



Guideline on how to Mainstream Inclusion of Marginalised People in Vocational Education and Training

Implementing Agency

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

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

It focuses on supporting VET systems to:

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

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The intended beneficiaries of the VET Toolbox are:

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

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ABBREVIATIONS

ADB	Asian Development Bank
AIDS	Acquired Immunodeficiency Syndrome
AOPD	Arab Organization of Persons with Disabilities
ASEAN	Association of Southeast Asian Nations
BGMEA	Bangladesh Garment Manufacturers and Exporters Association
BKMEA	Bangladesh Knitwear Manufacturers and Exporters Association
BOTA	Botswana Training Authority
CRP	Centre for the Rehabilitation of the Paralysed
CDD	Centre for Disability and Development
DPO	Disabled Persons Organisation
EC	European Commission
EIGE	European Institute for Gender Equality
ETF	European Training Foundation
G20	The G20 is an international forum for the governments and central bank governors from 19 countries and the European Union.
GESI	Gender Equality and Social Inclusion
GIZ	German Development Cooperation (Deutsche Gesellschaft für Internationale Zusammenarbeit)
HIV	Human Immunodeficiency Virus
ICF	International Classification of Functioning, Disability and Health
ICT	Information and Communication Technology
IFHOH	International Federation of Hard of Hearing People
IJC	Inclusive Job Centre
ILO	International Labour Organization
IMF	International Monetary Fund
IRW	Islamic Relief Worldwide
LGBTIQ	Lesbian, gay, bisexual, transgender/transsexual, intersex and queer/questioning
NGO	Non-governmental Organisation
OECD	Organization for Economic Co-operation and Development
OHCHR	Office of the High Commissioner on Human Rights
PDF	Pacific Disability Forum
RIADIS	Latin American Network of Non-Governmental Organizations of Persons With Disabilities and their Families
SDGs	Sustainable Development Goals
ToR	Terms of Reference

TVET	Technical and Vocational Education and Training
UN	United Nations
UNAIDS	Joint United Nations Programme on HIV/AIDS
UNCEDAW	UN Convention on the Elimination of All Forms of Discrimination against Women
UNCERD	UN International Convention on the Elimination of All Forms of Racial Discrimination
UNCESR	UN International Covenant on Economic, Social and Cultural Rights
UNCRC	UN Convention on the Rights of the Child
UNCRPD	UN Convention on the Rights of Persons with Disabilities
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNGS 21	General Comment no. 21 of the Committee on the Right of the Child
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VET	Vocational Education and Training
WBU	World Blind Union
WFD	World Federation of the Deaf
WFDB	World Federation of the DeafBlind
WHO	World Health Organization
WNUSP	World Network of Users and Survivors of Psychiatry

GLOSSARY

Accessibility	Accessibility describes the degree to which an environment, service, or product allows access by as many people as possible, including persons with disabilities. ¹
Barriers	Factors in a person's environment that, through their absence or presence, limit functioning and create disability – for example, inaccessible physical environments, a lack of appropriate assistive devices, and negative attitudes towards disability. ²
Disabled Persons Organisation (DPO)	Disabled persons' organizations or DPOs are representative organizations or groups of persons with disabilities, where persons with disabilities, constitute a majority of the overall staff, board, and volunteers in all levels of the organization. It includes organizations of relatives of persons with disabilities, (only those representing children with disabilities, people with intellectual disabilities, and/or the Deafblind) where a primary aim of these organizations is empowerment and the growth of self-advocacy of persons with disabilities. ³
Disability	<p>Disability is an evolving concept and that results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others.⁴</p> <p>Disability is an umbrella term for impairments, activity limitations and participation restrictions. It denotes the negative aspects of the interaction between an individual (with a health condition) and that individual's contextual factors (environmental and personal factors).⁵</p>
Disability discrimination	Discrimination on the basis of disability means any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It includes all forms of discrimination, including denial of reasonable accommodation. ⁶
Discrimination	Discrimination is the selection for unfavourable treatment of an individual or individuals on the basis of: gender, race, colour or ethnic or national origin, religion, disability, sexual orientation, social class, age (subject to the usual conventions on retirement), marital status or family responsibilities, or as a result of any conditions or requirements that do not accord with the principles of fairness and natural justice. ⁷

1 WHO (2011), p. 301

2 WHO (2011), p. 302

3 Disability Rights Fund (2019)

4 UNCRPD, Preamble E

5 WHO (2013), p. 8

6 UNCRPD, Article 2

7 UNESCO (2019)

Enabling Environment	There are different kinds of enabling environments in the context of HIV. For instance, an enabling legal environment would not only have laws and policies against discrimination on the basis of sex, health status (including HIV status), age, disability, social status, sexual orientation, gender identity and other relevant grounds, but they would be enforced. In such an environment, people also would have access to justice - that is, a process and remedy if they are aggrieved. An enabling social environment is one in which social protection strategies (e.g. economic empowerment) are in place, and where social norms support knowledge, awareness and healthy behaviour choices. ⁸
Equal opportunity	Equal opportunity is a situation that provides opportunities and / or provides access to persons with disabilities to channel potential in all aspects of state and community administration. ⁹
Functioning	Functioning is an umbrella term for body functions, body structures, activities and participation. It denotes the positive aspects of the interaction between an individual (with a health condition) and that individual's contextual factors (environmental and personal factors). ¹⁰
Gender	Social attributes and opportunities associated with being female and male and to the relationships between women and men and girls and boys, as well as to the relations between women and those between men. ¹¹
Gender Equality	Gender equality - or equality between men and women - is a recognized human right, and it reflects the idea that all human beings, both men and women, are free to develop their personal abilities and make choices without any limitations set by stereotypes, rigid gender roles or prejudices. Gender equality means that the different behaviours, aspirations and needs of women and men are considered, valued and favoured equally. It also signifies that there is no discrimination on the grounds of a person's gender in the allocation of resources or benefits, or in access to services. Gender equality may be measured in terms of whether there is equality of opportunity or equality of results. ¹²
Gender Expression	People's manifestation of their gender identity, and the one that is perceived by others. ¹³
Gender Identity	Each person's deeply felt internal and individual experience of gender, which may or may not correspond to the sex assigned at birth, including the personal sense of the body (which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical or other means) and other expressions of gender, including dress, speech and mannerisms. ¹⁴
Impairment	Problems in body function and structure such as significant deviation or loss. ¹⁵
Mainstream services	Services available to any member of a population, regardless of whether they have a disability – for example, public transport, education and training, labour and employment services, housing, health and income support. ¹⁶

8 UNAIDS (2015), p. 19 (UNAIDS, 2015)

9 UNCRPD, Article 1

10 WHO (2013), p. 8

11 EIGE (2019), Glossary & Thesaurus

12 UNAIDS (2015), p. 21

13 EIGE (2019), Glossary & Thesaurus

14 EIGE (2019), Glossary & Thesaurus

15 WHO (2013), p. 8

16 WHO (2011), p. 306

Person with Disabilities	Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. ¹⁷
Physiotherapy	Provides services to individuals to develop, maintain, and maximise movement potential and functional ability throughout the lifespan. Also known as physical therapy. ¹⁸
Public service	1: the business of supplying a commodity (such as electricity or gas) or service (such as transportation) to any or all members of a community 2: a service rendered in the public interest ¹⁹
Racial discrimination	Any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life. ²⁰
Reasonable accommodation	Reasonable accommodation means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms. ²¹
Sex	Biological and physiological characteristics that define humans as female or male. ²²
Sexuality	Central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. ²³
Sexual Orientation	Each person's capacity for profound emotional, affectional and sexual attraction to, and intimate and sexual relations with, individuals of a different gender, the same gender or more than one gender. ²⁴

17 UNCRPD, Article 1

18 WHO (2011), p. 307

19 Merriam-Webster (2019)

20 UNCERD, Article 1.1

21 UNCRPD, Article 2

22 EIGE (2019), Glossary & Thesaurus

23 EIGE (2019), Glossary & Thesaurus

24 EIGE (2019), Glossary & Thesaurus



INTRODUCTION

The challenge

The Sustainable Development Goals (SDGs) and the slogan leave no one behind put inclusive development at a new level of attention for policy makers, bi- and multilateral donors as well as civil society. Talking about populations that are in danger of being left behind we mean girls and women; LGBTIQ; nomadic, pastoral, and rural societies; people living with HIV; persons with disabilities; refugees, street connected youth; and youth growing up in resource poor environments.

However, in reality, many Vocational Education and Training (VET) programmes developed are not yet inclusive.

A recent study on the inclusiveness of United States Agency for International Development (USAID) projects found that *'... when social groups are only included or defined with the phrases "vulnerable groups" or "marginalized groups" in solicitations, most reports from the resulting programs either make no reference to vulnerable groups or provide no specific information on how the programs addressed these groups' unique needs'* (Chemonics, 2019, S. 2). The point is, that project proposals must explain how project programming addresses every group's individual needs. The proposal should already present differentiated specific interventions for different marginalised groups. An effective and verifiable way to increase the visibility of individual marginalised groups is to develop objectives and results with indicators for each marginalised group to ensure that they are included.

This can only be achieved, if staff at donor organisations and implementing partners feel ownership for inclusive development and that no one is left behind in the project they plan and later on implement. Inhouse advocacy and awareness training about inclusion is key to developing ownership about inclusive development and ensuring that no one is left behind. The logical follow-up step is to practice-what-you-preach and review organisational policies and practices in regard to the provision of accessible workspaces, non-discriminative hiring processes, and reasonable accommodation provisions for staff (Chemonics, 2019).

The guidelines

The guidelines that you are holding in your hands shall help the reader to get a holistic understanding about inclusive development related to VET.

Chapter 1 provides an introduction to marginalised populations that are often summarised as ‘vulnerable groups’ and sheds some light on internal and external barriers for exclusion. The chapter also endeavours to familiarise the reader with group specific terminologies. The chapter wraps up with an overview about the benefits on inclusive VET that highlights that inclusive VET is not only beneficial for marginalised groups.

Chapter 2 offers a legal, theoretical and formative approach to inclusive VET. The chapter starts out with an introduction to crucial international human rights tools and the SDGs. This section is followed-up by a presentation of characteristics of models of VET in regard to marginalised groups and an introduction to the twin-track approach to inclusive development. The chapter also includes explanations about common barriers to inclusion, universal design, reasonable accommodation, safe spaces, inclusive language, and a section about practical advice on how to include marginalised populations.

Chapter 3 advises the reader on how to develop an inclusion policy for a VET institution. The steps include how to prepare for the development process, defining goals, plotting a roadmap and how to monitor and evaluate its implementation.

Chapter 4 has the purpose to inspire VET instructors to try-out different approaches to group work and assessment. The chapter highlights methodologies that ensure the inclusion of marginalised learners within the teaching and learning process.

Chapter 5 describes the model of an inclusive labour market and the function of an inclusive job centre. The chapter explains the demand and supply side of an inclusive labour market and their specific needs of stakeholders on each side to achieve successful and sustainable matchmaking. The chapter also includes references to legislative approaches, such as anti-discrimination laws, quota regulations and compensatory levies, to support an inclusive labour market and job centre.

Chapter 6 has the purpose to introduce the reader to stakeholders that are part of developing inclusive VET and an inclusive labour market: public service providers, private service providers, private companies, non-governmental organisations (NGOs) and disabled persons organisations (DPOs).

The **annex** provides an overview about 30 existing publications related to inclusion of marginalised groups in VET, the labour market and employment.



1. WHAT IS INCLUSIVE VET?

Since the development and launch of the SDGs, the term ‘inclusion’ became a buzzword on the international development agenda. This chapter wants to clarify what the term entails in connection with VET and describes the benefits of inclusive development.

Inclusive VET means that persons with and without disabilities, females and males, people living with HIV, people living in remote areas, and people not meeting behavioural norms have the right to access VET as well as the labour market, and participate in the same activities and interact on an equal basis with others. Inclusion is more than just being at the same time in same environment and seeing, hearing and doing the same thing. It is about experiencing the same thing, cooperation, and sharing this experience actively with others at the same time.

Interaction is a natural part of human life. Without interaction, businesses would not be able to function, health service providers would not be able to function, and education service providers would not be able to function. However, many people amid of our societies are excluded from access to certain parts of human life and public services. They face subtle rejection if they apply at VET institutions. Rejection always leads to discrimination and exclusion.

To challenge rejection, discrimination and exclusion; inclusion demands positive attitudes towards other people, support and reasonable accommodation, so that persons from marginalised groups are able to participate and gain equal access and equal opportunities.

Support and reasonable accommodation can be provided in many forms, for instance by physical assistance, counselling or guidance.

1.1 Introduction to inclusive VET and marginalisation

This section gives an overview of groups of people who are traditionally excluded. The list of groups in alphabetic order is not exhaustive and can be extended depending on where one may live and / or work:

- Gender
- LGBTIQ
- Nomadic, pastoral, and rural societies
- People living with HIV
- Persons with disabilities
- Refugees
- Street connected youth
- Youth growing up in resource poor environments

Gender

The term gender describes social attributes and opportunities associated with being female and male and to the relationships between women and men and girls and boys, as well as to the relations between women and those between men (EIGE, 2019).

Women are facing a multitude of barriers to access VET and employment after they have graduated. The most dominating barriers include:

- Barriers to access are manifested in socio-cultural norms and rules. The prevailing norm for many stakeholders is that women should be home based and engage in activities that are seen suitable for women and are socially approved. In many cases, women's access to VET courses is very limited. They end up having access to sewing, cooking, tailoring and embroidering courses and apprenticeships, which, by many members of society are understood being within the domain of women. Men and women are not seen as equal and should not learn the same trades or do the same jobs. This pattern is called gender stereotyping and leads to barriers to access and participation in traditionally male dominated trades which are usually better paid and results in gender division in the labour market.

- Financial barriers are manifested in VET course fees and transport expenses. Those are reflected in mind-sets that believe that it is unnecessary to invest in VET skills of girls and women since they will marry a man, take care of the household later on, and do not need a professional pathway.
- Lack of safe accommodation provided by VET institutions is a major barrier for many caregivers to send their daughters and female family members to participate in VET. Male learners, on the other hand, can find accommodation off campus. They are not exposed to the same kind of safety concerns as their female peers. Safety concerns comprises of verbal sexual harassment and rape.
- Lack of safe and separate washroom facilities as well rooms for baby care and nursing, and the lack of female instructors, prevent women from enrolling to VET. The threat of sexual harassment is a major motive for female learners to not engage in VET.
- Women and girls suffer also from the lack of access to information about different occupational profiles and professional tracks within VET schooling. In traditional environments, girls and women are not aware of available options because they do not have access to the means of communication such as computers and mobile devices with an internet connection to get this information. Even if they have access to the internet, they might not know that suitable and inclusive VET programs exist, leading to higher employability rates and decent jobs, which may match newly acquired skills and competencies with the needs of the labour market. This is again based on manifested socio-cultural attitudes.
- Finally, women and girls themselves believe and adhere to the manifested socio-cultural attitudes and norms. They may not be aware of the fact that VET diploma, especially in traditionally male dominated trades such as industrial and technology-based jobs can empower them to be in a better position to make a living and live an independent life.

(ILO, 2015, pp. 15-18)

Example: Lao PDR – using VET to break gender barriers

Women are accounting for 43% of all students enrolled in VET in Lao PDR in the academic year 2016/17. The course selection of the women enrolled is influenced by occupations traditionally deemed female. This include tailoring, basic business administration, and hospitality.

The government of Lao PDR in cooperation with the Asian Development Bank (ADB) initiated a project to encourage women to enrol in male dominated trades. The project implemented the following steps:

- It set a 20% quota for female learners in male dominated trades such as construction, furniture making, and automotive and mechanical repairs.
- It introduces a voucher assistance system to empower learners from poor families to enrol. 40% of the vouchers were allocated for female learners, while a quarter of the short-term training slots were reserved for women out of school.
- Construction of dormitories to encourage learners from remote and poor rural areas to take up VET education. 50% of the dormitory spaces are reserved for female learners. The project also implemented a marketing strategy to improve perceptions of VET, with a special focus on attracting interest from women. (ADB, 2019)

LGBTIQ

LGBTIQ stand for lesbian, gay, bisexual, transgender/transsexual, intersex and queer/questioning. More specifically, the terminologies of the above-mentioned list are described as follows:

- **Lesbian** describes a woman who is attracted to other women.²⁵
- **Gay** describes a man who is attracted to other man.²⁶
- **Bisexual persons** are women or men who are attracted to both sexes, female and male.
- **Transgender** describes a person who has a gender identity different to the gender assigned at birth and who wishes to portray gender identity in a different way to the gender assigned at birth.²⁷
- **Transsexual** describes a person who prefers another gender than their birth gender and feels the need to undergo physical alterations to the body to express this feeling, such as hormone treatment and/or surgery.²⁸
- **Intersex** is an umbrella term to denote several different variations in a person's bodily characteristics that do not match strict medical definitions of female or male.²⁹
- One definition of **queer** is abnormal or strange. Historically, queer has been used as an epithet/slur against people whose gender, gender expression and/or sexuality do not conform to dominant expectations. Some people have reclaimed the word queer and self-identify as such. For some, this reclamation is a celebration of not fitting into norms. Manifestations of oppression within gay and lesbian movements such as

²⁵ <https://eige.europa.eu/thesaurus/terms/1273>

²⁶ <https://eige.europa.eu/thesaurus/terms/1244>

²⁷ <https://eige.europa.eu/thesaurus/terms/1413>

²⁸ <https://eige.europa.eu/thesaurus/terms/1415>

²⁹ <https://eige.europa.eu/thesaurus/terms/1264>

racism, sizeism³⁰, ableism³¹, cissexism³², transmisogyny³³ as well as assimilation politics, resulted in many people being marginalised, thus, for some, queer is a radical and anti-assimilationist stance that captures multiple aspects of identities.³⁴

- **Questioning** is the process of exploring one's own gender identity, gender expression, and/or sexual orientation. Some people may also use this term to name their identity within the LGBTIQ community.³⁵

In many countries being lesbian, gay, bisexual, transgender/transsexual, intersex and/or queer/questioning means living with daily discrimination, experience hate crimes. Discrimination is based on gender identity, gender expression, or sex characteristics (UN General Assembly Human Rights Council, 2019).

