



ACCESS TO SIYB TRAINING FOR PEOPLE WITH DISABILITIES

**A Handbook
for Organizers and Trainers in China**

[project document]

Table of Contents

| | | |
|--|---|-----------|
| <i>Acknowledgements</i> | 4 | |
| <i>Introduction</i> | 5 | |
| <i>Lists of abbreviations, graphs and tables, boxes, and exercises</i> | 6 | |
| 1 | Increasing access to SIYB Training | 7 |
| 2 | Background information on persons with disabilities | 9 |
| | 2.1 Definitions related to persons with disabilities | 9 |
| | 2.2 Current classification of persons with disabilities in China | 12 |
| | 2.3 Psychological features of persons with disabilities | 13 |
| 3 | Including persons with disabilities into SIYB Training | 14 |
| | 3.1 Understanding and implementing inclusion | 14 |
| | 3.1.1 Participants with disabilities | 15 |
| | 3.1.2 Non-disabled participants | 15 |
| | 3.1.3 Training organizers and trainers | 16 |
| | 3.2 Communicating with persons with disabilities | 18 |
| | 3.2.1 Basic etiquette | 18 |
| | 3.2.2 Etiquette and assistance in line with different impairments | 20 |
| 4 | Organizing SIYB training for persons with disabilities | 21 |
| | 4.1 Organizing principles | 21 |
| | 4.2 Promotion of SIYB to persons with disabilities | 22 |
| | 4.2.1 Promotion to trainees with disabilities | 22 |
| | 4.2.2 Promotion to sponsors | 24 |
| | 4.2.3 Specific recommendations for promotion | 24 |
| | 4.3 Selecting trainers and developing training skills | 25 |
| | 4.4 Selecting trainees with disabilities | 26 |
| | 4.4.1 Standards for selecting trainees with disabilities | 26 |
| | 4.4.2 Procedures for selecting trainees with disabilities | 27 |
| | 4.4.3 Analyzing training demand of people with disabilities | 28 |
| | 4.5 Training venues and logistics | 29 |
| | 4.5.1 Venue convenience needs | 29 |
| | 4.5.2 Logistic questions | 30 |
| | 4.6 Costs | 31 |
| | 4.6.1 Expenditures and outlays | 32 |
| | 4.6.2 Additional costs incurred by trainees with disabilities | 34 |
| | 4.7 Channels for raising funds | 35 |

| | | |
|-------|---|----|
| 5 | Implementing SIYB training for persons with disabilities | 35 |
| 5.1 | Basic principles of SIYB training for persons with disabilities | 36 |
| 5.2 | Training planning for persons with disabilities | 36 |
| 5.3 | Studying features of persons with different kinds of disabilities | 37 |
| 5.3.1 | Trainees with deviations or losses of body structure | 37 |
| 5.3.2 | Trainees with impaired vision | 38 |
| 5.3.3 | Trainees with impaired hearing | 39 |
| 5.4 | Participatory training methods and persons with disabilities | 41 |
| 5.4.1 | Applying participatory methods to trainees with disabilities | 42 |
| 5.4.2 | Using visual and other supportive teaching aids | 43 |
| 5.4.3 | Team tutoring | 46 |
| 5.5 | Management of the inclusive SIYB training class | 47 |
| 5.5.1 | Opening ceremony | 47 |
| 5.5.2 | Daily evaluations and final evaluation | 48 |
| 5.5.3 | Course completion | 49 |
| 6 | SIYB follow-up support services for persons with disabilities | 50 |
| 6.1 | Start-up problems persons with disabilities may encounter | 50 |
| 6.1.1 | Problems persons with disabilities more frequently meet | 50 |
| 6.1.2 | Problems according to specific disabilities | 50 |
| 6.2 | Principles of follow-up support for persons with disabilities | 51 |
| 6.3 | Methods of follow-up support for persons with disabilities | 52 |
| 7 | Monitoring and evaluating SIYB training for persons with disabilities | 54 |
| 7.1 | Using the regular forms | 54 |
| 7.2 | Using the review form for trainees with disabilities | 55 |

