bitte an die koordinierende Redakteurin Judith Langensiepen unter langensiepen@bezev.de wenden. Darüber hinaus sind Vorschläge für weitere Schwerpunktthemen willkommen unter info@inie-inid.org.

[If you are interested in contributing, please contact the coordinating editor Judith Langensiepen under \[langensiepen@bezev.de\]\(mailto:langensiepen@bezev.de\) for more information and our *Guidelines for Submissions*.](#)

[Moreover, we welcome ideas and suggestions for future focal topics which you can submit to our editorship at \[info@inie-inid.org\]\(mailto:info@inie-inid.org\).](#)

Redaktionsschluss für zukünftige Ausgaben [Deadlines for the upcoming issues](#)

	2/2022	3/2022	1/2023
Hauptbeiträge/ Focal articles	31.07.2022	01.10.2022	01.12.2022
Kurzbeiträge/ Other contributions	31.07.2022	01.11.2022	01.02.2023

Liebe Leserinnen und Leser,

bitte informieren Sie uns unter info@inie-inid.org über eine Adressänderung bzw. wenn Sie die Zeitschrift nicht mehr beziehen möchten oder falls Ihnen die Zeitschrift nicht zugestellt worden ist.

[Dear Reader!](#)

[Please notify any changes of address, if you wish to end your subscription or have not received the print edition to \[info@inie-inid.org\]\(mailto:info@inie-inid.org\).](#)

**Behinderung und Entwicklungszusammenarbeit e.V.
Institut für inklusive Entwicklung**

Altenessener Strasse 394-398
45329 Essen
Germany
Tel.: +49-(0)201/17 89 123
Fax: +49-(0)201/17 89 026
info@inie-inid.org
www.inie-inid.org

Behinderung und internationale Entwicklung

Die Zeitschrift Behinderung und internationale Entwicklung erscheint seit 1990 dreimal jährlich mit Beiträgen sowohl in deutscher als auch englischer Sprache. Ihr Anspruch ist es, ein Medium für einen grenzüberschreitenden Informationsaustausch zur Thematik zu bieten sowie die fachliche Diskussion zu pädagogischen, sozial- und entwicklungspolitischen sowie interkulturellen Fragen im Zusammenhang mit Behinderung im Globalen Süden weiterzuentwickeln. Jede Ausgabe ist einem Schwerpunktthema gewidmet, das durch Einzelbeiträge und einen aktuellen Informationsteil ergänzt wird.

Bezugsmöglichkeiten:

KOSTENFREIER VERSAND DER AUSGABE IM PDF-FORMAT per
E-Mail für die Aufnahme in den Verteiler: info@inie-inid.org
KOSTENPFLICHTIGER BEZUG DER PRINTAUSGABEN für
18 €/Jahr 3 Ausgaben, innerhalb Deutschlands und 27 €
im europäischen Ausland: info@inie-inid.org
DARÜBER HINAUS kostenlos im Internet unter
www.zeitschrift.bezev.de

Die Zeitschrift wird unterstützt durch | The journal is supported by:



bezev wird gefördert aus Mitteln des Kirchlichen Entwicklungsdienstes
Brot für die Welt – Evangelischer Entwicklungsdienst

Disability and International Development

The journal Disability and International Development is published three times a year since 1990, featuring contributions in both English and German. Its objective is the scholarly and practice-oriented discourse on disability in the Global South. The journal aims at providing a platform for a cross-border dialogue and promoting the professional discussion of related development policy, pedagogical/educational, socio-political and intercultural questions. Each issue is dedicated to a focal topic, complemented by single contributions on other subjects and up-to-date information.

Subscription:

FREE PDF VERSION via e-mail:
info@inie-inid.org for subscription
PRINT VERSION at a rate of 18 €/year, 3 issues, within Germany
and 27 € to other European countries:
info@inie-inid.org for subscription
IN ADDITION, a free online version is available at
www.zeitschrift.bezev.de