Persons who are LGBTIQ face discrimination in accessing VET, employment, health care and other basic rights and services (Amnesty International, 2019).

Example: Nepal – Increasing social awareness about LGBTIQ

In Dhangadi, the capital of the Sudurpaschim province in Nepal the United Nations Development Programme (UNDP) in cooperation the Ministry of Education, Science and Technology implemented a sharing session with the title 'Gender Equality and Social Inclusion (GESI) in Technical Vocational Education and Training (TVET)'. The aim of the session was to highlight discrimination based on sexual orientation. As a direct outcome, the Social Development Minister of Sudurpaschim Province promised to develop policies that reduce gender inequality and promote diversity. (UNDP, 2019)

Nomadic, pastoral and rural societies

Physical access to VET is a huge barrier for learners from nomadic, pastoral and rural communities. These barriers manifest in long distances to reach VET, no means of transportation or no steady place of living, which makes constant participation more difficult.

30 Definition: Discrimination or prejudice directed against people because of their size and especially because of their weight. (source: <https://www.merriam-webster.com/dictionary/sizeism>)

31 Definition: Discrimination or prejudice against individuals with disabilities. (source: <https://www.merriam-webster.com/dictionary/ableism>)

32 Definition: Prejudice or discrimination against transgender people. (source: <https://www.lexico.com/en/definition/cissexism>)

33 Definition: Discrimination or prejudice against transgender women. (source: <https://www.dictionary.com/browse/transmisogyny>)

34 <https://lgbtqia.ucdavis.edu/educated/glossary>

35 <https://lgbtqia.ucdavis.edu/educated/glossary>

In addition to this, parents of learners from these communities could be reluctant to let their offspring participate in VET because they need their labour to make a living. Another excluding factor for these learners can be that they do not speak the official language of instructions used in VET. (Grimes & Bagree, 2012, pp. 10-11)

In addition to the above, representatives from pastoral communities have voiced their concern that the education and skills offered in formal VET are not always relevant for their communities and lifestyle. In the worst case, it does not support their way of living and drives young member of the community away into the cities. (Birch, Cavanna, Abkula, & Hujale, 2010, pp. 24-27)

A lack of demand in rural communities for skills training offered in formal or non-formal VET institutions contributes to the non-relevance of VET. (EC, 2018, p. 173)

People living with HIV

Negative attitudes toward people living with HIV continue to prevail until today because of fear of infection despite decades of public awareness raising campaigns. Populations at high risk of HIV infection face high levels of stigmatisation due to their gender, sexual orientation, gender identity, drug use or involvement in sex work. Stigma towards people living with HIV come from all segments of society including public officials, police officers, educators, health-care workers and the mainstream population. In many countries discriminatory laws and policies reinforce the exclusive and negative attitudes within mainstream society. In some cases, this leads to violent behaviour towards people living with HIV. (UNAIDS, 2017, p. 2)

The United Nations have not yet developed an international convention on the rights of persons living with HIV. However, HIV can be understood as a health status or a disability and linked with existing international covenants and conventions. (UNAIDS, 2013, pp. 27-28)

HIV as health status

People living with HIV have a right to get access and equal treatment to others based on international conventions. The International Covenant on Economic, Social and Cultural Rights grants person the right to education, training and work. Article 2 states that the rights granted in this ‘... *Covenant will be exercised without discrimination of any kind as to race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.*’ (UN, 1966) The United Nations Commission on Human Rights declared in resolution 1995/44 that ‘... the term ‘or other status’ in non-discrimination provisions in

international human rights texts can be interpreted to cover health status, including HIV/AIDS' (OHCHR, 1995).

HIV as a disability

Discriminatory attitudes towards people living with HIV can also be perceived as having disabling effects. Therefore, persons living with HIV are protected by article 5 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), which prohibits '*... all discrimination on the basis of disability and guarantee to persons with disabilities equal and effective legal protection against discrimination on all grounds*' (UN, 2006). The UNCRPD guarantees the right to education, training and work.

Example: Botswana – HIV intervention in VET institutions

The Botswana Training Authority (BOTA) established a HIV and AIDS division. The purpose of the division is to promote HIV interventions in VET institutions. The interventions shall promote positive attitudes toward person living with HIV and reduce future infections. BOTA requires all VET institutions that apply for official registration and accreditation to develop and implement a HIV policy. (UNESCO and SADC, 2019)

Persons with disabilities

Persons with disabilities are a large and diverse group of people in the midst of our communities. According to the WHO, 15% of a population have an impairment (WHO, 2011, p. 29). Up until today, most countries do not collect disaggregated data on disability. Governments and public service providers do not know exactly how many persons with disability exist; what kind of impairment or medical condition they have; what their needs are and where they live.

There are many barriers that prevent persons with disabilities to access quality VET:

- Lack of physical accessibility is a major bottleneck. Accessibility of VET institutions must be provided and extended to all premises of the environment, including canteens, washrooms, emergency exits etc. VET institution managers must keep in mind that persons with disabilities are not a homogenous group and that different impairments need different kinds of accessibility solutions. A person with a physical impairment using a wheelchair needs an environment that provides ramps, and elevators to get into buildings and get to the next floor. The same person would also need wider washrooms

to manoeuvre the wheelchair inside the washroom and being able to close the door. A person who is blind would not need the same accessibility provisions. This person would benefit from paving blocks that guide the way and braille signs that indicate the buttons in an elevator. The washrooms should be clean and all necessary provisions at the right place.

- In some cases, it is necessary to provide reasonable accommodation of learning and work environments based on individual needs assessments. Reasonable accommodation measures can be in form of provision of information in different formats such as audio, braille or large print; provision of furniture in adapted height and functionality; or for instance allocation of more time for finishing a task.
- It is important to provide awareness and capacity building to co-worker and peers, if a VET institution or employer engages with a person with a disability. Co-workers and peers should be made aware of the new member of the team or leaning environment and be able to interact and engage with the person. Interaction and engagement with persons with disabilities are a challenge for many non-disabled persons because they lack experience of interacting with persons with disabilities and might have awkward, myth based or hostile perception of persons with disabilities. (ILO, 2017)

Example: Indonesia – Garment industry

The Rajawali Mulia Perkasa garment factory is located in Bogor, Indonesia, approximately 50 km south of the nation's capital Jakarta. The factory provides jobs for 200 employees. It manufactures garments for national government institution and international brands. The factory sources employees from different VET institutions. Some VET institutions also train learners with disabilities and provide them with skills to work in the garment industry. Rajawali Mulia Perkasa welcomes workers with disabilities. The management points out that it is important to assess the skills of every worker and to identify existing gaps. These gaps must be bridged by training provided by the factory. The management also states that in the case of workers with disabilities, it is crucial to explore the abilities of every individual worker and provide her or him with a job that is according the individual abilities. (LNOB.ORG, 2020)

Example: Ghana – Disability and Gender inclusive VET

In Ghana persons with disabilities face challenges in regard to physical accessibility and negative mindsets when enrolling in VET. Women on the other hand are traditionally bound to enrol in 'female' VET courses and are excluded from male dominated trades.

The Council for Technical and Vocational Education and Training (COTVET) in Ghana is a government institution governing TVET curricula and accreditation of TVET providers. Early 2019, COTVET contacted the VET Toolbox to seek support for the development of a training manual for VET institutions that addresses these issues and provide training using the manual.

Refugees

Refugees are among the most vulnerable people. They have fled their home with almost nothing and are forced to start a new life in an unfamiliar environment; a language they do not speak; skills that in many cases are not recognised by authorities, education providers and employers; and with little support or even rejection from the new environment and its population.

Major challenges for refugees and their host communities are:

- Many countries that are hosting refugees manage a mainstream VET system with limited capacities. The additional duty of including refugees overburdens many VET systems and leaves refugees with limited access to quality VET.
- Refugees are lacking documentation and papers necessary to enrol in VET institutions. Formal VET systems often require the VET candidates to provide birth certificates, school certificates and diplomas.
- Proficiency in the national language of the host country is often not given. This is a major bottleneck for engagement, learning and the ability to communicate in many places.
- The cost of VET is a barrier for many refugees. In many cases, refugees arrive in their new host countries without crucial financial reserves and do not have access to their savings in their home countries. Host countries often do not grant the right to work right away and a lengthy process is required to earn that right. In the meantime, refugees must acquire means to cover running expenses such as VET fees, transportation, appropriate clothing, books, meals, and medical expenses (UNESCO, 2019a, pp. 66-68).

Example: Lebanon – Support of migrant domestic workers and victims of human trafficking

Lebanon has become a migration destination for many Syrian refugees. The country hosts currently approximately 1.6 million refugees from Syria. Syrian refugees are requested to work in only three selected sectors: agriculture, construction and domestic work.

The Amel Foundation with support from UNDP implements the ‘Support of Migrant Domestic Workers and Victims of Human Trafficking’ to alleviate the abuse of domestic workers, given their large presence in Lebanon.

The programme supports the refugees to tackle the main challenges such as:

- lack of language skills to enable them to communicate with employers and to be independent within their new community;
- lack of computer skills to communicate with their families in their countries of origin and to carry out basic computer tasks within their work;
- lack of knowledge of their new surroundings and of their rights and duties in the workplace;
- lack of emotional support;
- need to equip migrants with practical skills that could be used when returning to their home country. (ETF, 2017)

Street connected youth

Youth who are street-connected are depending on the ‘streets’ to survive. This includes living on the streets and generating income. Some of them are living with their families, peers, alone, short-term or long-term. The terminology ‘street-connected’ is deliberately used instead of traditional terminologies such as ‘street-children’. Street connected includes a large spectrum of live situations. It includes youth who are still living with a family and those who complete immersed in street culture. Due to their lifestyle, youth with street connections are stigmatised as misfits and uneducable. Barrier to access to VET and maintaining enrolment include (de Benitez, 2017):

- Lack of identity documents.
- Little or no support to get an education due to families with no experience of education.
- Challenges of daily survival on the streets.
- Engagement in child labour.
- Discrimination facing street-connected girls.

- Health issues.
- Experiences of violence, abuse and neglect – as offenders and victims.
- Trauma and psychological barriers.
- Experiences of ‘failure’ in education with educators using a deficit-based approaches that discourage learning.
- Involvement in sex work.
- Stigmatization and prejudice.
- Overcrowding at home.
- High rates of illiteracy in the community.
- Substance abuse.
- Juvenile crime.

Example: Kenya – Enabling education for long-term street- connected young people

Glad’s House is an organisation catering for street connected youth in Mombasa, Kenya. The biography of a Glad’s House clients is dominated by many years living on the streets sometimes as early as the age of 7. They have very little or no access to education, very low self-esteem, do not trust other people due to bad experiences and are in many cases addicted to substances.

Young people that accept support from Glad’s House are supported therapeutically to deal with psychological issue such as traumata to build their self-esteem. Glad’s House does not operate a zero-tolerance approach to substance abuse. Through peer support, the organisation continually works with young people to understand and to reduce their substance use.

Gradually, the academic component of Glad’s House intervention increases. Educators and social workers analyse which individual gaps of every young person needs to be closed. Over time, they are introduced to VET skills and approaches to include them into the labour market. (Ferguson, 2017)

Youth growing up in resource poor environments

Poverty is a major barrier for access to VET for every learner. However, there is a distinction how poverty effects females and males. In a resource poor household, it is in many cases the girl child that must sacrifice its education for the boy child. At the intersection of gender and poverty, girls and women are disadvantages compared to boys and men. (UNESCO, 2019b)

Children with disabilities are also more disadvantaged than their siblings without a disability. Households believe that it is more important to invest the limited resources available into a child that has no functional limitations and has a better chance to earn money.

Intersections of exclusion risks

The section above describes marginalised groups as if people either belong to this or that group and adequate policies and actions will empower them to be included in mainstream society. In many cases however, people do not belong to just one group. They are living at the intersections of more than one community. This exposes them to a multidimensional set of drivers for exclusion. Due to this reality, it is crucial that public policies and development programmes consider the diversity of intersections of exclusion drivers that a single person deals with. (UNESCO, 2015, S. 22-27)

For instance, policies or programmes that address the inclusion of persons with disabilities will be more effective if they also mention and address female persons with disabilities and their gender specific needs and exclusion risks.

Another example could be accessibility for nomadic populations to quality VET. The programme should at the same time address other driver for exclusion such as gender, poverty, or sexual orientation.

1.2 Benefits of inclusive VET

The economic and social development of nations requires that all people are engaged in its development. They must have the opportunity to develop their skills up to their fullest individual potential to contribute. Attitudes about inclusion and appreciation of each other's abilities are positive when a diverse group of people has the opportunity to do something together. When people with diverse backgrounds spent time together in a vocational setting, they quickly learn that:

- They have common dreams, interests and goals.
- They have a lot in common.
- There is more than one way to approach a new challenge.
- Everyone benefits by working together.
- Inclusive mindsets lead to mutual enrichment and enrichment of the learning environment for everybody.

Instructors and teachers, when adapting to the needs of learners from marginalised groups may realise that many other learners appreciate the differentiated and inclusive methods and benefit as well. Mutual benefits for all learners are for instance:

- Starting each session with a brief review of the previous session.
- Establishing routines that are constantly followed in each session according to the abilities of each learner.
- Providing learners with outlines of what is going to be covered in languages and materials that learners understand.

Positive experiences about inclusion have the potential to spread beyond the learning environment and influence families, community leaders and employers. When VET administrators, instructors, teachers and learners share what is happening in an inclusive training environment; family members, employers and community leaders may want to witness this development and want to support this.

- Caregivers, spouses and relatives will see that their family members are learning skills that will lead to a job that pays.
- Employers will see that people from marginalised groups are capable of acquiring skills that employers value.
- Community members will realise that people from marginalised groups can perform in VET.
- Community leaders will see the potential for the size of the workforce growing and know that growth will contribute to the economic vitality of the community.
- Many economists advise countries to focus on increasing the efficiency of the national economy instead of equality of income and access for marginalised groups. However, the IMF documented that in the long-term the focus on equality will lead to an increase in efficiency, which in turn leads to greater economic development. (Berg & Ostry, *Inequality and Unsustainable Growth: Two Sides of the Same Coin?*, 2011a; Berg & Ostry, *Finance & Development* 48 (3), 2011b)



2. CONCEPTS AND INCLUSION THEORY

This chapter provides an overview about important concepts that lead to a holistic theory about inclusion. This chapter and its section are important to ensure that the reader has the correct understanding about inclusion, from where it derives and its backing in international human rights legislation.

2.1 International conventions

This section gives a quick overview about the most relevant human rights-based tools related to VET.

The website of the High Commissioner of Human Rights features an online database where visitors can review if a country has signed or ratified any of the international human tools mentioned in this section. The same database also allows to look up the ratification status of a specific Human Rights tool. Please visit https://tbinternet.ohchr.org/_layouts/15/TreatyBodyExternal/Treaty.aspx to access the database. (UN Office of the High Commissioner of Human Rights, 2019)

The ratification status of ILO conventions by country or convention can be reviewed on the ILO website. Please visit <https://www.ilo.org/dyn/normlex/en/f?p=1000:11001:::NO::>

The documents mentioned below are in chronological order excepts for the UN General Comment on Children in Street Situations no. 21 which has been added under the UN Convention on the Rights of the Child as the comment has been developed by the Committee on the Rights of the Child.

UNESCO Convention against Discrimination in Education

This convention was developed in 1960 and came into force in 1962, it is the first UN convention that stipulates that all persons, regardless of '*... race, colour, sex, language, religion, political or other opinion, national or social origin, economic condition or birth ...*', have the right to receive an equal standard of education and equal access to education at any level or from of the education system including VET. State parties are urged to abolish legislations and practices that prevent this. (UNESCO, 1960)

UN International Convention on the Elimination of All Forms of Racial Discrimination

The UN Convention on the Elimination of All Forms of Racial Discrimination (UNCERD) is one of the first human right treaties established by the UN. The convention was developed in 1965 and came into force in 1969. In its preamble it reiterates the importance of the UNESCO Convention against Discrimination in Education. UNCERD states that all people without distinction as to '*... race, colour, or national or ethnic origin ...*' have the right to education and training. The convention also defines the term racial discrimination as '*... any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life.*'. (UN, 1965)

UN International Covenant on Economic, Social and Cultural Rights

The UN International Covenant on Economic, Social and Cultural Rights (UNCESR) is a high-level document adopted in 1966. It came into power in 1976 and together with the Universal Declaration of Human Rights and the International Covenant on Civil and Political Rights forms the Universal Bill of Rights. Article 6 pronounces '*... the right to work, which includes the right of everyone to the opportunity to gain his living by work which he freely chooses or accepts ...*' and that '*... to achieve the full realization of this right shall include technical and vocational guidance and training programmes ...*'. In article thirteen, the covenant stipulates that education shall enable all persons to participate effectively in a free society, promote

understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups. (UN, 1966)

UN Convention on the Elimination of All Forms of Discrimination against Women

Also described as an international bill of rights for women, the UN Convention on the Elimination of All Forms of Discrimination against Women (UNCEDAW) was developed in 1979 and came into force in 1981. UNCEDAW's article 10 demands equal rights for women in regard to access to education, career advancement and vocational guidance as well as the elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education. Article 11 letter C specifically mentions '*The right to free choice of profession and employment, the right to promotion, job security and all benefits and conditions of service and the right to receive vocational training and retraining, including apprenticeships, advanced vocational training and recurrent training*'. (UN, 1979)

ILO Vocational Rehabilitation and Employment (Disabled Persons) Convention

The convention mandates all ratifying parties to provide accessible rehabilitation measures and promote employment of persons of disabilities on the mainstream labour market. (ILO, 1983)

ILO Employment Promotion and Protection against Unemployment Convention

The convention mandates ratifying state parties to develop and implement policies that promote full, productive and freely chosen employment by all appropriate means, including social security. The policy must be inclusive for all populations and must not discriminate on the basis of race, colour, sex, religion, political opinion, national extraction, nationality, ethnic or social origin, disability or age. (ILO, 1988)

UN Convention on the Rights of the Child

The UN Convention on the Rights of the Child (UNCRC) sets out the civil, political, economic, social, health and cultural rights of children including:

- The right to life, survival and development;
- The right to non-discrimination;
- The best interest of the child;
- The right to protection from violence, abuse or neglect;
- The right to an education that enables children to fulfil their potential;
- The right to be raised by, or have a relationship with, their parents; and
- The right to express their opinions and be listened to.