ANNEX

| | | |
|-----|--|----|
| A.1 | Review form of SIYB training for persons with disabilities | 56 |
| A.2 | International Classification of Functioning (ICF) | 58 |
| A.3 | Our evolving understanding of disability | 59 |
| A.4 | Terms easily confused with each other | 60 |

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Introduction

In China, according to more recent surveys, there is a population of 83 million persons with disabilities. People with disabilities are an important group in society. They both contribute to and benefit from economic and social development. Among them, there are a large number who wish to, who are able to, and who already have started their business successfully.

China has signed the Convention of the Rights of Persons with Disabilities on 30 March 2007. The Convention requires governments to ensure to persons with disabilities access, on an equal basis with others, to the services open or provided to the public, both in urban and in rural areas. It also requires governments to provide training for stakeholders on accessibility issues facing persons with disabilities.

This manual for SIYB training organizations and trainers to implement SIYB training which is accessible to persons with disabilities, the first of its kind, is an attempt to respond to the requirements of the Convention. Its major purpose is to enable users to make reasonable accommodation for the inclusion of persons with disabilities into standard SIYB training classes as they are administered in the People's Republic of China.

The inclusion of persons with disabilities into standard SIYB training classes usually is cost-efficient and does not require any major investments. It mainly requires raising the awareness of training organizers and trainers to make the adjustments required to increase accessibility.

Moreover, including persons with disabilities into standard SIYB training classes also bears significant potential to increase the benefits for all participants. This is because inclusion emphasizes and thus reinforces the application of participatory training methodologies that are at the heart of the training concept of the SIYB China Program^{*)}, and therefore will enhance the technical versatility of all master trainers and trainers.

From this perspective, inclusion of persons with disabilities is a clear case of a win-win situation: Both the existing SIYB China Program and trainees with disabilities can only gain by implementing inclusive SIYB training.

The handbook is part of a training package developed by the Start and Improve Your Business (SIYB) China Project, implemented by the Ministry of Labor and Social Security (MOLSS) of the People's Republic of China and the ILO. It is conceived as a complementary guideline for the SIYB Program's four standard training courses GYB, SYB, IYB, and EYB.

Christoph David Weinmann
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*) For more information on the SIYB China Project and Program, refer to www.siyb.com.cn.

List of abbreviations

| | |
|---------|---|
| EYB | Expand Your Business |
| GYB | Generate Your Business |
| ICF | International Classification of Functioning |
| ICIDH | International Classification of Impairment, Disability and Handicap |
| ICIDH-2 | ICF |
| ILO | International Labour Organization |
| IYB | Improve Your Business |
| MOLSS | Ministry of Labor and Social Security |
| SIYB | Start and Improve Your Business |
| WHO | World Health Organization |

List of boxes

| | |
|---|----|
| Box 1: The meaning of "accessibility" | 7 |
| Box 2: Medics moving away from the medical model | 10 |
| Box 3: How disabled do you think you are? How disabled do you want to be? | 11 |
| Box 4: The effect of compounded discrimination | 13 |
| Box 5: Business benefits from hiring persons with disabilities | 17 |
| Box 6: Use common sense in communication | 19 |
| Box 7: The increasing potential of internet promotion | 23 |
| Box 8: Making reasonable accommodation for persons with disabilities and universal design | 31 |
| Box 9: Disability is not an illness | 33 |
| Box 10: Your key objective | 35 |
| Box 11: Simultaneous usage of teaching aids | 44 |

1. Increasing access to SIYB Training

On 13 December 2006, the 61st session of the United Nations General Assembly adopted the *Convention of the Rights of Persons with Disabilities* (A/61/611) which requires that persons with disabilities participate in, and be included into the society fully and in the real sense. The People's Republic of China has signed this convention on 30 March 2007.

