

Chapter one

Understanding Disabilities and vulnerabilities

Definition of basic terms

❖ **Impairment**

- Impairment means a lack/abnormality of an anatomic, physiological or psychological structure or function or deviation on a person.
- It **can be** :
 - the absence of particular body part or organ (a person with one hand) or
 - A condition in which the body exists but doesn't function (eyes that do not see well)

❖ **Disability**

- The term disability is **ambiguous** as there is no single agreement on the concept (Mitra, 2006)
- It is not synonymous with AKAL-GUDATENGA
- The concept of disability is **complex, dynamic, multidimensional, and contested**

- The full inclusion of people with impairments in society can be inhibited by the following disabling factors :
 1. **Attitudinal** (societal barriers, such as stigma)
 2. **Physical barriers** (environmental barriers, such as
absence of stairs), and
 3. **Policy barriers** (systemic barriers)
- If these problems addressed, impairment may not lead to disability

Definition of disability

Medical Approach

- Disability means functional limitations due to physical, intellectual or psychic impairment, health or psychic disorders on a person (WHO,1996).

Social Approach

- Disability is a highly varied and complex condition with a range of implications for social identity and behavior.

Medical Approach

- The medical definition has given rise to the idea that *people* are **individual objects to be treated, changed or improved and made more normal.**

Social Approach

- Emphasizes the shortcomings in the environment and in many organized activities in society, for example on
 - ✓ information
 - ✓ Communication
 - ✓ And education, which prevent

Medical approach

- This medical definition **does not adequately** explain the **interaction between societal conditions or expectations and unique circumstances of an individual**

Medical model	Social model
Child is faulty	Child is valued
Diagnosis and labeling	Strengths and needs identified
Impairment is focus of attention	Barriers identified and solutions developed
Segregation and alternative services	Resources made available
Re-entry if normal enough or permanent exclusion	Diversity welcomed; child is welcomed
Society remains unchanged	Society evolves

Causes of Disability

- Some people, especially in the past times, wrongly believe that disability is a ***punishment from god.***
- There are some who still believe that
 - disability is a form of ***personal punishment*** for individual with disability,
 - a kind of ***fate for their past mistakes,*** which is totally unacceptable now days.

Disability can be caused by the following factors

I. Genetic causes

- Abnormalities in **genes and genetic inheritance** can cause intellectual disability in children.
- In some countries, **down syndrome** is the most common genetic condition.
- Sometimes,
 - Diseases,
 - Illnesses and
 - Over-exposure to x-rays can cause a genetic disorder.

2. Environmental causes

- Before birth ***poverty and malnutrition*** in **pregnant mothers** can cause a deficiency in **vital minerals** and result in ***deformation issues*** in the unborn child.
- After birth, ***poverty and malnutrition*** can also **cause *poor development of vital organs*** in the child, which can eventually ***lead to disability***.
- The use of **drugs**,
 - **Alcohol**,
 - **Tobacco**,
 - **The exposure to certain toxic chemicals**
 - **Illnesses**,
 - **Toxoplasmosis**,
 - **Cytomegalovirus**,
 - **Rubella and syphilis** by a pregnant mother can cause intellectual disability to the child.

- **Unfortunate life events such as**
 - *Drowning,*
 - *Car accidents,*
 - *Falls and so on can result in*
 - People losing their **sight, hearing, limbs and other vital parts of their body** and cause **disability**
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3. Unknown causes

- The human body is a phenomenal thing.
- Scientists have still not figured out what and how
Some things in the body, cells, brain, and genes come about.
- Humans have still not found all the answers to all the defects in the human body

Types students with special needs

I. Visual impairment

- Visual impairment in general describes two sub- classifications.

A. Blindness

- The term blindness typically refers to *vision loss that is not correctable with eyeglasses or contact lenses.*
- Blindness may **not** mean a **total absence of sight**,
- It might be total or partial inability to see because of disease or disorder of the eye, optic nerve, or brain.

B. Low vision

- The term low vision is used for *moderately impaired vision.*
- People with low vision may have a visual impairment that affects
 - **Only central vision**—the area directly in front of the eyes or
 - **Peripheral vision**—the area to either side of and slightly behind the eyes.

2. Hearing impairment

- Pasonella and carat from legal point of view, define ***hearing impairment as a generic term indicating a range of hearing loss from mild to profound,***
- Includes the sub-classifications of the **hard of hearing** and **deaf.**

A. Hard of hearing:

- "A hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance
- but which is not included under the definition of 'deaf'."
- This term can also be used to describe persons with enough (usually with **hearing aids**) as a primary modality of acquisition of language and in communication with others.

B. Deaf:

- Those who have difficulty understanding speech, even with hearing aids
- but can successfully communicate in **sign language**.
- Cultural definitions of deafness, on the other hand, emphasize an **individual's various abilities, use of sign language, and connections with the culturally deaf community.**

3. Specific learning disability

- Specific learning disability means *a disorder in one or more of the basic psychological processes involved in understanding or*
- In using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.

➤ The term ***includes*** such conditions as

- Perceptual disabilities,
- Brain injury,
- Minimal brain dysfunction,
- Dyslexia, and developmental aphasia.

➤ The term ***does not include*** learning problems that are primarily the result of

- Visual,
- Hearing,
- Or motor disabilities;
- Intellectual disability;
- Of emotional disturbance;
- Or of environmental, cultural, or economic disadvantage.

- There often appears to be a gap between the individual's ***potential and actual achievement.***
- This is why learning disabilities are referred to as “**hidden disabilities**”:
 - The person looks perfectly “normal” and seems to be a very ***bright and intelligent person***, yet may be unable to ***demonstrate the skill level expected*** from someone of a similar age
 - A learning disability ***cannot be cured or fixed***; it is a ***lifelong challenge.***
 - However, ***with appropriate support and intervention***, people with learning disabilities ***can***
 - *achieve success in school,*
 - *at work,*
 - *in relationships, and*
 - *in the community.*

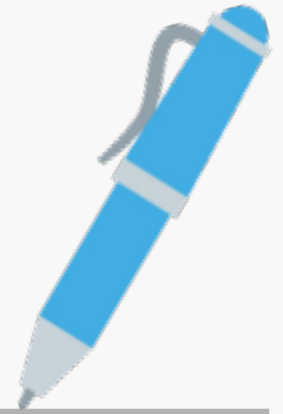
Types of specific learning disability

A. Dyscalculia



- **Dyscalculia is a specific learning disability that affects a person's *ability to understand numbers and learn math.***
- **Individuals with this type of LD may also have**
 - **Poor comprehension of math symbols**
 - **May struggle with memorizing and organizing numbers**
 - **Have difficulty telling time**
 - **Or have trouble with counting**

B. Dysgraphia



- **Dysgraphia is a specific learning disability that affects a person's *handwriting ability and fine motor skills*.**
- **Problems may include**
 - Illegible handwriting,
 - Inconsistent spacing,
 - Poor spatial planning on paper
 - Poor spelling
 - And difficulty composing writing as well as thinking
And writing at the same time.

C. Dyslexia



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- Dyslexia is a specific learning disability that affects ***reading and related language-based processing skills.***
 - The severity can differ in each individual but can affect
 - Reading fluency;
 - Decoding
 - Reading comprehension
 - Recall
 - Writing
 - Spelling, and sometimes speech and can exist along with other related disorders.
 - Dyslexia is sometimes referred to as a language based learning disability

D. Language processing

disorder

- Language processing disorder is when there is *difficulty attaching meaning to sound groups that form words, sentences and stories.*
- While an APD affects the interpretation of all sounds coming into the brain, a language processing disorder (LPD) *relates only to the processing of language.*
- LPD can affect *expressive language and/or receptive language.*

E. Non-verbal learning

disabilities

- Non-verbal learning disabilities is a disorder which is usually characterized by a significant discrepancy between higher verbal skills and weaker motor, visual-spatial and social skills.
- Typically, an individual with NLD (or NVLD) *has trouble interpreting nonverbal cues like facial expressions or body language, and may have poor coordination.*

F. Visual perceptual/visual motor deficit

- Visual perceptual/visual motor deficit is a disorder that affects the understanding of information that a person sees, or the ability to draw or copy.
- A characteristic seen in people with learning disabilities such as
 - Dysgraphia or non-verbal LD,
 - It can result in missing subtle differences in
 - Shapes or printed letters,
 - Losing place frequently,
 - Struggles with cutting,
 - Holding pencil too tightly, or
 - **Poor eye/hand coordination.**

4. Speech and Language Impairments

- Speech and language impairment means a communication disorder that adversely affects a child's educational performance.
- It is disorder that adversely affects the child's ability to talk, understand, read, and write. This disability category can be divided into two groups:
 - *speech impairments and*
 - *language impairments.*

Speech Impairments

- There are three basic types of speech impairments:

A. Articulation disorders:

- are errors in the **production of speech sounds** that may be **related to anatomical or physiological limitations** in the ***skeletal, muscular, or neuromuscular support for speech production.***
- The four types of articulation disorder collectively referred to as **SODA**:
 - ***Substitutions***: (wabbit for rabbit)
 - **Omissions**: (repot for report)
 - **Distortions**: (till me for tell me)
 - **Addition**: (doguh," for "dog)

B. Fluency

disorders

- are difficulties with the ***rhythm*** and ***timing of speech*** characterized by
 - *hesitations,*
 - *repetitions, or prolongations of sounds, syllables, words, or phrases.*
- Common fluency disorders include:
 - **Stuttering**: rapid-fire repetitions of consonant or vowel sounds especially at the beginning of words, prolongations, hesitations, interjections, and complete verbal blocks

C. Voice disorders

- ❖ **Voice disorders are characterized by**
 - **abnormal production and/or**
 - **absences of vocal quality,**
 - **pitch,**
 - **loudness,**
 - **resonance, and/**
 - **or duration**

Language Impairments

- There are five basic areas of language impairments:

1. Phonological disorders

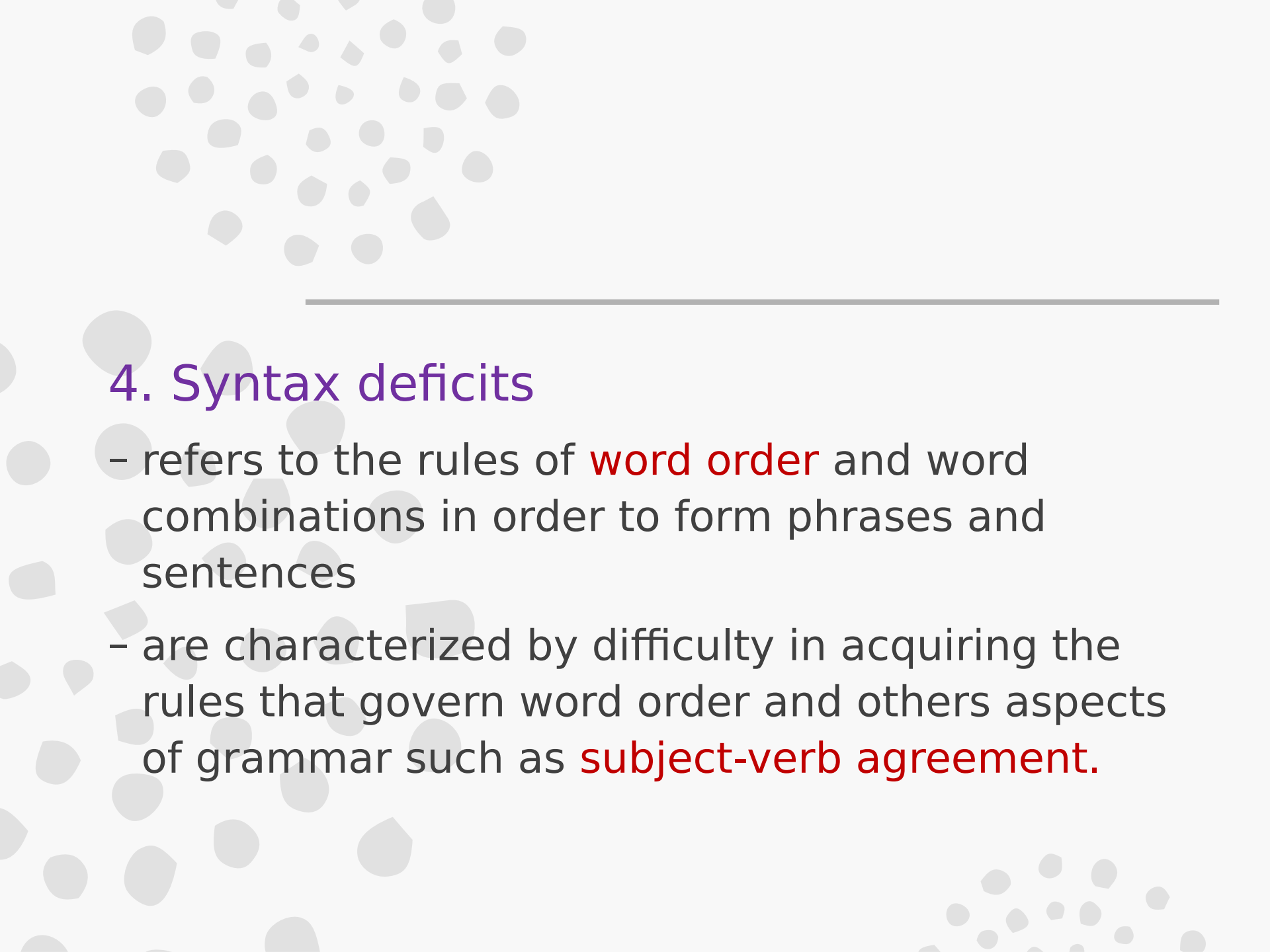
- a significant deficit in speech production or perception.
- A child with a phonological disorder may be described as hard to **understand or as not saying the sounds correctly.**

2. Morphological disorders

- affects **morphological** awareness.
- **Morphological** awareness refers to the understanding of how words can be broken down into smaller units of meaning such as roots, prefixes, and suffixes.

3. Semantic disorders

- are characterized by poor vocabulary development, inappropriate use of word meanings, and/or inability to comprehend word meanings.



4. Syntax deficits

- refers to the rules of **word order** and word combinations in order to form phrases and sentences
- are characterized by difficulty in acquiring the rules that govern word order and others aspects of grammar such as **subject-verb agreement**.

5. Pragmatic difficulties

- *Pragmatic language disorders*, also referred to as a **social communication disorder**,
- involve impairment in understanding the way we socially use *language* (ex. using greetings or making requests)
- are characterized as problems in understanding and using language in different social contexts.
- These students may lack an understanding of the rules for making eye contact, respecting personal space, requesting information, and introducing topics

5. Autism

- Autism means a **developmental disability** ??
- significantly affecting verbal and nonverbal communication and social interaction,
- generally evident before age three that adversely affects a child's educational performance.
- Other characteristics often associated with autism are engaging in
 - *repetitive activities and stereotyped movements,*
 - *resistance to environmental change or change in daily routines,*
and

6. Emotional and Behavioral Disorders

- **Emotional and Behavioral Disorders means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects educational performance**
 - 1) An inability to learn that cannot be explained by intellectual, sensory, or health factors;**
 - 2) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;**
 - 3) Inappropriate types of behavior or feelings under normal circumstances;**
 - 4) A general pervasive mood of unhappiness or depression; or**
 - 5) A tendency to develop physical symptoms or fears associated with personal or school problems**



– Kauffman (1993) conclude that emotion or behavioral disorders fall into two broad classifications:

1) Externalizing Behavior: also called **under controlled??** disorder, include such problems disobedience, disruptiveness, fighting, tempers tantrums, irresponsibility, jealous, anger, attention seeking etc...

2) Internalizing Behavior: also known as **over controlled ??** disorders, include such problems

7. Intellectual Disability

- **Intellectual disability is a disability characterized by significant limitations in both intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills.**
- **This disability originates before the age of 18.**

- **An individual is considered to have an intellectual disability based on the following three criteria:**
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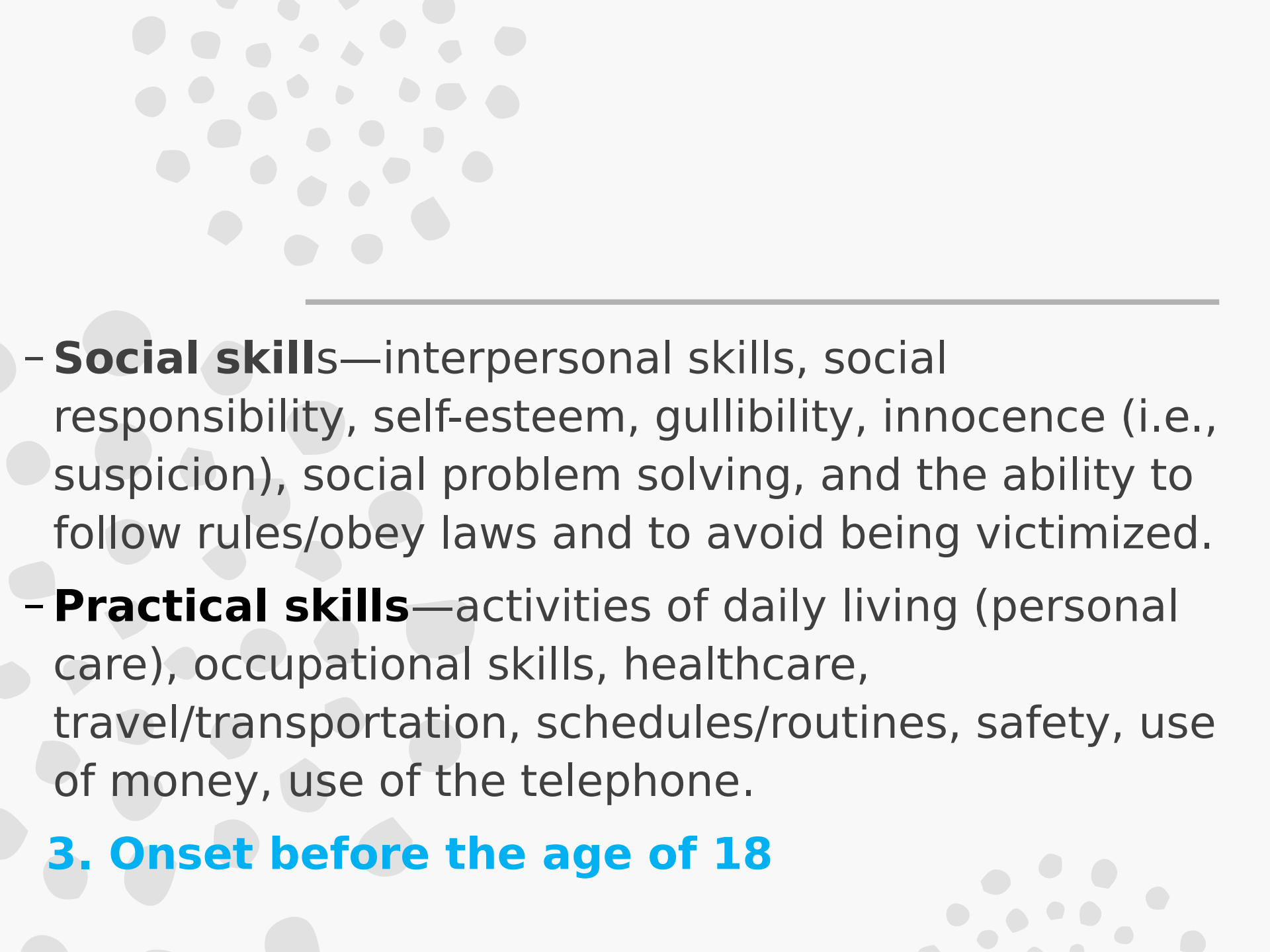
1. *Sub average intellectual functioning:*

- One way to measure intellectual functioning is an IQ test.
- Generally, an **IQ test** score of around 70 or as high as 75 indicates a limitation in intellectual functioning.

2. Significant limitations exist in two or more adaptive skill areas:

- It is the collection of conceptual, social, and practical skills that are learned and performed by people in their everyday lives.

□ **Conceptual skills**—language and literacy; money, time, and number concepts; and self-direction.

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- **Social skills**—interpersonal skills, social responsibility, self-esteem, gullibility, innocence (i.e., suspicion), social problem solving, and the ability to follow rules/obey laws and to avoid being victimized.
 - **Practical skills**—activities of daily living (personal care), occupational skills, healthcare, travel/transportation, schedules/routines, safety, use of money, use of the telephone.

3. Onset before the age of 18

8. Physical disability/Orthopedic Impairment and Health impairment

- ***Physical disability*** is a condition that interferes with the individual's ability to use his or her body.
- Many but not all, physical disabilities are orthopedic impairments.
- The term orthopedic impairment generally refers to conditions of muscular or skeletal system and sometimes to physical disabling conditions of the nervous system.
- ***Health impairment*** is a condition that requires

Classification and Characteristics

- Based on the impact of physical disability on mobility and motor skills, it is divided into three :-
 - A. Mild physical disability:-** these individuals are able to walk without aids and may make normal developmental progress.
 - B. Moderate physical disability:-** individuals can walk with braces and crutches and may have difficulty with fine-motor skills and speech production.
 - C. Severe physical disability:-** these are individuals who are wheel-chair dependent and may need special help to achieve regular development.



The physical disability could be broadly classified in to two

1. The neurological system (the brain ,spinal cord & nerve) related problems.

e.g. epilepsy, spinal bifida....