The convention was developed in 1989 and came into force in 1990. Article 28 on education demands ratifying state parties to provide free and accessible basic education for all children. Article 23 guarantees children with disabilities the right to active participation in the community including access to '*... education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities ...*'. Article 30 stipulates that children of ethnic, religious or linguistic minorities have the same rights as other children and shall have access to education in their mother tongue language. (UN, 1989)

UN General Comment on Children in Street Situations no. 21

The general comment no. 21 of the Committee on the Rights of the Child (UNGC 21) is the first international legal guidance document for governments on protecting street connected children. UNGC 21 defines inequalities as the cause for the emergence and exclusion of street on the streets. It stipulates that welfare approaches and punishment-based approaches are not supported by the UNCRC and must be replaced by rights-based and empowerment approaches compatible with the UNCRC including the right to free education including VET. UNGC 21 recommends '*... vocational training linked to market research and followed up with long-term support for income generation, and pathways into formal education, through partnerships with civil society ...*' (UN Committee on the Rights of the Child, 2017)

ILO Worst Forms of Child Labour Convention

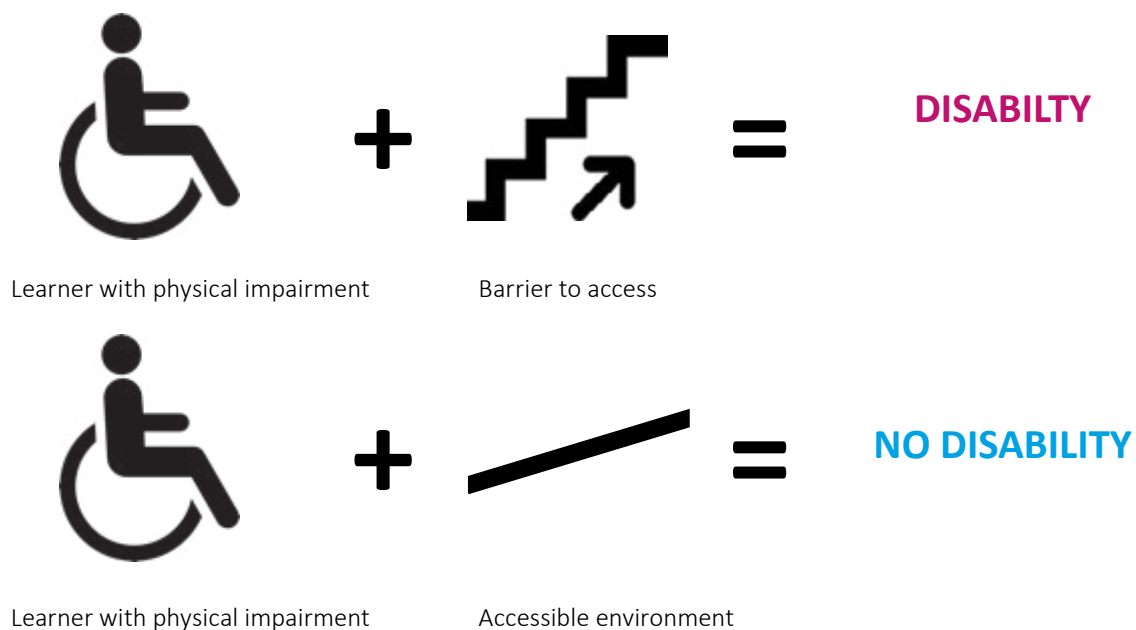
The ILO's Worst Forms of Child Labour Convention was developed in 1999 and came into force in 2000. The convention urges state parties to provide free access to basic education and vocational training for all children removed from child labour and assist them in their rehabilitation and social reintegration programmes (ILO, 1999).

UN Convention on the Rights of Persons with Disabilities

The UNCRPD was drafted in 2006 and became effective in 2008. It is the first UN convention of the new millennium and it provides a paradigm shift where '*...disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others ...*'. This understanding of disability is called the social model of disability.

In the past, persons with disabilities were considered as objects of charity, social protection and medical treatment. With the UNCRPD they became subjects of human rights, able to make decisions about life and the future and claim rights on their own behalf, including the right '*...to have effective access to general technical and vocational guidance programmes, placement services and vocational and continuing training*'. (UN, 2006)

The graphic below provides a simplified depiction of the relation between a person with an impairment, a barriers and disability status.



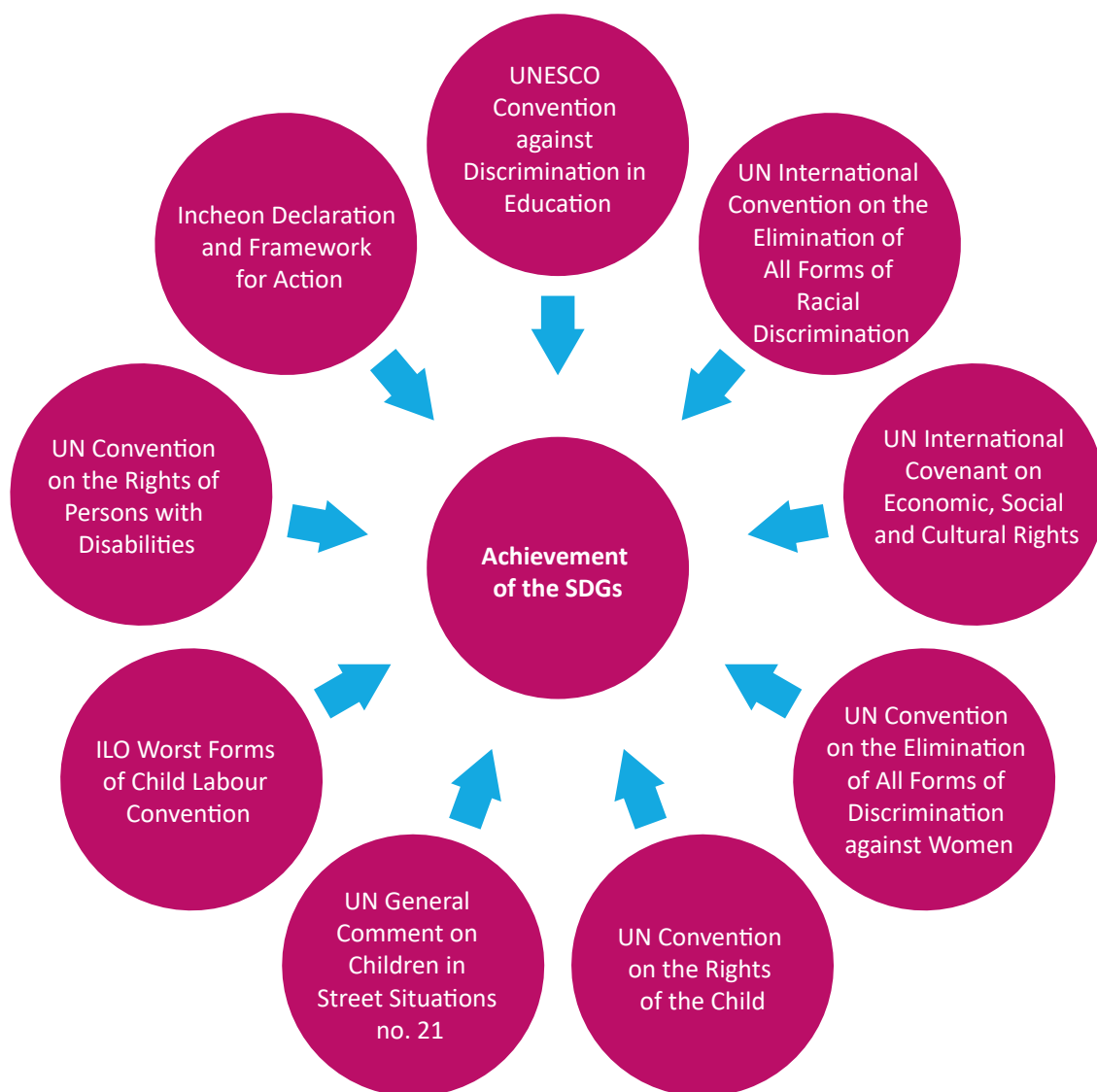
The concept of a learner with an impairment interacting with society resulting in disabling or enabling environments **can be projected on all learners excluded from or within the VET sector**. For instance, female learners are often denied access solely based on attitudes, exploitive behaviours, stereotypical expectation.

Incheon Declaration and Framework for Action

The 2015 World Education Forum 'Equitable and inclusive quality education and lifelong learning for all by 2030 - Transforming lives through education' held in Incheon, Korea from 19th until 22nd May 2015 and its Incheon Declaration strongly emphasize the importance inclusive education for learners who are vulnerable to exclusion:

'7. Inclusion and equity in and through education is the cornerstone of a transformative education agenda, and we therefore commit to addressing all forms of exclusion and marginalization, disparities and inequalities in access, participation and learning outcomes. No education target should be considered met unless met by all. We therefore commit to making the necessary changes in education policies and focusing our efforts on the most disadvantaged, especially those with disabilities, to ensure that no one is left behind.'

'10. We commit to promoting quality lifelong learning opportunities for all, in all settings and at all levels of education. This includes equitable and increased access to quality technical and vocational education and training and higher education and research, with due attention to quality assurance. In addition, the provision of flexible learning pathways, as well as the recognition, validation and accreditation of the knowledge, skills and competencies acquired through non-formal and informal education, is important. We further commit to ensuring that all youth and adults, especially girls and women, achieve relevant and recognized functional literacy and numeracy proficiency levels and acquire life skills, and that they are provided with adult learning, education and training opportunities. We are also committed to strengthening science, technology and innovation. Information and communication technologies (ICTs) must be harnessed to strengthen education systems, knowledge dissemination, information access, quality and effective learning, and more effective service provision.' (UNESCO, 2015)



The human rights based tools presented in this section support the achievement of the SDGs.

2.2 Sustainable development goals

The SDGs are 17 global developments goals set by the UN. They define 169 targets that shall be achieved by 2030. The Incheon Declaration and Framework for Action agreed upon during the 2015 World Education Forum designates UNESCO as the lead agency for achieving the SDG 4 on quality education. (UNESCO, 2015, p. 62)



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For the purpose of this guideline, the following targets are especially important (UN, 2019)

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

SDG 4	Target
4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.	4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex.
4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.	4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill.
4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.	4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated.
4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment
4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.	4.a.1 Proportion of schools with access to: (a) electricity; (b) the Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per the WASH indicator definitions)

SDG 5: Achieve gender equality and empower all women and girls

SDG 5	Target
5.1 End all forms of discrimination against all women and girls everywhere.	5.1.1 Whether or not legal frameworks are in place to promote, enforce and monitor equality and non-discrimination on the basis of sex.
5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.	5.2.1 Proportion of women aged 20-24 years who were married or in a union before age 15 and before age 18. 5.2.2 Proportion of girls and women aged 15-49 years who have undergone female genital mutilation/cutting, by age.
5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.	5.5.1 Proportion of seats held by women in national parliaments and local governments. 5.5.2 Proportion of women in managerial positions.
5.c Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels.	5.c.1 Proportion of countries with systems to track and make public allocations for gender equality and women's empowerment

SDG 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

SDG 8	Target
8.8 Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment.	8.8.1 Frequency rates of fatal and non-fatal occupational injuries, by sex and migrant status. 8.8.2 Increase in national compliance of labour rights (freedom of association and collective bargaining) based on International Labour Organization (ILO) textual sources and national legislation, by sex and migrant status.

SDG 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

SDG 9	Target
9.1 Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all.	9.1.1 Proportion of the rural population who live within 2 km of an all-season road. 9.1.2 Passenger and freight volumes, by mode of transport.
9.2 Promote inclusive and sustainable industrialization and, by 2030, significantly raise industry's share of employment and gross domestic product, in line with national circumstances, and double its share in least developed countries.	9.2.1 Manufacturing value added as a proportion of GDP and per capita 9.2.2 Manufacturing employment as a proportion of total employment
9.c Significantly increase access to information and communications technology and strive to provide universal and affordable access to the Internet in least developed countries by 2020.	9.c.1 Proportion of population covered by a mobile network, by technology

SDG 10: Reduce inequality within and among countries

SDG 10	Target
10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.	10.2.1 Proportion of people living below 50 per cent of median income, by age, sex and persons with disabilities.
10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard.	10.3.1 Proportion of the population reporting having personally felt discriminated against or harassed within the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law.
10.7 Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies.	10.7.1 Recruitment cost borne by employee as a proportion of yearly income earned in country of destination. 10.7.2 Number of countries that have implemented well-managed migration policies.

SDG 11: Make cities and human settlements inclusive, safe, resilient and sustainable

SDG 11	Target
11.2 By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons.	11.2.1 Proportion of population that has convenient access to public transport, by sex, age and persons with disabilities.

SDG 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

SDG 16	Target
16.5 Substantially reduce corruption and bribery in all their forms.	<p>16.5.1 Proportion of persons who had at least one contact with a public official and who paid a bribe to a public official, or were asked for a bribe by those public officials, during the previous 12 months.</p> <p>16.5.2 Proportion of businesses that had at least one contact with a public official and that paid a bribe to a public official, or were asked for a bribe by those public officials during the previous 12 months.</p>
16.6 Develop effective, accountable and transparent institutions at all levels.	<p>16.6.1 Primary government expenditures as a proportion of original approved budget, by sector (or by budget codes or similar).</p> <p>16.6.2 Proportion of the population satisfied with their last experience of public services.</p>
16.7 Ensure responsive, inclusive, participatory and representative decision-making at all levels.	<p>16.7.1 Proportions of positions (by sex, age, persons with disabilities and population groups) in public institutions (national and local legislatures, public service, and judiciary) compared to national distributions.</p> <p>16.7.2 Proportion of population who believe decision-making is inclusive and responsive, by sex, age, disability and population group.</p>
16.b Promote and enforce non-discriminatory laws and policies for sustainable development.	16.b.1 Proportion of population reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law.

The SDGs are part of the ‘2030 Agenda for Sustainable Development’. The agenda states that the 17 goals are global in nature and universally applicable. However, it acknowledges that different national realities, capacities and levels of development and respecting national policies and priorities must be taken into account, and therefore encourages the development of national SDGs based on and inspired by the global SDGs. (UN, 2015, pp. 14-15) The national SDGs targets can be another powerful advocacy tool.

2.3 VET system models

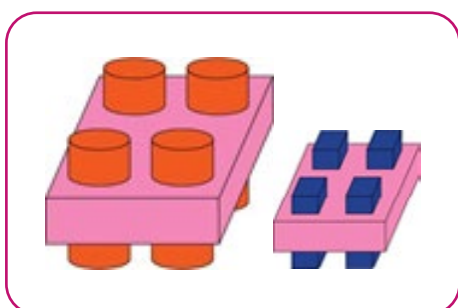
There are several models to describe VET systems in regard to exclusion or inclusion of marginalised groups. The last model described in this section is the one that reflects the paradigm change introduced through the UNCRPD.

Exclusive VET system

Learners from marginalised groups are understood as to not have adequate skills, qualities and no ability to develop markable skills. Because of that perception, they are denied access to any form of VET. An exclusive VET system is not inclusive and violates international human rights conventions.

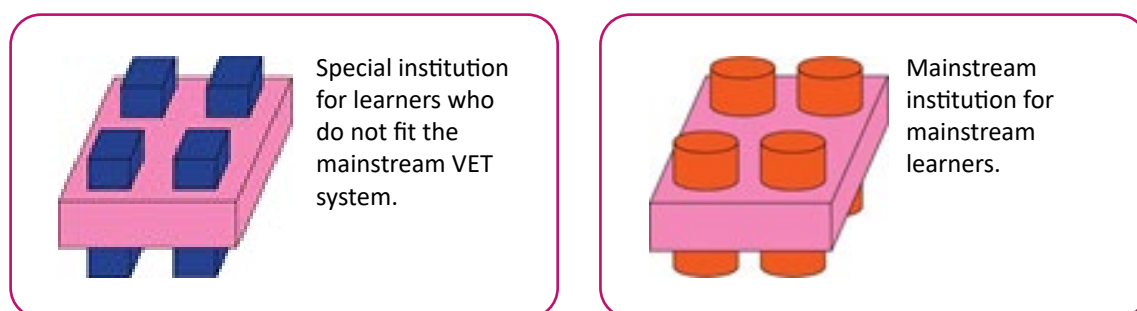
Small units

In a small units approach, all learners are physically in the same building and under one roof. However, academically and socially not all of them interact. In a small units approach, technically two education systems are implemented under one roof: one for mainstream learners and one for learners from marginalised groups.