Box 1: The meaning of "accessibility"

1. To enable persons with disabilities to live independently and participate fully in all aspects of life, States Parties shall take appropriate measures to ensure to persons with disabilities access, **on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas.** These measures, which shall include the identification and elimination of obstacles and barriers to accessibility, shall apply to, inter alia:

- (a) Buildings, roads, transportation and other indoor and outdoor facilities, including schools, housing, medical facilities and workplaces;
- (b) Information, communications and other services, including electronic services and emergency services.

2. States Parties shall also take appropriate measures to:

- (a) Develop, promulgate and monitor the implementation of minimum standards and guidelines for the accessibility of facilities and services open or provided to the public;
- (b) Ensure that private entities that offer facilities and services which are open or provided to the public take into account all aspects of accessibility for persons with disabilities;
- (c) Provide training for stakeholders on accessibility issues facing persons with disabilities;
- (d) Provide in buildings and other facilities open to the public signage in Braille and in easy to read and understand forms;
- (e) Provide forms of live assistance and intermediaries, including guides, readers and professional sign language interpreters, to facilitate accessibility to buildings and other facilities open to the public;
- (f) Promote other appropriate forms of assistance and support to persons with disabilities to ensure their access to information;
- (g) Promote access for persons with disabilities to new information and communications technologies and systems, including the Internet;
- (h) Promote the design, development, production and distribution of accessible information and communications technologies and systems at an early stage, so that these technologies and systems become accessible at minimum cost.

Quoted from: Convention on the Rights of Persons with Disabilities, Article 9.

China's Law on the Protection of Disabled Persons recognizes that persons with disabilities face barriers that need to be removed step by step to improve conditions so persons with disabilities may fully participate in social life (Articles 4, 45). It legislates for barrier-free facilities (Article 46) so that persons with disabilities are not at a disadvantage when they try to access urban roads and buildings, as well as for the promotion of mutual exchange between persons with disabilities and their fellow non-disabled persons (Article 47).

The Chinese law is very clear about the roles of all actors in society vis-à-vis persons with disabilities (Articles 6-9). Government, the society, the Disabled Persons' Federation, fosterers, guardians, and family members have specific responsibilities, and the obligations of persons with disabilities, including the display of an enterprising spirit, self-respect, self-confidence, self-strength, and self-reliance are also emphasized (Article 10).

While some of the definitions in the law and the assigned responsibilities are still derived from a primarily medical model of disability, the legislation already carries many elements of a modern social model of disability by emphasizing the role of society in assisting persons with disabilities and supporting the work for persons with disabilities.

China's Law on the Protection of Disabled Persons, in its chapter on employment, clearly requires governmental departments concerned to encourage and assist persons with disabilities to obtain employment through voluntary organization or to open individual business (Article 31). From this perspective, it is only natural to include persons with disabilities in SIYB training. There are, arguably, few other training courses that have such a strong potential to contribute to developing persons with disabilities' self-reliance.

Yet, access by persons with disabilities to SIYB training has been very limited to this date. Some training courses have been specifically organized for persons with disabilities. But these courses have not allowed for the mutual exchange between persons with disabilities and their fellow non-disabled business starters that the Law on the Protection of Disabled Persons promotes and that most persons with disabilities desire. And the courses have been limited to very few locations.

Actually, it is also neither technically meaningful nor efficient to create a parallel SIYB training structure exclusively for persons with disabilities. The key question for SIYB trainers and organizers, therefore, is how existing barriers for persons with disabilities can be removed so they may fully participate in the existing SIYB China Program.

2. Background information on persons with disabilities

2.1 Definitions related to persons with disabilities

According to the current version of the Law on the Protection of Disabled Persons, persons with disabilities refers to persons completely or partially losing their abilities to participate in a certain activity in a normal way due to loss or abnormality of a certain tissue or function in terms of psychology, physiology or the structure of body. This corresponds largely to the definition formerly applied by the World Health Organization (WHO) in the International Classification of Impairment, Disability and Handicap (ICIDH).