II. Musculo skeletal system (the muscles, bones and joints) are deficient due to various causes.

e.g. heart disease, asthma, diabetes

9. Vulnerability

- **Vulnerable means being at risk of being harmed.**
- **Everyone can be harmed, so being vulnerable is part of being human.**
- **In principle, everyone is vulnerable to some adverse event or circumstance, but some people are more vulnerable than others.**
- **For instance, people with disabilities are more likely as a group to experience greater vulnerability.**
- **They are also often more severely affected by the vulnerability they experience**

- Based on the existing literature, vulnerability can be generally defined as a complex phenomenon that refers to the **following dimensions:** _____

- ❖ **Economic difficulties/lack of financial resources:** poverty, low living standards, housing problems (e.g. too damp, too expensive, too cold or difficult to heat) etc.;
- ❖ **Social exclusion:** limited access to facilities such as transportation, schools, libraries or medical services;
- ❖ **Lack of social support from social networks:** no assistance from family members, friends, neighbors or colleagues (referring to practical help as well as emotional support) like highly gifted individuals;

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- ❖ **Stigmatization:** being a victim of stereotypes, being devalued, confronted with disgraceful behavior because of belonging to a particular social or ethnic group;
 - ❖ **Health difficulties:** disadvantages resulting from poor mental health, physical health or disabilities;
 - ❖ **Being a victim of crime:** in family context especially of violence

❖ ***Vulnerability may be caused by***

- rapid population growth, poverty and hunger
- , poor health,
- low levels of education,
- gender inequality,
- fragile and hazardous location,
- lack of access to resources and services, including knowledge and technological means, disintegration of social patterns (social vulnerability).
- Other causes includes; lack of access to information and knowledge, lack of public awareness, limited access to political power and representation (political vulnerability),

Characteristics of Vulnerable People

1. Less physically or mentally capable (infants, older adults, people with disabilities)
2. Fewer material and/or financial resources (low-income households, homeless)
3. Less knowledge or experience (children, illiterate, foreigners, tourists)
4. Restricted by society to grow and develop according to their needs and potentials

- People who are helped by others (who are then restricted by commitments) are still vulnerable people, which includes the following extracted from various researches.
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A. Women:

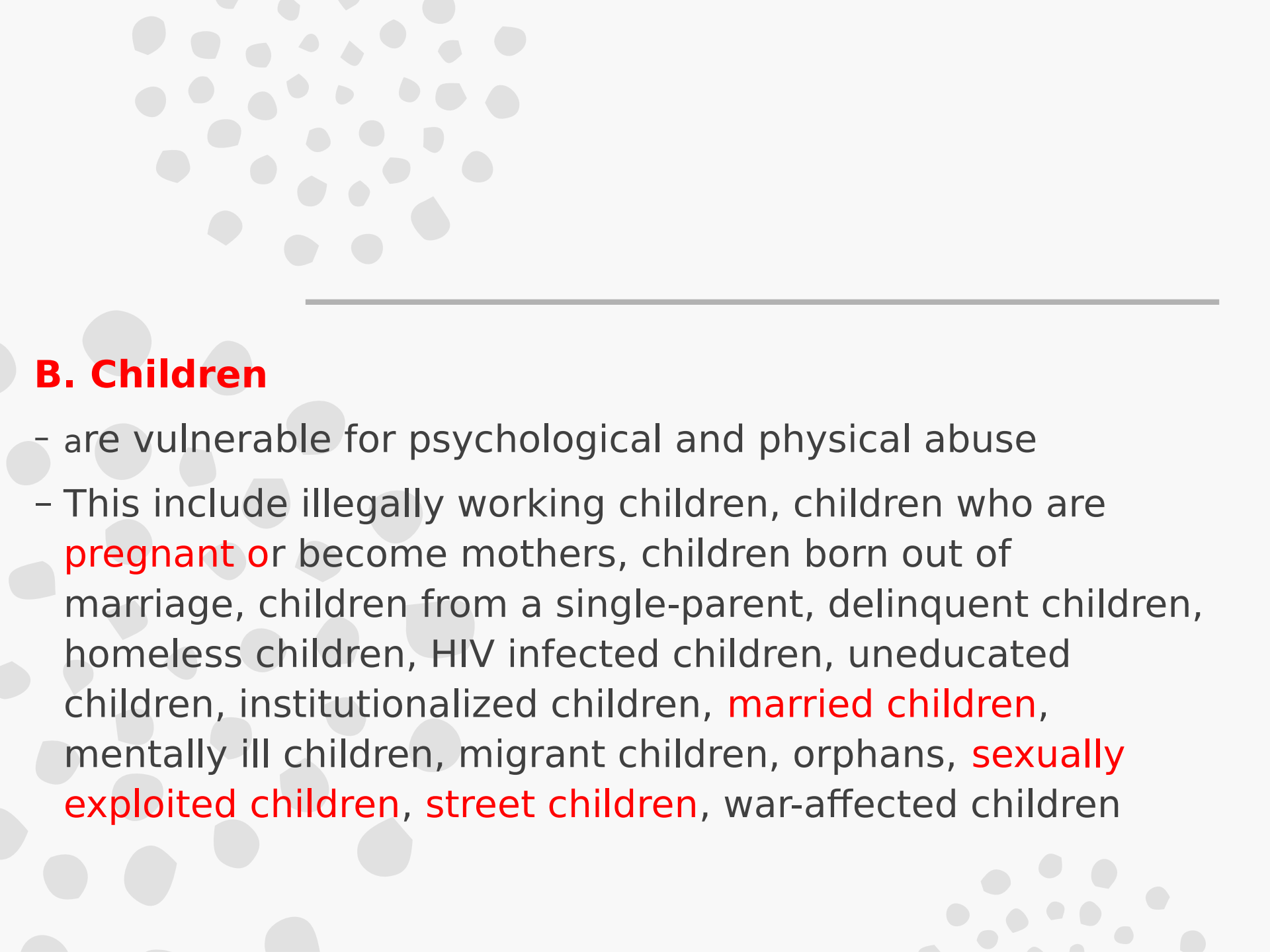
B. Children

C. Minorities

D. People with disabilities

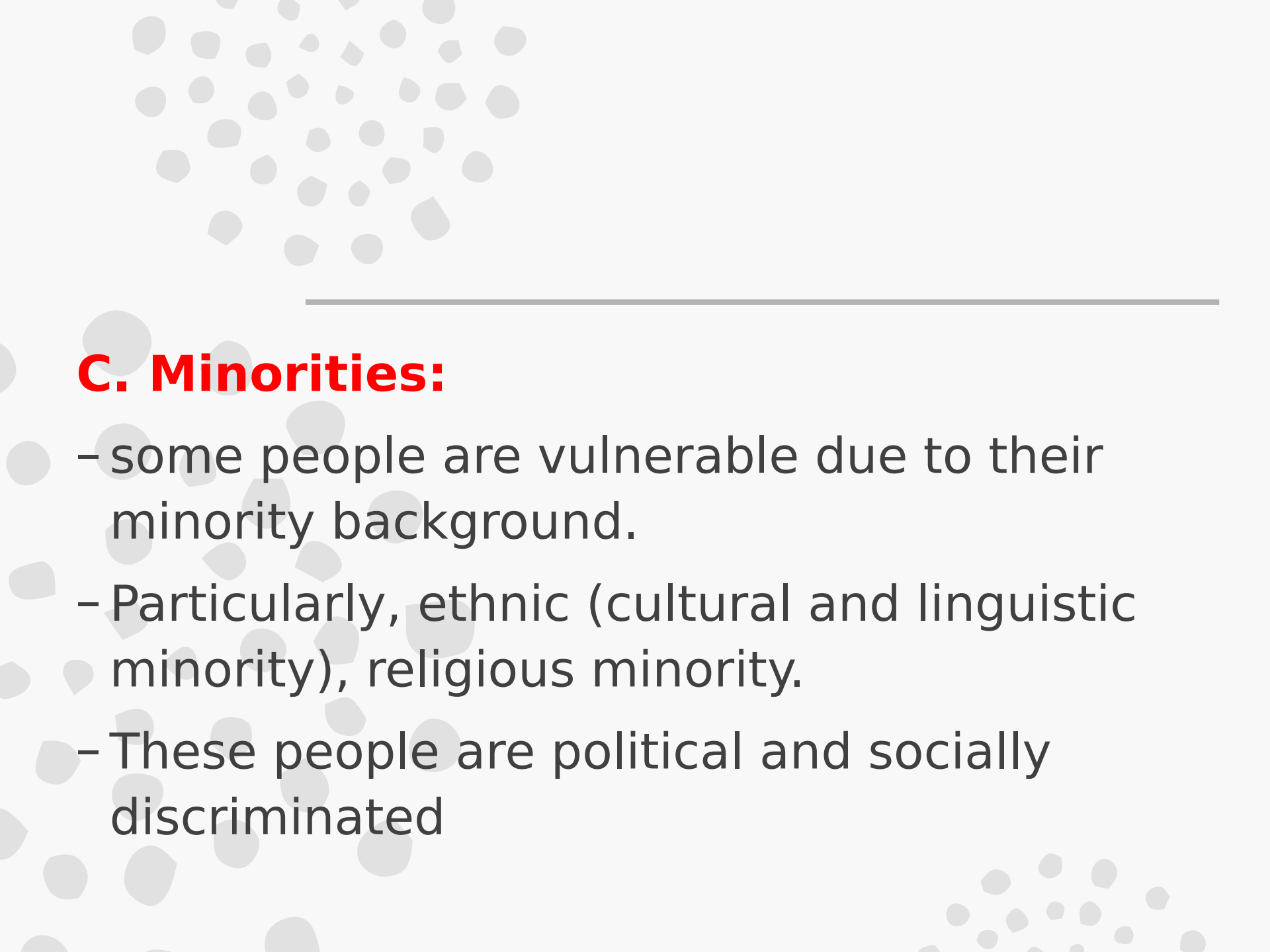
E. Illiteracy and less education

F. Sickness (HIV/AIDS)



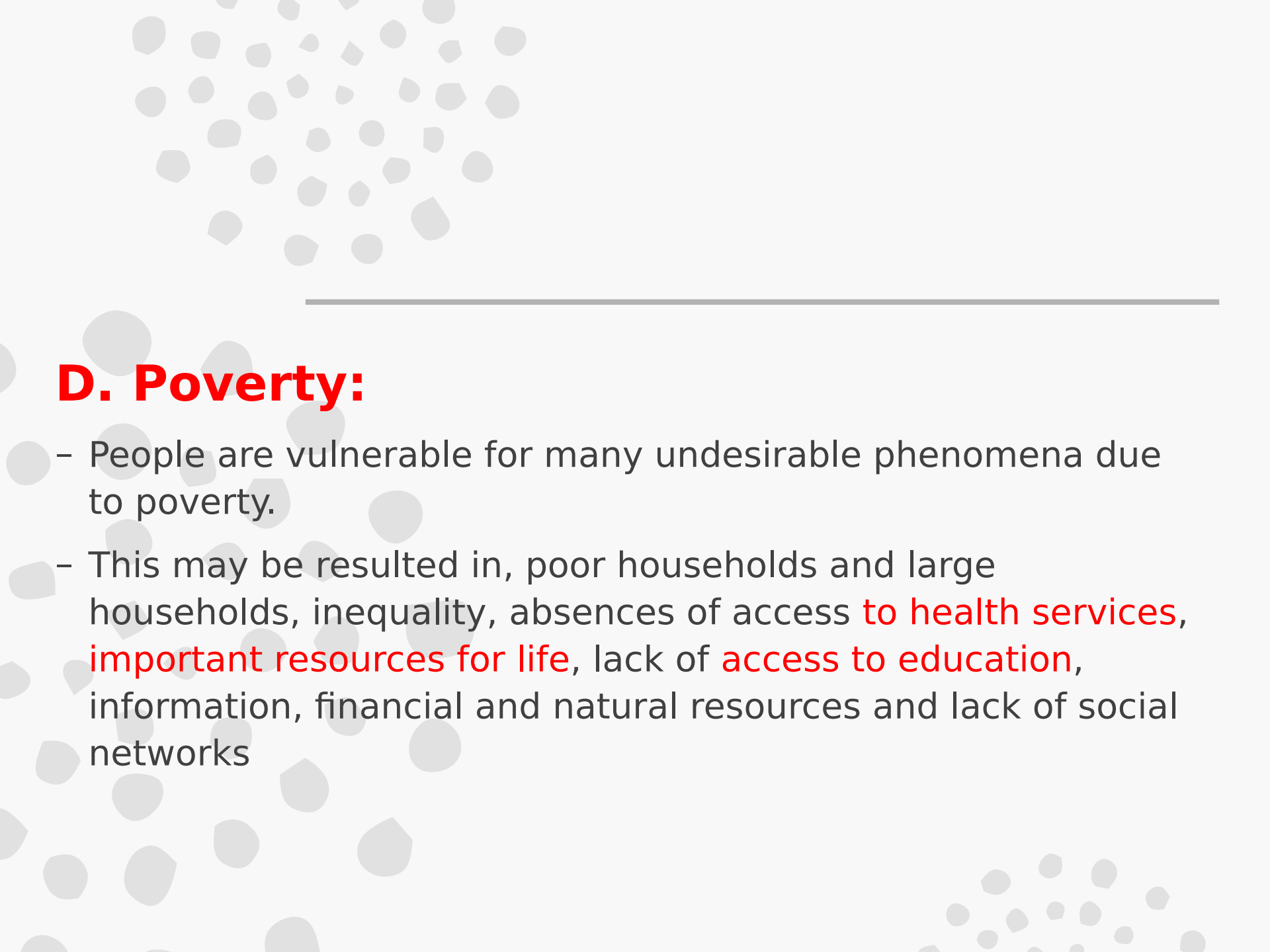
B. Children

- are vulnerable for psychological and physical abuse
- This include illegally working children, children who are **pregnant** or become mothers, children born out of marriage, children from a single-parent, delinquent children, homeless children, HIV infected children, uneducated children, institutionalized children, **married children**, mentally ill children, migrant children, orphans, **sexually exploited children**, **street children**, war-affected children



C. Minorities:

- some people are vulnerable due to their minority background.
- Particularly, ethnic (cultural and linguistic minority), religious minority.
- These people are political and socially discriminated



D. Poverty:

- People are vulnerable for many undesirable phenomena due to poverty.
- This may be resulted in, poor households and large households, inequality, absences of access to health services, important resources for life, lack of access to education, information, financial and natural resources and lack of social networks

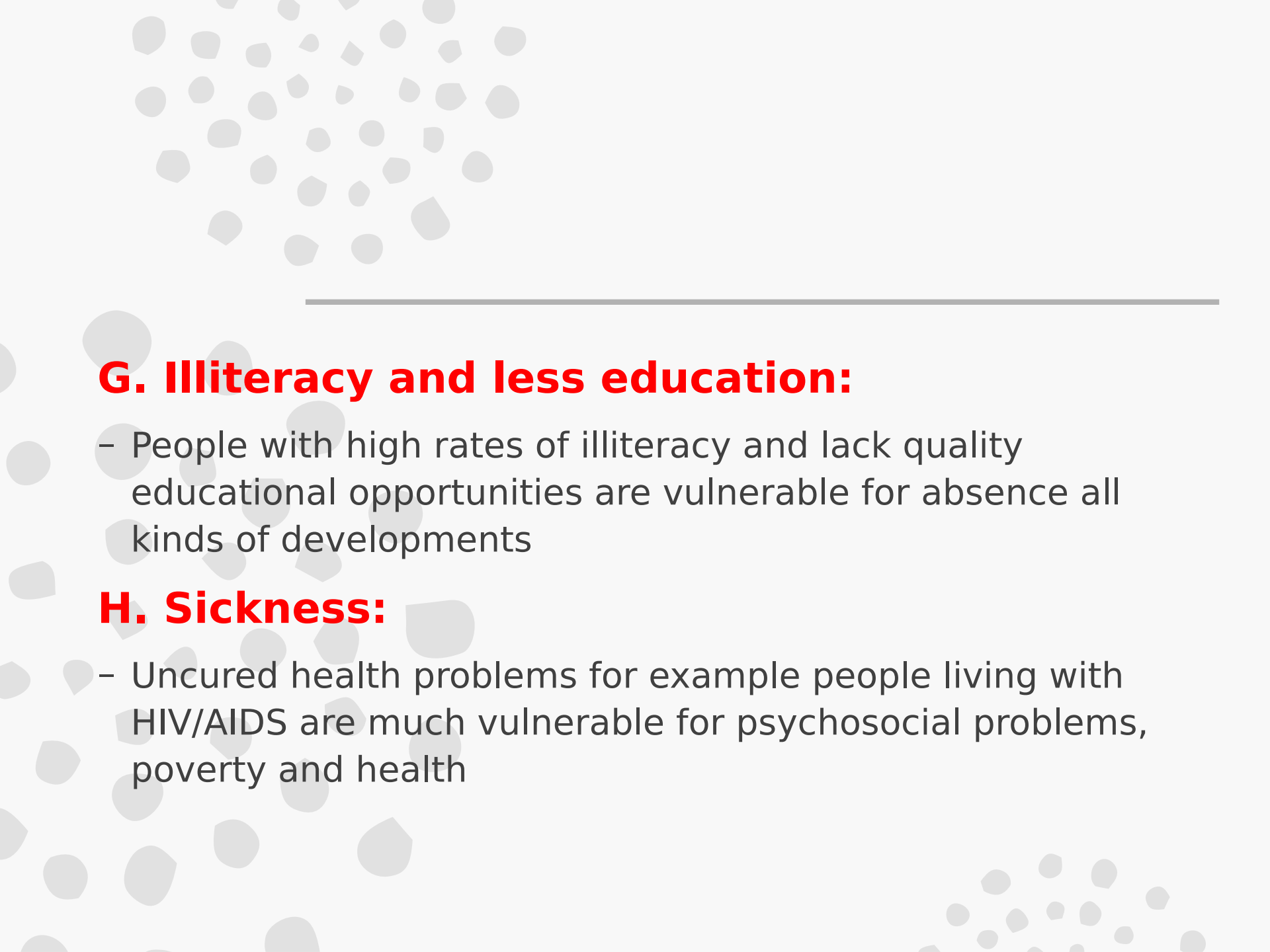


E. Disabilities:

- People with disabilities very much vulnerable for many kind of risks.
- This includes abuses, poverty, illiteracy, health problems, psychological and social problems

F. Age:

- Old people or very young children are vulnerable for all kinds evils



G. Illiteracy and less education:

- People with high rates of illiteracy and lack quality educational opportunities are vulnerable for absence all kinds of developments

H. Sickness:

- Uncured health problems for example people living with HIV/AIDS are much vulnerable for psychosocial problems, poverty and health

Gifted and Talentedness:

- **gifted** specifically refer to the abilities in academic subjects such as science, maths, and language
- whereas **talented** refer to the abilities art, music, design, etc.
- Gifted and talented children are vulnerable for socio-emotional developments.
- Due to lack of psychological support they may feel
 - isolation as they are pulled from their regular classrooms and given instruction in separate settings
 - due to myths and expectations of themselves and the public

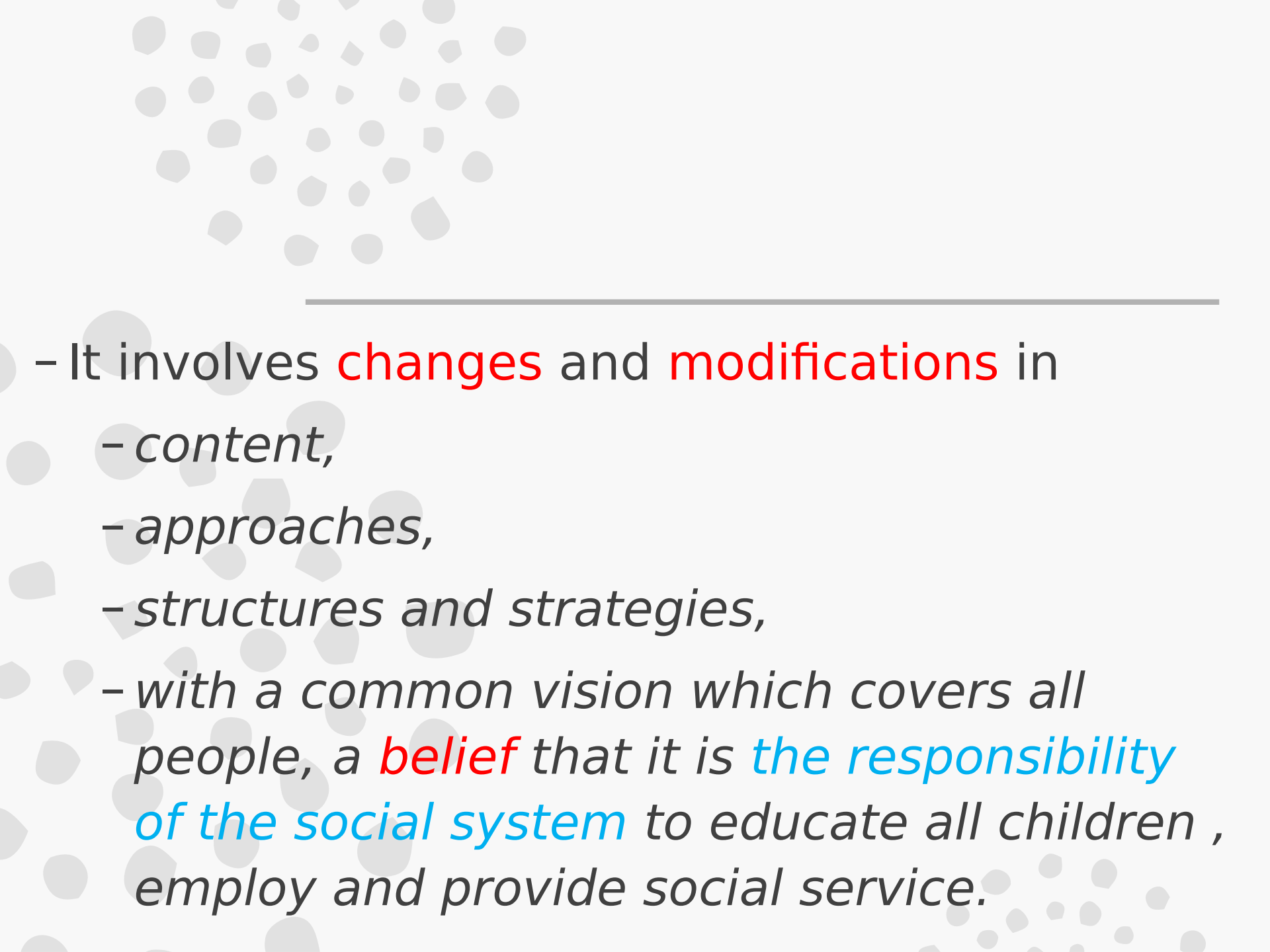
10. People with multiple disabilities

Chapter 2

Concept of Inclusion

Definition of Inclusion

- **Inclusion is seen as a process of addressing and responding to the diversity of needs of all persons through increasing participation in**
 - learning,**
 - employment,**
 - services, cultures and communities,**
 - and reducing exclusion at all social contexts.**

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- It involves **changes** and **modifications** in
 - *content,*
 - *approaches,*
 - *structures and strategies,*
 - *with a common vision which covers all people, a **belief** that it is **the responsibility of the social system** to educate all children , employ and provide social service.*

This definition has the following components

1) Concepts about children

- Education is a fundamental human right for all people
- All children have a right to education within their **own community**
- Everyone can learn, and any child can experience difficulties in learning

2) Concepts about systems including schools

- It is broader than formal schooling
- it is flexible, responsive educational systems
- It creates enabling and welcoming educational environments
- It promotes school improvement to makes effective schools
- It involves whole school approach and collaboration between partners.

3) Concepts about diversity and discrimination

- It enables responding to diversity as a resource not as a problem
- It prepares learners for an inclusive society that **respects** and **values** difference

Finally

- It promotes struggling with *discrimination* and *exclusionary pressures* at any social sectors

4) Concepts about processes to promote inclusion

- It helps to identifying and overcoming barriers to participation and exclusionary pressures
- It increases real participation of all collaboration, partnership between all stakeholders
- It promotes participatory methodology, action research, collaborative enquiry and other related activities

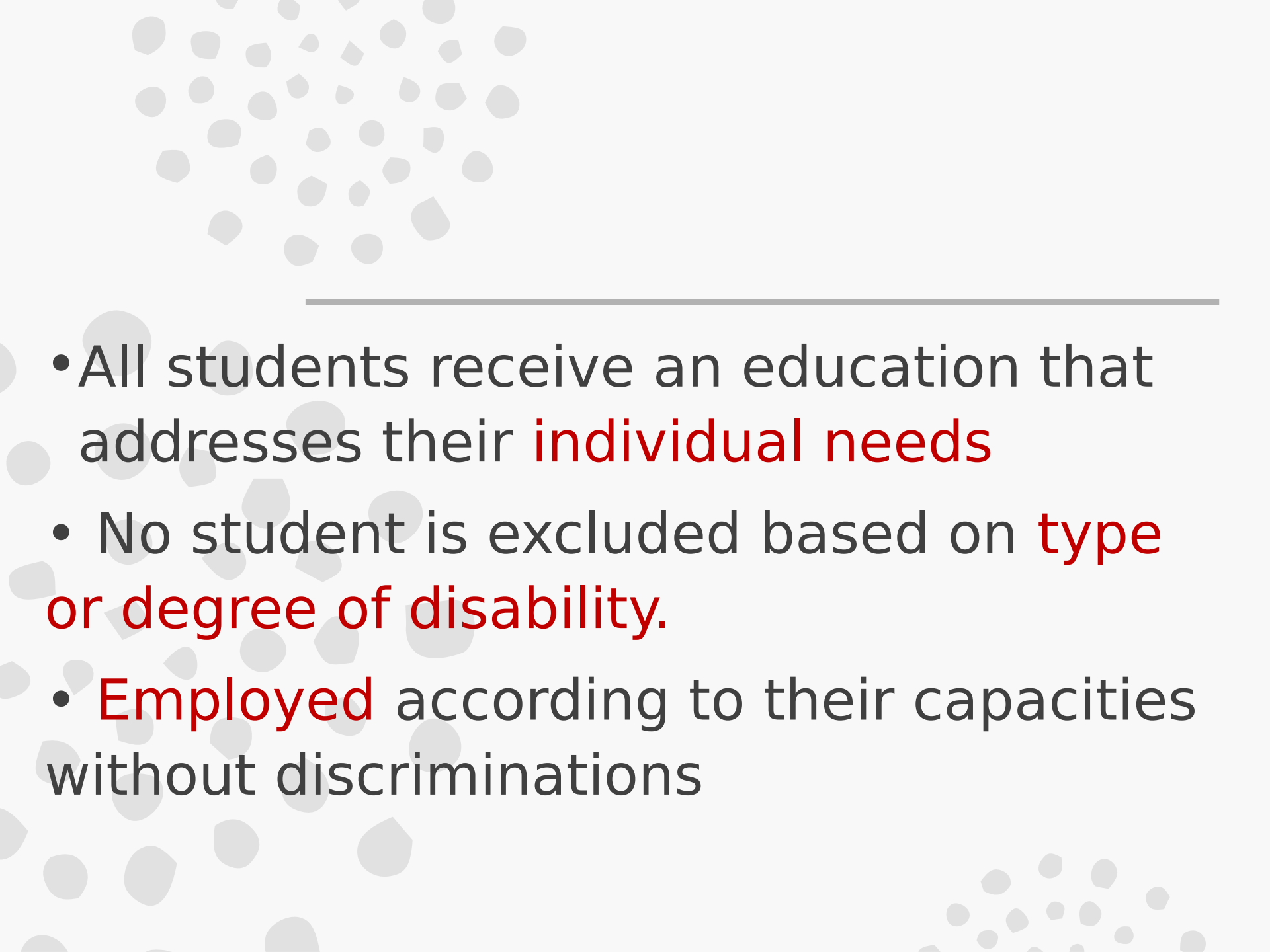
5) Concepts about resources

- Promotes unlocking and fully using local resources redistributing existing resources
- It helps to perceive people as key resources (children, parents, teachers, members of marginalized groups, etc.)
- It helps to use appropriate resources and support within schools and at local levels for the needs of different children, e.g. **Braille, assistive devices(wheelchair...)**

Inclusion and non-inclusive

Inclusion includes the following components:

- Students with disabilities and vulnerability attend their **community schools**
- Each student is in an **age-appropriate** general education classroom
- Every student is accepted and regarded as **a full and valued member** of the class and the school community.