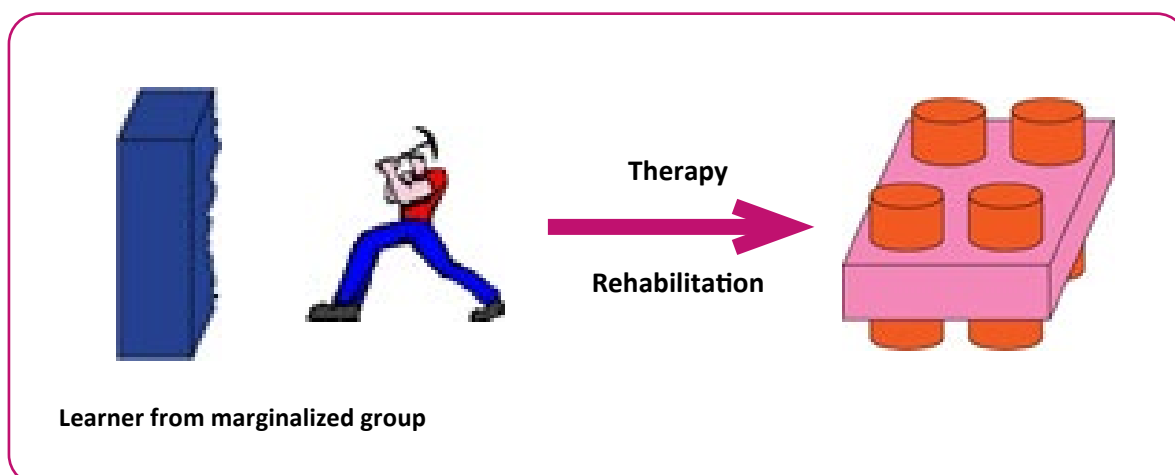
Segregated VET system

Segregation means the coexistence of two separate VET systems within a country. Learners who are labelled 'able' or 'fit' are participating in the mainstream VET system. All other learners – mainly persons from marginalised groups – are labelled as 'unable' or 'unfit' and send to a special sheltered VET system. Both VET systems are not interlinked. A transition from a special VET institution to a mainstream VET institution is very challenging once a learner is being labelled. A segregated VET system is not inclusive and violates international human rights conventions.



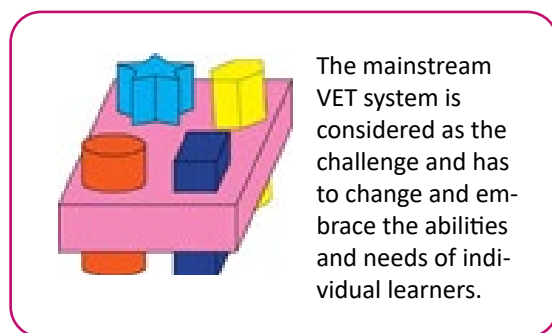
Integrated VET system

An integrated approach features two VET systems. It seems similar to the segregated VET system. However, persons from marginalised groups are allowed to participate in the mainstream VET system as long as they manage to cope with the strict rules of the mainstream VET system. The person needs to function well within the boundaries given by the mainstream VET system. Should the persons fail, he or she will be sent to a special sheltered VET institution. Persons from marginalised groups usually spend considerable time and money for extra training and rehabilitation services in order to be able to participate in an integrated VET system. An integrated VET system is often confounded with inclusive VET. An integrated VET system is not inclusive and violates international human rights conventions.



Inclusive VET system

An inclusive VET system embraces diversity and accommodates all persons by reducing and removing barriers to access, participation, and achievement in VET and social life. In an inclusive VET system, all persons participate in the VET system. VET institutions and service providers are aware that persons are diverse, have individual ways of learning and interacting, need different forms of instructions and support to perform well. VET institutions and service provider in an inclusive VET system should ideally have access to a network of resources that support them in finding the optimal support for each learner. Stakeholders in inclusive VET practice a twin-track approach to inclusive development. They empower individuals with disabilities through needs-specific interventions and mainstream inclusive attitudes and practices within their organisations.

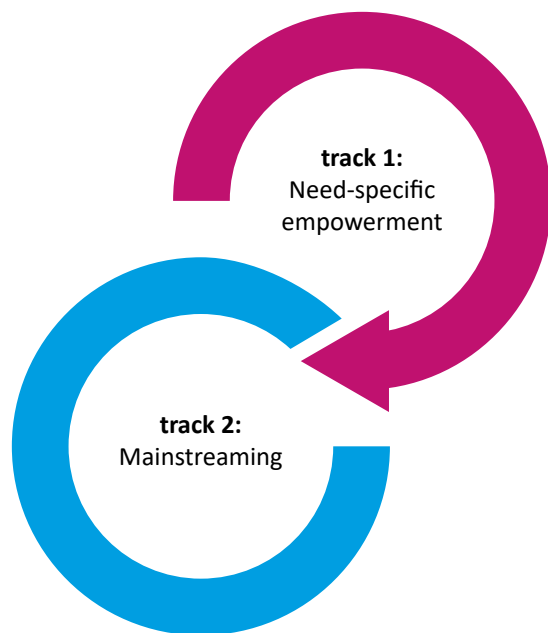


2.4 Twin-track approach

An effective way to implement an inclusive labour market is by using a twin-track approach. The twin-track approach acknowledges that persons from marginalised groups need individual and needs-specific empowerment and support. At the same time, society needs to be aware of persons from marginalised groups, develop and appreciate an inclusive VET system³⁶, and its empowerment approach. Unfortunately, negative and disenfranchising perceptions of persons from marginalised groups prevail in the mindsets of many people. They have the potential to become insurmountable bottlenecks to effective participation in VET and employment in case people with this kind of mindsets and attitudes are working in VET institutions, human-resource offices, or employment agencies.

³⁶ See 2.3, 'Inclusive VET system'

A twin-track approach includes:



- Providing individual and needs-specific empowerment in form of accessibility, reasonable workplace accommodation, assistive devices, flexibility in work schedules where necessary etc.
- Working to identify and overcome barriers that learners from marginalised groups face in VET institutions and communities.
- Providing awareness about diversity of learners.
- Creating a welcoming environment.
- Providing measures to include persons from marginalised groups in courses and activities.

2.5 Barriers to inclusion

All learners face barriers in one way or another. We must realise that especially learners from marginalised groups face barriers to inclusion. Barriers that are not addressed appropriately will hinder learners from reaching their full academic, technical and social potential.

What are barriers to inclusive VET?

The below list of common barriers to inclusion of persons from marginalised groups gives an overview about what persons from marginalised groups must deal with. This list is not a final one, and many barriers can be added depending on where the reader lives and / or works. Some of the barriers and solutions to overcome these barriers can be out of reach for a VET institution. However, if VET institutions are aware of these barriers, they can identify learners in their environment that face these challenges. Being aware of barriers and learners who must live with the negative effect of barriers can reduce the impact that these barriers have.

- **No access to individual and needs-specific support services** – Unless there is sufficient access to support services, the disabling effect of marginalisation and exclusion will be multiplied.
- **Physical environment** – An environment that is not accessible for learners with disabilities is a major barrier. This means all spaces of the learning environment including washrooms, canteens, staff rooms, etc.
- **Legal system not inclusive** – Some legal national legal systems do not support the inclusion of learners from marginalised groups. In this case it is necessary to review which international human rights tool have been ratified and need to be implemented on a national level.
- **Gap between legal system and practical implementation** – Another phenomenon is a gap between the legal system and the implementation in the field. This is due to a lack of monitoring and evaluation of law enforcement, and a lack of sanctions for offenders.
- **Curricula** – Curricula are a barrier if they are not flexible and do not consider the diversity of learners nor adapt to their needs.
- **Prejudices and negative attitudes** – many people in mainstream society have negative perceptions of people from marginalised groups. They are often based on stereotypes as well as generalisations and lead to populist attitudes.

Bullying

When people think of bullying, they usually picture the offenders as a group of people that bullies an individual victim that is perceived being different in some way. The difference can be expressed in disability status, health status including HIV, race, mother tongue, ethnic background, or wealth status.

In VET institutions, bullying can have various forms. It can be in the form that a group of learners bullies an individual. It can also be an individual instructor or staff member bullying a learner or even a group of learners.

Different forms of bullying include:

- **Cultural and social bullying** derives from prejudice and discrimination due to disability status, health status including HIV, race, mother tongue or wealth status of a learner.
- **Emotional bullying** in form of isolation can be experienced by learners with low self-esteem, usually learner who are already excluded and isolated.
- **Indirect bullying** is for instance spreading rumours about someone or purposely excluding someone from social groups.

- **Intellectual bullying** happens if the ideas of learners and their input gets ignored on a regular basis.
- **Physical bullying** takes place if learners get beaten by peers, instructors or even caregivers.
- **Verbal bullying** is for example calling learners insulting names, teasing and racist comments.
- **Cyber bullying** victims become target of bullying on social media platforms.
- **Stealing or destruction of property** includes theft and damaging or destroying another people's property.
- **Intimidation** includes stalking other people, setting up traps, sexual harassment, obstructing passage or extortion of money or property.

In most cases, bullying is not a one-off event. It is aggressive hurtful, deliberate, and repetitive behaviour by an individual or group of offenders. Learners that become victims of bullying need support to defend themselves. Victims of bullying often do not admit that they are being bullied. They fear that the intensity and pressure increase in case they voice their feelings and suffering.

Bullying happens often outside the VET sessions or lessons and not in front of VET instructors. Therefore, it is challenging for instructors to observe bullying and step in to prevent it.

However, there are common signs that learners display if they become victims of bullying for a longer amount of time:

- Learners suddenly lose confidence.
- Learners avoid eye contact and become quiet.
- Learners suddenly achieve poorly but were learning well previously.
- Learners begin to attend class irregularly or begin to have unexplained headaches or stomach-aches.
- Learners have bruises.
- Learners have lost their materials.

Should an instructor or caregiver observe these behaviours, he or she should carefully address the learner and seek dialogue. (UNESCO, 2004)

To prevent bullying or to reduce it, VET instructors can implement a variety of strategies to achieve this:

- Use activities such as games to help learners to get to know each better and respect each other.
- Conduct exercises to help learners to relax and reduce tension.
- Increase the amount of cooperative learning.
- Improve the assertiveness of learners by giving all learners more power, such as by allowing them to make class rules and take responsibility within the learners committee.
- Develop strategies to deal with conflict in non-violent ways.
- Allow learners to identify what disciplinary measures should be taken towards those who bully others.

Instructors who observe bullying within their VET environment and feel that they cannot intervene or are not empowered enough to intervene should seek support from NGOs that work on the issue of bullying. They have trained staff to work with groups of children, young adults or senior adults.

Here is a list of organisations that might be able to help you to find local organisations in your area:

- International Association on Workplace Bullying & Harassment: <https://www.iawbh.org/>
- International Bullying Prevention Association: <https://ibpaworld.org/>

Since March 2019 'International Journal of Bullying Prevention' published scientific peer-reviewed articles about bullying. The journal can be accessed here: <https://link.springer.com/journal/volumesAndIssues/42380>

Prejudice and discrimination

Bullying doesn't just happen. It is rooted in our beliefs, mindsets and perceptions of others. In most cases, bullying is based on and derives from prejudices and stereotypes about other persons. Prejudices and stereotypes lead to unjust behaviour towards others. Another root for bullying is discrimination which is based on an unjust distinction between groups of people. (UNESCO, 2004)

Direct discriminatory behaviour can be in form of refusal to admit learners in VET institutions because of their disability status, health status including HIV, race, mother tongue or wealth status.

Indirect discrimination can be more subtle but is present in many forms, e.g.:

- Against persons with disabilities in form of not physically accessible VET institutions.
- Against persons from poor backgrounds in form of high VET tuition fees.
- Against female learners in form of not available separate washrooms.

Sexual harassment

Sexual harassment is offensive and unwelcome conduct of a sexual nature towards others. It is a sex-based form of discrimination. It makes the target of sexual harassment feel offended, humiliated or intimidated. This behaviour is in many cases practiced by people who have some form of power over their victims. This can be physical power or power deriving from professional or social status. It can be for instance the power that an instructor has over a learner. In VET, sexual harassment can happen among learners, among instructor and other VET staff, between an instructor and a learner, and between members of the VET institution and people from outside the VET institution.

Sexual harassment can have different forms. They can involve behaviour such as:

- Unwelcome touching, hugging or kissing.
- Staring or leering.
- Sexual comments or jokes.
- Unwanted invitations for sex or persistent requests to go out on dates.
- Intrusive questions about another person's private life, sex life, or body.
- Unnecessary familiarity, such as deliberately brushing up against someone.
- Insults or taunts of a sexual nature.
- Sexually explicit pictures, posters, screen savers, emails, twitters, SMS or instant messages.
- Accessing pornographic internet sites.
- Inappropriate advances on social networking sites.
- Behaviour which would also be an offence under the criminal law, such as physical assault, indecent exposure, sexual assault, stalking, or obscene communications.
- Indecently exposing one's private part to others.

Sexual harassment in VET or at the workplace is often in the form of 'Quid pro quo' or in other words a favour granted in return for something else. The victim sub-misses to such conduct because the offender uses it as the basis for decisions related to the advancement or completion in VET or employment affecting that individual.

Environments that allow this behaviour to happen are called hostile environments. (ILO, n.d.)

Bias in the curriculum

A biased curriculum reflects prejudice and discrimination in learning materials as well as instructors' comments and examples during training. All marginalised groups can be affected by bias in the curriculum.

Common examples for bias in the curriculum are:

- Depiction of traditional gender roles.
- The absence of persons with disabilities.
- The absence of persons with a different skin colour.
- The depiction of higher and lower social classes.

This leads to further manifestation of traditional gender roles and unequal opportunities for persons from marginalised groups.

Equity in curriculum design is important to ensure progressive representations of all persons and thus inclusiveness in the VET environment. The teaching materials we use are inclusive when they:

- Embrace all learners, including learners from marginalised groups.
- Are relevant to the learners learning styles, needs and abilities.
- Are appropriate to the cultures of all learners.
- Value social diversity.
- Are useful for the learners' future life.
- Include males and females in a variety of roles.
- Use appropriate language that includes all aspects of equity.

A biased curriculum can be partly alleviated by applying the following steps (UNESCO, 2019c, S. 13):

Issue	Recommended approach	Example
Information about beliefs and worldviews	Avoid overly broad generic terms that may seem neutral but oversimplify the representation of a society, religion or other groups. Avoid generalizations about practices that set one group against another.	Use qualifiers without generalizing. For example, use 'Many Christians fast before Easter' instead of 'Christians fast before Easter,' which indicates that all Christians fast before Easter.
Use of concepts, terms	Make sure concepts and terms show diversity within a country. Examine the etymology of particular terms. Language's history should be addressed to explain concepts, terms, and their evolution.	<ul style="list-style-type: none"> • Study how a nation is constituted: Does the term 'citizen' include both men and women? If not, why not? Since both women and men belong to a social class and live at a particular time, it is important to verify what sorts of individuals are portrayed. • Use plurals to refer to peoples, cultures, and languages in order to avoid a uniform view of cultures. For example, 'indigenous peoples'. • Considering the Constitution of a country where it is stated that it is a 'Plurinational State' • Or the Constitutional framework of another country: with regard to languages, Article 32 adds that ' (...) The state shall respect and preserve the languages in the regions as national cultural treasures.' (UNESCO Database on the Right to Education). • Studying for example: Which language does a word come from? Why does a term have an etymology derived from a foreign language? What are the borrowings and linguistic influences? Why is the word 'democracy' used in countries with very different histories?
Use of gendered terms	<ol style="list-style-type: none"> 1. Provide titles of both the feminine and the masculine terms if they are available. 2. Use terms, names that do not systematically confine men or women to a specific role or function whenever possible. 	<ul style="list-style-type: none"> • Alternate masculine and feminine terms in titles and occupations. For example, alternate sportsmen and sportswomen, statesman and stateswoman, businessman and businesswoman. • Men as fashion designers, cooks, nursery teachers; women as doctors, manual workers or scientists.
Stereotyped and biased terms	Bear in mind that hierarchies and discrimination are conveyed by some terms.	<ul style="list-style-type: none"> • Reflect on how cultures that were once described as 'primitive or barbaric' have now achieved global recognition. • Use precise terminology that avoids ambiguities and hasty generalizations, like confusing 'religion' with 'fundamentalism'.

2.6 Universal design

In the UNCRPD article 2 universal design is defined as ‘the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialised design. Universal design shall not exclude assistive devices for particular groups of persons with disabilities where this is needed.’ (UN, 2006)

The concept of universal design was initially developed to describe the physical environment. This scope has been expanded. Today universal design also includes the IT sector. Meaning that computers, mobile devices and other IT interfaces and terminals must be accessible for all people including those with disabilities. Another expansion of the original concept is that government services and information sharing must be provided in several alternative formats so that all members of the community can access them with ease.

For VET, universal design means that instructors should use a variety of techniques to convey knowledge and skills to every learner according to his or her learning styles. Universal curriculum design means that goals, methods, materials and assessments are flexible and adaptable to individual learner needs.

The 7 principles of Universal Design

Universal design is an approach to develop environment, products, and systems that are as usable as possible by as many people as possible without individual modification. In other words, universal design can be described as inclusive design, barrier free design, or design for all.