In the meantime, the ICIDH has been replaced by the International Classification of Functioning (ICF, sometimes called "ICIDH-2") which has been endorsed by the 54th World Health Assembly in 2001. Other than the ICIDH, the ICF does not relate only to persons with disabilities but to **everyone**. This change has been very important because many associations of persons with disabilities were not satisfied with the ICIDH classifications.

This new classification has universal use and value and therefore is more easily accepted by persons with disabilities and non-disabled persons at the same time. The ICF reflects the convergence of the health and the disability concepts in the 21st century. **A non-fatal health outcome is a disability that describes a health state less than "perfect health". Everyone may have disabilities at any stage in life.** Persons with disabilities are not by definition a minority that can be subdivided according to impairment groups and thereby, however benevolent the intention, factually excluded from the mainstream of society.

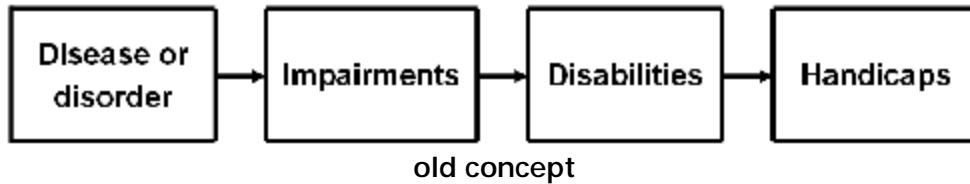
Disability is not anymore considered a **personal problem** or attribute, but a complex collection of conditions many of which are created by the social environment, i.e. a **social problem**. This requires a social response, and it is the collective responsibility of society to make the environmental modifications necessary for the full participation of persons with disabilities in all areas of social life.

The new classification, based on functionality, has the advantage of not having to specify the causes of an impairment or disability. Only the effects are being assessed. In particular the old term "handicap" has been abandoned. At the same time, **the meaning of the word "disability" has been expanded to cover both the restriction of activity as well as the limitation to participation.**

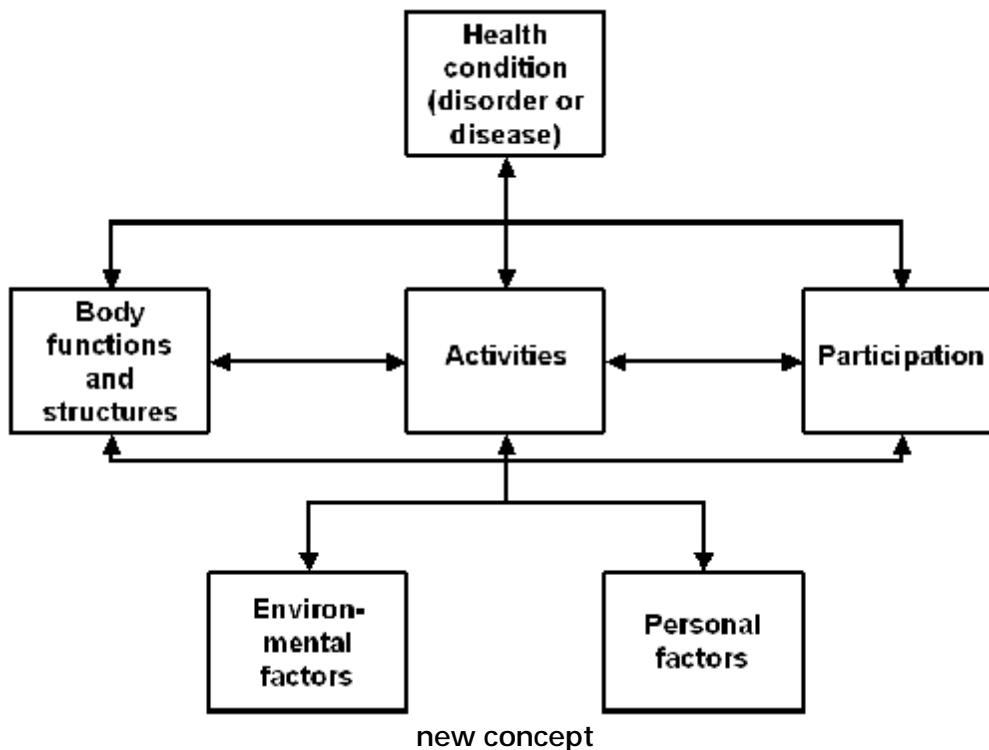
The ICF cover **all aspects of human health**, grouping them in different categories, e.g. sight, hearing, walking, learning and remembering, as well as related domains like mobility, learning, social life, etc. (see Annex A.2). A similar classification exists for **activities** for which there are **restrictions** and for **participation** for which **limitations** can exist. In relation to **environmental factors**, there are **barriers**.