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- All students receive an education that addresses their **individual needs**
 - No student is excluded based on **type or degree of disability.**
 - **Employed** according to their capacities without discriminations

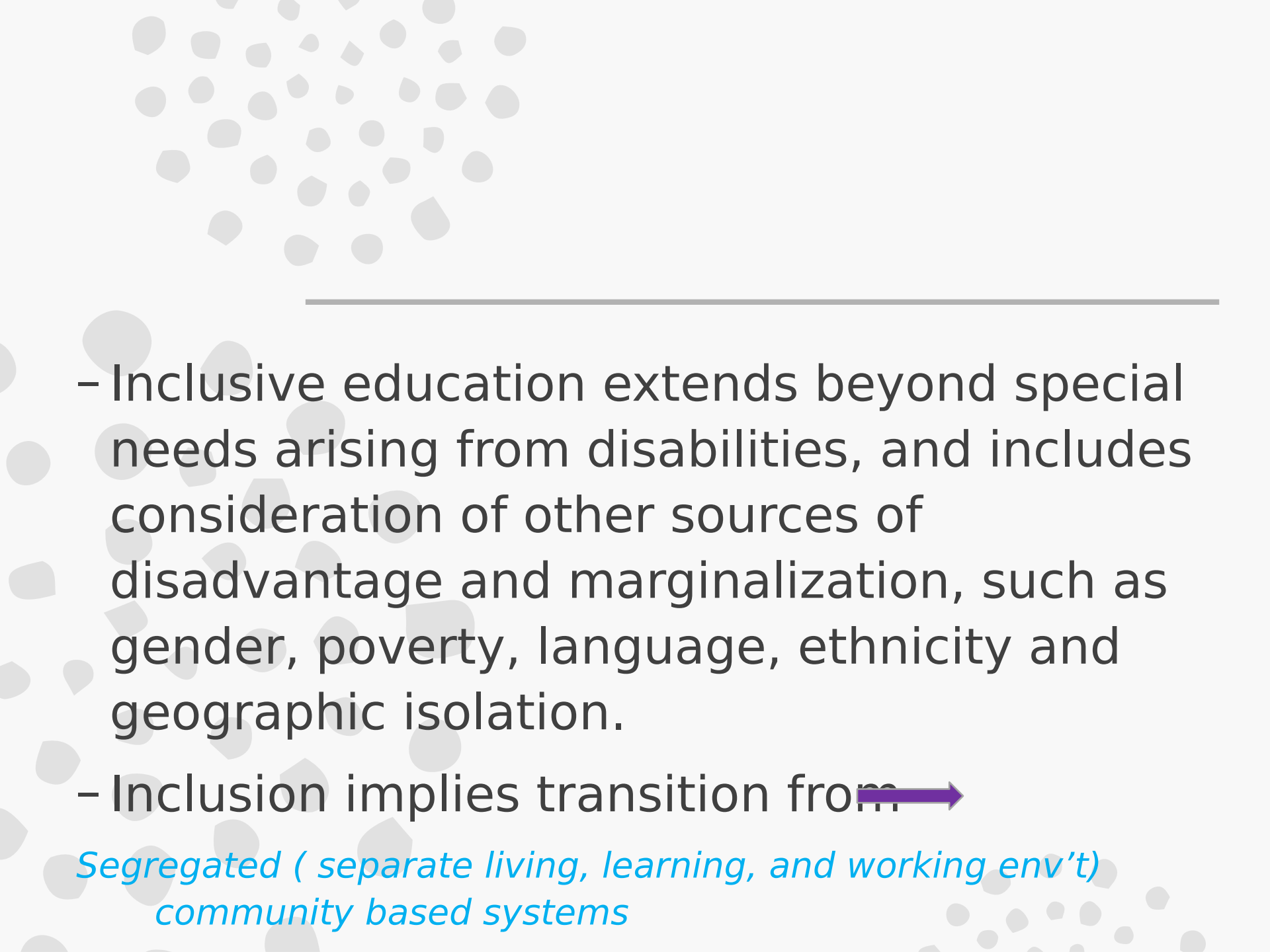
Inclusion does not

mean:

- Placing students with disabilities into general education classrooms **without careful planning and adequate support.**
- Reducing services or funding for special education services.
- Placing all students who have disabilities or who are at risk in one or a **few designated classrooms.**

Principles of Inclusion

- Inclusion begins with the premise that all persons have unique characteristics, interests, abilities and particular learning needs and, further, that all persons have equal access education, employment and services
- Thus, fundamental principle of inclusion is that all persons should learn, work and live together wherever possible, regardless of any difficulties or differences they may have.



– Inclusive education extends beyond special needs arising from disabilities, and includes consideration of other sources of disadvantage and marginalization, such as gender, poverty, language, ethnicity and geographic isolation.

– Inclusion implies transition from 

*Segregated (separate living, learning, and working env't)
community based systems*

UNESCO (2005) has provided four major inclusion principles that support inclusive practice

1. Inclusion is a process.

- It has to be seen as a never-ending search to find better ways of responding to diversity.
- It is about learning how to live with difference and learning how to learn from difference.

2. Inclusion is concerned with the identification and removal of barriers that hinders the development of persons with disabilities.

- It is about using evidence of various kinds to stimulate creativity and problem - solving.
- It involves *collecting, organizing and evaluating information from a wide variety of sources* in order to plan for improvements in policy and practice.

3. Inclusion is about the presence, participation and achievement of all persons

- Presence' is concerned with where persons are provided and how consistently and punctually they attend;
 - participation' relates to the quality of their experiences and must incorporate the views of learners/and or workers
 - achievement' is about the outcomes of learning across the curriculum, not just test and exam results.
- *Rather, Inclusive curriculum uses assessment to monitor individual progress.

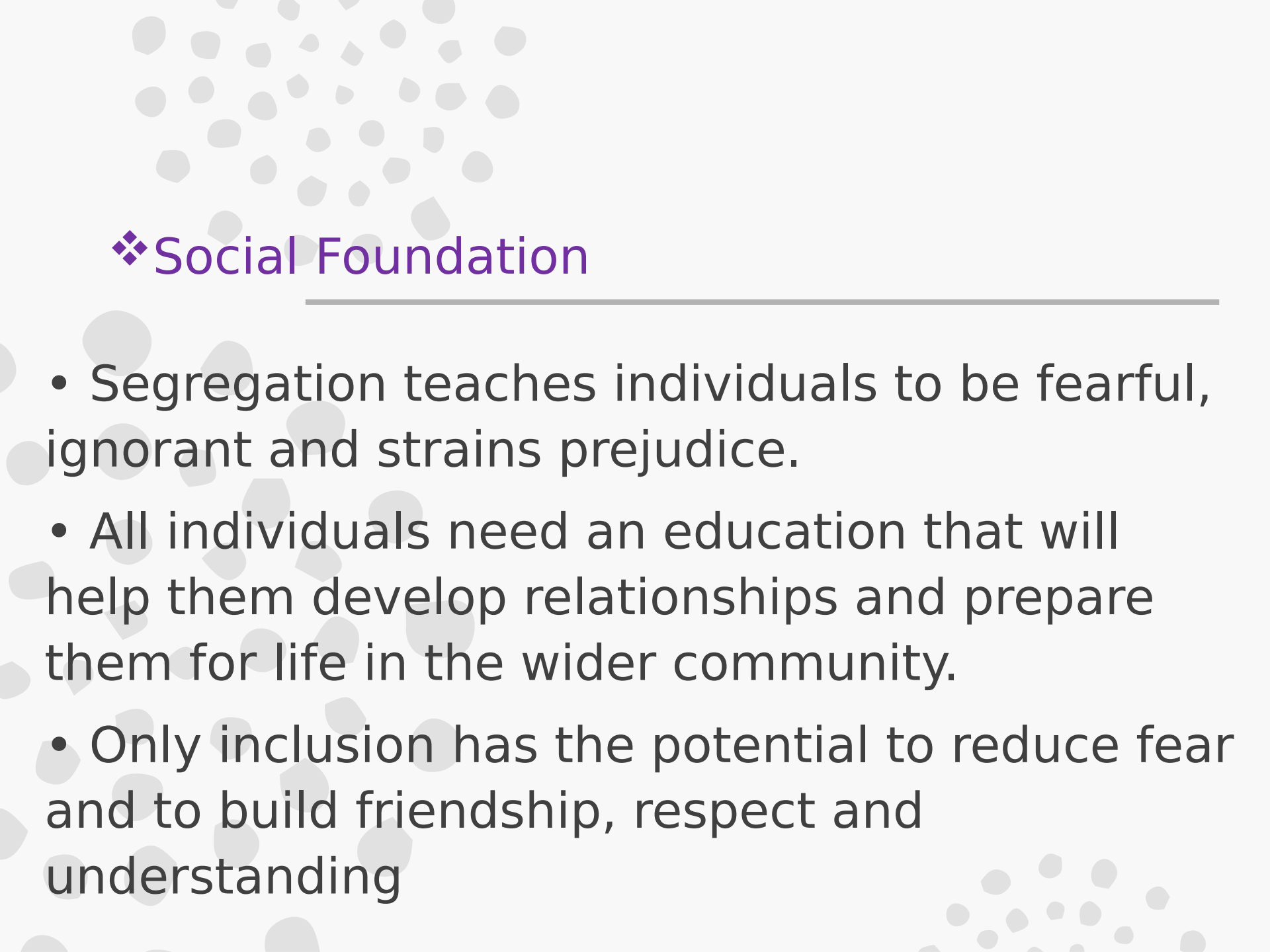
4. Inclusion raises a particular emphasis on those who may be at risk of marginalization, exclusion or underachievement.

- This indicates the *moral responsibility* to ensure that those at risk are **carefully monitored**, and
- that steps are taken to ensure their presence, participation and achievement.

Rationale for Inclusion

❖ Educational Foundations

- Children do better academically, psychologically and socially in inclusive settings.
- A more efficient use of education resources.
- Decreases dropouts and repetitions
- Teachers competency (knowledge, skills, collaboration, satisfaction



❖ Social Foundation

- Segregation teaches individuals to be fearful, ignorant and strains prejudice.
- All individuals need an education that will help them develop relationships and prepare them for life in the wider community.
- Only inclusion has the potential to reduce fear and to build friendship, respect and understanding

❖ Legal Foundations

- All individuals have the right to learn and live together.
- Human being shouldn't be devalued or discriminated against by being
- Excluded or sent away because of their disability.
- There are no legitimate reasons to separate children for their education

❖ Economic Foundation

- Inclusive education has economic **benefit, both for individual and for society.**
- Inclusive education is more cost-effective than the creation of special schools across the country.
- **Children with disabilities go to local schools**
- **Reduce wastage of repetition and dropout**
- **Children with disabilities live with their family using the community infrastructure**
- **Better employment and job creation opportunities for people with disabilities**

❖ Foundations for Building Inclusive Society

- Formation of mutual understanding and appreciation of diversity
- Building up empathy, tolerance and cooperation
- Promotion of sustainable development

Factors that Influenced Development of Inclusion

1. Communities:
2. Activists and advocates:
3. The quality education and school improvement movement:
4. Special educational needs movement (**Salamanca Statement**)
5. Involvement of International agencies: (EFA goals. E.g. UNESCO,etc)
6. Involvement of NGOs movements, networks and campaigns:
7. Other factors: (The current world situation: political instability, diversity of population,)

Benefits of Inclusion

- inclusion will benefit communities, families, teachers, and students (both SWSN & SWOSN), government as well.

1. Benefits for persons with disability:

- **Appropriate models of behavior. They can observe and imitate socially acceptable behaviors of the students without special needs**
- **Improved friendships with the social environment**
- **Greater access to general curriculum**

- 
- Improved **academic achievement** which leads to quality education services
 - Increased **parental participation** to meet these students' needs and ability differences

2. Benefits for persons without disability

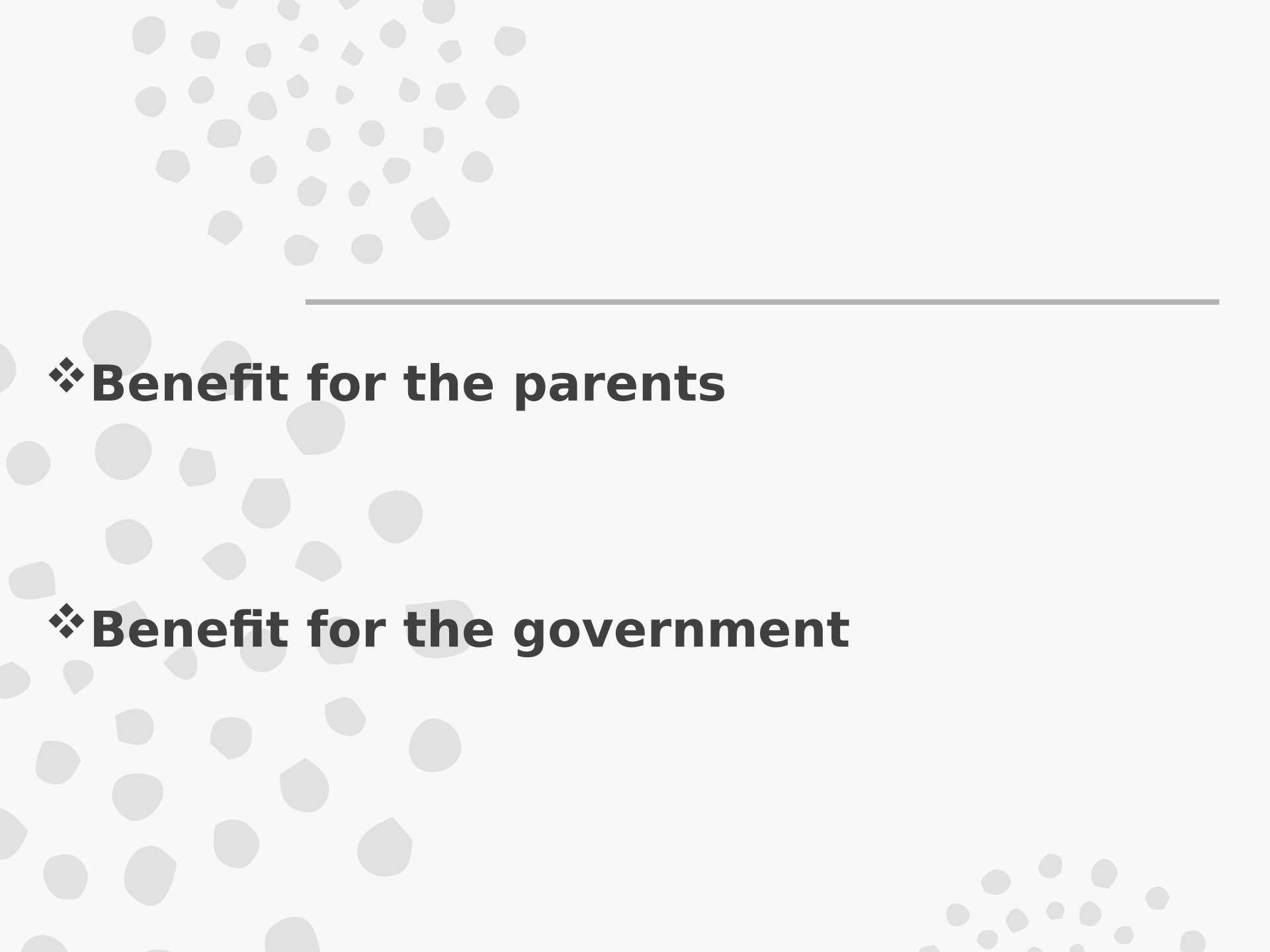
- Have a variety of **opportunities for interacting** with their age peers who experience SEN in inclusive settings.
- Serve as **peer tutors** during instructional activities
- Play the role of a **special-buddy** during lunch, in the bus or playground.
- Gain knowledge of a good deal about **tolerance, individual difference, and human exceptionality.**
- Learn that students with SEN have many **positive characteristics and abilities.**

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- Get greater opportunities to master activities by practicing and teaching others
 - Have increased academic outcomes
 - Have opportunity to learn to communicate, and deal effectively with a wide range of individuals;
 - this prepares them to fully participate in society when they are adults that make them build an inclusive society

3. Benefits for Society

□ Introduction of students with disabilities and vulnerabilities into **inclusive schools** bring in the students into local communities and areas and helps **break down barriers and prejudice that prevail in the society towards persons with disability.**

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- Communities become more accepting of difference, and everyone benefits from a welcoming, open environment that values and appreciates differences in human beings.
 - Meaningful participation in the ***economic, social, political and cultural life*** of communities own cost effective non-segregated schooling system that services both students with and without special needs education.



❖ **Benefit for the parents**

❖ **Benefit for the government**

Ultimate Goal of Inclusion



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- The goal of inclusive education is to **create schools where everyone belongs**
 - This schools can be created by the typical students who have been learned with students with special needs
 - Because these students will hold the promise of creating inclusive communities in the future for all our children.
 - These students will be also **the teachers, principals, doctors, lawyers, and parents who build communities where everyone belongs.**
 - Generally, by creating inclusive schools, they will ensure that there's a welcoming place in the community for everyone after their school year's end.

Inclusive Environme



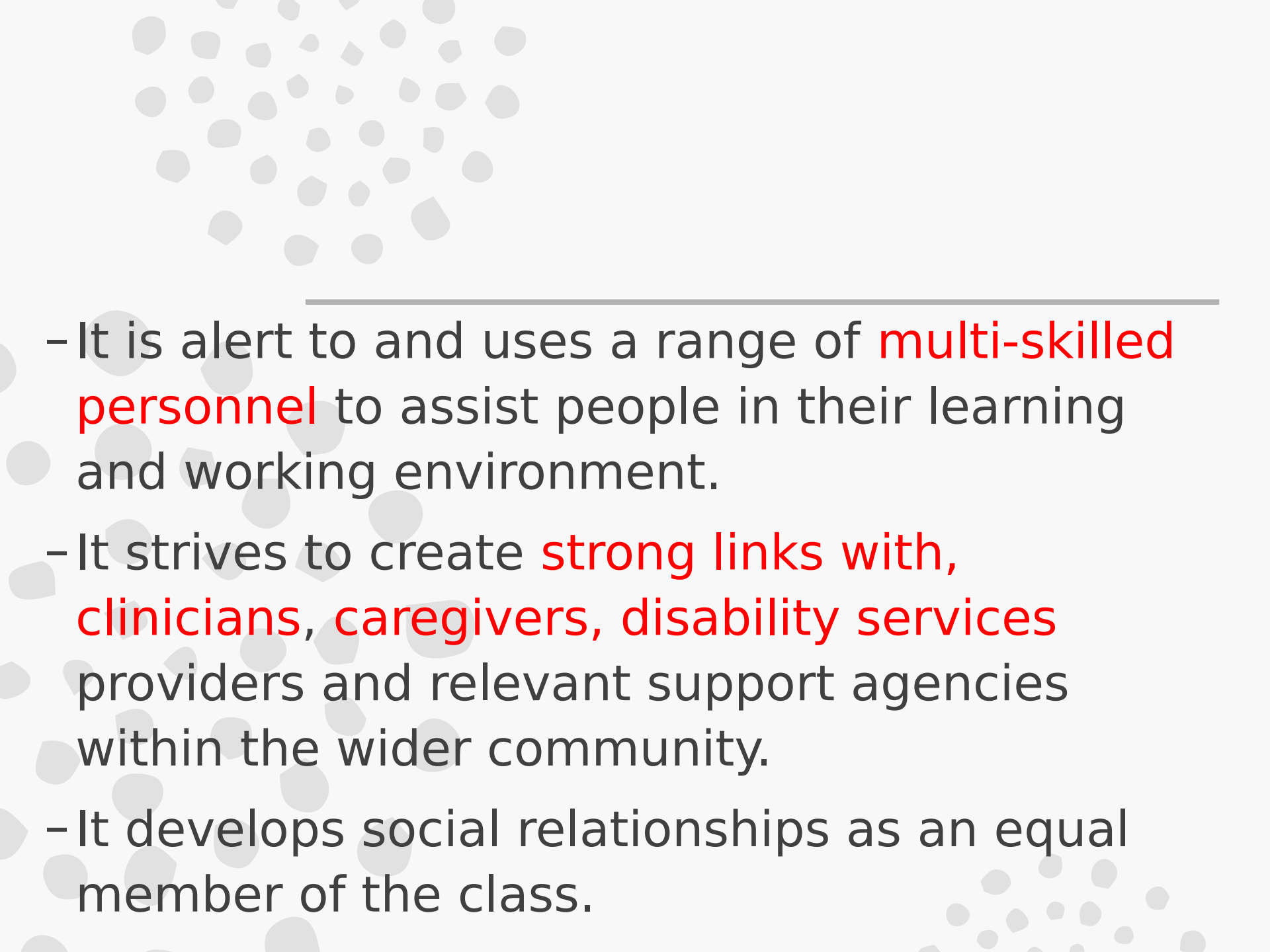
- An inclusive environment is a place that is adjusted to individuals' needs
- But, it is not the adjustment of individuals to the environmental needs
- the environment should involve continuous process of changes directed towards strengthening and encouraging different ways of participation of all members of the community

Features of Inclusive Environment

- ✓ members feel respected by and connected to one another
- ✓ welcomes all people, regardless of their disability and other vulnerabilities.
- ✓ recognizes and uses their skills and strengthens their abilities
- ✓ An inclusive service environment is respectful, supportive, and equalizing.

