

An aerial photograph capturing a vibrant sunset. The sun is a bright, glowing orb in the center-left, casting a long, shimmering path of light across a vast, flat landscape below. The sky is a mix of deep blues, oranges, and yellows, with wispy clouds catching the low light. In the bottom-left corner, a white, curved structure, possibly part of an aircraft or a large architectural element, is visible, adding a sense of perspective and scale to the scene.

***TVET to meet the Needs
of the Intellectually and
Physically Challenged.***

Professor Chris FORLIN

Characteristics of an Inclusive TVET Provider catering for diverse students. Research & Reform agenda.



Creative, Innovative & Entrepreneurial



SDGs Goal 4

By 2030 ...*Ensure inclusive and equitable quality education and promote lifelong **learning opportunities for all***



Target 5

...*ensure equal access to all levels of education and vocational training for the vulnerable, **including persons with disabilities** ...*






Policy &
Access

“Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all”.


SDG Goal 4, Target 8

- Sustainable global citizenship requires all people to be active contributors to society, including those with a disability
- Develop an enabling inclusive TVET policy that promotes opportunities for people with disability
- Cater for increasing diverse student intake
- Underpinned by “Education For All” (EFA)
- Developed in collaboration with key stakeholders
- Establish physical building access provision including ramps, lifts, toilets, etc.
- Universal design 



Alternative Pathways

"By becoming more inclusive of trainees with disabilities in their programmes, TVET systems can enhance the productivity and earnings of disabled workers (sic). Thereby TVET programmes become more effective in meeting their overall goal of connecting technical training to labour market needs".
International Labour Organisation, p. 1, 2017.

- **Social equity**
- **Different entrance pathways into TVET**
- **Optional ways to achieve employability skills**
- **Potential for a dedicated research centre for engaging students with intellectual disability within the TVET structure**
- **More practical, authentic, and focussed courses**
- **Job specific**
- **Realistic expectations**
- **Planned detailed orientations to ensure success** 

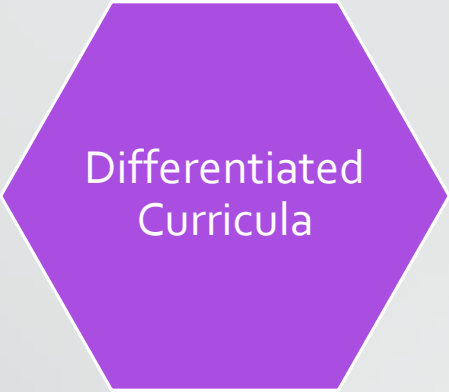



Support Services

"... with the right training, support in the workplace and targeted opportunities, people with intellectual disabilities make valued contributions in the workplace"

(Parmenter, p. 1, 2011).


- Well established support structure
- Dedicated trained staff
- Clear pathways and procedures for registering and accessing support
- High ethical procedures underpin all support
- Visible, Active, Funded
- Social / emotional & mental health support
- Students may be highly capable in niche areas
- High anxiety – quiet retreats
- Access to on-site guidance officer or counsellor
- Promoted to schools ✍



Differentiated Curricula

"States are required to ensure that persons with disabilities can access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on equal basis with others"

(Article. 24, UN Convention on the Rights of Persons with Disabilities (CRPD), 2006).


- Use of technologies to support students with visual, hearing, intellectual or physical challenges
- Alternative access to class materials e.g. online, audio, large print, braille, etc.
- Alternative ways to demonstrate learning: visual, auditory, kinaesthetic, tactile.
- Examination accommodations including time, readers, writers, oral presentations, alternative rooms, etc.
- Peer support: Buddy systems / mentors 




Community
Partnerships

"... regional partnerships sensitize TVET stakeholders to the specific demands of the workforce, economic policies and other initiatives"

(Alagaraja, Kotamraju, & Kim, 2014, p. 273).

- Establish strong links and alliances with community support groups, organisations of persons with disability & specialist agencies
- Actively seek NGOs working in disability as partners
- Involve external stakeholders in planning for students with intellectual/physical disabilities & self-advocates
- Explicit teaching in workforce preparation
- Intensive role play situations for F/T or P/T work
- Provide hospitality / industry apprenticeships – partner with a few key firms for ongoing practice
- Offer mentor / supervisor support for placements 



Teacher Training

"It is important that everyone working in a TVET centre - from managers and administrators to trainers to other staff – understands what is required for disability inclusion to work in practice for people with different types of disability and educational background"

International Labour Organisation, p. 3, 2017.

- **Critical to success of an inclusive and sustainable TVET for students with intellectual or physical disabilities**
- **All teachers to receive diversity training**
- **Promote positive attitudes and acceptance**
- **Specialist teachers to support lecturers with specific groups of students**
- **Aim to become a Centre of Excellence in TVET for education for all. ✎**



Diversifying
TVET for
Sustainable
Inclusive Growth

"At TAFE Digital, we encourage students with disabilities to participate in TVET courses"
(TAFE, NSW, Australia)

- Increasing research evidence to support the successful inclusion of students with disability into TVET
- Unique opportunity for applied research to identify the characteristics of a TVET Provider like CNA-Q that are appropriate for the 21st Century for people with intellectual and physical disabilities.
- Investigate how to address the barriers that people with disabilities face as steps are taken to reform TVET and skills systems.

Chris FORLIN chrisforlin@outlook.com
International inclusive education consultant