Box 2: Medics moving away from the medical model

The World Health Organization (WHO) since the mid 1990s re-examined their International Classification of Impairment, Disability and Handicap (ICIDH).



The final document is the International Classification of Functioning (ICF) which integrates concepts of the social model of disability (cf. Annex A.3) The ICF was officially endorsed by 191 WHO Member States on 22 May 2001 (res. WHA 54.21).



The ICF puts the notions of "health" and "disability" in a new light. It acknowledges that every human being can experience a decrement in health and thereby experience some degree of disability. Disability is not something that only happens to a minority of humanity. The ICF thus "mainstreams" the experience of disability and recognizes it as a universal human experience. By shifting the focus from cause to impact it places all health conditions on an equal footing allowing them to be compared using a common metric - the ruler of health and disability. Furthermore ICF takes into account the social aspects of disability and does not see disability only as "medical" or "biological" dysfunction. By including contextual factors, in which environmental factors are listed, ICF allows to record the impact of the environment on the person's functioning.

Quoted from: <http://www.who.int/classifications/icf/en/>.

Image for old concept: added. Image for new concept from: according to ICF Introduction.

**Box 3: How disabled do you think you are?
How disabled do you want to be?**

Traditionally, persons with disabilities had little say in defining their own status. Combined with either a negative stigma or being pitied, many persons with disabilities felt uncomfortable with being classified, essentially by others, as to their abilities. The major reason why this was so is that most definitions failed to properly take account of social circumstances.

"For many years, Disabled Peoples' International (DPI), along with many of the other major international non-governmental organizations (INGO) have not adopted a definition of disability. This has been due to many circumstances, including but not restricted to:

- .. Many different definitions used in legislation in different countries.*
- .. Most definitions in use were medical definitions.*
- .. Problems with translations of different definitions.*
- .. Acceptance in some countries of terms which were rejected by other countries.*

All of the above, and much more besides, left the International NGOs, including DPI, wondering what was the best way forward. Many of the NGOs left it to its National Member Organizations as to which way they approached the definition used. From studies done in some countries, there can be any number of definitions used for different legislation. This is particularly so for definitions of disability used for welfare payments as against educational, training or employment definitions."

Quoted from: <http://www.dpi.org>

In the meantime, the social model of disability has become accepted by many national and international organizations, including the ILO. This will make it easier to bridge the gap in the perceptions between those who have disabilities and those who are non-disabled.

2.2 Current classification of persons with disabilities in China

As has been pointed out in the section above, our thinking on disabilities is evolving to a higher level of understanding (see also Annex A.3). Yet, in practice, we are often still faced with former legislation and policies, and countries have not yet fully included the 2001 decision by the World Health Assembly into their national statistics and policies and/ or practices.

In China, the second nationwide sample survey of persons with disabilities revised the *Disability Standards* according to which persons with disabilities are classified into six groups: visual disability, hearing disability, speech disability, physical disability, intellectual disability, and psychiatric disability.