Successful environment has the following characteristics:

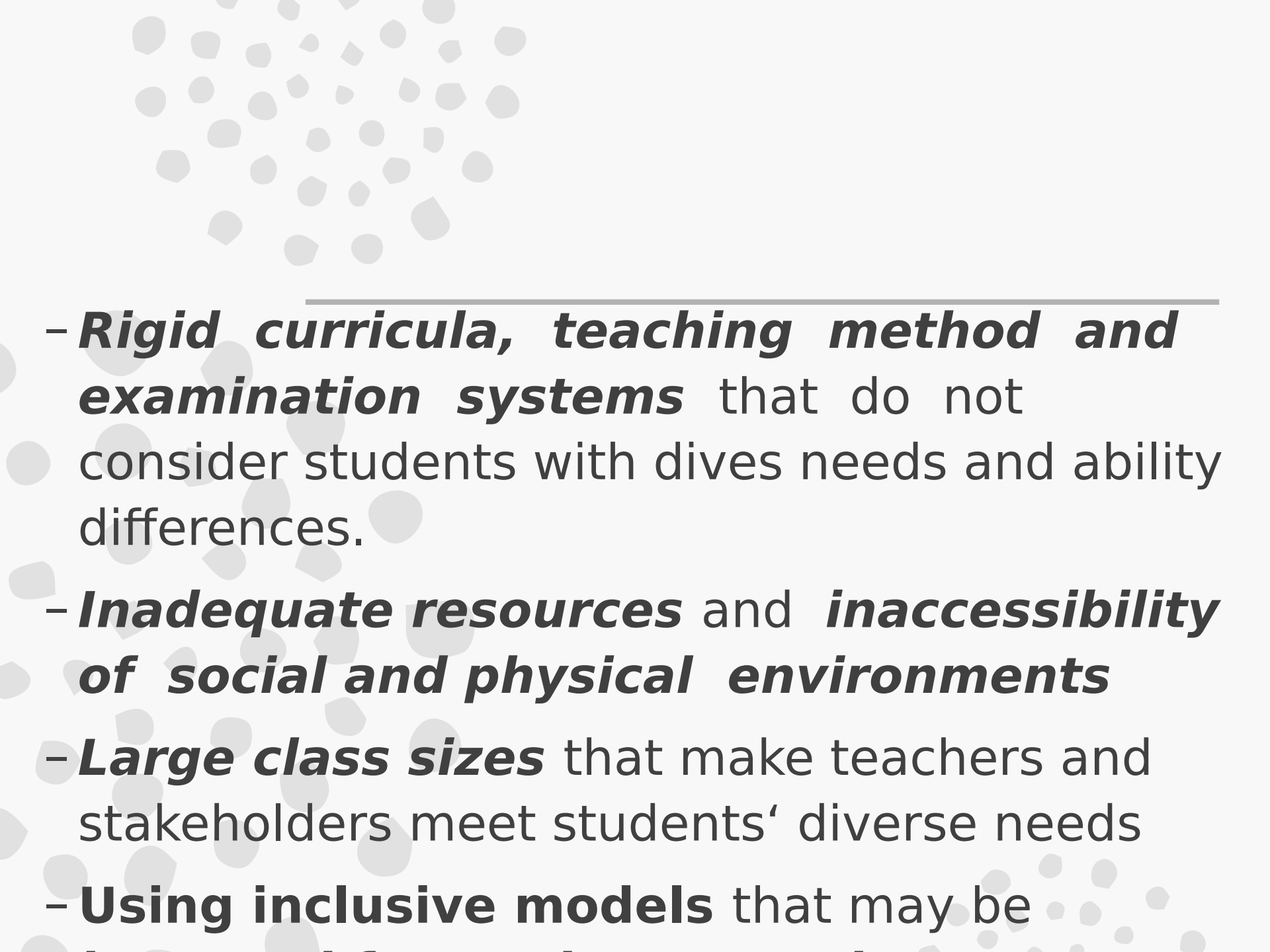
- It develops whole-school/environment processes that promote inclusiveness and quality provisions and practice that are responsive to the individual needs and diversities
- It involves restructuring environment, culture, policy, and practice.
- It promoting pro-social activities
- It makes provision of services and facilities that is equally accessible to all people
- It is committed to serve all individuals together regardless of differences.

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- It is alert to and uses a range of **multi-skilled personnel** to assist people in their learning and working environment.
 - It strives to create **strong links with, clinicians, caregivers, disability services** providers and relevant support agencies within the wider community.
 - It develops social relationships as an equal member of the class.

Barriers to Inclusion

The major barriers include:

- societal values and beliefs : **negative attitude** towards students with disability and vulnerabilities
- Economic factors: **poverty of the society** (family & community)
- Lack of stakeholders taking **responsibility** in their cooperation as well as collaboration for inclusion
- **Conservative traditions** among the community members about inclusion
- Lack of **knowledge and skills** among teachers regarding inclusive education

- 
- ***Rigid curricula, teaching method and examination systems*** that do not consider students with diverse needs and ability differences.
 - ***Inadequate resources and inaccessibility of social and physical environments***
 - ***Large class sizes*** that make teachers and stakeholders meet students' diverse needs
 - ***Using inclusive models*** that may be

Chapter Three

Identification and Differentiated services

Impact of Disability on Daily Life

- People respond to disabilities in different ways:
 - ❖ Some react negatively and thus their quality of life is negatively affected.
 - ❖ Others choose to focus on their abilities as opposed to their disabilities and continue to live a productive life.

The significant factors that determines a disability's impact on an individual are :

1. The Nature of the Disability:

- Disability can be
 - ❖ acquired (a result of an accident, or acquired disease) or
 - ❖ congenital (present at birth).
- If the disability is acquired, it is more likely to cause a negative reaction than a congenital disability.
- Congenital disabilities are disabilities that have always been present, thus **requiring less of an adjustment than an acquired disability.**

2. The Individual's

Personality :

- the individual personality can be typically positive or negative, dependent or independent, goal-oriented or laissez-faire.
- ❖ Someone with a positive outlook is more likely to embrace a disability than someone with a negative outlook.
- ❖ Someone who is independent will continue to be independent and
- ❖ someone who is goal- oriented will continue to set and hunt goals.

3. The Meaning of the Disability to the Individual

- ✓ Does the individual define himself/herself by his/her looks or physical characteristics?
- ✓ If so, he/she is more likely to feel defined by his/her disability and thus it will have a negative impact.

4. The Individual's Current Life Circumstances

- If the individual is happy with their current life circumstance, they are more likely to embrace their disability,
- whereas if they are not happy with their circumstances, they often ***blame their disability***.

Example:

- The individual's **independence or dependence** on others (parents).
- The **economic status** of the individual or the individual's caregivers, the individual's education level.

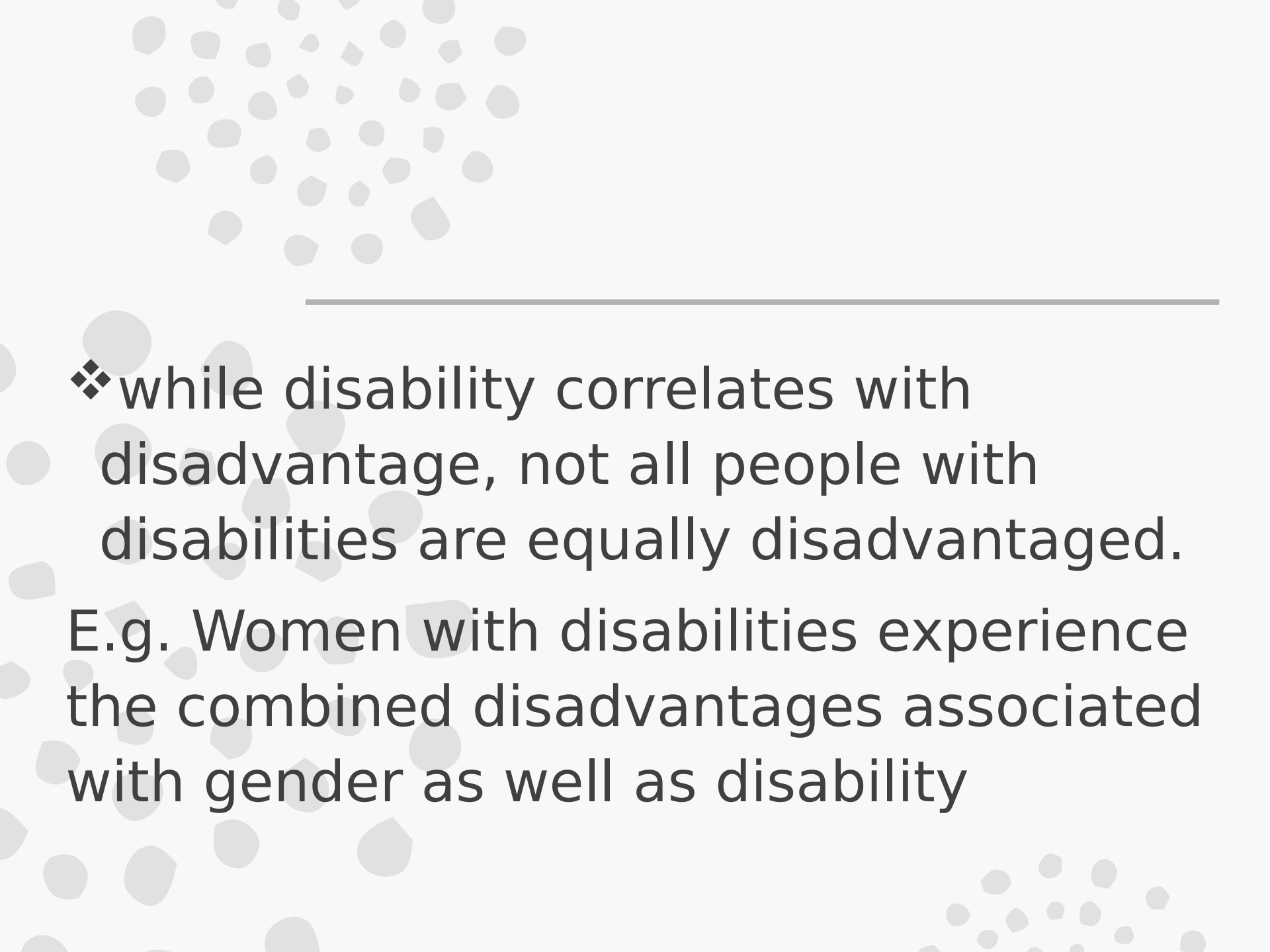
5. The Individual's Support System

- The individual's support ***from family, a significant other, friends, or social groups.***
- If so, he/she will ***have an easier time coping with a disability and thus will not be affected negatively by their disability.***

Common effects of disability

Common effects of a disability may ***include the ff but not limited to the following conditions :***

- **health conditions** of the person;
 - **mental health issues** including anxiety and depression;
 - **loss of freedom and independence;**
 - **frustration and anger** at having to rely on other people;
 - **practical problems** including transport, choice of activities, accessing buildings; unemployment; problems with learning and academic study;
 - **loss of self-esteem and confidence**, especially in social situations.
- ❖ But all these negative effects are due **to restricted environments, not due to impairments.**

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- ❖ while disability correlates with disadvantage, not all people with disabilities are equally disadvantaged.
E.g. Women with disabilities experience the combined disadvantages associated with gender as well as disability

Disability and vulnerabilities can limit or restrict one or more Activities of Daily Living

- **Moving from one place to another** (e.g., navigation, locomotion, transfer),
 - **Maintaining a position** (e.g., standing, sitting, sleeping),
 - **Interacting with the environment** (e.g., controlling systems, gripping objects),
 - **Communicating** (e.g., speaking, writing, hand gestures),
 - **Feeding** (chewing, swallowing, etc.), and
 - **Perceiving the external world** (by movement of the eyes, the head, etc.), due to inaccessible environment.
- ❖ Many older persons face one or more disabilities

❖ Economic Factors and Disability

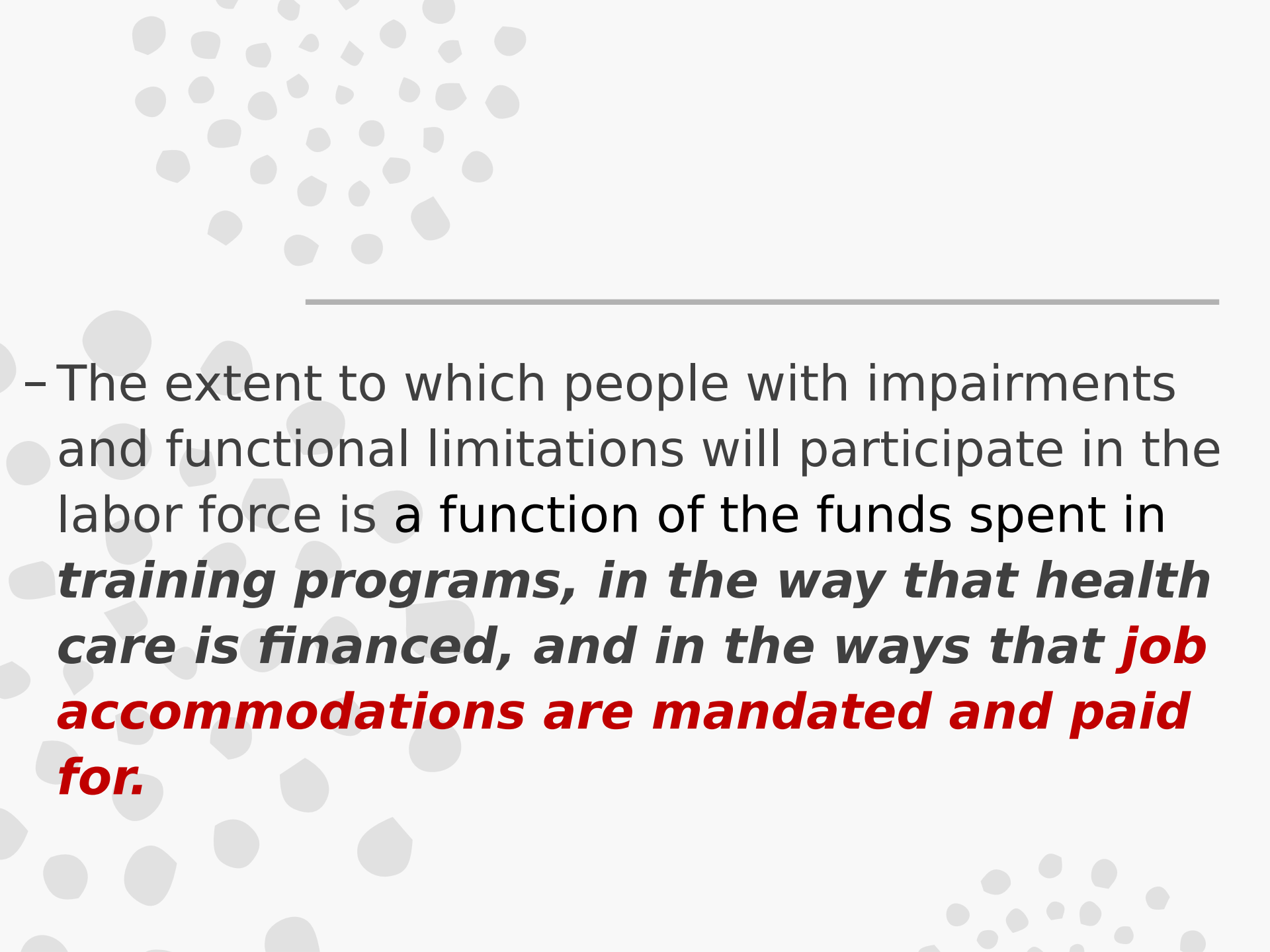
- people with few economic assets are more likely to acquire pathologies that may be disabling
- economic status affects whether pathology will proceed to impairment
- lack of resources can adversely affect the ability of an individual to function with a disabling condition.

For example, someone with an **amputated leg** who has little money or poor health insurance may not be able to obtain a proper **prosthesis**, in which case the absence of the limb may then force the individual to withdraw from jobs that require these capacities.

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- The **economic status of the community** may have a more profound impact than the status of the individual on the probability that disability will result from impairment or other disabling conditions.
 - Finally, **economic factors** also can affect disability by creating incentives to **define oneself as disabled**.
 - For example, ***disability compensation programs***

❖ Political Factors and Disability

- The political system, through its role in designing **public policy**, can and does have a profound impact on the extent to which impairments and other potentially ***disabling conditions*** will result in disability.
- If the political system is well enforced it will profoundly improve the prospects of people with disabling conditions for ***achieving a much fuller participation in society, in effect reducing the font of disability in work and every other domain of human activity***.

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- The extent to which people with impairments and functional limitations will participate in the labor force is a function of the funds spent in ***training programs, in the way that health care is financed, and in the ways that **job accommodations are mandated and paid for.*****

❖ The Family and Disability

- Family can be either an **enabling or a disabling factor** for a person with a disabling condition
-

❖ Families can be enabling to people with functional limitations by providing;

- housekeeping and transportation services
- personal assistance in activities of daily living.
- economic support to help with the purchase of **assistive technologies**
- pay for personal assistance
- emotional support (positively related to well-being across a number of conditions)

However, families may also be disabling

- Some families promote dependency.
- Others fatalistically accept functional limitations and conditions that are amenable to change with a supportive environment (fatalist family)
- Not providing the needed environmental services and resources (parents do not learn sign language for the child who is deaf)
- some well-meaning families prematurely take over the household tasks of people with angina, thereby limiting the opportunity for healthy exercise that can lead to recovery.

❖ **Social Needs of Persons with Disabilities and Vulnerabilities**

- **Social protection** plays a ***key role*** in realizing the rights of persons with disabilities and vulnerabilities of all ages **by:**
 - ***providing them with an adequate standard of living,***
 - ***Providing a basic level of income security:***



– specific **social** protection schemes **concerning persons with disabilities** can have a major role in

- *promoting their independence and inclusion by meeting their specific needs*
- *supporting their social participation in a non-discriminatory manner.*

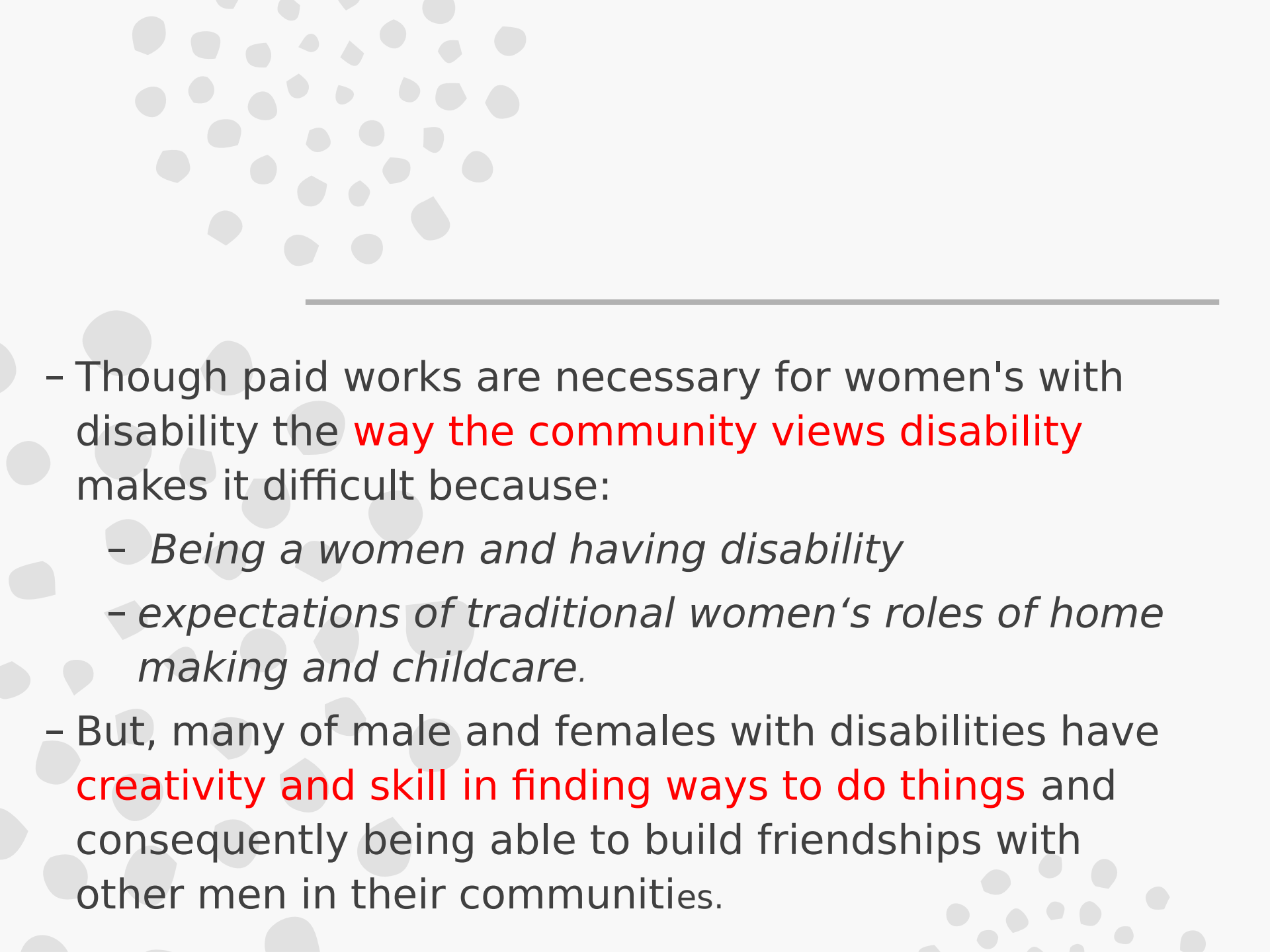


– These social protection measures may **include poverty reduction schemes;**

- *cash transfer programs,*
- *social and health insurance,*
- *public work programs,*
- *housing programs,*
- *disability pensions and mobility grant*

❖ Gender and disability

- When the work interests of men with disabilities are similar to those of others around them, their identity as a man becomes more valuable to the community.
- However, there are issues around how maleness in rural areas is constituted.
- Finding ways to express this through involvement in common activities can be difficult

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- Though paid works are necessary for women's with disability the **way the community views disability** makes it difficult because:
 - *Being a women and having disability*
 - *expectations of traditional women's roles of home making and childcare.*
 - But, many of male and females with disabilities have **creativity and skill in finding ways to do things** and consequently being able to build friendships with other men in their communities.

❖ Identity and disability

- Disability as part of an individual's identity is seen by some **as a struggle**.
- This is often **two-fold**:
 - ❖ **internally to individuals and their sense of self**
 - ❖ **in the way they are perceived and constructed by those around them.**

Example

An acquired disability is

- experienced as challenging the nature of one's internal **pre-established** identity and
- as a struggle to change the perceptions and attitudes of others and the physical environment in which a person lives.

❖ Belongingness and disability

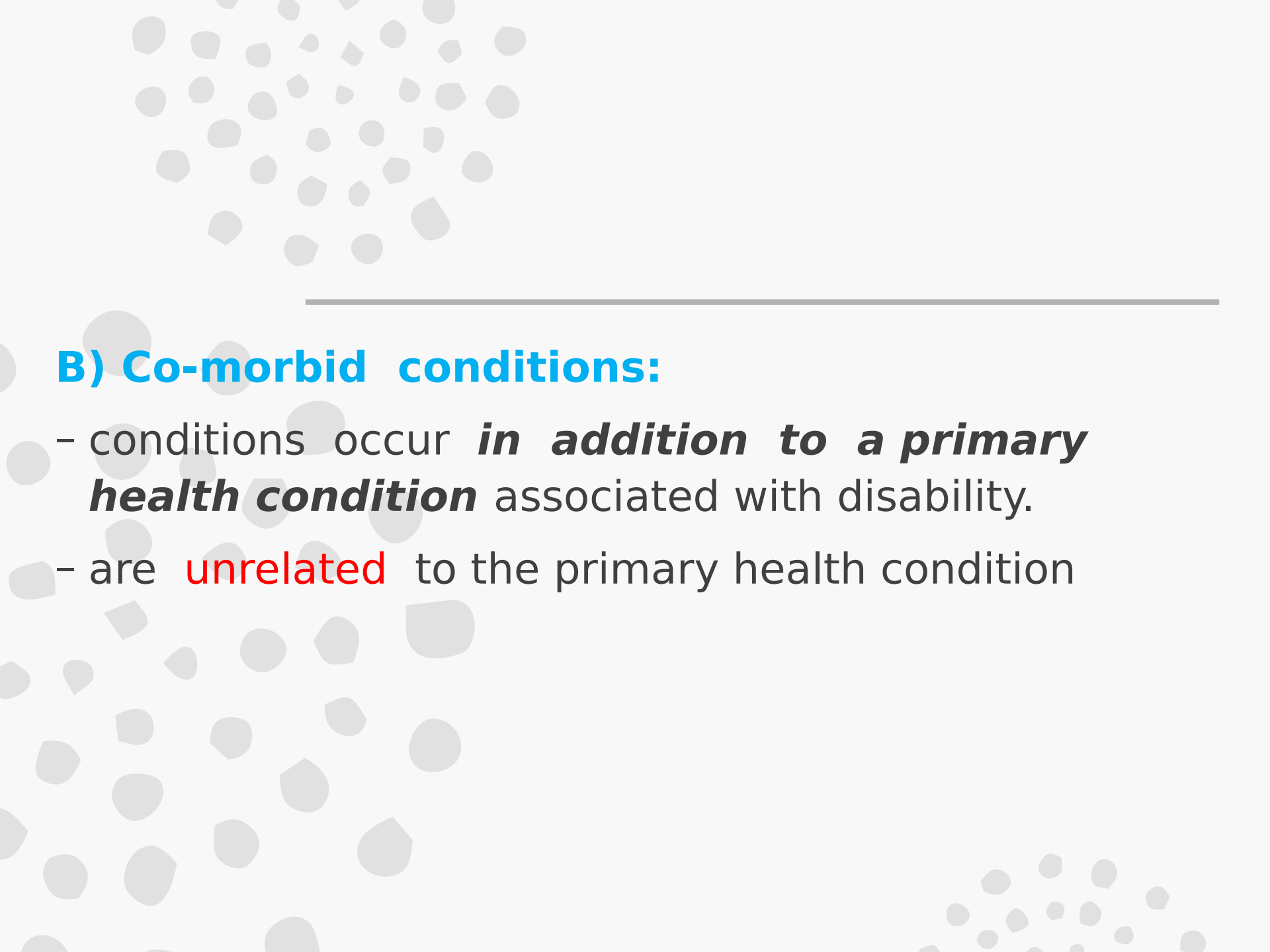
- Belonging is a complex concept involving an attachment ***to place, relationships with others, a sense of safety, common values and a shared and/or developing history.***
- Belonging is also an ***internal sense*** of being at home in **one's own body and mind.**
- Persons with disabilities and vulnerable groups have **struggled to come to terms with a body and mind which seem *unfamiliar to them*, in which they have to *make adjustments or accommodations both for themselves and in terms of their relationships with others***
- This internal negotiation and navigation shape their engagement with their social worlds, particularly in rural communities.