Principle	Guidelines
Principle 1: Equitable Use – The design is useful and marketable to people with diverse abilities.	<ul style="list-style-type: none"> a. Provide the same means of use for all users: identical whenever possible; equivalent when not. b. Avoid segregating or stigmatizing any users. c. Provisions for privacy, security, and safety should be equally available to all users. d. Make the design appealing to all users.
Principle 2: Flexibility in Use – The design accommodates a wide range of individual preferences and abilities.	<ul style="list-style-type: none"> a. Provide choice in methods of use. b. Accommodate right- or left-handed access and use. c. Facilitate the user's accuracy and precision. d. Provide adaptability to the user's pace.
Principle 3: Simple and Intuitive Use – Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.	<ul style="list-style-type: none"> a. Eliminate unnecessary complexity. b. Be consistent with user expectations and intuition. c. Accommodate a wide range of literacy and language skills. d. Arrange information consistent with its importance. e. Provide effective prompting and feedback during and after task completion.
Principle 4: Perceptible Information – The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.	<ul style="list-style-type: none"> a. Use different modes (visual, verbal, tactile) for redundant presentation of essential information. b. Provide adequate contrast between essential information and its surroundings. c. Maximize 'legibility' of essential information. d. Differentiate elements in ways that can be described (e.g., make it easy to give instructions or directions). e. Provide compatibility with a variety of techniques or devices used by people with sensory limitations.
Principle 5: Tolerance for Error – The design minimizes hazards and the adverse consequences of accidental or unintended actions.	<ul style="list-style-type: none"> a. Arrange elements to minimize hazards and errors: most used elements, most accessible; hazardous elements eliminated, isolated, or shielded. b. Provide warnings of hazards and errors. c. Provide fail safe features. d. Discourage unconscious action in tasks that require vigilance.
Principle 6: Low Physical Effort – The design can be used efficiently and comfortably and with a minimum of fatigue.	<ul style="list-style-type: none"> a. Allow user to maintain a neutral body position. b. Use reasonable operating forces. c. Minimize repetitive actions. d. Minimize sustained physical effort.
Principle 7: Size and Space for Approach and Use – Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.	<ul style="list-style-type: none"> a. Provide a clear line of sight to important elements for any seated or standing user. b. Make reach to all components comfortable for any seated or standing user. c. Accommodate variations in hand and grip size. d. Provide adequate space for the use of assistive devices or personal assistance.

2.7 Reasonable accommodation

Reasonable accommodation on the other hand describes provisions and arrangements according to individual abilities and needs. It has a person focussed approach and not a general approach such as universal design. According to article 2 of the UNCRPD, reasonable accommodation ‘... means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms;’ (UN, 2006).

In a VET setting, reasonable accommodation are actions taken, curriculum or workplace modifications provided, or tools provided to respond to the specific needs of an individual learner. Here is a checklist of questions that helps to verify if reasonable accommodation for a learner is necessary.

Are learner able to get to and from the training location?	Are leaners able to get around on the training environment?	Are learners able to use the tools, machines, books and other materials on the training site?
Are learners able to acquire information and knowledge from the training?	Are learners are to participate in group work activities?	Are learners able to practice as every other learner?
Are learner able to participate in evaluations as other learners?	Are learners able to fit in the same assessment patterns as other learners?	Are leaners able to access the washrooms and canteen?

It is advisable to involve the learner who needs reasonable accommodation or the learner’s caregivers in decisions related to reasonable accommodation provisions. The beneficiaries of reasonable accommodation know best what they need, and which solutions and provisions work for them. A participatory approach ensures to achieve quality reasonable accommodation provisions.

2.8 Safe spaces

A VET institution should not present any physical or emotional harm to any learner at any given time. It must be a place where all learners feel welcome, accepted for who they are, appreciated, and safe. It is very important to work towards physical structures, attitudes and mind-sets that accommodate all learners.

Safe and caring environment

VET institution managers should work towards establishing spaces where learners have access to caring people who are available and able to listen to them without judging them or calling them names. Apart from a dedicated and qualified guidance and counselling staff, it is important that learners develop confidence to speak to all members of the VET institution staff when they have issues and problems. Issues and problems that learners face can be various and include drug abuse, sexual harassment, rape, and bullying. A high sense of confidentiality and mutual respect must be preserved during all conversations by instructors and other VET institution staff.

Inclusive language

Instructors and VET institution staff should be taught to be sensitive towards disability, gender, ethnicity, poverty etc. Instructors should avoid stereotype examples using male and female examples or persons with disabilities. Inclusive language is sometimes called non-discriminatory language.

One the next pages, the reader is provided with inclusive language related to disability, gender, and HIV.

The list below is taken from the UNAIDS terminology guidelines. (UNAIDS, 2015, S. 3-11)

Avoid	Use
AIDS carrier	Person living with HIV
AIDS response	HIV response
AIDS infected, HIV-infected, transmitters	Refer to people as being HIV-positive or a person / people living with HIV
AIDS orphans	Orphans and other children made vulnerable by AIDS
AIDS test	HIV test or HIV antibody test
AIDS virus, HIV virus	HIV
Behavioural change	Behaviour change
Bridging population, bridge population	Describe the behaviour instead.
Commercial sex work, commercial sex worker	Sex work, commercial sex, the sale of sexual services. It is also acceptable to say that sex workers are paid for sex. Sex worker, women/men/people who sell sex. Clients of sex workers may be called men/women/people who buy sex.
Corrective rape	Homophobic rape (In 'homophobic' rape, people are raped because they are, or are perceived to be, lesbian or gay.)
Deadly, incurable disease, manageable, chronic illness, immune deficiency	To avoid misconceptions, it is preferable to avoid using these adjectives when referring to AIDS.
drug addicts, drug abusers, intravenous drug users	It is preferable to use person/people who inject(s) drugs because they place the emphasis on people. In some situations, person who uses drugs is a broader term that may be applicable.
End AIDS, the end of AIDS, end HIV, ending HIV, the end of HIV, eliminate HIV, eliminate AIDS, eradicate HIV, eradicate AIDS	Ending the AIDS epidemic as a public health threat.
Fight and other combatant language (e.g. struggle, battle, campaign or)war	Response, management of, measures against, initiative, action, efforts and programme
High(er)-risk group, vulnerable groups	Use key populations or young key populations. Key populations are distinct from vulnerable populations, which are subject to societal pressures or social circumstances that may make them more vulnerable to exposure to infections, including HIV.

Avoid	Use
HIV/AIDS, HIV and AIDS	People living with HIV, HIV prevalence, HIV prevention, HIV response, HIV testing, HIV-related disease, AIDS diagnosis, children made vulnerable by AIDS, national AIDS programme, AIDS service organization HIV epidemic and AIDS epidemic are acceptable, but HIV epidemic is a more inclusive term.
Hotspots	Use location or local epidemic, and describe the situation or context.
Most at risk, most-at-risk adolescents (MARAs), most-at-risk young people (MARYP), most-at-risk populations (MARPs)	Describe the behaviour each population is engaged in that places individuals at risk of HIV exposure (e.g. unprotected sex among stable serodiscordant couples ³⁷ , sex work with low condom use, young people who use drugs and lack access to sterile injecting equipment, etc.).
Multiple concurrent partnerships (MCP)	Concurrent sexual partnerships, concurrent partnerships or simply concurrency.
Needle–syringe sharing	‘Contaminated injecting equipment’ indicates actual HIV transmission. ‘Non-sterile injecting equipment’ or ‘multiperson use of injecting equipment’ refers to risk of HIV exposure.
Pandemic	Use epidemic, but be specific about the scale that is being considered: local, country, regional or global
People living with HIV and AIDS, PLWHA, PLWHIV, AIDS patient, AIDS victim, AIDS sufferer	The preferred terms are people living with HIV and children living with HIV. The term people affected by HIV encompasses family members and dependents who may be involved in caregiving or otherwise affected by the HIV-positive status of a person living with HIV.
Prostitute, prostitution	For adults, use sex work, sex worker, commercial sex, or the sale of sexual services. For children, use sexual exploitation of children.
Risk of AIDS	Risk of acquiring HIV, risk of exposure to HIV.
Venereal disease (VD), sexually transmitted disease (STD)	Sexually transmitted infection (STI)

The next list provides examples about disability inclusive language. The first column states a term that should be avoided. The second column features an inclusive alternative. (Department for Work & Pension, 2019)

³⁷ Serodiscordant relationships describes a couple where one partner is HIV positive and the other not. Partners in a seroconcordant relationship have the same HIV status.

Avoid	Use
(the) Handicapped, (the) disabled	Disabled (people)
Afflicted by, suffers from, victim of	Has [name of condition or impairment]
Confined to a wheelchair, wheelchair-bound	Wheelchair user
Mentally handicapped, mentally defective, retarded, subnormal	With a learning disability (singular) with learning disabilities (plural)
Cripple, invalid	Person with a disability
Spastic	Person with cerebral palsy
Able-bodied	Non-disabled
Mental patient, insane, mad	Person with a mental health condition
Deaf and dumb, deaf mute	Deaf, user of Sign Language, person with a hearing impairment
The blind	Person with visual impairments, blind people, blind and partially sighted people
An epileptic, diabetic, depressive, and so on	Person with epilepsy, diabetes, depression or someone who has epilepsy, diabetes, depression
Dwarf, midget	Someone with restricted growth or short stature
Fits, spells, attacks	Seizures

Here is list of examples of gendered nouns and gender-neutral alternatives that are inclusive. (University of North Carolina at Chapel Hill, 2019)

Gendered noun	Gender-neutral noun
Man	Person, individual
Mankind	People, human beings, humanity
Freshman	First-year student
Man-made	Machine-made, synthetic, artificial
The common man	The average person
Chairman	Chair, chairperson, coordinator, head
Mailman	Mail carrier, letter carrier, postal worker
Policeman	Police officer
Steward, stewardess	Flight attendant
Congressman	Legislator, congressional representative
Sir (in 'Dear Sir,' etc.)	Dear Sir or Madam, Dear Editor, Dear Members of the Search Committee, To Whom it May Concern

Respectful behaviour among learners

Expectations of respect among learners should be well explained and communicated clearly to learners. There should be consequences to not respecting others and the consequences of such actions should be clearly outlined to learners. The desired behaviour could be written on flash cards or posters developed by learners and pasted around the training centres and in classrooms. Instructors should be trained to have consistent response to learners bullying and disrespecting others.

Learners should be encouraged to report cases of disrespect or bullying of their peers if they observe disrespectful behaviour.

Anti-bullying protocol

Every VET institution should develop an anti-bullying protocol that captures how to proceed in cases of bullying. The protocol must be communicated to all member of the staff, including instructors, management, administrators and housekeeping; all learners; and all caregivers of the learners. The protocol must be signed by all staff members, adult learners and caregivers of underaged learners. The following list gives a VET institution a brief outline of the content of an anti-bullying protocol. VET institutions should not feel overwhelmed developing the protocol. It can be short document summarising behaviour and attitudinal expectations from all member people involved in VET. The protocol must be based on national and regional legislations.

Draft outline of an anti-bullying protocol:

- **Chapter 1 – Define bullying, harassments, and teasing:** This chapter should broadly define undesired behaviour.
- **Chapter 2 – Describe forms of bullying:** This chapter should summarise different forms of bullying. Section 2.5 of this guideline provide an overview of forms of bullying.
- **Chapter 3 – Parties involved in bullying:** Bullying includes different parties: the victim, the offender, the silent bystanders, staff, and caregivers. This chapter should include a short description of each party and their relation to at least one other party in the list.
- **Chapter 4 – Preventive approach:** Develop and implement activities that mainstream friendly and respectful behaviour and prevents bullying from happening.

- **Chapter 5 – Curative approach:** This chapter must describe the actions that take place if a case of bullying is reported. It is important that the victims who reports being bullied feels taken serious and safe. The curative approach can be kept between the mediator, usually staff from the VET institution, the offender and the victim. If this approach is not fruitful, other parties described in chapter 3 of the anti-bullying policy must be involved.
- **Chapter 6 – Sanctions:** Sanctions towards the offender depend on the severity of the bullying and the outcome of the curative approach. Sanctions can for instance include warnings, suspension, and expulsion from the VET institution. Expulsion must be the last resort. Ideally, the offender realises her or his misbehaviour and adjusts. Criminal offences such as rape and other forms of violence must always be reported to the policies.
- **Chapter 7 – Anti-bullying focal point contact information:** The anti-bullying policy must include the name and contact information of an anti-bullying focal point within the VET institution.

2.9 Practical advice on how to include persons from marginalised groups

Etiquette

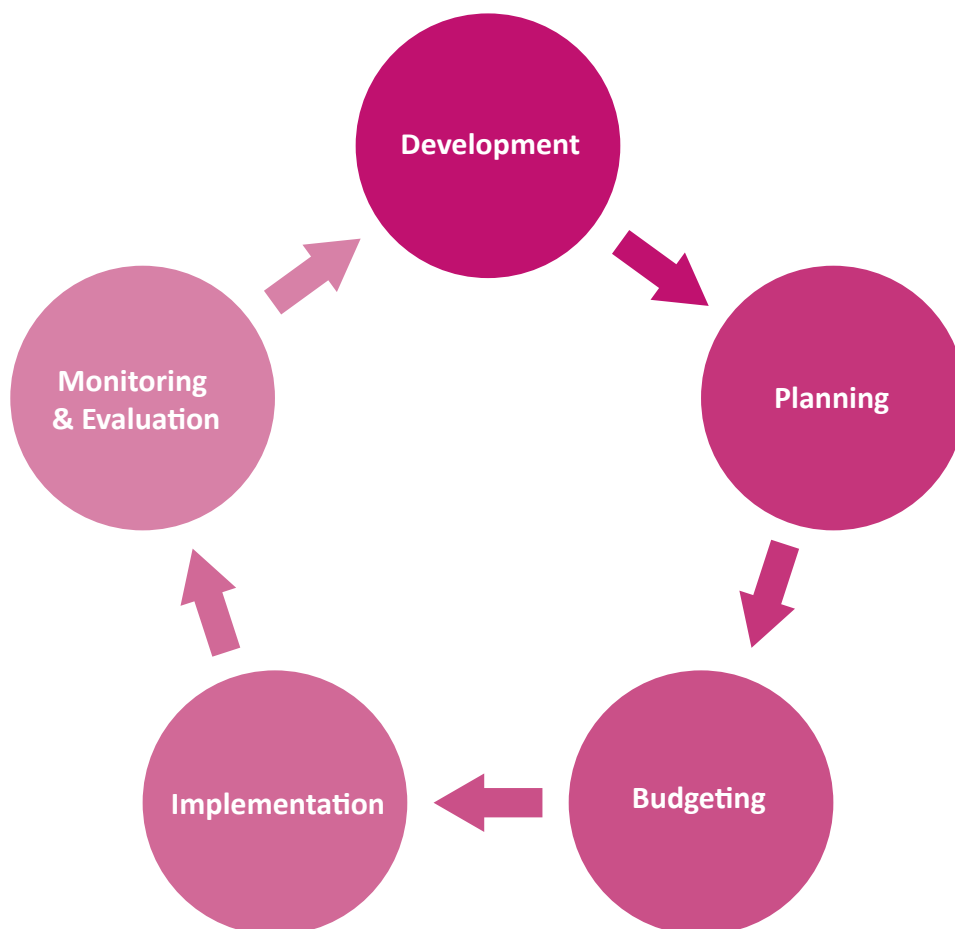
The term etiquette in the context of inclusion derives from the disability movement that has developed a 'disability etiquette' on how to approach persons with disabilities. The list A-Z list below is from taken from Independence Australia and has been developed specifically for persons with disabilities (Independence Australia, 2019). The principles however are the same for persons from other marginalised groups.

A	ASK before you help; it may not always be wanted.
B	BE patient and don't pretend to understand or interrupt someone with a speech impediment.
C	COMMUNICATE naturally with your language and expressions.
D	Give specific DIRECTIONS considering distance, weather and obstacles e.g. Steps.
E	Get down to EYE LEVEL during longer conversations by sitting or kneeling.
F	FOCUS on the person, not the disability. Don't bring it up unless relevant.
G	Avoid patronising GESTURES like patting a head or shoulder and back slapping.
H	A wheelchair is not a place to HOLD your bags without permission.
I	Always respect a person's dignity, individuality and desire for INDEPENDENCE.
J	JOIN the conversation and talk as you would with anyone else.
K	KNOW that most people with a disability can make their own decision.
L	LEAVE accessible car spots for people with a disability.
M	Never MOVE a wheelchair without permission; it is personal property.
N	Speak NORMALLY; don't shout or raise your voice unless asked to do so.
O	Avoid OUTDATED terms like 'handicapped', 'crippled' and 'wheelchair bound'.
P	Don't PAT an assistance or guide dog if they're in working mode with their owner.
Q	Increase QUALITY of life by implementing inclusive projects.
R	REARRANGE furniture to create a clear path for wheelchairs.
S	SPEAK directly to the person with the disability and not to their companion.
T	Offer a seat to people with limited mobility on public TRANSPORT.
U	UNLOCK and unblock all ramps and wheelchair accessible doors.
V	VIEW a wheelchair as freedom to move about independently.
W	Only push or lean on a WHEELCHAIR with permission.
X	See their X-FACTOR and not their limitations.
Z	ZIP it! Not everyone wants to talk about why they are using a wheelchair.

Nothing about without us

The slogan ‘Nothing about us without us’ communicates that no policy or interventions should be decided without the participation of representatives of the population affected by the policy or intervention. Policies affecting persons with disabilities must be developed together with persons with disabilities. Policies affecting women must be developed together with women. Policies affecting persons living in rural areas must be developed with persons living in rural areas.

Meaningful participation is about including persons from marginalised groups in the change process from planning, budgeting, implementation and evaluation. Their participation is crucial to achieve meaningful and effective policies and practices. Instructors and other staff members only get first-hand evidence as well as information about needs, challenges, and solutions to challenges if they consult those who are excluded. Therefore, participation is about involving the excluded in the policy development cycle, including planning, budgeting, implementation, and monitoring process.



Participation of representatives from marginalised groups should be institutionalised in all aspects of VET. However, while this might be possible in a formal training centre setting, an informal learning environment has more challenges to set this up. NGOs working with and for marginalised groups and DPOs can be consulted to identify practical entry points for the inclusion of marginalised people in the planning process.

In addition to this, the mere possibility to participate in developing, planning, budgeting, implementation and evaluation is often not sufficient. Due to prolonged exclusion many persons from marginalised groups might not be used to speak up and make themselves heard. Instructors and teachers must proactively involve them, seek their opinions, and make their voices heard.

What is a needs assessment?

Chapter one of this guideline gives an overview of different groups of marginalised people. The chapter stresses that marginalised people are not a homogenous group that faces similar challenges and similar barriers regarding access VET and succeed in it. Even within one marginalised group there are many individuals with diverse abilities and features. For instance, persons with disabilities consist of persons who cannot see, persons who cannot hear, persons who have body parts that do not function, or persons who have challenges concentrating. All of these 'sub-groups' have different abilities and needs. Even within one group of impairments, persons with this impairment have different individual needs. A person who cannot see might also have a mobility impairment and another person who cannot see does not speak the local language.