- .. “Visual disability” refers to low visual ability of both eyes with incurability or shrinking visual field due to various reasons, affecting daily life and participation into the society.
- .. “Hearing disability” refers to permanent hearing impairment of both ears to different extents due to various reasons, unable to hear at all or hear clearly sounds from the surroundings or speaking, affecting daily life and participation into the society.
- .. “Speech disability” refers to speech impairment (without recovery after one year of treatment or with over two years of the course of the disease) to different extents due to various reasons, unable to participate in or difficult to participate in normal social activities with speech (except for children younger than three years old).
- .. “Physical disability” refers to loss of the movement function of the body to different extents, or limitation of movement or participation, due to deformity of the four limbs, paralysis of the four limbs or the body, or disfigurement, led to by impairment to the structure or functions of the movement system of the body.
- .. “Intellectual disability” refers to an intellect clearly lower than the normal level, accompanied by adaptive behavior. It results from impairments in the structure or functions of the nervous system, leading to limitation of individual activity and participation. It needs the environment to provide limited and intermittent support in an all-around and extensive way.
- .. “Psychiatric disability” refers to psychiatric ailments of various kinds without recovery after over one year of treatment, affecting daily life and participation in the society due to patients’ impairment of cognition, feeling or behavior.

Simultaneously suffering from two kinds or more of disabilities among the six kinds of disabilities mentioned above is being defined as “comprehensive disabilities”.

SIYB training is open to accommodate to all types of disabilities, provided that participants with disabilities pass the entry-level knowledge requirements.

2.3 Psychological features of persons with disabilities

Given the effective exclusion of persons with disabilities from many activities with non-disabled persons, factual limitations in communication of some persons with sensory impairments, and prevailing negative attitudes of some non-disabled persons to persons with disabilities, persons with disabilities in current society may occasionally be more sensitive than other individuals.

Because some persons with disabilities have experienced years of social exclusion, they may have poor self-esteem or lack of confidence in their abilities. Many persons with disabilities have, in fact, had less access to education, training, and certain life experiences as compared to non-disabled persons, and they may be strongly aware of these differences.

In this context, it is also important to remember that persons with disabilities are often more vulnerable to road accidents and certain crimes than non-disabled persons and may have suffered some traumatic experiences in their lifetime which may make them sensitive to certain situations.

Box 4: The effect of compounded discrimination

"Compounded (or multiple) discrimination" is a term describing the effect of several types of discrimination on a person. This may not only affect the economic and social situation the person is facing (often enough leading to a vicious circle of disempowerment), but also their psychology and self-esteem. Both the Government of China and ILO stand against any discrimination.

Example - disability and gender: A person could be regarded with disdain because of a disability and at the same be considered a burden to the family because of her female gender in a rural area where traditional thinking still prevails, and the woman's labor force or ability to generate income is being transferred to her husband's household on the occasion of marriage. In particular, parents may fear that after expensive child rearing, their daughter may not find a husband due to her disability. The child may often enough take the parents' perceptions to heart and be strongly influenced by them.

Similar situations could arise from other compounds, e.g. disability + size, disability + poverty, disability + ethnic origin, or combinations of more than 2 factors. All of them are bound to increase the psychological pressure on the person concerned and may increase their sensitivity.

When implementing inclusive SIYB training courses, therefore, importance should be attached to respecting the individual personalities of the participants with disabilities. Persons with disabilities are not a homogeneous group. Even persons with the same type of disabilities are not a homogeneous group. Every person is different. They all have their specific life history, strengths and weaknesses, and unique spirit or temper.

3. Including persons with disabilities into SIYB Training

We already are aware that persons with disabilities have a right to gain access to SIYB training, on an equal basis with others. There is also a requirement by law to encourage and assist persons with disabilities to open individual business.

However, it is also important to understand, right from the start, that there is absolutely no technical reason to exclude persons with disabilities from standard SIYB training classes.

- .. The principles of doing business for people with disabilities do not differ from the principles of doing business for non-disabled persons.
- .. SIYB trainees with disabilities are not likely to restrict themselves to conducting business with other persons with disabilities. There is, in fact, no objective reason for doing so. It would only restrict the market for their goods and services.

Therefore, creating specific SIYB courses for persons with disabilities only reinforces existing barriers between people with disabilities and non-disabled persons. It also does not contribute to promoting the mutual exchange between persons with disabilities and their fellow non-disabled persons as advocated in the law.