The Health Care Needs of Persons with Disabilities and Vulnerabilities

- As persons with disabilities may experience greater vulnerability to ***secondary conditions***, they need ***more health care*** than people without disabilities and have greater unmet needs.

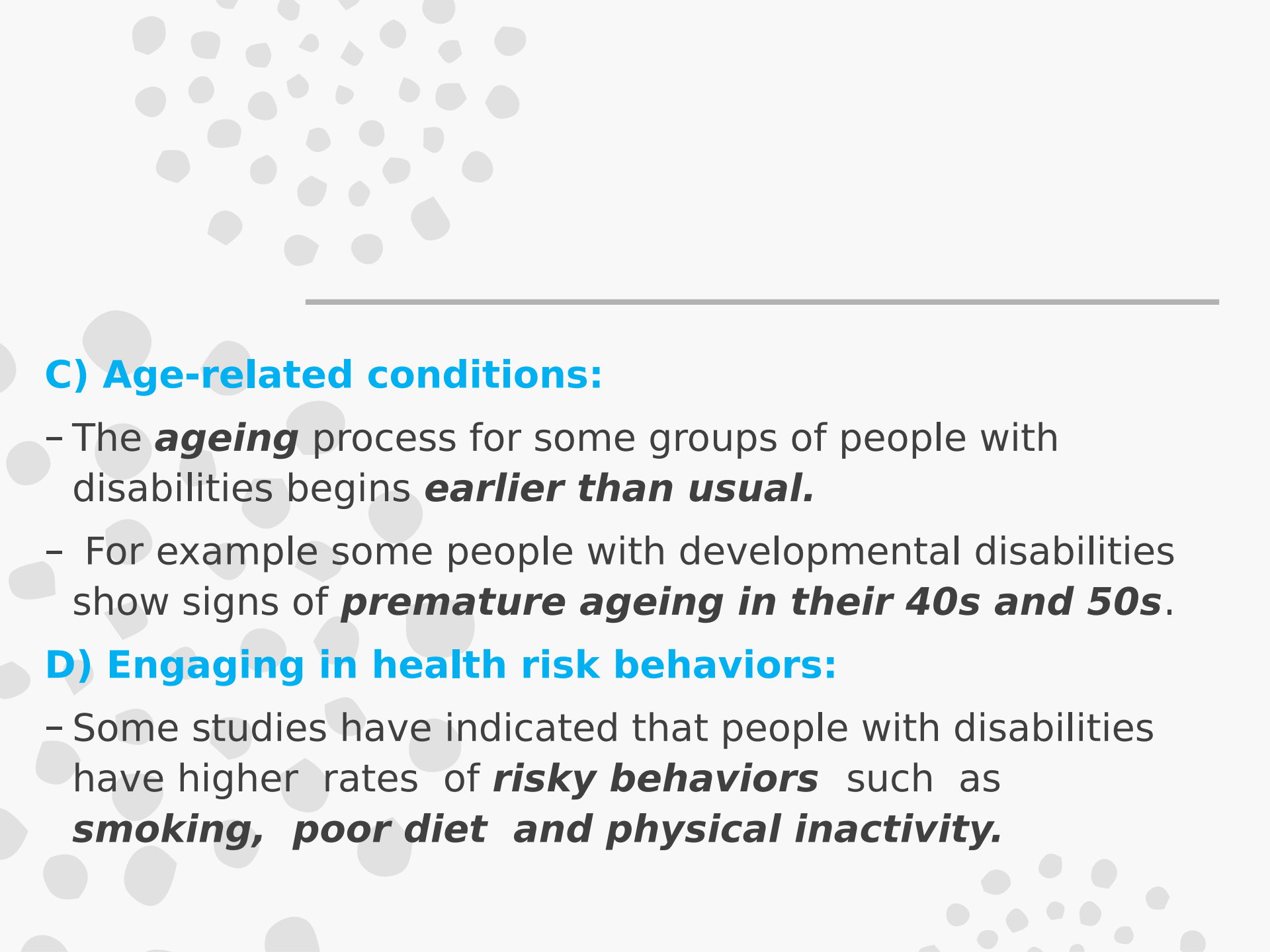
A) Secondary conditions:

- conditions occur **in addition to a primary health condition**, and
- are **related** to a primary health condition,
- are both **predictable** and therefore **preventable**.



B) Co-morbid conditions:

- conditions occur ***in addition to a primary health condition*** associated with disability.
- are **unrelated** to the primary health condition



C) Age-related conditions:

- The **ageing** process for some groups of people with disabilities begins ***earlier than usual.***
- For example some people with developmental disabilities show signs of ***premature ageing in their 40s and 50s.***

D) Engaging in health risk behaviors:

- Some studies have indicated that people with disabilities have higher rates of ***risky behaviors*** such as ***smoking, poor diet and physical inactivity.***

Barriers to Health Care for Persons with Disabilities and Vulnerable Groups

a) Prohibitive costs:

- **Affordability of health services and transportation** are two main reasons why people with disabilities do not receive needed health care in low-income countries
- 32-33% of non-disabled people are unable to afford health care compared to 51-53% of people with disabilities.

b) Limited availability of services:

- The **lack of appropriate services** for people with disabilities is a significant barrier to health care.



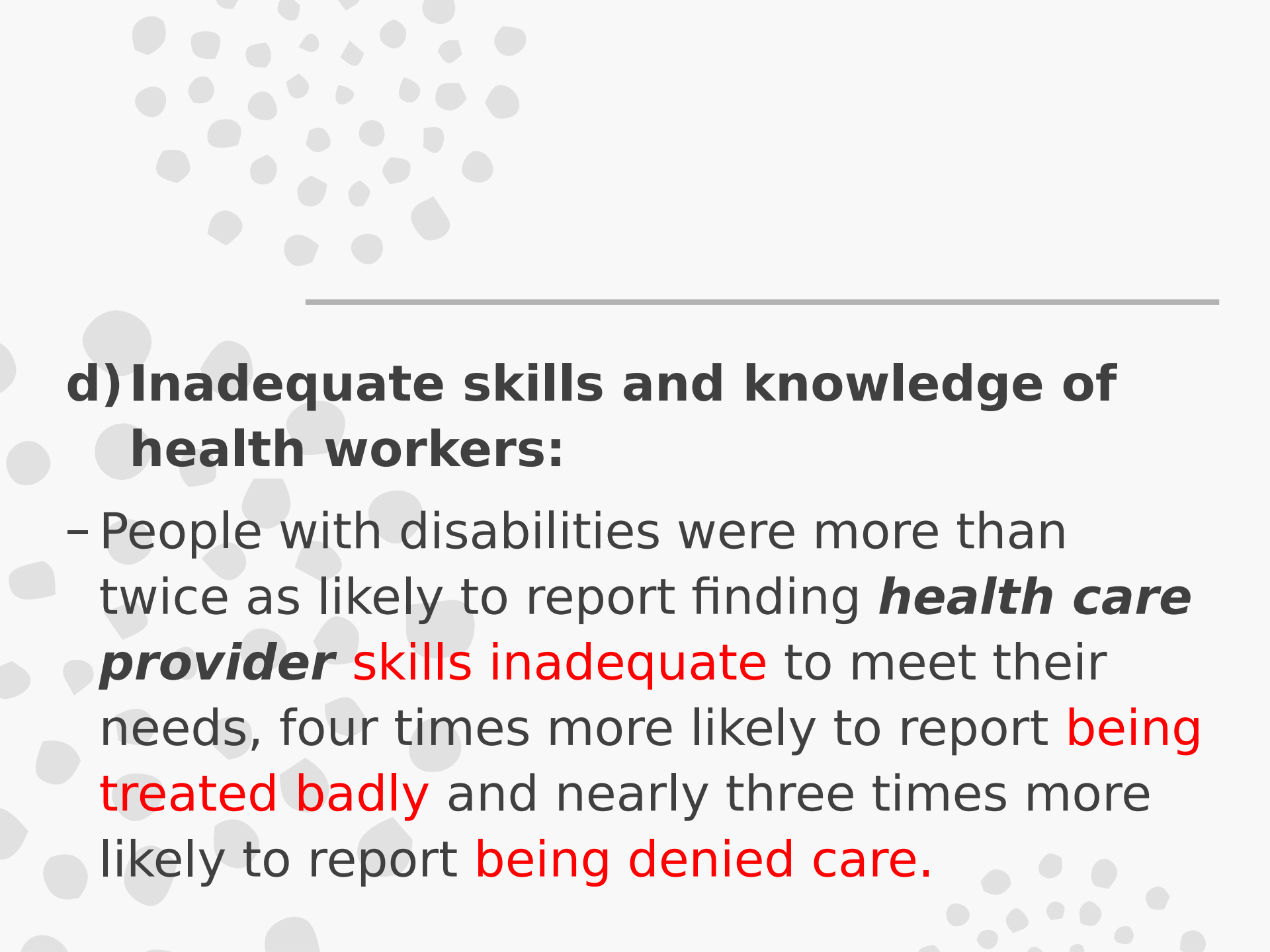
c) Physical barriers: Uneven access to buildings (hospitals, health centers), inaccessible medical equipment, poor signage, narrow doorways, internal steps, inadequate bathroom facilities, and inaccessible parking areas create barriers to health care facilities.

For example, women with mobility difficulties are often unable to access breast and cervical cancer screening because examination tables are not equipment only accommodat



mammography
to stand.





d) Inadequate skills and knowledge of health workers:

- People with disabilities were more than twice as likely to report finding **health care provider skills inadequate** to meet their needs, four times more likely to report **being treated badly** and nearly three times more likely to report **being denied care**.

Addressing for Inclusive Barriers to Health Care

a) Policy and legislation:

- **Assess existing policies and services**, identify priorities to reduce **health inequalities and plan improvements for access and inclusion**.
- Make changes to comply with the **CRPD** (convention on the rights of people with disabilities)
- Establish **health care standards** related to care of persons with disabilities with enforcement mechanisms.

b)

Financing

- Ensure that people with disabilities benefit equally from public health care programs.
- Use financial incentives to encourage health-care providers to make services accessible and provide comprehensive assessments, treatment, and follow- ups.

c) Service delivery:

Provide a broad range of **modifications and adjustments** (reasonable accommodation) to facilitate access to health care services. Like

- changing the **physical layout** of clinics to provide access for people with mobility difficulties or
- **communicating** health information in **accessible formats such as Braille**.
- Empower people with disabilities to **maximize their health** by providing **information, training, and peer support**.
- Promote community-based rehabilitation (**CBR**) to facilitate access for disabled people to existing services.

) **Human resources: :**

- Integrate **disability inclusion education** into undergraduate and continuing education for all health-care professionals.
- **Train community workers** so that they can play a role in preventive health care services.
- Provide **evidence-based guidelines** for **assessment and treatment**

Inclusive Job Opportunities and Employment

- Despite the fact that the majority of jobs can be performed by individuals with disabilities, the pathways to their employment are often strewn with barriers.
- Persons with disabilities and vulnerabilities are more likely to be **own-account workers** and **occupy jobs in the informal sector**, often without the security offered by work contracts, salaries, pension schemes, health

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- Even when persons with disabilities are **formally employed**, they are more likely to **be in low-paid, low-level positions with poor prospects for career development.**
 - The recently adopted 2030 Agenda for Sustainable Development calls on governments around the world ***to promote full employment and decent work for all, including persons with disabilities and vulnerabilities.***

Barriers of employment

A) Attitudes and Discrimination

- **Employers** may be **reluctant to hire** persons with disabilities based on the perception that they are **less productive or less capable of carrying out their jobs than others**.
- Colleagues of persons with disabilities may also hold prejudicial attitudes.
- At a wider level, **social attitudes** that cast persons with disabilities as **objects of pity** and maintain the **assumption that they should not work**.

B) Accessibility

- The accessibility of the following areas are crucial to the employment of persons with disabilities:
- **physical environment**: lack of ramps and elevators
- **information and communications**: lack of clear signage, computers equipped with software such as screen-readers (**JAWS**),

C) Education and Training

- Persons with disabilities have disproportionately **restricted access to education and training.**
- This severely limits their job opportunities **due to a lack of skills and knowledge** that are relevant to find or retain a job.
- this is because of young persons with disabilities who have attended school may **not get the support they need when transitioning from school to work.**

D) Social Networks

- Social networks greatly aid the process of searching for work, the lack of which is likely to limit options for persons with disabilities.
- Because of the **exclusion** persons with disabilities often therefore **lack the opportunity to build social relationships** with those who may be in a **position to offer suggestions for potential work opportunities**

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- These limited networks are part of the broader cultural and attitudinal barriers that inhibit participation in social, leisure, civic, and religious activities.
 - As a result of the barriers they face in entering and retaining work, many persons with disabilities are also denied the possibility of expanding their networks at the workplace itself.
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E) Women Disabilities

- women with disabilities are **doubly discriminated** against in the labor market.
- In most developing countries
- only half as likely as men with disabilities to have a job, and
- when they are employed, women with disabilities encounter **worse working conditions** and **lower pay** as compared with other women, as well as men with disabilities.

F) Legal Barriers

- some countries **impose legal restrictions** on their participation in **certain types of employment or processes.**
- In some countries, people considered physically and mentally healthy' or sound' to represent oneself in a court of law, to occupy official positions, or to use certain public services.

- Japan

(certified with “disability passbook”) for reduced transport cost & financial cost

G) Inflexible Work Arrangements

- An employer's willingness to rearrange the responsibilities and schedules associated with a particular job
- Though people with disabilities might prove to be competent and productive employees, but they are unable to perform certain tasks (**inflexible tasks**)
- for **scheduling the work day** (related with transportation)
- greater degree of flexibility of working arrangements can boost the morale and productivity of any employee, regardless of whether or not they have a disability.

H) Dismissal on the Basis of Disability

- Workers who are **injured and acquire a disability** on the job may face **unaccommodating policies and a lack of rehabilitative services**, which limit their ability to return to work.
- Because of the absence **of anti-discrimination legislation**, majority of countries allows employers to dismiss staff on the basis of disability
- But, rehabilitation programs and services to needed to help dismissed workers to find **new employment**

I. The Benefit Trap

- The support provision by **social protection schemes** makes people with disability to stay out of the labor force if they are structured in such a way as to make the receipt of benefits **depending on the inability to work.**
- **even if persons with disabilities believe that they can work, they may choose not to in order to continue receiving**

Strategies to Improve Employment for Persons with Disabilities and Vulnerabilities

A) Anti-Discrimination Legislation

anti-discrimination laws protect persons with disabilities from

- discriminatory actions in hiring and termination of contracts
- affirm the right of persons with disabilities to access employment on an equal basis with others.
- challenge collectively believed discriminatory attitudes against persons with disabilities by influencing the link between law, norms and social values'.
- Make the Anti-discrimination laws stronger by including mandates

B) Vocational Education and Training

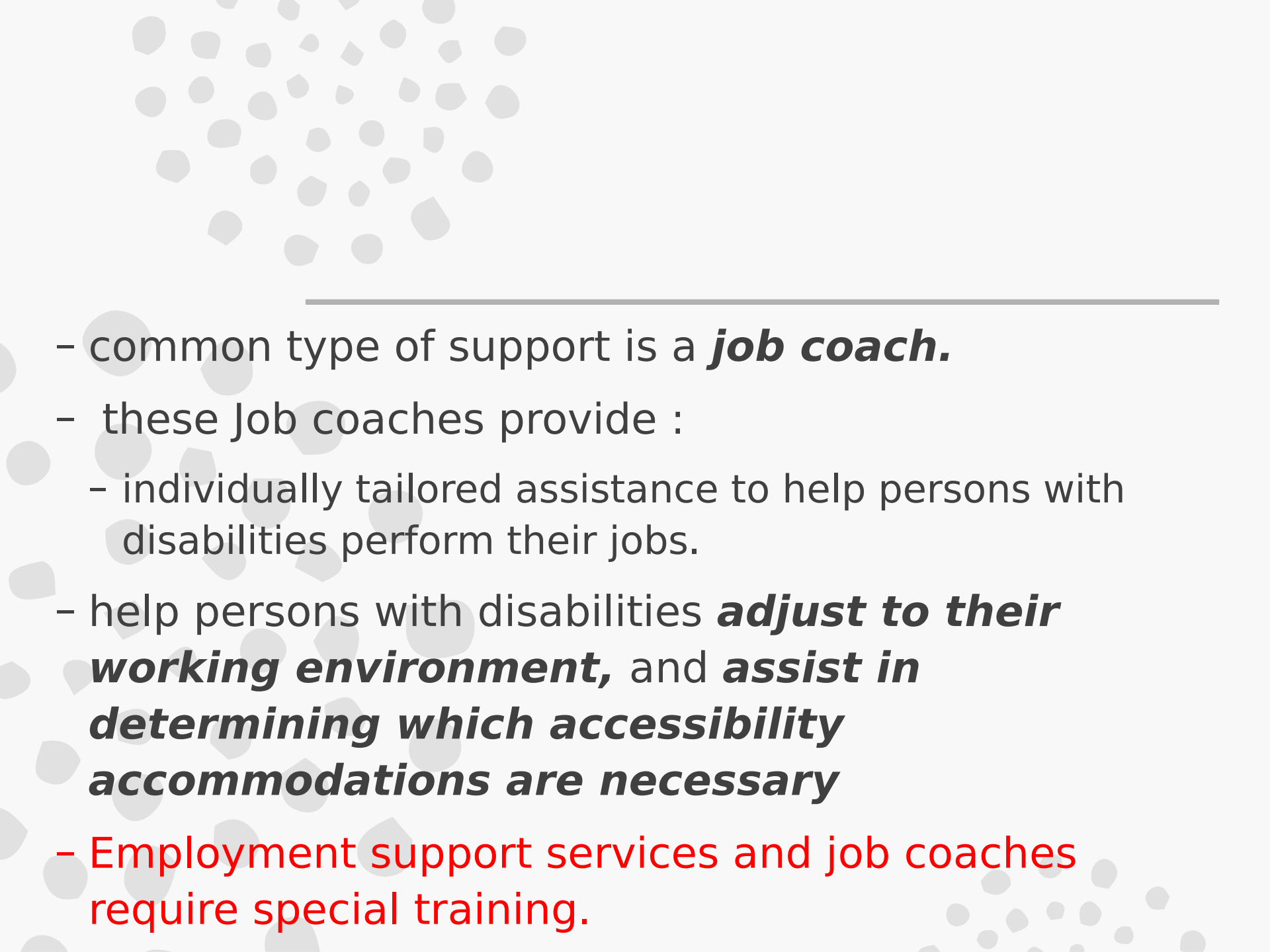
- Some persons with disabilities may **not be able to attend mainstream training programs**
- In such situations, to allow them to participate, **programs targeted at persons with disabilities may be required.**
- But, persons with disabilities often have limited opportunities to build skills and knowledge that are relevant to the labor market
- A vital first step in improving access to employment for persons with disabilities is to ensure that employment support and vocational programs are **as inclusive as possible and in accessible location**

C) Wage Subsidies

- Wage subsidies cover a **portion** of employees' wages, usually for a limited period of time, as a way to lessen the risk perceived by employers of hiring persons with disabilities.
- **they enable employers to overcome their hesitations about hiring employees with disabilities**
- **Most studies suggest** however **that both**

D) Supported Employment

- These programs integrate persons with disabilities into the open labor market by providing
 - job support to employees with disabilities.
 - Supports are usually offered for a limited period of time.

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- common type of support is a ***job coach***.
 - these Job coaches provide :
 - individually tailored assistance to help persons with disabilities perform their jobs.
 - help persons with disabilities ***adjust to their working environment***, and ***assist in determining which accessibility accommodations are necessary***
 - Employment support services and job coaches require special training.

E) Workplace Accommodation Schemes

- These schemes reduce the **costs to employers** of making **workplaces more accessible** to persons with disabilities.

There are two ways Government programs can decrease or even eliminate those costs.

1. The first is by offering tax breaks or tax credits for costs undertaken to make such adjustments.



2. providing full or partial funds for reasonable accommodations for employees with disabilities.

- Such funding can be provided in various ways, either through employment agencies, using fines from quota systems, or by offering grants to employers from separate Government agencies.

F) Workers' Compensation:

- are designed to address the issue of ***occupational injuries and illnesses***.
- workers' compensation operates through insurance programs either through **public insurance programs, or private or even self-insurance**
- in terms ***of cash and medical benefits*** to employees whose disability is acquired in the workplace.
- encourages employers to support employees who acquire disabilities at work to be able to ***return to their jobs***

G) Quota Systems

- Quota systems mandate that ***companies hire*** at minimum a ***certain percentage of persons with disabilities.***
- ***Applied only to the large employers***
- Empirical data points to only small net employment gains of persons with disabilities.
- quotas can prove difficult to both monitor and enforce.
- **Moreover, by obliging employers to hire a specific number of persons with disabilities, *quota systems spread the prejudice that***
 - **persons with disabilities are not really equivalent to others in their capacity to be productive.**

H) Sheltered Workshops

- These programs **only** hire persons with **disabilities**, and ***structure jobs around the perceived abilities of each employee.***
- Though the stated goal of sheltered workshops is to serve as a ***training ground for the eventual transition of employees to the open labor market***
- however, employees with disabilities are ***rarely supported to make this transition.***

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- Employees are generally paid poorly, and the workshops in which they work are seen as charitable enterprises
 - To guarantee a stable income for their employees with severe disabilities
 - *Government and public agencies should be mandated by law to preferentially buy certain products from such workshops*

I) Private Sector Initiatives

- In addition to government-driven strategies, a number of private-sector initiatives also serve to illustrate the need for action to be taken not only by governments, but by employers themselves.

J) Employer Networks

- A number of networks of **private companies** around the world have **initiated** their own programs to promote the employment of persons with disabilities.

These organizations are established in:

- response to the creation of a quota policy,
- sometimes out of a sense of corporate social responsibility, and
- sometimes because of a compelling business case for being more inclusive.



The main activities of employer organizations include:

- Raising awareness and building capacity on disability inclusion;
- Providing information and tools on disability and employment;
- Influencing policy on the employment and training of persons with disabilities;
- Providing career development opportunities and organizing vocational training;
- Linking jobseekers with disabilities and employers

K) Support Disability-Inclusive Business

- Private employers can play an important role in developing policies and programs to increase employment for persons with disabilities
- **Thus ,It is recommended that governments**
 - a)** Introduce programs to raise awareness among private employers of the business case for hiring persons with disabilities.
 - b)** Support employers 'organizations and networks to share inclusion practices and build their capacities to bind the potential of employees with disabilities.