An individual needs assessment is therefore crucial to ensure that the person receives the best reasonable accommodation measures available. In some countries VET providers have access to specialised assessment centres. In many countries these assessment services providers are not available. It is therefore very important to develop a good support network. Please refer to chapter 6 to find out more about important stakeholder and who should be part of the resource network.



3. DEVELOPING AN INCLUSION POLICY

A VET institution that wants to become inclusive should ideally develop an inclusion policy for this purpose. The policy is a guiding document containing necessary preparations and provisions, goals, as well as a roadmap for implementation and mechanisms for monitoring and evaluation.

3.1 Preparation

Before starting with the design of an inclusion policy you must ensure that all employees of the VET institution are familiar with the concept of inclusion and related terminologies. A misunderstanding will lead to confusion and leads the process in the wrong direction.

Orientation for all staff members

VET institutions should implement short sessions for all staff members about crucial concepts and terminologies. This should include but is not limited to the following items on the list below:

- The social model of disability [see chapter 2.1 UNCRPD]
 - It determines that persons with impairments who interact with non-enabling environment and/or negative attitudes will be disabled.

- That disability is not manifested within a human being.
- The social model of disability is applicable for other marginalised groups of people who are excluded because of negative attitudes and perceptions about them.
- The inclusive VET system [see chapter 2.3]
- The twin-track approach [see chapter 2.4]
- Common barriers to inclusion [see chapter 2.5]
- Reasonable accommodation [see chapter 2.7]
- An orientation about international and national legislations
 - The UNCRPD and/or other international conventions ratified [see chapter 2.1]
 - Incheon Declaration and Framework for Action [see chapter 2.1]
 - The SDGs [see chapter 2.2]
 - National and regional legislations

Accessibility assessment

Implementing an informal accessibility assessment of the VET institution can help staff members to understand challenges that some learners have. Physical barriers to access are a major challenge for learners with disabilities. Therefore, the informal accessibility assessment can be done in cooperation with representatives from DPOs that highlight some of the barriers in the environment and propose changes to improve the accessibility.

Also keep in mind that not all learners have to deal with physical barriers. Learners from refugee communities or learners who are affected by or living with HIV have to deal with stigma, prejudice and discrimination.

Develop a vision statement

Developing a vision statement is similar to describing the VET institution that you want to become. Here are some guiding questions:

- What should the overall design of the VET environment look like?
- What kind of tools and learning materials should be available?
- What are the instructors doing?
- What are the learners doing?
- What kind of attitudes should be lived?

Consider the whole VET institution, all physical spaces and all possible situation where people including staff and learners come together and interact. Try to describe the way your VET environment conveys knowledge.

Private sector involvement

To develop a feasible inclusion policy can be challenging at times and especially when a VET institution is engaging the first time in this field. Support can be drawn from NGOs and DPOs. Chapter 6 of the manual provides a list of international private organisations. TVET institution can contact them seek advice as well as recommendations and contacts for local organisations. Local organisations can be of great help as they are they can provide local knowledge and support hands-on.

3.2 Goals

Goals are results with verifiable indicators about something that you want to achieve. Goals should guide your future planning for your VET institution, and all future decisions taken should support the achievement of your goals and not contradict them. Goals can be short-term or long-term.

Examples of goals are:

- Deliver awareness programmes about inclusion to all staff members once every 6 months.
- Assess the inclusiveness of a training course every 3 months and propose improvements for inclusiveness.
- Assess the availability of separate, safe and functioning washrooms for female and male learners.
- Every 6 months develop a new contact with a NGOs or DPOs that can support the inclusion of marginalised learners.
- Within 6 months, make sure that the VET environment is a safe space for female learners.

The goals you develop must be based on the information that you have gathered in the assessment.

3.3 Roadmap

To reach the identified goals you should develop a roadmap on how you want to reach your goals. Your roadmap should include the following elements:

- Define objectives: Objectives are statements about what you want to achieve to reach your goal. Objectives should be SMART:
 - specific and clear,
 - measurable,
 - achievable and realistic,
 - relevant to the goal, and
 - time bound.
- Identify the steps needed to reach the objective: These could be methods, strategies or action steps for reaching the objectives.
- Name who is charge: The person or group responsible for the goal or for the specific action steps needs to be identified.
- Specify time frame: What is the start date and when do you anticipate finishing.
- Estimate the costs: Find out how much it will cost to reach the objective. If you do not have the resources (human and financial) you may need to revise the objective or add some action steps to raise funds, identify volunteers or take other action to go forward.

You can summarise your roadmap in form of a table with the following table layout. A separate table must be developed for every objective.

Objective:	(add an objective here)		
Steps	Person in charge	Time frame	Costs
(add steps here)	(add person in charge here)	(add time frame here)	(add cost here)
(add steps here)	(add person in charge here)	(add time frame here)	(add cost here)

3.4 Monitoring and evaluation

Your inclusion policy is a dynamic document that may be revised based on the assessment information you collect. If you have SMART objectives³⁸, evaluating the process of implementation will be easy. Your assessment should also include some quality outcome measures, such as learners' completion and graduation rates, hiring or business start-up rates, etc. Persons with disabilities, female learners in male dominated trades and learners from other marginalised groups should be compared to other learners to see how their outcomes compare. You may also want to survey or talk with learners from marginalised groups, parents, employers, or other stakeholders to get their feedback. In the case of employers or businesses for example, you may want to find out if they received the necessary support to include interns from marginalised groups.

³⁸ See 3.3



4. DEVELOPING INCLUSIVE PRACTICES

4.1 Group work

Group work offers opportunities to use teaching and learning approaches that are adjustable to the abilities and needs of an individual learner or groups of learners. It is also a useful approach to improve the inclusion of learners with low self-esteem or learners who are marginalised in the learning environment. Implementing this approach allows learners with diverse backgrounds and abilities to get to know each other, to discover common interests, value each other's potential, respect each challenge and to reduce prejudices and discrimination all together. The list below describes different approaches to group work. (UNESCO, 2004)

- **Direct teaching to the entire class:** This approach works well for introducing a new topic to all learners. You should prepare questions or tasks in advance. The questions or tasks should respond to the abilities and skills of the individual members of the entire class. Based on your preparation, you can group the class in smaller groups to work on specific tasks. These tasks can be different from one group to another.
- **Direct teaching to a group:** When a group of learners is split up into smaller groups, you can address individual groups directly and respond to their questions. The learners will learn to work and achieve a goal with less guidance than with conventional instructor centred approaches. Initial progress might be slow when you introduce this approach the first time to a group of learners. Over time, the learners will organise themselves better and achieve given goals quicker.

- **Individual teaching:** This can help learners that have fallen behind because they have been ill, were absent for another reason, have learning difficulties or are new to the VET institution. You can use this approach also to support gifted learners and encourage them to do more challenging tasks. Keep in mind that individual teaching should be kept to brief interventions and should not become the norm for selected learners.
- **Small groups teaching:** This is a very effective strategy to include learners with diverse abilities and skills. Instructors need to invest extra time for preparing the sessions so that they are organised and have a good overview of each group. Learners have to be prepared to work together as well. However, this is a very effective way of meeting the needs of diverse groups of learners.
- **Peer assisted teaching:** This is an effective strategy to include learners who are able to complete their tasks faster than the majority of learners. Such learners can be made to lead small groups or support a colleague or classmate to achieve the learning or training objective. It is important to note that any learner can be a peer tutor at some point. Peer tutoring is very useful to support the development of social skills among learners.

Learners can be grouped in many different ways: same sex groups, mixed sex groups, same ability groups, mixed ability groups, interest groups, social groups, pairs, threes, or fours, etc. Learners always gain something new when they are grouped in different ways. Here are practical tips how you can do this (UNESCO, 2004):

- **Move children between groups:** Learners need to be given the chance to work with as many of their peers as possible, younger or older, as well as those with disabilities and female learners. This helps to teach them patience and to recognize the talents of all the children in the class.
- **Avoid labelling learners as slow learners:** Learners who feel they are failures in the eye of their instructor will soon feel that they are actually failures. They may lose interest in learning, because they do not receive any rewards from it. They begin to believe that they simply do not have the ability to do better, so they might as well drop out.
- **Establish routines:** Learners need a clear understanding of how to move to a group, how to get group work started, and what to do when they have finished their task. Develop routines as early as possible. Routines help learners with cognitive impairments or learners who are new to VET environment especially.
- **Give all learners the opportunity to become group leaders:** Group leaders have a key role to play in helping the instructor, such as passing on instructions, distributing materials, leading the group through the activity, and reporting back to the instructor or teacher. Being a group leader empowers learners and fuels their self-esteem. It is a very useful to carefully encourage and push marginalised learners to become leader for activities or group work.

Cooperative learning

A precondition for successful group work is that learners have developed the right skills for it. Learners who do not value other learner's ideas will struggle in group work because they might want to try to be dominant and enforce their ideas. Other learners tend to be silent and not voice their ideas. This scenario can possibly arise in mixed groups where female and male learners are mixed and the male learner wants to dominate the female learners. Another example is a mixed group where learners of the ethnic majority group tend to dominate a learner from an ethnic minority. To prevent this from happening, it might be necessary to have homogenous groups of learners – for example same sex – and let them develop confidence. These groups can be mixed later on as confidence, communication skills and interpersonal skills have developed. (UNESCO, 2004)

Ground rules for group work

Rules for group work are necessary to set the pace, the way to interact with each other and respect each other. Ground rules lead to open and respectful dialogue that invites all learners in the group to participate. The ideal way to develop ground rules is to allow learners to make the rules themselves.

Examples of ground rules:

- Listen actively, respect others when they are talking, but participate fully.
- Speak from your own experience ('I' instead of 'they').
- Do not make personal attacks. Focus on ideas, not on the person.

You should revisit the ground rules occasionally and, ask whether the learners would like to add any new rules or change old ones. (UNESCO, 2004)

Self-directed learning

The internet offers a great source of information. Learners can make use of this wealth of information for self-directed learning projects. Self-directed learning can be initiated by instructors and teachers by giving learners a topic about which they shall investigate. The output of such an endeavour can be a presentation in front of the VET class or an essay submitted to the instructor or teacher. (UNESCO, 2004)

Differentiation

Differentiation means to consider a learners' learning needs, skills and abilities and adjust the content of a session accordingly. Differentiation avoids one-size-fits all approaches and provides a learner with an individualised approach. Here is a list of standards for differentiated teaching. (UNESCO, 2004)

- A differentiated classroom is flexible: Instructors and learners understand that materials, ways of grouping learners, ways of assessing learning, and other classroom elements are tools that can be used in a variety of ways to promote individual and whole-class success.
- Differentiation of instruction comes from effective and ongoing assessment of the needs of learners: In a differentiated classroom, learners' differences are embraced as a basis for planning learning sessions. An instructor sees everything a learner says or creates as useful information for understanding the learner and for planning lessons for that learner.
- All learners have appropriate work: The instructor's goal is for each learner to feel challenged most of the time, and each learner finds the tasks interesting for most of the time.

What can be differentiated?

Content includes what the instructor plans for learners to learn, as well as how the learner actually learns the desired knowledge and skills. In a differentiated classroom, essential facts, concepts, principles, attitudes, and skills related to the topic being studied remain constant for all learners. What is most likely to change in a differentiated environment is how learners gain access to skills and knowledge. Ways a teacher might differentiate access to content include the following:

- Using objects with some learners to help learners understand a new mathematical or scientific concept.
- Provide handouts and other print material in alternative formats such as digital file, braille and audio.
- Repetition of content for learners who need another demonstration.
- Using texts, voice recorders, posters, and videos as ways of conveying key concepts to different learners.

In **activities**, learners are using a skill to understand an idea and to achieve a learning goal. Instructors can for example differentiate an activity by providing various options at different difficulty levels. They can also differentiate an activity by providing various options that are based on learners' different interests. Instructors can offer different amounts of support for each activity.

Products of learning can be differentiated too. Products are items a learner can use to show what he or she has learned and understands. For instance, a product can be a portfolio of a learner's work, an exhibition of solutions to a problem, or an end-of-unit project. Good products will inspire a learner to rethink what they have learned, apply what they can do, and extend their understanding and skills. Among the ways to differentiate products are the following.

- Allow learners to help design products around essential learning goals.
- Encourage learners to express what they have learned in different ways.
- Allow for varied working arrangements, for instance working alone, working as part of a group.
- Provide or encourage use of varied types of resources in preparing products.
- Use a wide variety of assessment methods.

4.2 Assessment

Assessment is the process of collecting information and taking a decision based on this information. Information should be collected on a continuous basis. Ideally as many times as possible. Instructors can make use of a variety of approaches to data collection including observations, portfolios, checklists of skills, knowledge, behaviours, tests and quizzes, self-assessment and reflective journals. Continuous observation enables the learner to demonstrate her or his skills at any time and gives the instructor a real time impression of a learner's abilities, knowledge and skills. By this, it put the instructor in the best possible position to support every learner individually. (UNESCO, 2004)

Observations

Instructors can observe learners at any given time when they are working alone, in pairs, in small groups, at various times of the day, and in various contexts. Observations can reflect learning successes, learning challenges, and learning behaviours. Observations should lead to (UNESCO, 2004):

- **Anecdotal records:** These are spontaneous notes of a learner's activities. They are useful for recording spontaneous events.
- **Questions:** Ask learners direct, open-ended questions. Open-ended questions, such as 'I would like you to tell me about ...', help you to assess the learner's ability to express himself or herself verbally.
- **Screening tests:** These tests are used to identify the skills and strengths that learners already possess, so that instructors or teachers can plan meaningful learning experiences for them. Results should be used along with more subjective materials, such as that contained in portfolios as discussed below.

Portfolio assessment

One method of authentic assessment is to create and review a portfolio of the learner's work. A portfolio is a record of the learner's process of learning. The content of a portfolio should be organised in a chronological order. Once the portfolio is organised, the instructor can evaluate the learner's achievements. Appropriate evaluation always compares the learner's current work to his or her earlier work. They are not meant to be used to compare learners with each other but to document a learner's individual progress over time. The conclusions of the instructor about a learner's achievements, abilities, strengths, room for improvement, and needs should be based on the full range of that learner's achievement and development, as documented by the items in the portfolio. (UNESCO, 2004)

Self-assessment

This describes a process where a learner reflects on her or his own achievements. They are supported to admit challenges without any risk to their self-esteem and they are given time to work out challenges. Self-assessment takes place whenever a learner describes his or her own abilities, knowledge, or progress. Learners should be asked to record their learning experiences in journals. When a learning activity or unit of study is completed, you can ask each student to reflect on their progress. (UNESCO, 2004)

Feedback

Feedback is an essential element in assessing learning. Learners benefit from opportunities for formal feedback through group sessions. This means a shift from instructors telling learners what they have done wrong, to learners seeing for themselves what they need to do to improve. Based on the results they can discuss with the instructor on how to move forward and improve.

Negative feedback must be avoided. Negative feedback for example is: ‘Why can’t you improve your welding technic? You’re always making mistakes’. Negative feedback reduces learner’s self-esteem and does not lead to improved learning.

Positive and constructive feedback is illustrated by the following: ‘Dita, I like the way you started your work. If you give it more time and patience you will see that the results for your welding will be of higher quality. You can also always ask one of your classmates to assist you.’ Positive feedback acknowledges strengths, identifies weaknesses, and shows how improvement can be made through constructive comments.

Characteristics of effective feedback:

- Feedback is effective if it is relevant, focuses on the task and is given regularly.
- Feedback is effective when it confirms that the learners are progressing well and when it stimulates the correction of errors or other improvements in a piece of work.
- Suggestions for improvement should be made in the form of hints. Learners must not be given the complete solution as soon as they have difficulties. They should be helped to think things through for themselves. If necessary, in a step-by-step manner.
- Oral feedback is more effective than written feedback.
- Learners must feel conformable to ask for help.

Group work assessment

One of the challenges of group work is how to assess the individual learners in a group. Is a single mark for the group’s assignment sufficient or shall all learners in a group receive individual marks? A solution to this dilemma is a mixture of collective and individual assessment.

- **Collective assessment:** Instructors or teachers review how the group work was managed, the overall output compared to the objective, and supportive document produced by the group to finish the group work.
- **Individual assessment:** Individuals of group are assigned with individual tasks to achieve the objective of the group work. The group can implement a ‘self-assessment’ session during the group work and/or after the group work is finished to reflect on individual’s contribution and results.



5. INCLUSIVE LABOUR MARKET AND INCLUSIVE JOB CENTRE

5.1 Demand and supply of the labour market

Persons from marginalised groups face multiple barriers to access the labour market, to compete on the labour market, to get employment, and to maintain an employment relation successfully (ILO, 2015b). Due to this circumstance arises the need for a facility that has the mandate and capacity to take on a matchmaking function between persons from marginalised groups face (the supply side of the labour market) and employers looking for qualified employees (the demand side of the labour market).

An inclusive job centre (IJC) functions as a hub on the labour market and takes on the above mentioned role as a matchmaker between the supply and demand side on the labour market.

Example: Inclusive Job Centre in Bangladesh

The Centre for the Rehabilitation of the Paralysed³⁹ in Dhaka established an inclusive job centre in Dhaka, Bangladesh. The job centre was established in 2014 with the support of GIZ, Bangladesh's Ministry of Commerce, Bangladesh Knitwear Manufacturers and Exporters Association (BKMEA) and Bangladesh Garment Manufacturers and Exporters Association (BGMEA). The CRP IJC is aiming at including persons with disabilities into the garment and knitwear industry.