L) Social Enterprises

- Social enterprises are businesses that seek to advance a social cause whilst being financially self-sustainable.
- They are **not profit oriented organizations** rather their aim is to maximize social impact
- Those social enterprises who seeks
 - to hire persons with disabilities
 - to address issues and barriers affecting the lives of persons with disabilities
- can therefore help to increase the employment of persons with disabilities, and also influence wider social change

M) Support Persons with Disabilities in the Workplace

- Governments can enhance the working experiences of persons with disabilities
- by leading by example in terms of public sector employment practices,
- by establishing programs and services that support persons with disabilities to do their jobs effectively.

Therefore recommended that governments should:

a) Promote flexible working arrangements to ensure that qualified, productive individuals are not unnecessarily prevented from doing certain jobs.

b) Provide funding support and tax incentives

to start ups and social enterprise initiatives that aim to hire persons with disabilities or address specific needs of persons with disabilities.

c) Provide subsidies or tax incentives that support the inclusion of persons with disabilities in the workplace.

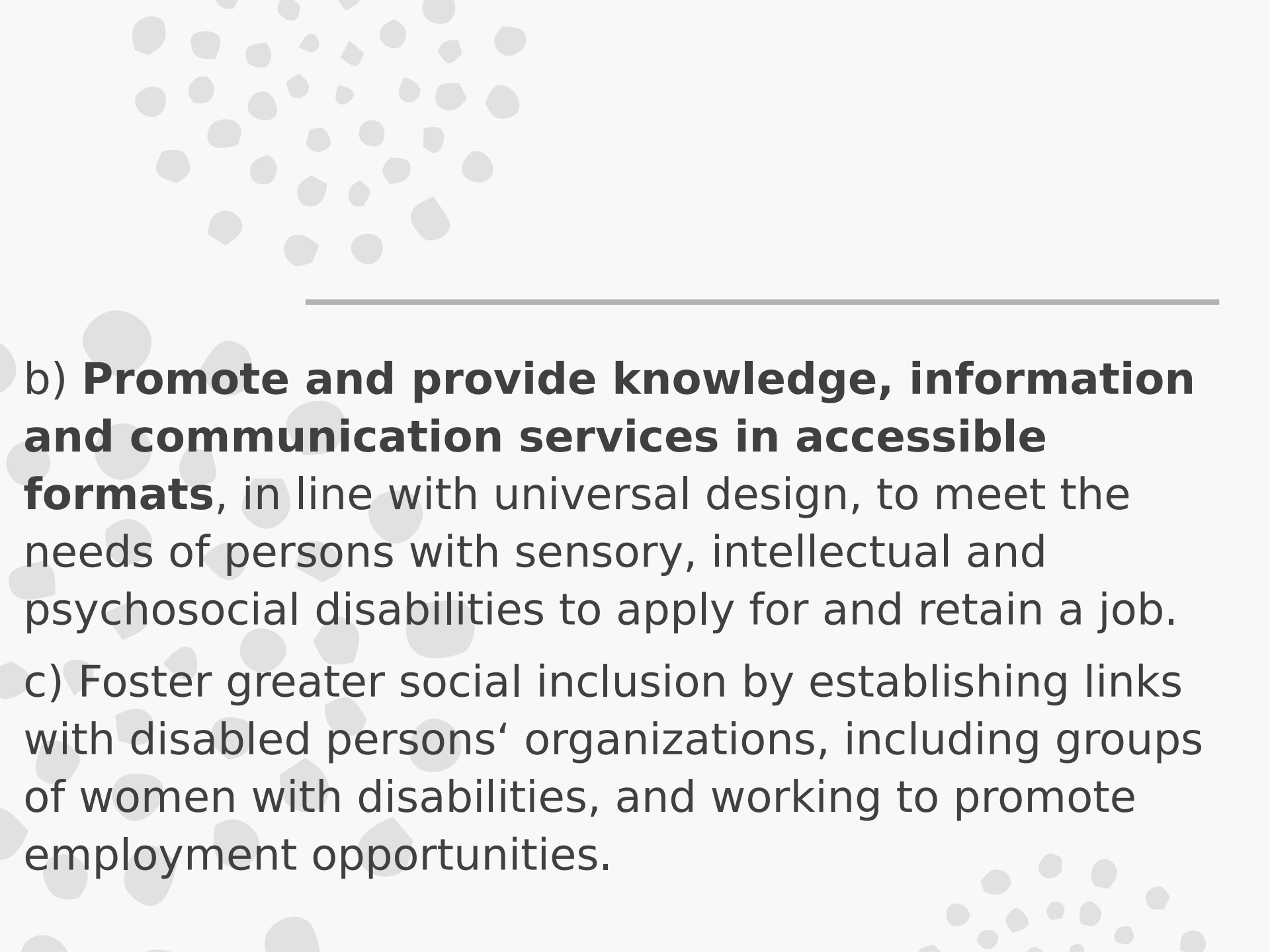
d) Develop job coach accreditation and training standards and provide job coaching services to enable persons with disabilities to do their jobs effectively and productively.

N) Building a More Inclusive Society

- By creating more accessible physical environments, public transport and knowledge, information and communication services, governments can facilitate opportunities for persons with disabilities to work, as well as society at large.

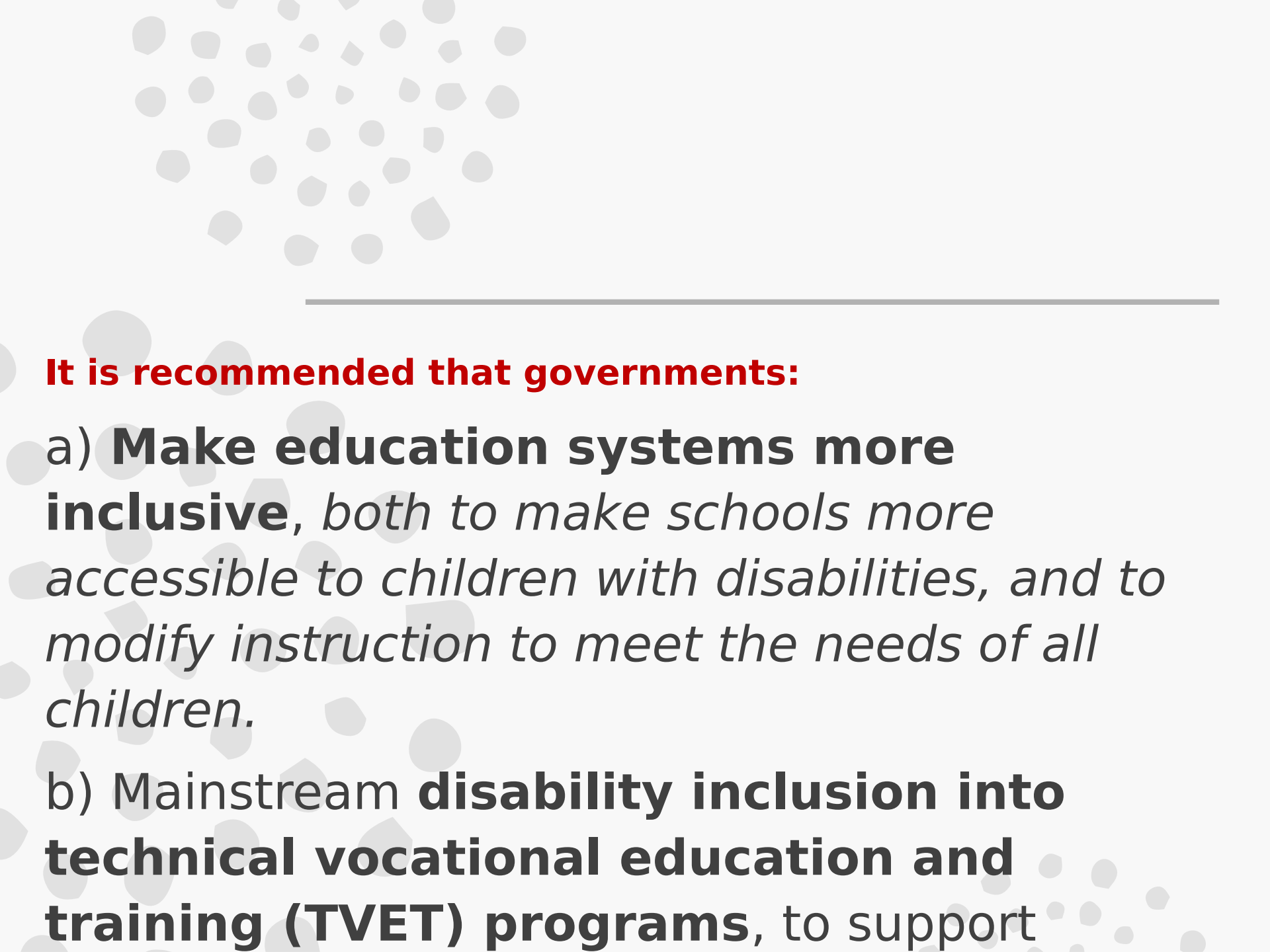
It is recommended that governments:

a) Develop and implement accessibility standards for the physical environment in line with universal design, including public buildings and transport services, to ensure that individuals with mobility disabilities are not denied employment opportunities.

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- b) **Promote and provide knowledge, information and communication services in accessible formats**, in line with universal design, to meet the needs of persons with sensory, intellectual and psychosocial disabilities to apply for and retain a job.
- c) Foster greater social inclusion by establishing links with disabled persons' organizations, including groups of women with disabilities, and working to promote employment opportunities.

O) Boost Education and Training Opportunities

- Education and training is vital for all individuals to develop their human capital, and to acquire skills and knowledge relevant to the labor market.
- Governments must therefore ensure that persons with disabilities are able to access education and training on an equal basis with others.



It is recommended that governments:

a) **Make education systems more inclusive**, *both to make schools more accessible to children with disabilities, and to modify instruction to meet the needs of all children.*

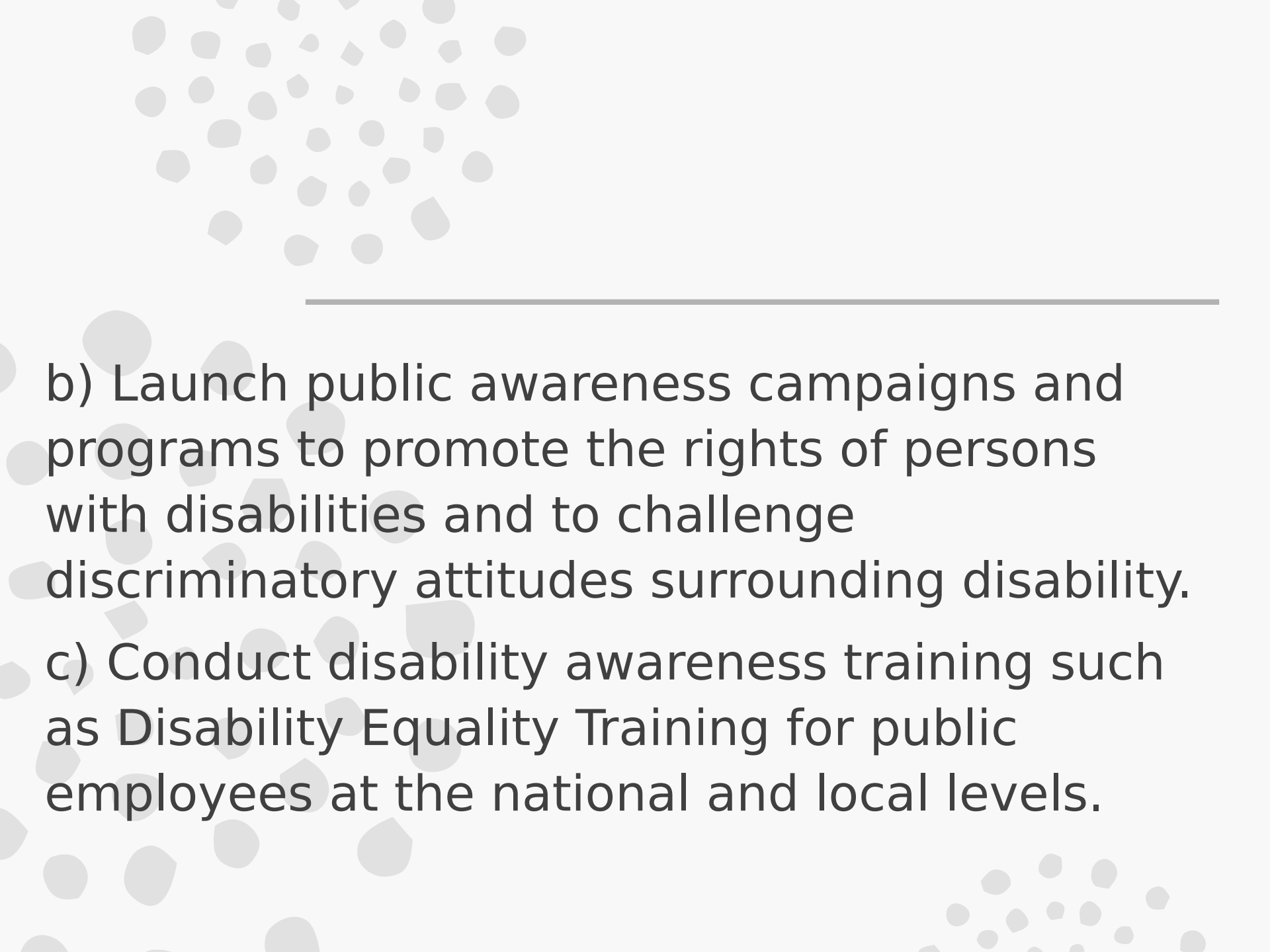
b) Mainstream **disability inclusion into technical vocational education and training (TVET) programs**, to support

P) Break Down Attitudinal Barriers and Challenge Discrimination

- Discriminatory attitudes towards persons with disabilities inform and produce other barriers to the full and equal participation of persons with disabilities in society, including in employment.

For governments to better understand and challenge attitudinal barriers, it is essential to:

- a) **Undertake research** to examine the causes and manifestations of discriminatory attitudes towards persons with disabilities across society.

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- b) Launch public awareness campaigns and programs to promote the rights of persons with disabilities and to challenge discriminatory attitudes surrounding disability.
 - c) Conduct disability awareness training such as Disability Equality Training for public employees at the national and local levels.

Chapter Four

Promoting Inclusive Culture

Definition of Inclusive Culture

- **An inclusive culture** is one that accepts, values and views as **strength** the difference we all bring to the table.
- **An organization's culture** is the culmination of the **priorities, values and behaviors**, which support their employees in how they work **singularly, in teams and with clients**.
- an inclusive culture involves the **full and successful integration of diverse people** into a workplace or industry.

The core values of inclusive culture

- **Representation:**

- The presence of people with disabilities across a range of employee roles and leadership positions

- **Receptivity:**

- Respect for differences in ***working styles*** and
- flexibility in modifying ***positions*** based on ***strengths and abilities of employees***

- **Fairness:**

- Equitable access to all ***resources, opportunities, networks and decision making processes.***

Dimensions/ elements of Inclusive culture

There are three dimensions/ elements of an inclusive culture:

1. Universal Design
2. Recruitment, Training and Advancement Opportunities
3. Workplace Accommodations and Accessibility: Policy & Practice



1. Universal Design

- Universal design refers to the construction of **structures, spaces, services, communications and resources** that are organically accessible to a range of people with and without disabilities,
- without further need for modification or accommodation
- There is **forward-thinking approaches**
 - *disability inclusion will frequently involve developing sites and resources that **require no accommodation to be fully usable and receptive to people with disabilities.***

Universal design practices may apply in the workplace by

- Routinely providing **manuals, materials and forms** in a variety of **digital formats** that are accessible to people who use adaptive computer technologies as to other employees.
- Building workspaces accessible to people who use wheelchairs or other assistive devices, as well as to all other employees.
- Providing employees with a variety of flexible schedule and work options

2. Recruitment, Training, & Advancement

Opportunities

A. Recruitment:

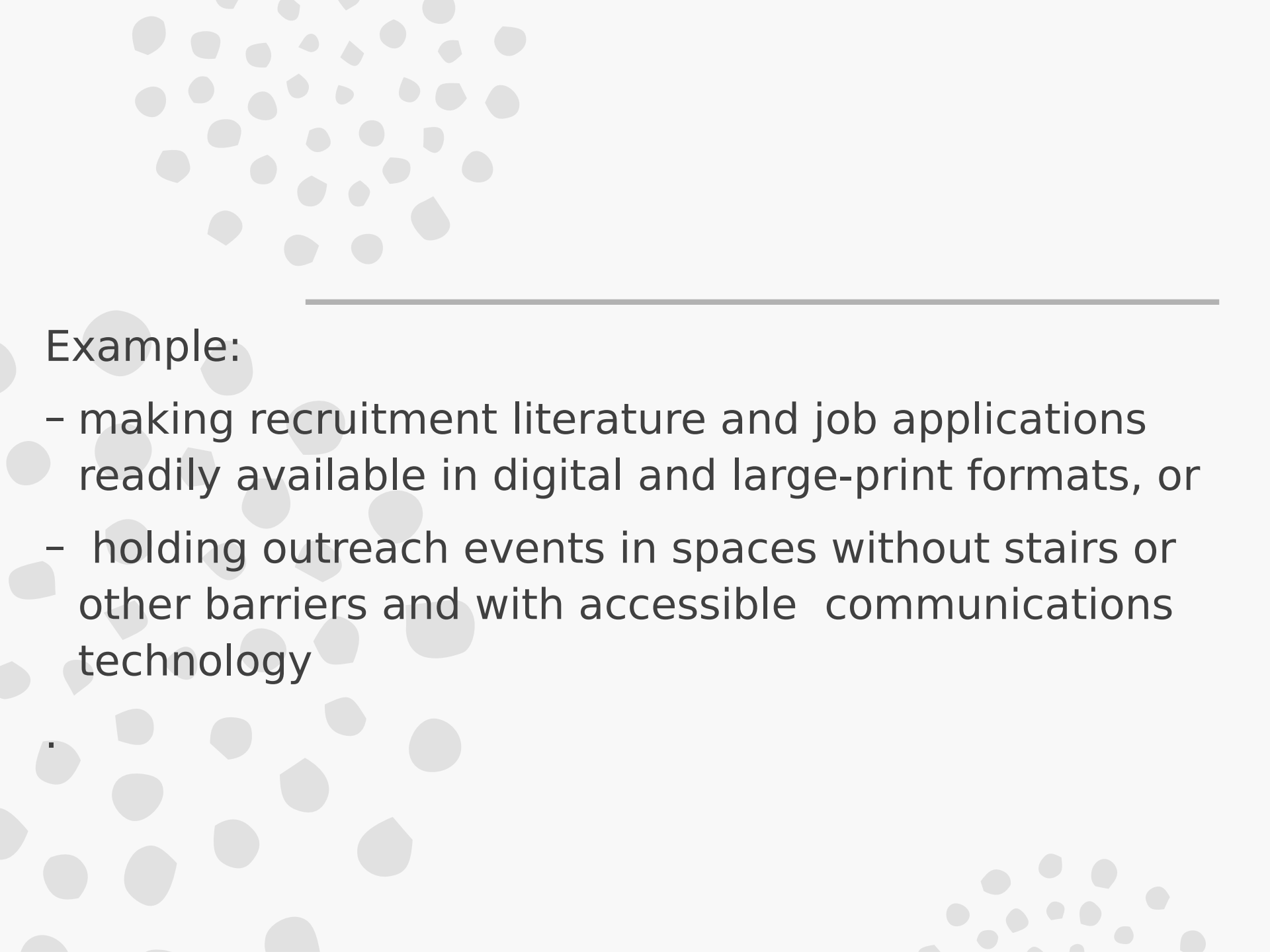
Effective recruitment of people with disabilities involves two components:

1. Accessible outreach and hiring practices

Accessible outreach and hiring practices essentially entail making sure that

- outreach materials,
- networking and recruitment sites,
- communications, and application processes

all include a range of accessible options, or are free of barriers that might inhibit people with disabilities from participating



Example:

- making recruitment literature and job applications readily available in digital and large-print formats, or
- holding outreach events in spaces without stairs or other barriers and with accessible communications technology

2. Targeted recruitment of workers with disabilities

- Targeted recruitment involves specific outreach to people with disabilities.
- Therefore, targeted recruitment enables employers to reach and interview qualified people with disabilities
- not just in identifying qualified candidates, but by making sure there are no barriers to effective outreach and eventual employment.
- Like hiring, materials and communications...

B. Training:

Training plays a dual role in the creation of inclusive workplace culture

1. the degree to which people with disabilities have equitable access to training sites, events, and materials.
2. the training of managers, particularly middle management, and human resources staff, to work effectively with all people, including those with disabilities

C. Advancement:

- for **promotion and professional development**, like most employees, workers with disabilities typically require access to **mentoring**.
- mentoring and coaching involves a dual dynamic in which:
 - ❖ • **Existing mentoring programs** are advertised, implemented and maintained with ***attention to inclusion of workers with disabilities***,
 - ❖ • **Targeted mentoring and coaching** programs specifically assist employees with disabilities. Like:
 - *creation of explicit disability **affirmative action policies related to promotion**, targeted professional networking opportunities,*

3. Workplace Accommodations and Accessibility: Policy & Practice

When assessing the effectiveness of existing accommodations policies, employee experiences can be described based on **two measures of equity**.

- 1. procedural justice:** meaning that employees with disabilities **perceive** the **accommodations policy as fair, accessible and functional**.
- 2. Interactional justice:** refers to the experience of feeling that the **managers or colleagues** with whom one is interacting are **behaving fairly, reasonably and respectfully**.

Specific positive outcomes of Inclusive cultures include:

- Reduced expenses corresponding to reduced employee turn-over
- Increased worker commitment to and identification with organizational success
- Improved employee health and well-being
- Improved productivity
- Increased employee investment in work performance
- Reduced perception of discrimination and inequity
- Improved cooperation and collaboration between co-workers and between employees and management

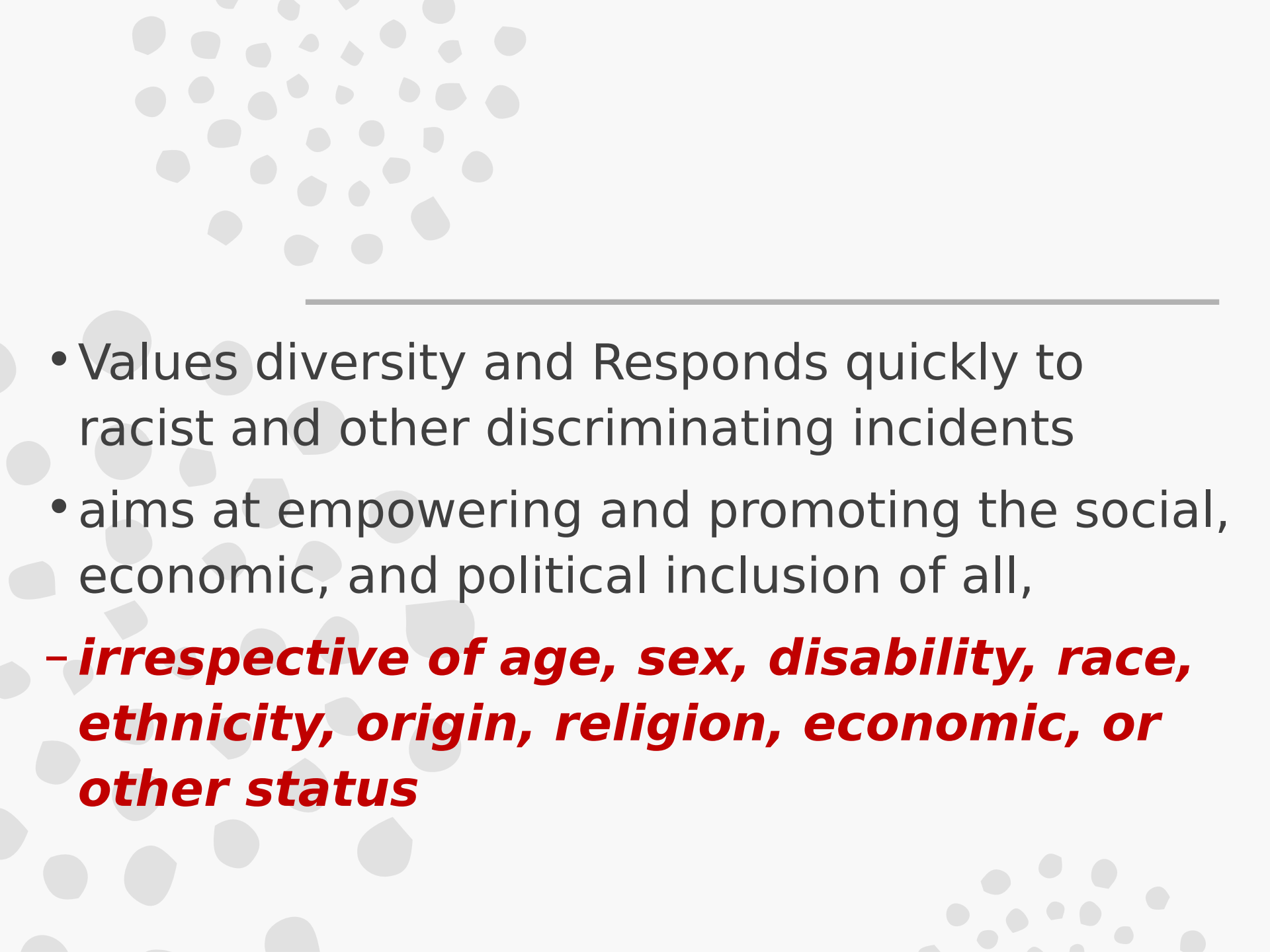
Some of the benefits of an Inclusive organization that needs to be considered:

- Higher Job Satisfaction
- Lower Turnover
- Higher Productivity
- Higher Employee Morale
- Improved Creativity and Innovation
- Improved Problem-Solving
- Increased Organizational Flexibility.

Building inclusive community

An inclusive community:

- Does everything to respect all its citizens,
- gives them full access to resources, and promotes equal treatment and opportunity.
- Works to eliminate all forms of discrimination.
- Engages all its citizens in decision-making processes that affect their lives.

- 
-
- Values diversity and Responds quickly to racist and other discriminating incidents
 - aims at empowering and promoting the social, economic, and political inclusion of all,
 - ***irrespective of age, sex, disability, race, ethnicity, origin, religion, economic, or other status***

To create a more inclusive workplace an organization should do the ff things:

- Appropriately Connect with Employees
- Interact with Different People
- Create Employee Resource Groups
- Place Importance on Inclusion
- Hold Better Meetings
- Invest in Diversity Training



Importance of building an inclusive community :

- • Acts of exclusion and injustice based on group identity and other factors should not be allowed to occur and/or continue.
- • All people have the right to be part of decisions that affect their lives and the groups they belong to and
- • Diversity enriches our lives, so it is worth our while to value our community's diversity. An inclusive community can be built at any time. The need to have an inclusive community, however, is most obvious when there has been a decision or an incident that caused harm to a particular group of people.

To build an inclusive community it is important to consider the motivation of individual, group, or community, because the motivation affects the following

- **types and sequence of strategies selected:**

- if there were a crisis, you might have to start with a strategy that transforms the conflict.
- If there were no crisis, but rather the vision of a community leader that generated the effort, you might consider starting with ***a public education campaign.***
- **Resources available:** more resources could be mobilized if the motivation came from a large institution or a local foundation.

- **Amount of support and obstruction:**

- if the **dominant group** in the community is just as **motivated** as any other group, there is likely to be **more support**.
- If, however, the ***dominant group has no interest*** in changing the **status quo**, there are likely to be **more barriers**.

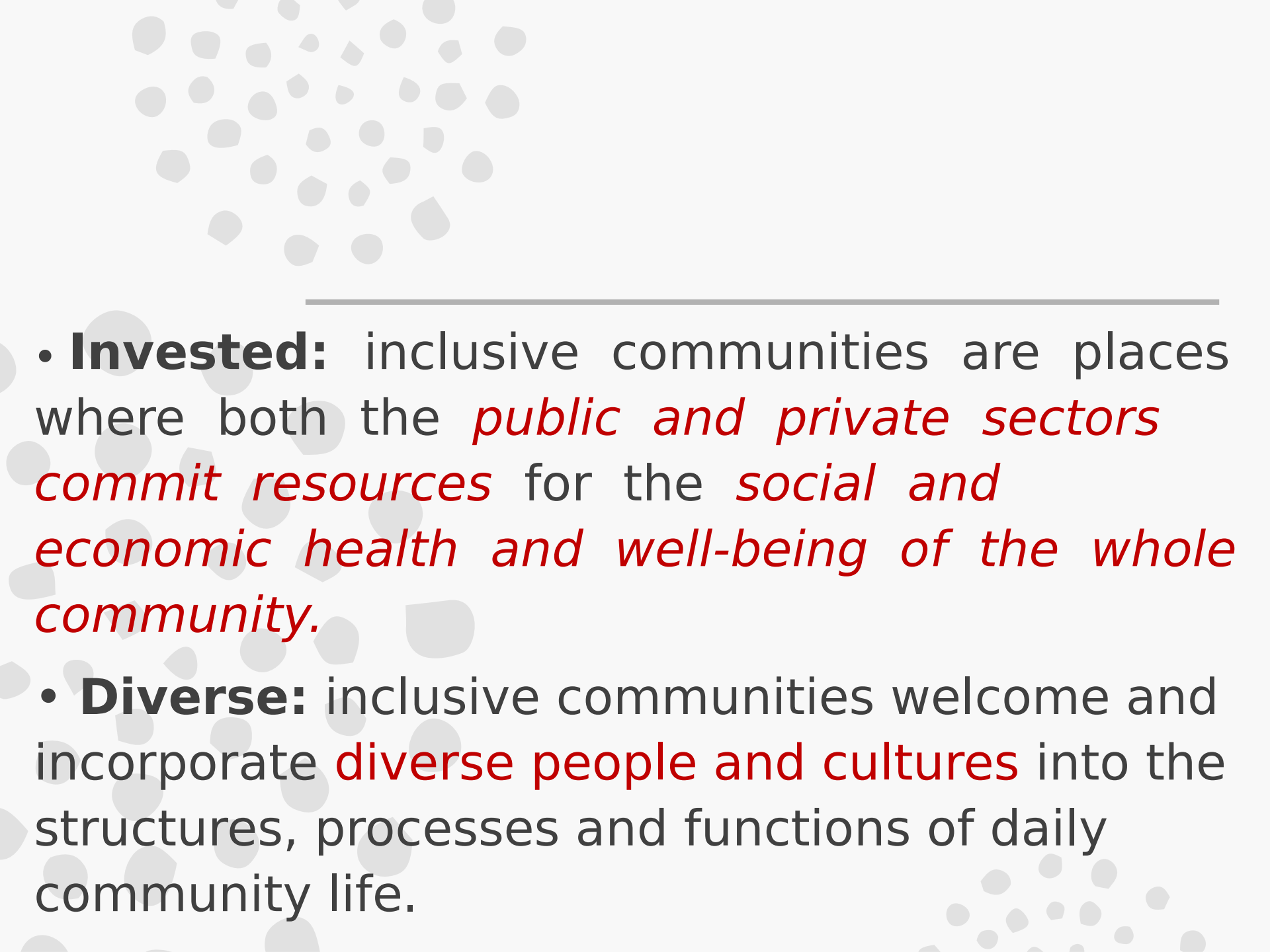
- **Rate of progress:** if the major leaders and groups support the effort, progress is likely to be faster.

- **Expected outcomes:**

- if the goal is to **raise awareness**, everyone involved is likely to be **satisfied** if they learned new things about other groups.
- If the goal is to promote **fair treatment of every group**, everyone involved is more likely to be **satisfied by policy change**.

Characteristics of an Inclusive Community

- **Integrative and cooperative:** inclusive communities bring people together and are places where people and organizations work together.
- **Interactive:** inclusive communities have accessible community spaces and open public places as well as groups and organizations that support **social interaction and community activity**, including *celebrating community life*.



- **Invested:** inclusive communities are places where both the *public and private sectors commit resources* for the *social and economic health and well-being of the whole community*.

- **Diverse:** inclusive communities welcome and incorporate *diverse people and cultures* into the structures, processes and functions of daily community life.

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-
- **Equitable:** inclusive communities **make sure that everyone has the means to live in decent conditions** (i.e. income supports, employment, good housing) and the opportunity to develop one's capacities and to participate actively in community life.
 - **Accessible and Sensitive:** accessible supports and services for the **social, health, and developmental needs** of their populations and provide such supports in **culturally sensitive and appropriate ways.**

- 
-
- **Participatory:** *inclusive communities encourage and support the involvement of all their members in the planning and decision-making* that affects community conditions and development, including having an effective voice with senior levels of government
 - **Safe:** *inclusive communities ensure both individual and broad community safety and security so that no one feels at risk in their homes* or moving around the neighborhood and city.

Chapter Five

Legal and policy frameworks considering people with disabilities

– International legal Documents

a. Universal Declaration of Human Rights (UDHR)

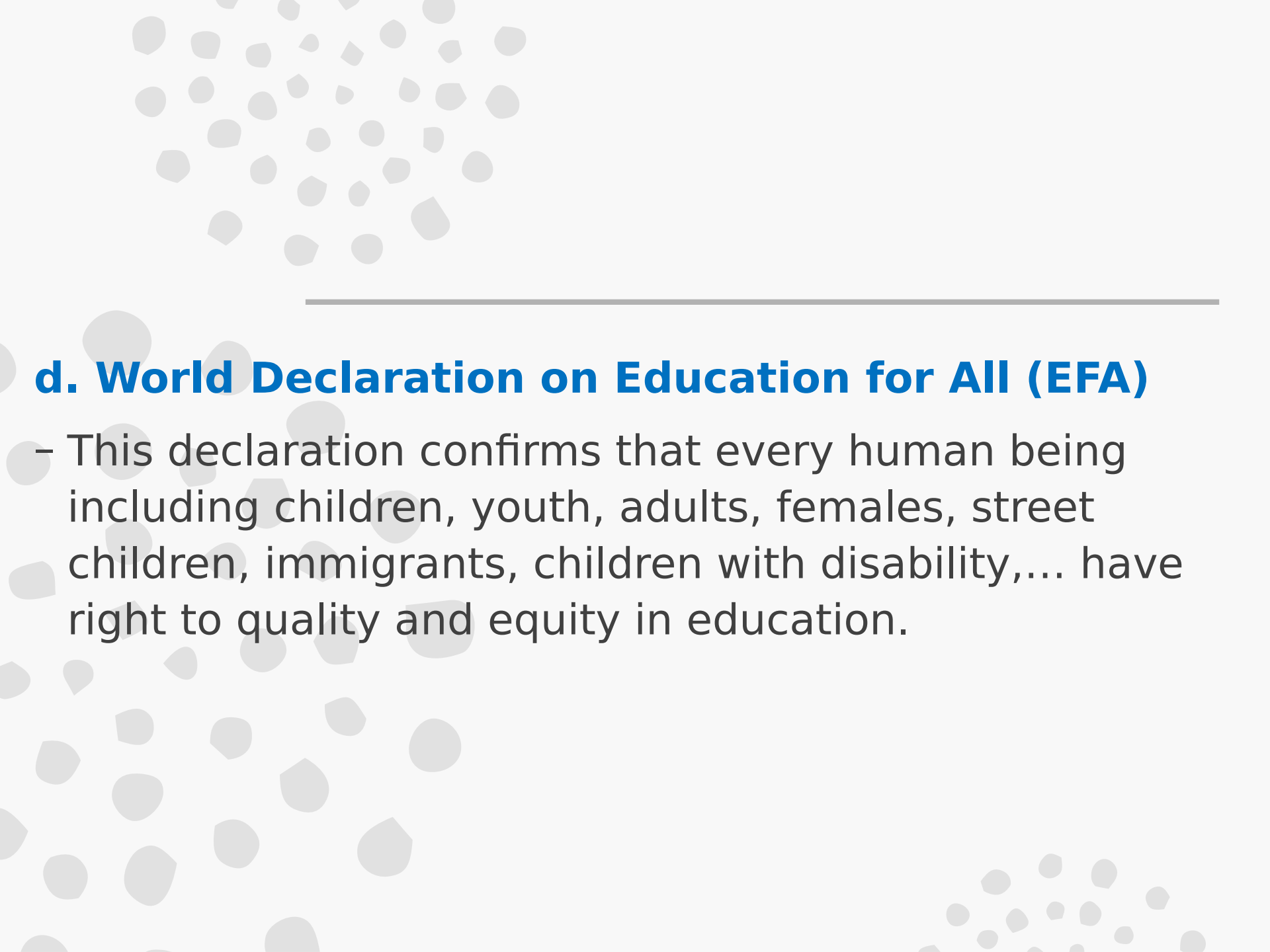
- ❖ This declaration ensures three important rights;
 - Right to education (fundamental human rights; rights that are universal, indivisible, interconnected and interdependent)
 - Right to equalization of opportunities
 - Right to participate in society

b. Convention on the Rights of The Child

- States the rights of all children to basic quality **primary education**
- Make primary education obligatory and available free to all **(UPE)** .
- It assures the rights of the child to education based on his or her needs, abilities and pace of effective learning

c. Convention against Discrimination in Education

- To combat discriminatory treatment in education
- promote the opportunity of addressing their learning needs,
- children in disadvantaged situations or who experience conditions of risk, disability have the right to education of the same quality and standard



d. World Declaration on Education for All (EFA)

- This declaration confirms that every human being including children, youth, adults, females, street children, immigrants, children with disability,... have right to quality and equity in education.

e. UN Standard Rules of Equalization Of Opportunities For Persons With Disabilities

Every individual has equal opportunity for participation

- Accessibility
- Education
- Employment
- Income maintenance and social security
- Family life and personal integrity (marriage, parenthood, sexual relationship)
- Culture
- Recreation and sports
- Religion

f. Salamanca Frame Work for Action

- It was declared in an international conference on special needs education held in Salamanca, **Spain in 1994.**
- **The conference emphasized the following principles:**
 - The right of children including those with temporary and permanent special education needs to attend school.
 - The right of all children to attend school in their home community
 - The right of children to participate in a child-centered education meeting individual needs
 - The right of all children to participate in quality education that is meaningful for each child.

g. UN Convention of the right of person with disabilities (UNCRPDS)

- ❖ The UN Convention on the Rights of Persons with Disabilities (2006) underlines under article 24, sub-article no. 1 and no. 2 “States Parties shall,
 - ✓ recognize the right of persons with disabilities to education, ...
 - ✓ realizing this right without discrimination and on the basis of equal opportunity,...ensure an inclusive education system at all levels...
 - ✓ can access an inclusive, quality and **free primary and secondary education** on an equal basis with others in the community”.

h. UN Millennium Development Goals (MDGS)

- encourages collaborative action to address **development problems** that **impacts** lives of the **poor and marginalized** sections of the society,
 - by reducing poverty,
 - improving health,
 - increasing educational opportunities and
 - addressing environmental concern.
- At that time, nowhere in the MDGs **person with disabilities explicitly mentioned** and the General Assembly considered the issue and **adopted on October 2009** a resolution on “**inclusion of person with disabilities in realizing the MDGs**” (Resolution 09-54731)

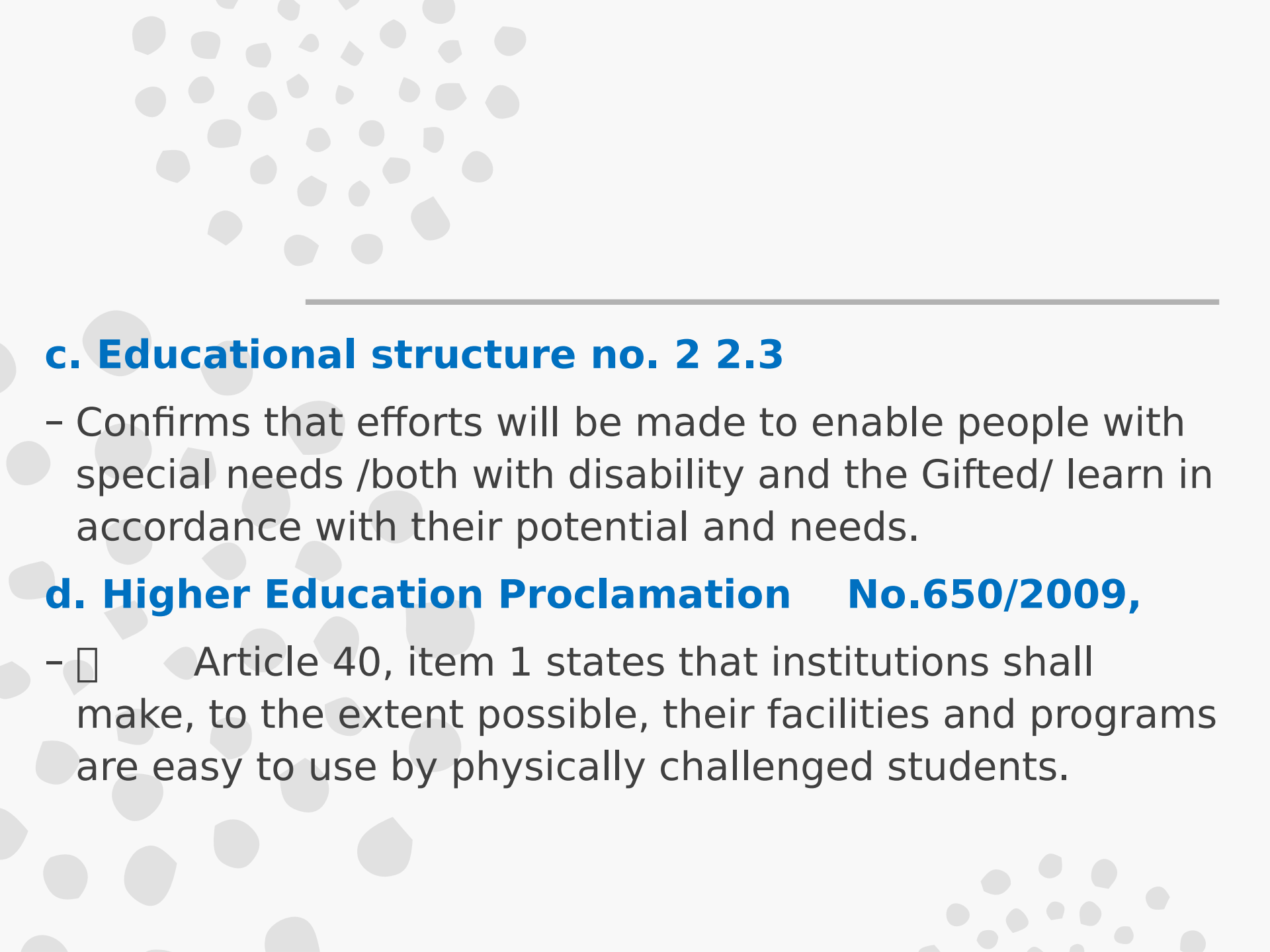
2. National Legal Instruments

a. The Ethiopian Constitution

- The Constitution of the Federal Democratic Republic of Ethiopia (FDRE) under article 41 sub-articles no.3 and no.9 clearly stipulates:
 - ❖ The rights of citizens to equal access to publicly funded services
 - ❖ The State shall, within available means, **allocate resources to provide rehabilitation and assistance to the *physically and mentally disabled, the aged, and to children who are left without parents and guardians.***

b) The Education and Training Policy

- ❖ The Education and Training Policy (1994) under its specific objectives sub-item, 2.2.3 unequivocally states that
 - persons with disabilities and the gifted learn in accordance to their potential and needs.
- ❖ In its subsequent titles under sub-items 3.2.9, 3.4.11 and 3.7.6 underlines that
 - there will be special education and training for persons with special needs,
 - teacher training for special education will be provided in regular teacher training programs and
 - special attention will be given in the preparation and utilization of support input for special education respectively



c. Educational structure no. 2 2.3

- Confirms that efforts will be made to enable people with special needs /both with disability and the Gifted/ learn in accordance with their potential and needs.

d. Higher Education Proclamation No.650/2009,

- □ Article 40, item 1 states that institutions shall make, to the extent possible, their facilities and programs are easy to use by physically challenged students.

e. The special needs education program strategy (2006)

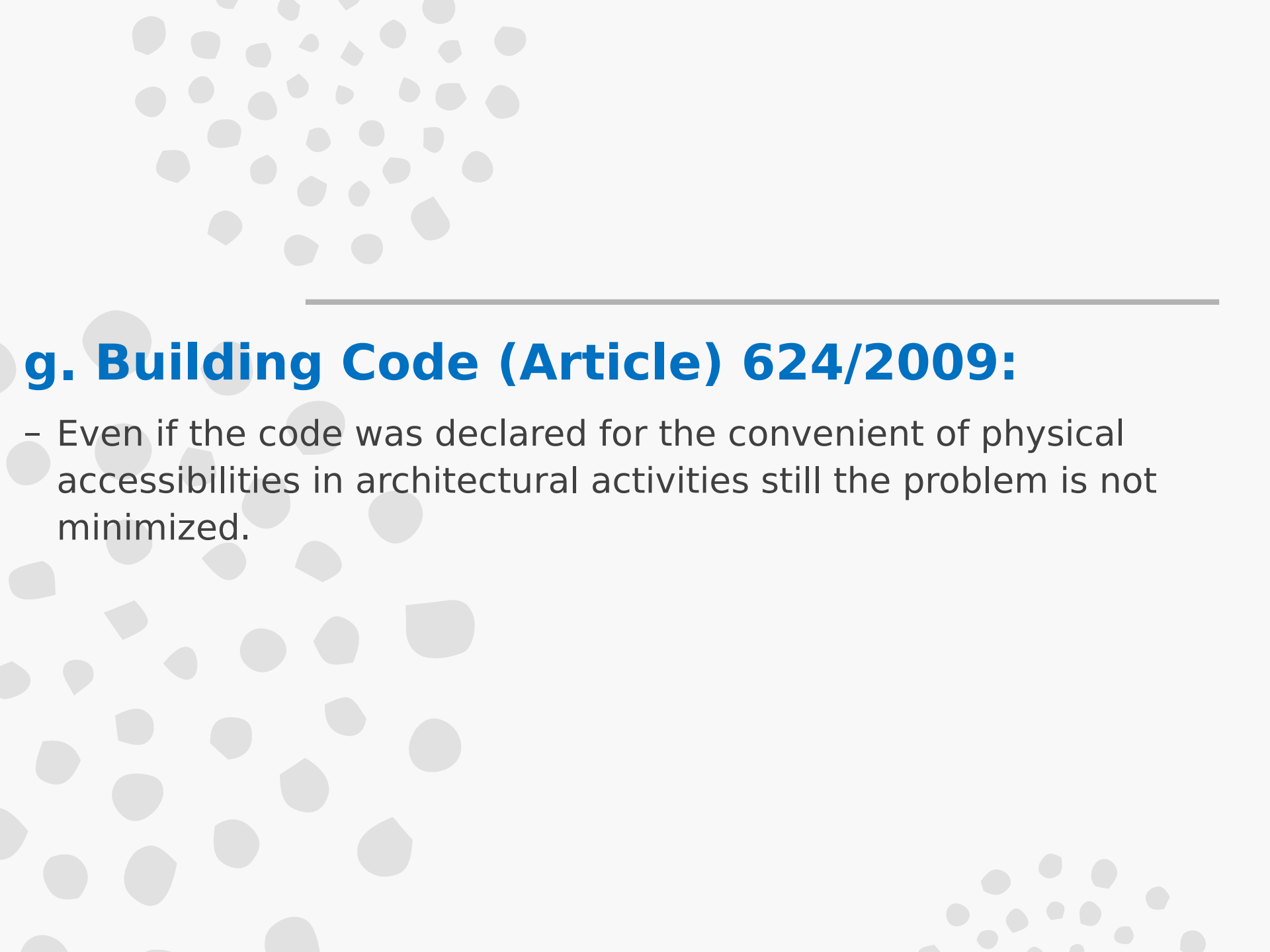
The key elements of the strategy are:

- ✓ Favorable policy environment
- ✓ Duties & responsibilities in education system
- ✓ Using strengthening national expertise
- ✓ Allocation and use of funds
- ✓ Cooperation and partners
- ✓ School management
- ✓ Teacher education
- ✓ Design establishment and functioning of support systems.
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- ✓ Cooperation and partners
- ✓ School management
- ✓ Teacher education
- ✓ Design establishment and functioning of support systems

f. Education Sector Development /ESDP IV/

– Expected program outcomes

- Enrollment of children with special educational needs increased at all levels of education and due attention will be given to girls with special needs
- Number of trained teachers in SNE/ inclusive education increased
- Capacity of schools in addressing the academic and social needs of children with special educational needs improved



g. Building Code (Article) 624/2009:

- Even if the code was declared for the convenient of physical accessibilities in architectural activities still the problem is not minimized.