³⁹ Website: <https://www.crp-bangladesh.org/>

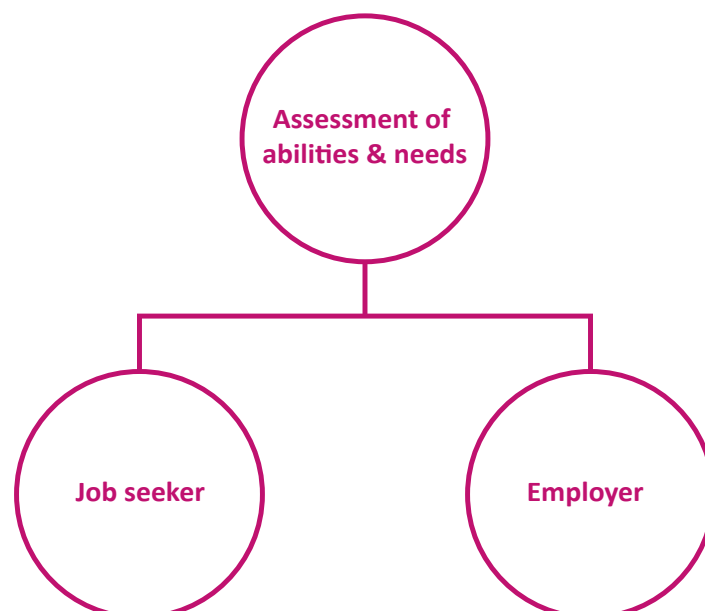
Further information about the IJC at CRP is accessible on its website at www.inclusivejobcentre.com.

The CRP IJC can be contacted via email contact@inclusivejobcentre.com.

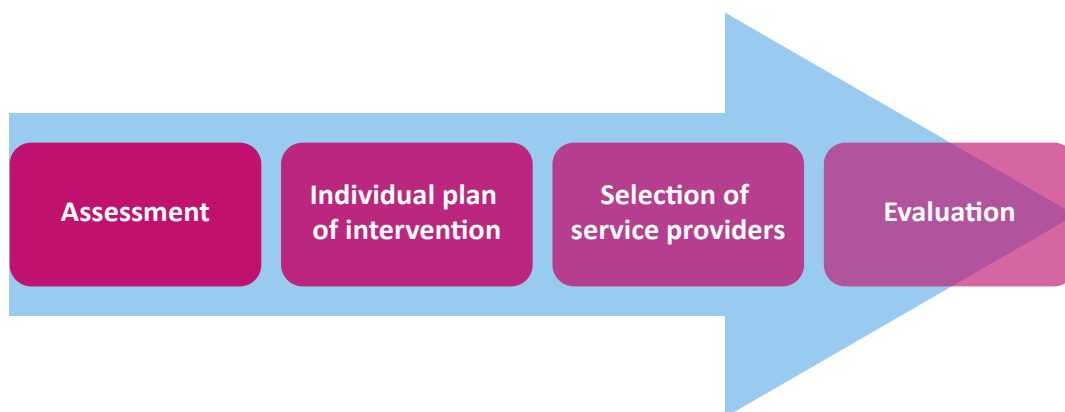
Based on this outline, an IJC serves two kinds of clients:

1. Persons from marginalised groups, including
 - a. Girls and women
 - b. LGBTIQ
 - c. Nomadic, pastoral, and rural societies
 - d. People living with HIV
 - e. Persons with disabilities
 - f. Refugees
 - g. Street connected youth
 - h. Youth growing up in resource poor environments
2. Employers who are looking for workers.

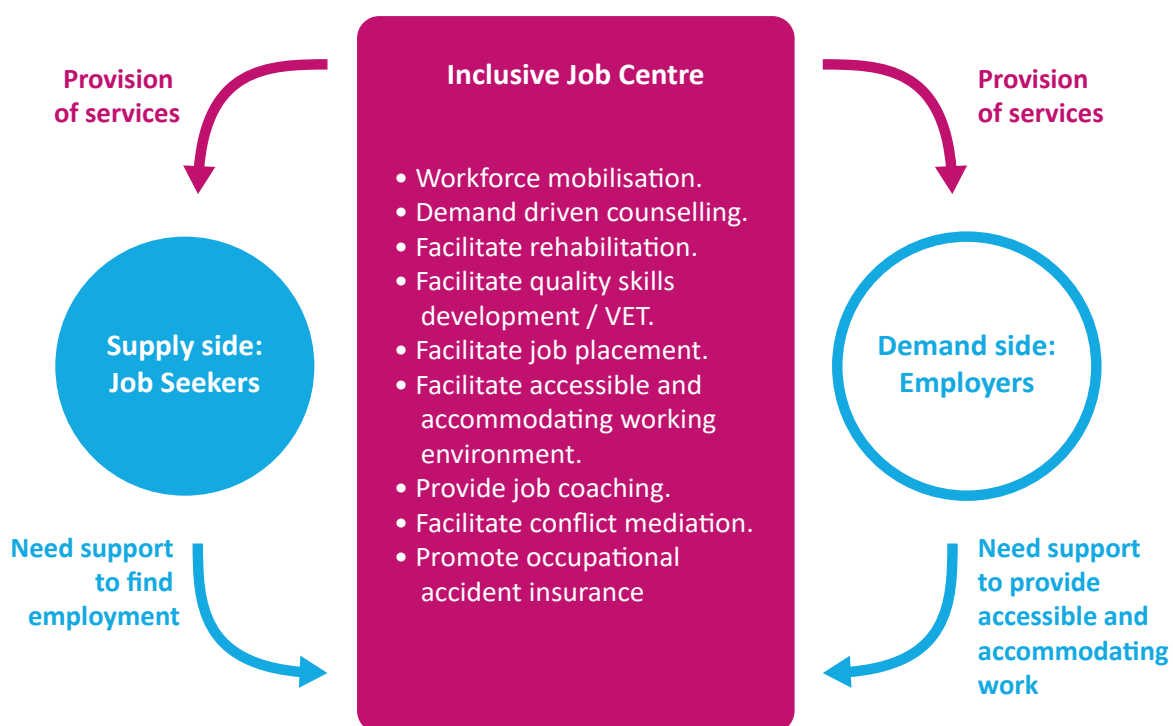
The matchmaking process between persons from marginalised groups and employers needs an individualised approach. Case managers of the IJC need to be prepared to work with clients on the supply and demand side and assess each side's abilities and needs.



The assessment leads to a plan of interventions for job seekers as well as employers in form of services commissioned by the IJC.



An IJC cannot host and offer in-house all required services and interventions that are necessary for job seekers and employers. The IJC must therefore develop a network of service providers that have the capacity and skills to offer these services. The network ideally consists of public and private service providers, including DPOs, NGOs, and private companies.



5.2 Inclusive employment

Two approaches are available to enforce the employment of persons with from marginalised groups:

- Anti-discrimination legislations
- Employment quote systems

Anti-discrimination legislations

Anti-discrimination and equality legislations are useful tools to ensure equal treatment of persons from marginalised groups. Many countries have introduced such policies with respect to persons with disabilities. The policies feature chapters that regulate employment including, job promotion, hiring, career development and dismissal procedures. These policies usually also feature mentioning reasonable accommodation and mainstreaming issues. (ILO & OECD, 2018, p. 14)

Quota regulation' and compensatory levy systems

Many countries have implemented quota regulations on the employment of persons with disabilities. Within the European Union and G20 members the prescribed quotas range from 1% to 7% of the total workforce within in company. (Eichhorst, et al., 2010, p. 36 and ILO & OECD, 2018, p. 20)

Three different models for employment quotas have been identified (Gundersen, 2008, pp. 63-64):

1. Legislative recommendations;
2. Legislative obligation, without effective sanctions; and
3. Legislative obligation backed by sanctions.

A study about the quota systems in European Union member countries concluded that legislations backed up by sanctions in form of compensatory levies is the most successful model. The compensatory levy is to be paid by employers in the case that they do not reach the prescribed percentage of employees with disabilities. (Gundersen, 2008)



6. REVIEWING AVAILABLE RESOURCE – DEVELOPING A SUPPORT NETWORK

An IJC cannot and should not provide all necessary services for persons from marginalised groups and employers inhouse. It must rely on a network of service providers that it can draw on. An IJC must therefore develop a database of reliable and good quality service providers. The information about each service provider must include:

- Service provider name
- Contact person
- Contact details
- Description of services provided
- Geographic outreach
- Cost of services

6.1 Public service providers

Public service providers include

- Ministry of Education including all formal, non-formal and informal VET service providers.
- Ministry of Health and public health care providers such as public hospitals and community health care centres.

- Ministry of Transport and related ministries including all public transportation providers.
- Ministry of Social Affairs and related service providers including social assistance, rehabilitation, and social security providers.
- Ministry of Labour and related service providers such as work placement services, labour market research and vocational training services.

An IJC should map and review all services and programmes offered by the ministries and institutions mentioned above. The review can be undertaken in form of a meeting with representatives of the institution you are visiting. You should prepare a short presentation about the legal background and the goal of your visit. In the legal part of the presentation you can highlight international and national legislations that support the inclusion of marginalised persons. In the goal section, you should outline what kind services you need and what kind of cooperation you would like to develop with the service provider.

6.2 Private service providers

In addition to public service providers, there are many private service providers who offer relevant services for a fee. An IJC should map and review all private service providers in its geographic outreach area. Those service providers who seem to offer relevant service should be approached. During the approach must be determined if the service provider has the capacity to provide the services; if the quality of services is up to the standards of public service providers and national regulations; if the service provider has experience in working with marginalised groups; and if they need capacity development in regard to working with persons from marginalised groups.

6.3 Private companies

Private companies can be of support for an IJC through their corporate social responsibility (CSR) activities. CSR activities initiated by private companies are often regionally focussed around the geographical area of operation of the company. An IJC must carefully review if the company background of the CSR initiator is appropriate and if the IJC is legally allowed to cooperate with the CSR programme.

6.4 Non for profit

NGOs – Non-governmental organisations

There are many NGOs working with different groups of marginalised people. They can split in international NGOs and national NGOs. International NGOs due to their size have better opportunities and options in accessing funding sources. In the majority of cases, international NGOs have their headquarter in the global north and field implementation offices in the global south. International NGOs implement their programmes not directly but through local NGOs and local service providers that support their goals and reach the beneficiaries. Therefore, reaching out to international NGOs has the potential to get a good overview of local DPOs and NGOs and getting in touch with them.

Many international NGOs' goal is to improve the lives of more than one group of marginalised people. Below is an attempt to list some of the largest international NGOs worldwide. You can get in contact with them to learn more about their projects and the local NGOs they are working with.

Name	Description	Focus Areas	Contact
Care International	Care follows a set of programming principles in its emergency, rehabilitation and long-term development work. Care's principles are aligned with those of many other humanitarian agencies, and include empowerment, work in partnership with others, ensure accountability and promote responsibility, address discrimination, promote the non-violent resolution of conflicts, and seek sustainable results.	People from vulnerable groups	https://www.care-international.org
CBM	CBM is an international Christian development organisation committed to improving the quality of life of persons with disabilities in the poorest countries of the world. CBM works in the most disadvantaged communities, irrespective of race, gender or Spiritual Beliefs. CBM works with people of all faiths.	Persons with Disabilities	https://www.cbm.org/

Name	Description	Focus Areas	Contact
Danish Refugee Council	Danish Refugee Council works with humanitarian, development and peacebuilding activities to ensure a dignified life for refugees, the displaced, and displacement-affected people and communities. Danish Refugee Council focusses its assistance on the entire displacement process: from the moment a crisis first emerges and displaces people internally in their home countries or across borders, to these people's life in camps, to their arrival in a foreign country, and ultimately to the process of rebuilding a normal life, either through voluntary return, local integration or resettlement.	Refugees	https://drc.ngo
Hellen Keller International	Hellen Keller International works with marginalised populations and on the prevention of blindness.	Persons with Disabilities, prevention of blindness	https://www.hki.org/
Humanity & Inclusion	Humanity and Inclusion is an independent and impartial aid organisation that works in around sixty countries in emergency, reconstruction, chronic crisis and development contexts. Since 1982, the organisation has been working alongside vulnerable populations, in particular persons with disabilities. The organization was formerly known as Handicap International.	Persons with Disabilities	https://hi.org
Human Rights Watch	Human Rights Watch investigates and reports on abuses to the most at risk, from vulnerable minorities and civilians in wartime, to refugees and children in need. Human Rights Watch directs its advocacy towards governments, armed groups and businesses, pushing them to change or enforce their laws, policies and practices.	People from vulnerable groups	https://www.hrw.org
International Rescue Committee	The International Rescue Committee is a global humanitarian aid, relief and development NGO that provides long-term assistance to refugees and persons displaced by war.	Refugees, gender	https://www.rescue.org

Name	Description	Focus Areas	Contact
Islamic Relief Worldwide	Islamic Relief Worldwide (IRW) is an international aid and development charity, based on the values of Islam, which aims to alleviate the suffering of the world's poorest people. With an active presence in over 40 countries across the globe, Islamic Relief responds to disasters and emergencies, and promotes sustainable economic and social development by working with local communities - regardless of race, religion or gender. IRW works with people of all faiths.	Persons with disabilities, refugees, gender	https://www.islamic-relief.org
Open Society Foundations	Open Society Foundations engages in direct advocacy to promote inclusive and just public policy at national, regional, and international levels. It gives grants to groups and individuals that work on the issues we focus on—promoting tolerance, transparency, and open debate.	People from vulnerable groups	www.opensocietyfoundations.org
Oxfam	Oxfam's vision is a just world without poverty, a world where people are valued and treated equally, enjoy their rights as full citizens, and can influence decisions affecting their lives. Oxfam's purpose is to help create lasting solutions to the injustice of poverty. Oxfam achieves this purpose by using a combination of rights-based sustainable development programs, public education, campaigns, advocacy, and humanitarian assistance in disasters and conflicts.	People from vulnerable groups	https://www.oxfam.org
Plan International	Plan International focuses on child protection, education, child participation, economic security, emergencies, health, sexual and reproductive health and rights, and water and sanitation. Plan International provides training in disaster preparedness, response and recovery, and has worked on relief efforts. Plan International also sponsors the Because 'I Am a Girl' campaign, which is envisioned as a global movement to ensure girls everywhere can learn, lead, decide and thrive.	Children and youth with disabilities, gender	https://plan-international.org/

Name	Description	Focus Areas	Contact
Save the Children	Securing children's rights is the foundation of Save the Children's work. Millions of children around the world are denied their rights, simply because of who they are or where they are from. We know that to ensure every child has the chance for a future their rights must be upheld.	Children from marginalised groups	https://www.savethechildren.net/
Search for Common Ground	Search for Common Ground is an international non-profit organization operating in 36 countries whose mission is to transform the way the world deals with conflict away from adversarial approaches toward cooperative solutions.	Persons from marginalised groups	https://www.sfcg.org/
Sight Savers	Sight Savers prevent sight loss and avoidable blindness in some of the poorest parts of the world by treating conditions such as cataracts and fighting debilitating eye diseases. Sight Savers promote equal opportunities for people with disabilities, and campaigns for disability rights so everyone has the chance to receive an education, earn a living and be happy. Sight Savers works with governments around the world to tackle the problems at the root of avoidable blindness, and we work with local communities to support people who need it most.	Persons with Disabilities, prevention of blindness	https://www.sightsavers.org/
World Vision	World Vision is based on Christian values and works in the field of child protection, disaster management, economic development, education, and food assistance. World Vision works with people of all faiths.	Children and youth from marginalised groups	https://www.worldvision.org

DPOs – Disabled persons organisations

DPOs are non-governmental organisations that are governed and managed by persons with disabilities. They are self-representing organisations of persons with disabilities. DPOs often split up in branches that represent different impairments and disorders. DPOs are a good source of information of disability related support services, assistive devices, reasonable accommodation, accessibility, and function as advocates. The International Disability Alliance provides contacts to global, regional and impairment specific DPOs. (IDA, 2019)

Name	Description	Contact
African Disability Forum	African Disability Forum is the membership organization of DPOs in Africa.	http://www.internationaldisabilityalliance.org/african-disability-forum
Arab Organization of Persons with Disabilities	The Arab Organization of Persons with Disabilities (AOPD) is an independent non-profit organization founded in 1998 in Cairo, Egypt. It is a regional organization composed of DPOs operating in the different Arab Countries. AOPD's main objectives are to promote the rights of people with disabilities, to empower people with disabilities and to represent Arab people with disabilities in the world at large.	http://www.aodp-lb.net/
ASEAN Disability Forum	The ASEAN Disability Forum is a network composed by DPOs of the ASEAN countries of Southeast Asia. It is a platform where DPOs coordinate actions to advocate for disability inclusive policy formulation and implementation.	http://aseandisabilityforum.org/
Down Syndrome International	Down Syndrome International is the international organisation promoting the rights of persons with Down syndrome.	https://www.ds-int.org/
European Disability Forum	European Disability Forum is an independent European non-governmental organization that represents the interests of 50 million disabled people in the European Union and stands for their rights. It was created in 1996 and is based in Brussels.	http://www.edf-feph.org/
Inclusion International	Inclusion International is a grassroots organization of persons with an intellectual disability and their families which advocates with its member societies in over 115 countries for the inclusion of people who have an intellectual disability in all aspects of their communities, based on shared values of respect, diversity, human rights, solidarity and inclusion.	www.inclusion-international.org