- • **h. Proclamation on the Rights of Disabled Persons to Employment**
- • Proclamation No. 101/1994 states about the right of PWD to appropriate training, employment opportunities, salary, selection criteria, grievance procedure...
- • In this proclamation person with disability have the right to employment.
- It also requires employers to provide appropriate working and training conditions; take all reasonable accommodation measures and affirm active actions, particularly
 - when employing women with disabilities; and
 - assign an assistant to enable a person with disability to perform their work or follow training.

i. The Federal Civil Servant Proclamation No. 515/2007

(የመንግሥት ሠራተኞች አዋጅ (article 13.1 and 13.3b,))

- In this proclamation people with disabilities are the one to be given **preference** during
 - *recruitment,*
 - *promotion and*
 - *placement; and*
- shall be no discrimination among job seekers or civil servants in filling vacancies because of their disabilities.



Chapter Six

Resources Management for Inclusion

- The resource room is a classroom where **a special education program** can be delivered to a **student with a disability and learning difficulty**.
- It is for those students who belong to a **regular class but need some special instructions** in an individualized or small group setting for a portion of the day.
- It is typically a large room in the main school building with lots of facilities for children with special needs
- ***This program includes remedial, compensatory and developmental instruction, which is provided***

- Students may be provided **direct services** in the classroom.
- **Indirect services** can also be provided to the student through consultation with the general education teachers to support in adjusting the learning environment or modify the instructional methods.
- When additional support is appropriate to meet the student's needs, the student can receive the **pull- out program**.
- pull- out program :
where a child attends a session in the resource room by taking out of their regular classroom for one or more hours a week and provided with **enrichment activities** and instruction/ receives individual help in a weak area

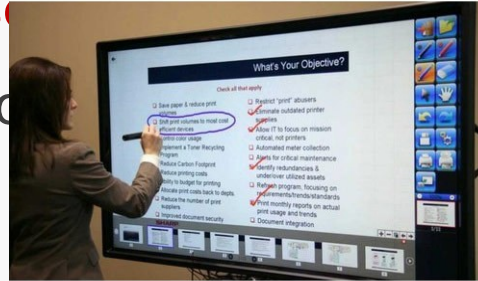


Human resources in schools

- Sign language interpreter
- Braille specialist
- Mobility and orientation expert
- Special needs educators
- Speech and language therapist
- Physiotherapist
- Behavioral therapists...etc

School based material res

- LCD and/or Smart Board



- Various magnifying lenses



- Slate and styles

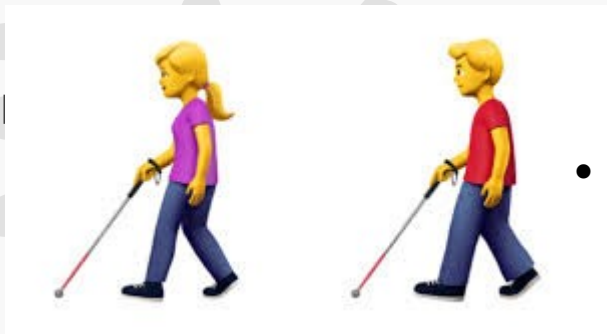


- Perkins Braille writer



- White Canes

- •



Hearing aids



- Blind folder

- •



Braille atlases



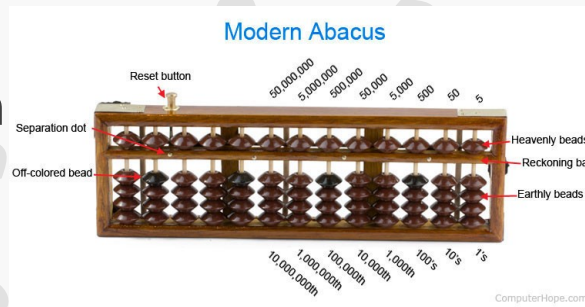
- Audiometer



- Molded plastic, dissected and un-dissected relief maps



– • Abacus



Prosthesis



– Braille rulers



Orthosis



– Closed-circuit television



Environmental accessibilities

- • Ramps

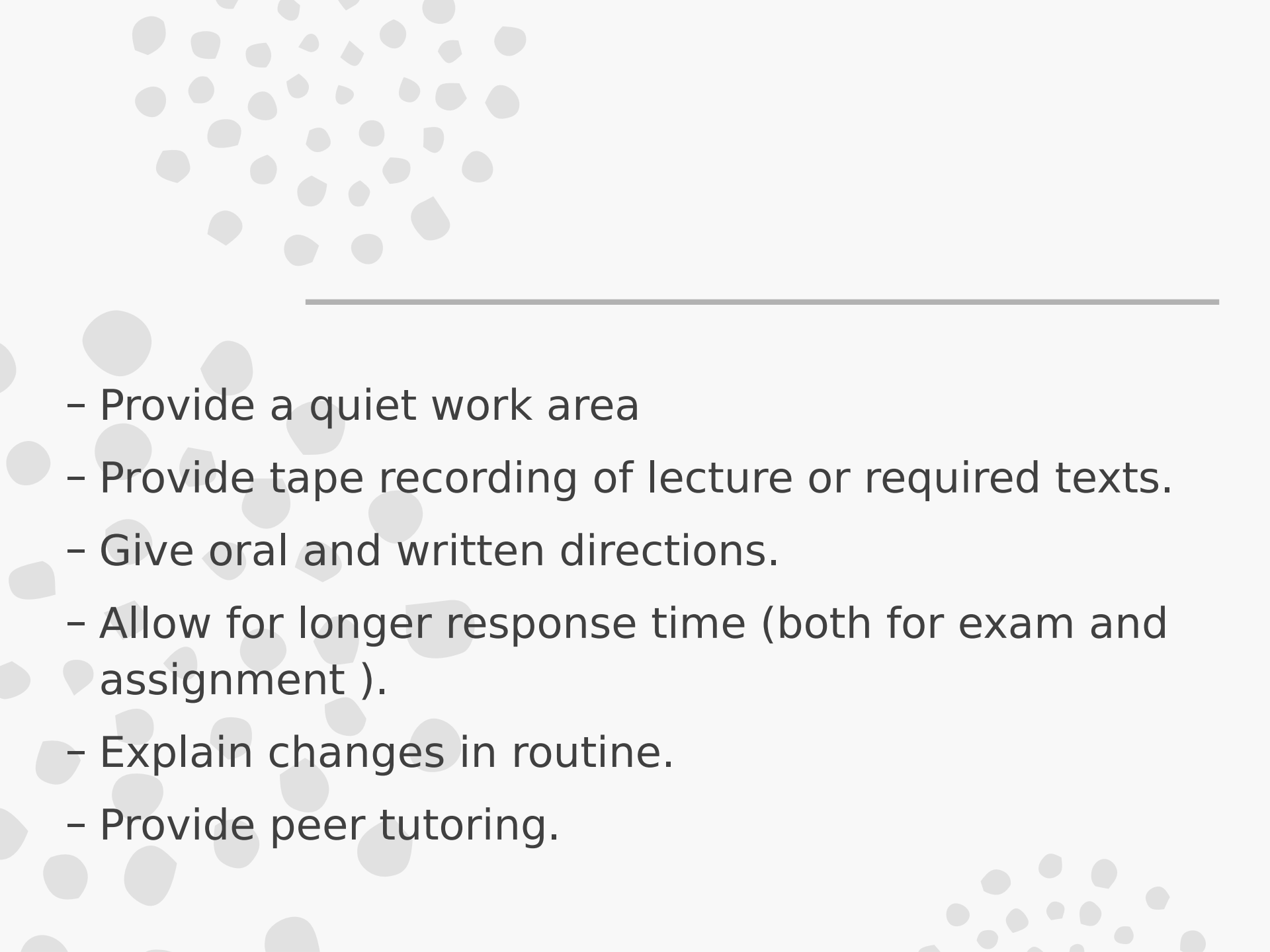


- Elevators
- Wheel chairs
- And others additional resources



Accommodations

- Accommodations are adjustments that teachers and school personnel make to maximize learning and social well-being for individual students.
- Use a multisensory approach.
- Use color coding to match materials and concepts.
- Reduce visual distractions.
- Seat student close to board, teacher, or student helper: away from door or window.

- 
- Provide a quiet work area
 - Provide tape recording of lecture or required texts.
 - Give oral and written directions.
 - Allow for longer response time (both for exam and assignment).
 - Explain changes in routine.
 - Provide peer tutoring.

Evaluation

- Explain grading and give rubric.
- Preview before test; give frequent quizzes; give sample questions.
- Orient student to test format.
- Make test directions simple and clear.
- Provide ample space for answers on test.
- Allow alternate test response (oral, computer).
- Read test aloud to student. Give open-note or take-home tests.
- Use alternate forms of evaluation (oral report, group projects, and debate).

Resources for work/social environment

Human resources

- Special needs educator at every organization to create inclusive environment
- Sign language interpreter
- Sighted guide

Material resources

- • Various magnifying lenses
- • Slate and styles
- • Perkins Braille writer
- • White Cane
- • Hearing aids
- • Sign language books and videos

Chapter Seven

Collaborative (Cooperative) Partnerships with stakeholders

- Collaboration is defined as —the act of working together to produce or create something according to the **capacities and abilities of individuals** to achieve ~~accomplish intended goals~~



Key elements of successful collaboration

- Respect:
- Communication:
- Delegation
- Support

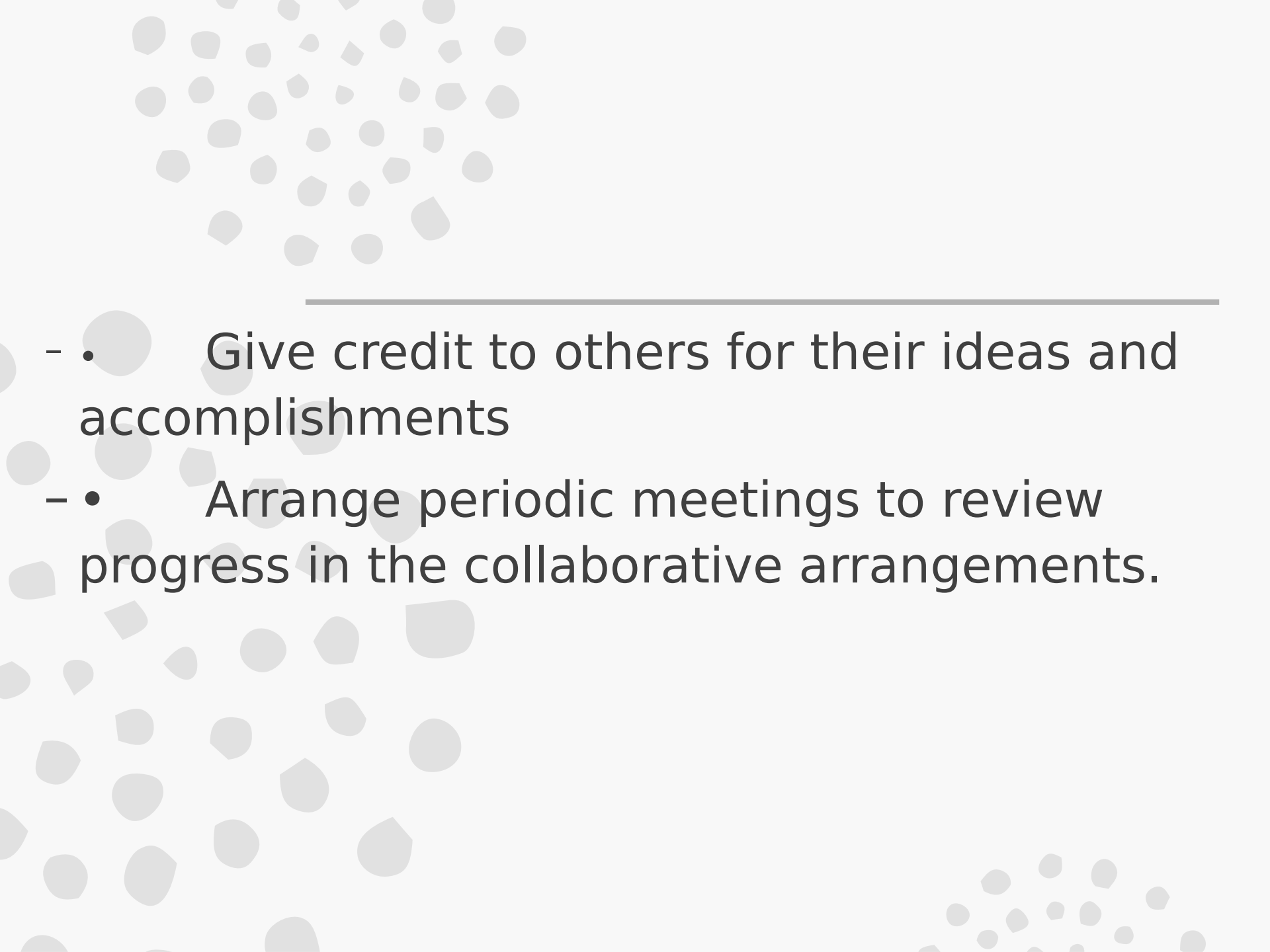


Qualities of a successful team

1. They communicate well with each other.
2. They focus on goals and results. ...
3. Everyone contributes their fair share. ...
4. They offer each other support. ...
5. Team members are diverse. ...
6. Good leadership.
7. They're organized. ...
8. They have fun.

General principles of collaboration

- Establish **clear common goals** for the collaboration.
- Define your **respective roles and who is accountable for what**, but accept joint responsibility for the decisions and their outcomes
- Take a **problem-solving approach** – with a sense that all those in the collaborative arrangement share ownership of the problem and its solution.
- Establish an atmosphere of **trust and mutual respect for each other's' expertise**.

- 
- • Give credit to others for their ideas and accomplishments
 - • Arrange periodic meetings to review progress in the collaborative arrangements.

Benefits of collaboration

- Higher employee productivity
- Greater efficiency and less duplicated effort.
- Access to additional resources or
- lower costs through sharing resource
- Improved service coordination across agencies, with better pathways or referral systems for service users.

Challenges to Team Collaboration

- **Indecisive decision-makers**
- **"E-fail"**

This is a little term used for when email straight up fails.(not attaching the latest file, forgetting to peek into spam for important emails.) ...

- **Mis (sing) communication**

When collaborating, there is always room for misinterpretation and miscommunication.

- **Process sinking vs. process syncing**

(Different departments have different processes. Instead of changing everyone's way of working, find a tool that's flexible enough to integrate all of them.).

- **Too many cooks**

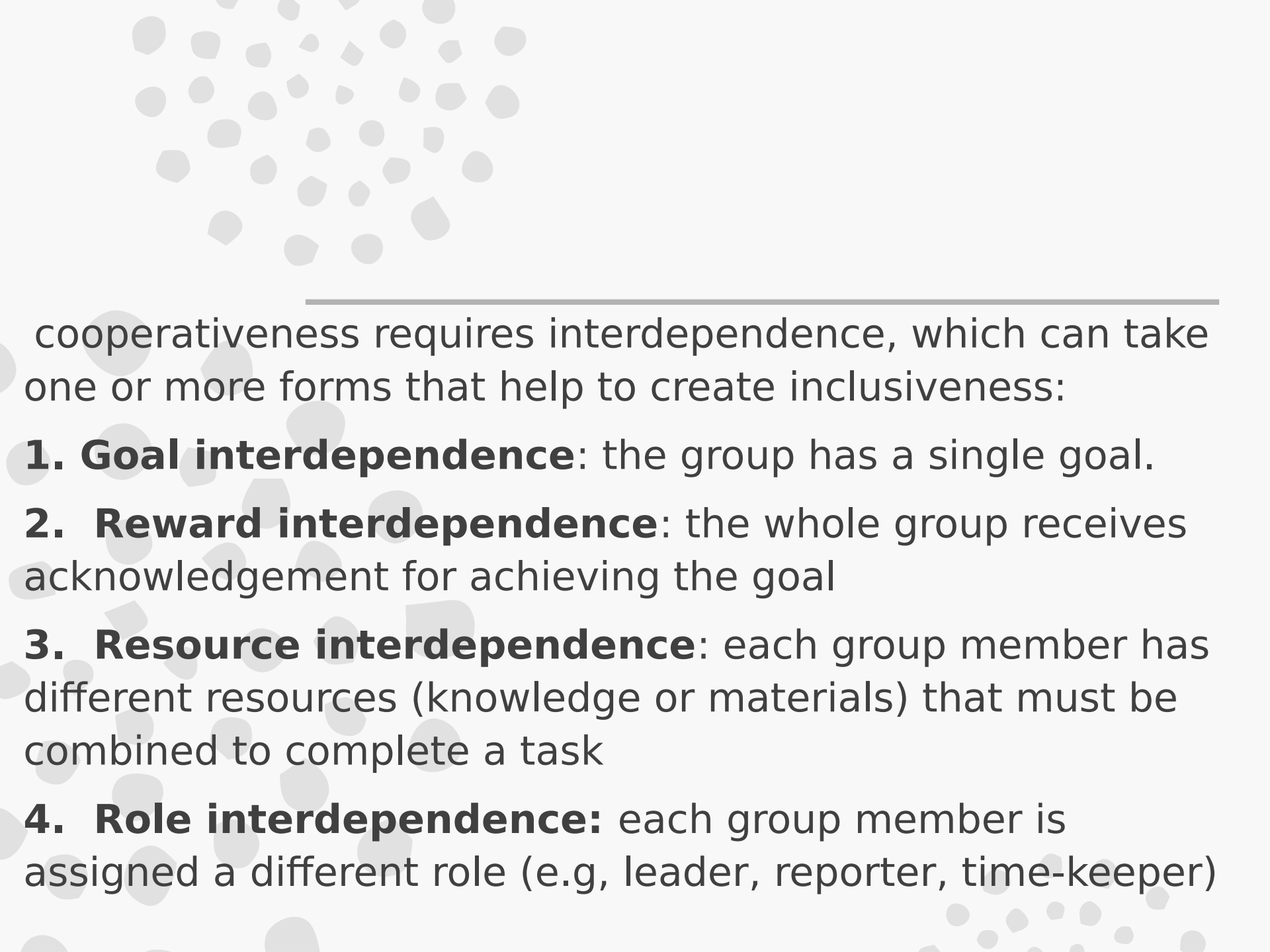
(It's great to get feedback on a project, but when too many people are involved, all that feedback can lead to more harm than good. Too many voices and differing opinions can pull people in different directions, and result in losing sight of the real objective.).

- **Negative Nancy.**

(There is usually at least one on every team and their pessimistic attitude spreads like wildfire. They complain about almost everything, and whenever there is a challenge or a disagreement, they will be the first ones to bring it up and the last ones to think of a solution. These individuals can bring down productivity and morale of a team, causing frustration and conflict.)

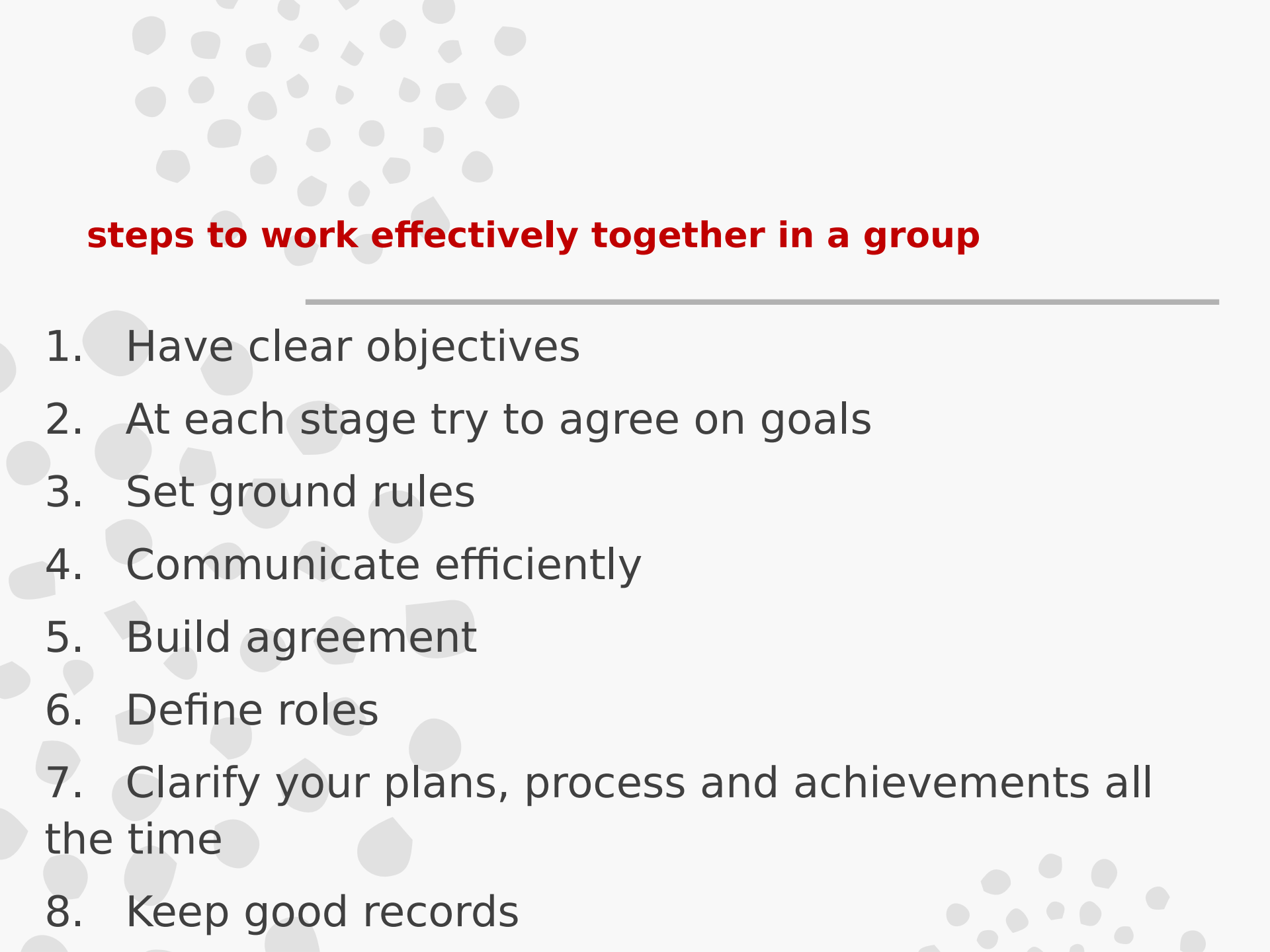
Cooperativen ess

- Cooperation is one of the **components of collaboration.**
- Cooperativeness helps individuals to willing learn from each other.
- Learners work together in small groups, helping each other to carry out individual and group tasks.



cooperativeness requires interdependence, which can take one or more forms that help to create inclusiveness:

- 1. Goal interdependence:** the group has a single goal.
- 2. Reward interdependence:** the whole group receives acknowledgement for achieving the goal
- 3. Resource interdependence:** each group member has different resources (knowledge or materials) that must be combined to complete a task
- 4. Role interdependence:** each group member is assigned a different role (e.g, leader, reporter, time-keeper)



steps to work effectively together in a group

1. Have clear objectives
2. At each stage try to agree on goals
3. Set ground rules
4. Communicate efficiently
5. Build agreement
6. Define roles
7. Clarify your plans, process and achievements all the time
8. Keep good records



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