Name	Description	Contact
International Federation of Hard of Hearing People	International Federation of Hard of Hearing People (IFHOH) is an international non-governmental organization of national associations of and for hard of hearing and late deafened people. IFHOH provides a platform for co-operation and information exchange among its members and interested parties. As an umbrella organization and through its individual organizations, IFHOH works to promote greater understanding of hearing loss issues and to improve access for hard of hearing people worldwide. Established in 1977 as a registered non-profit organization.	https://www.ifhoh.org/
International Federation for Spina Bifida and Hydrocephalus	The International Federation for Spina Bifida and Hydrocephalus was founded by people with spina bifida and hydrocephalus and their families in 1979. Over the years, it has grown from a voluntary association into a professional DPO with global coverage, democratic structure and transparent and accountable processes.	https://www.ifglobal.org/
Pacific Disability Forum	Pacific Disability Forum (PDF) is the Regional Response to addressing disability issues in the Pacific. The PDF was established in 2002 and officially inaugurated in 2004, to work towards inclusive, barrier-free, socially just, and gender equitable societies that recognize the human rights, citizenship, contribution and potential of persons with disabilities in Pacific Island Countries and territories.	http://www.pacificdisability.org/
The Latin American Network of Non-Governmental Organizations of Persons with Disabilities and their Families	The Latin American Network of Non-Governmental Organizations of Persons With Disabilities and their Families (RIADIS) is a network formed by organizations of persons with disabilities from 19 countries in Latin America and the Caribbean. Formed in 2002, RIADIS represents national DPOs as well as several NGOs acting as technical collaborators.	http://www.riadis.org/
World Blind Union	The World Blind Union (WBU) is the sole voice speaking on behalf of approximately 160 million blind and partially sighted persons in 178 individual member countries, representing approximately 600 organizations. The WBU advocates for human rights of persons who are blind and partially sighted and seeks to strengthen their organisations and advance the participation of all persons who are blind and partially sighted including women and youth.	http://www.worldblindunion.org

Name	Description	Contact
World Federation of the Deaf	The World Federation of the Deaf (WFD) is the international non-governmental organization representing Deaf people worldwide. A non-profit organization, WFD works for human rights and equal opportunities for Deaf people everywhere.	http://wfdeaf.org/
World Federation for the Deaf Blind	The World Federation of the DeafBlind (WFDB) is a non-profit, representative organization of national organizations or groups of deafblind persons and of deafblind individuals worldwide. The aim of WFDB is to be a forum of exchange of knowledge and experiences amongst deafblind persons and to obtain inclusion and full participation of deafblind persons in all areas of society.	http://www.wfdb.eu/
World Network of Users and Survivors of Psychiatry	The World Network of Users and Survivors of Psychiatry (WNUSP) is a democratic organization of users and survivors of psychiatry that represents this constituency at the global level. In its Statutes, 'users and survivors of psychiatry' are self-defined as people who have experienced madness and/or mental health problems, or who have used or survived mental health services. Founded in 1991, WNUSP currently has members in over 50 countries, spanning every region of the world.	http://www.wnusp.net/

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ANNEXES

Annex 1 – Compilation of available tools

No.	Title	Type	Publisher	Comment
1.	Promoting Employment and Decent Work in Development Cooperation Volume 2: Practical Guidance for the Design and Implementation of Employment-focused and Employment-sensitive Interventions	Manual	EC	<p>The documents consist of 5 chapters discussing the promotion of decent work and employment promotion in development cooperation. Each chapter features a number of guidance notes that focus on different aspects of decent work and employment. The chapters are:</p> <ol style="list-style-type: none"> 1. Employment Diagnostics and Labour Market Monitoring 2. Policy Planning and Coordination 3. Instruments of Labour Market Policies and Programmes 4. Promotion of Employment for Special Target Groups and Contexts 5. Mainstreaming Employment and Decent Work <p>The chapter on Promotion of Employment for Special Target Groups and Contexts is more relevant than other chapters. It features guidance notes on:</p> <ul style="list-style-type: none"> • Youth employment • Women's employment • Disability and employment • Rural employment • Informal employment • Employment in fragile settings • Employment in the context of labour migration and forced sectoral policies
2.	Disability, Labour Market Participation and the Effect of Educational Level: Compared to What? ⁴⁰	Research	Scandinavian Journal of Disability Research	<p>This article discusses the relationship between disability, educational background and employment. The article argues that inequalities to access the labour market for persons with disabilities are multi-dimensional and are not automatically reduced if persons with disabilities have a higher education.</p>

⁴⁰ <https://doi.org/10.16993/sjdr.3>

No.	Title	Type	Publisher	Comment
3.	Open, Dynamic and Inclusive Labor Markets Harnessing the Potential of Technological Change and Creating a Global Level Playing Field ⁴¹	Policy paper	B20 Germany	<p>This paper is a policy paper for G20 countries in developing an inclusive labour market. the focus is on employment of females, employment of migrant workers and regulatory and structural issues.</p> <ol style="list-style-type: none"> 1. Governments should remove legal and structural barriers on the labour market and promote diverse forms of work (e.g. diverse forms and terms of employment and work organization). 2. Governments should ensure policy frameworks improve female entrepreneurship and female labour market participation. 3. G20 countries should bring labour migration policies in line with labour market needs including those of enterprises.
4.	Innovate for Inclusion Four cases of application of the social innovation lab methodology to enhance disability inclusion in mainstream settings ⁴²	Report	Light for the World	<p>Light for the World's innovation lab is a catalyst for ideas to promote the participation of persons with disabilities. The innovation lab supports promising ideas and brings together the right actors for replication and scaling-up in the real world. This publication features examples about:</p> <ul style="list-style-type: none"> • Inclusive livelihood development for persons with disabilities in Uganda; • Inclusion of blind youth in TVET in Ethiopia; • Access of persons with disabilities to farming opportunities in Cambodia; and • Increased opportunities for youth with disabilities self-employment.
5.	I am EmployAble creating access to technical and vocational education for young people with disabilities ⁴³	Manual	Light for the World	<p>This manual presents Light for the World's experience in Kenya, Rwanda and Ethiopia in working with inclusive employment for young people with disabilities. The approach featured in the publication is called action learning and is related with action research. The publication explains Light for the World's approach and its implementation. The publication features a chapter that focuses entirely on the transition from TVET to employment.</p>

⁴¹ https://www.b20germany.org/fileadmin/user_upload/documents/B20/b20-policy-paper-employment-education.pdf

⁴² <https://lab.light-for-the-world.org/wp-content/uploads/2019/06/Innovate-for-Inclusion.pdf>

⁴³ https://lab.light-for-the-world.org/wp-content/uploads/2017/09/LFTW_EmployAble_WEB.pdf

No.	Title	Type	Publisher	Comment
6.	ILO and disability inclusion⁴⁴	Leaflet	ILO	This leaflet offers a quick introduction into inclusive employment for person with disabilities. The 4-pager encompasses an introduction about persons with disabilities in the world of work; a review of international conventions and the right to employment for persons with disabilities; employment statistics from India, Jordan, Peru and South Africa; and ways how to promote inclusive employment for persons with disabilities.
7.	Guide for Business on the Rights of Persons with Disabilities⁴⁵	Manual	ILO	This ILO publication describes the promotion of the rights of persons with disabilities and including them in society, as managers, employees, suppliers and consumers as a triple win: a win for persons with disabilities, a win for business, and a win for the society in general. The publication features 2 chapters. Chapter 1 describes the rights of persons with disabilities and how business can impact these rights. Chapter 2 suggest actions and measures that companies can implement that are inclusive of persons with disabilities in the workplace, marketplace and the community.
8.	Labour market inclusion of people with disabilities	Policy paper	ILO / OECD	This joint ILO and OECD publication is a paper presented at the G20 Employment Working Group in 2018. appraises the approach of G20 member states in regard to disability inclusion in employment. The discussion encompasses: <ol style="list-style-type: none"> 1. Demand side: promoting disability inclusion within the private and public sector. 2. Supply side: ensuring that persons with disabilities have the skills as demanded by the labour market. 3. Making the environment more enabling. 4. Mental health as a special challenge. 5. Measurement and quality data to inform evidence-based policies.

⁴⁴ https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_407645.pdf

⁴⁵ https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_633424.pdf

No.	Title	Type	Publisher	Comment
9.	Scaling-up Inclusive Employment Interventions in Cambodia ⁴⁶	Research	Light for the World	This research report from Light for the World in Cambodia emphasizes that vocational training for persons with disabilities is not sufficient to include them into the labour market. The research highlights that 3 things are necessary: <ol style="list-style-type: none"> 1. Persons with disabilities must be equipped with market ready skills. 2. Employers must be equipped with knowledge about inclusive employment and reasonable accommodation. 3. Employment relationship must be coached over a period of time to ensure that employment is long lasting.
10.	Disabled People's Inclusion within UK Technical and Vocational Education and Training ⁴⁷	Report	British Council	This report provides a summary of approaches of inclusive TVET in the UK. It also features practical approaches implementing the legal requirements of UK policies related to inclusive TVET. On the other hand, the report highlights areas that are in need of improvement. The report wraps up with a set of recommendations.
11.	Gender Equality in and through Education INEE Pocket Guide to Gender ⁴⁸	Manual	INEE	This guide provides minimum standards for gender equality in and through education. The guide is developed for emergency situations. Its content however is relevant for all situations, especially in geographic areas where gender equality is still far from being realized.
12.	Including Persons with Disabilities in Employment Promotion ⁴⁹	Leaflet	GIZ	This leaflet by GIZ provides an introduction into the terminology persons with disabilities and its definition and human rights based instruments and national policies that are in favour of employment of persons with disabilities. The leaflet wraps-up with a methodical approach of an inclusive job centre that that deals with the supply side of labour, the demand side of labour and the matchmaking a coaching function on an inclusive job centre.

⁴⁶ <https://lab.light-for-the-world.org/wp-content/uploads/2019/02/Scaling-up-Employment-Report.pdf>

⁴⁷ https://www.britishcouncil.org/sites/default/files/disabled_peoples_inclusion_within_uk_tviet.pdf

⁴⁸ http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1009/INEE_Pocket_Guide_to_Gender_EN.pdf

⁴⁹ <https://konekin.id/wp-content/uploads/2019/11/Including-PwD-in-Employment-Promotion.pdf>

No.	Title	Type	Publisher	Comment
13.	Disability-inclusive Employment Promotion: Lessons learned from five GIZ projects ⁵⁰	Report	GIZ	<p>This publication presents 5 GIZ projects that implement inclusive employment approaches for persons with disabilities. The 5 projects are:</p> <ol style="list-style-type: none"> 1. Bangladesh: Promotion of social and environmental standards in the industry PSES (2010-2020) 2. Togo: Promoting vocational training and youth employment (2012 to 2018) 3. Indonesia: Social protection programme SPP (2016 – 2018) 4. Rwanda: Promotion of economy and employment Eco-Emploi (2016 – 2019) 5. Namibia: Promotion of vocational training (2012 – 2020) <p>The last chapter provides an overview of the key factors tot eh success of the projects.</p>
14.	Making TVET and skills systems inclusive of persons with disabilities ⁵¹	Policy paper	ILO	<p>This ILO policy paper provides a holistic overview about what needs to be considered to develop a more inclusive TVET approach that includes persons with disabilities. The policy paper provides many links to real-life examples in ILO member countries through-out the world.</p>
15.	Promoting Diversity and Inclusion Through Workplace Adjustments A Practical Guide ⁵²	Manual	ILO	<p>This ILO manual focusses on reasonable accommodation for worker. The manual focusses on reasonable accommodation for workers with disabilities; workers living with or affected by HIV or AIDS; pregnant workers and workers with family responsibilities; and workers who hold a particular religion or belief. The target audience of the manual are employers who employ or plan to employ workers of the groups mentioned above.</p>

⁵⁰ https://www.giz.de/de/downloads/05_Disability-inclusive%20Employment%20Promotion.pdf

⁵¹ https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_605087.pdf

⁵² https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---declaration/documents/publication/wcms_536630.pdf

No.	Title	Type	Publisher	Comment
16.	Decent work for persons with disabilities: promoting rights in the global development agenda ⁵³	Manual	ILO	This publication features 4 chapters. Chapter 1 highlights international and regional human rights tool to promote inclusive employment and TVET. Chapter 2 describes different models of employment options for persons with disabilities. Chapter 3 presents measures for facilitate inclusive work and employment. This chapter includes employment services, training for employment; financial support; technical and personal supports; quota systems; anti-discrimination legislation; persuasion measures; disability management; consultation mechanisms; statistics on the employment of persons with disabilities; monitoring; and evaluation. Chapter 4 provides information on how to bring the supply and demand side on an inclusive labour market together.
17.	Including Persons with Disabilities in Technical and Vocational Education and Training A Guide for Administrators and Instructors to Disability Inclusion ⁵⁴	Manual	ILO	In this publication, ILO targets TVET administrators and instructors. The manual features 4 chapters. <ul style="list-style-type: none"> • Chapter 1 introduces disability concepts and terminology. • Chapter 2 invites to develop an inclusive development plan for a TVET institution. • Chapter 3 provides insides into the idea of reasonable accommodation and how to apply it. • Chapter 4 focuses on the social side of work and introduces the reader into how to interact with persons with disabilities and disability etiquette.
18.	TVET Reform: Design an inclusive skills development program ⁵⁵	Report	ILO	This report is a holistic description of an EU funded projected in partnership of the Government of Bangladesh and the EU. The report provides insides in major steps and approaches of the project.

⁵³ https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_430935.pdf

⁵⁴ https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-dhaka/documents/publication/wcms_543304.pdf

⁵⁵ http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_194704.pdf and https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-dhaka/documents/publication/wcms_207457.pdf (same publication, different layout)

No.	Title	Type	Publisher	Comment
19.	Gender-Responsive Project Management A practical Guide ⁵⁶	Manual	GIZ	<p>This guide provides insides into the GIZ gender responsive project management cycle. The approaches and activities presented are relevant and useful for all sectors.</p> <ul style="list-style-type: none"> • Chapter 1 provides an overview on gender equality. • Chapter 2 focuses on the different steps of the project cycle and presents approaches for the integration of gender equality into project planning and management. • Chapter 3 focuses on gender mainstreaming within programmes and projects. It includes activities to improve equality between women and men.
20.	Manual for Disability and Gender Inclusive TVET	Manual	COTVET / Vet Toolbox / GIZ	<p>The manual has been designed to develop disability and gender inclusive TVET in Ghana. The manual is Ghana specific. The manual features 8 modules:</p> <ul style="list-style-type: none"> • Module 1: What is inclusive TVET? • Module 2: Why inclusive TVET? • Module 3: Learning about disability and gender! • Module 4: How to plan for inclusive TVET? • Module 5: Inclusive study environments • Module 6: Inclusive, safe and healthy TVET environments • Module 7: Practical tips including learners • Module 8: Inclusive transition
21.	Moving Towards Disability Inclusion: Stories of Change ⁵⁷	Manual	ILO	<p>This publication by ILO is divided into 4 chapters:</p> <ul style="list-style-type: none"> • Chapter 1 is about increasing the employability of persons with disabilities. • Chapter 2 about the promotion of inclusive workplaces describes practical experience. • Chapter 3 gives advices about how to support an enabling policy framework. The final chapter is about strengthening the media in reporting about disability. The publication features several examples from China, Ethiopia, Vietnam and Zambia.

⁵⁶ <https://www.genderingermandevelopment.net/custom/images/contentBilderGalerie/bilderGalerie1000502/Giz-Gender-sensitive-project-management-2017-EN.pdf>

⁵⁷ http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_423412.pdf

No.	Title	Type	Publisher	Comment
22.	Disability Inclusion in the Bangladesh Skills System ⁵⁸	Leaflet	ILO	This leaflet provides an introduction to Bangladesh's TVET system with special focus on disability inclusion.
23.	The Competitive Advantage of Hiring Persons with Disabilities An Employer's Guide to Disability Inclusion at the Workplace ⁵⁹	Manual	ILO	Manual for employers about hiring persons with disabilities and how to include them. The manual discusses what kind of jobs are suitable, how to provide reasonable accommodation, what is accessibility, disability etiquette and how to retain persons with disabilities in the workforce.
24.	The compensatory levy system Practicing fairness by including persons with disabilities in the labour market	Leaflet	GIZ	Introduction to the German compensatory levy system for private and public companies that do not employ persons with disabilities and have more than 20 employees.
25.	Disability in the Workplace: Company Practices ⁶⁰	Report	ILO	Experience sharing of 25 international companies that employ persons with disabilities.
26.	Business as unusual: Making workplaces inclusive of people with disabilities ⁶¹	Report	ILO	Experience sharing of 15 international companies that employ persons with disabilities.
27.	UNAIDS Terminology Guidelines ⁶²	Manual	UNAIDS	The guidelines explain inclusive language related to HIV and people living with HIV.

58 https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-dhaka/documents/publication/wcms_543298.pdf

59 https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-dhaka/documents/publication/wcms_543490.pdf

60 http://www.workability-international.org/images/reports/Disability-in-the-Workplace_Company-Practices.pdf

61 <http://www.supportability.eu/Supportability/Sections/Section10/Report/pdf/SSCA-REP-04.pdf>

62 https://www.unaids.org/sites/default/files/media_asset/2015_terminology_guidelines_en.pdf

No.	Title	Type	Publisher	Comment
28.	Towards Disability Inclusion: A Handbook for Inclusion of Persons with Disabilities in Government Programmes and the Apparel Industry ⁶³	Manual	GIZ / CDD	The guidelines have been developed for the inclusion of persons with disabilities in the garment sector in Bangladesh. The handbook starts with a discussion of disability and inclusion theory. In the next chapter, it provides practical steps on how to include persons with disabilities.
29.	A Guideline on Inclusive Human Resource Policy for the Apparel Industry in Bangladesh	Manual	GIZ / CDD	The guidelines are prepared for human resource departments in the apparel industry in Bangladesh. The guidelines provide a holistic overview about disability and inclusion concerning the human resource sector. The guidelines discuss: <ul style="list-style-type: none"> • Barriers to employment • Employment of persons with disabilities • Adjustments • Inclusive emergency evacuation
30.	A Quantum Leap For Gender Equality: For a better future of work for all ⁶⁴	Report		The report addresses gender equality in the working world and includes the following chapters: <ul style="list-style-type: none"> • Chapter 1: Minding the gender gaps • Chapter 2: Paths to gender equality in the working world • Chapter 3: Towards a transformative and measurable agenda for gender equality

⁶³ https://www.ethicaltrade.org/sites/default/files/shared_resources/towards_disability_inclusion.pdf

⁶⁴ https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/---publ/documents/publication/wcms_674831.pdf



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