On the positive side, including persons with disabilities in SIYB training classes will create a more diverse training situation, and a greater sense of teamwork. **Accommodating to the training needs of persons with disabilities may, effectively, result in better learning for all trainees.** This is because many of the training techniques that improve learning for persons with disabilities usually also improve the learning opportunities for non-disabled trainees.

The SIYB China Program therefore recommends that people with disabilities who have need and potential to start their business be included into the SIYB training system to the maximum extent possible. They should participate in the SIYB training jointly with their non-disabled co-trainees so they may successfully start, improve, and expand their businesses.

3.1 Understanding and implementing inclusion

For the purpose of including persons with disabilities into SIYB training, training organizations and trainers are required to provide favorable conditions for the participants with disabilities, and create an entrepreneurship learning environment where they can communicate, study and have pleasure jointly with non-disabled persons and progress without any obstacles in class.

As with the International Classification of Functions (ICF) adopted by the World Health Assembly, we need to think positively about inclusion. Essentially, our objective is to raise our capacities for organization and facilitation of SIYB training to a higher level.

The objective is to facilitate the active participation of persons with different disabilities in our standard SIYB training program. In line with the international Convention on the Rights of Persons with Disabilities signed by the People's Republic of China, we are taking appropriate measures to ensure to persons with disabilities access, on an equal basis with others, to the SIYB training facilities and services.

Given that the inclusion of persons with disabilities into SIYB training in China is not very common at this stage, you may sometimes run into a mixture of usually **unfounded anticipations and anxieties**, and sometimes misperceptions and negligence when trying to organize and implement these courses. Below, we are illustrating some of these issues for your information.

We neither predict you will meet all of these issues for every training class. Nor do we think such circumstances will persist because the more people get used to inclusive training, the less unfounded anxieties and misperceptions will continue to exist.

3.1.1 Participants with disabilities

Potential issues

- .. concern they might be unable to participate in "normal" study activities due to their impairment
- .. fear of being scrutinized by classmates or trainers, and being made fun of by classmates
- .. lack of self-confidence
- .. fear of being refused when they need help
- .. fear of revealing their impairments and/ or weaknesses

What can you do to remove these anxieties and potential tensions?

- .. pay special visits and have special conversations with individual trainees with disabilities, assisting them with their practical problems, and removing their concern as much as possible
- .. pay attention to entrepreneurial ideas and discussions, and the specific entrepreneurial projects of trainees with disabilities
- .. place emphasis on effectively applying participatory methods to trainees with disabilities

3.1.2 Non-disabled participants

Potential issues

- .. uncomfortable at the sight of significant deviation or losses in body function or structure

- .. lack of knowledge how to communicate with classmates with disabilities
- .. fear of unintended offensiveness to their classmates with disabilities
- .. fear (resulting from their sympathy to the classmates with disabilities) of receiving improper responses from classmates with disabilities

What can you do to remove these anxieties and potential tensions?

- .. compile and distribute materials containing basic knowledge on persons with disabilities so non-disabled participants can learn and strengthen their understanding of trainees with disabilities
- .. conduct a brief game such as “a harmonious family” or a brief talk show such as “we are all happy members of one big family” when the class begins in order for all the trainees to know each other and remove their concerns
- .. organize a volunteer team within the class to provide convenience and assistance to trainees with disabilities during their study – this needs to occur with the consent of trainees with disabilities and according to information about their special needs collected from individual conversations with each individual trainee with disabilities (e.g. reading textbooks or teaching materials for trainees with visual impairments, sharing class notes with trainees with hearing and speech impairments, and helping trainees with physical and visual impairments to move around)
- .. encourage non-disabled trainees to treat classmates with disabilities with a gentle mind and in an appreciative way, and to pay attention to them, creating a studying environment where disabled trainees can participate on an equal basis
- .. encourage non-disabled trainees to make friends with participants who have disabilities since they can learn a lot from the excellent personalities you can find among participants with disabilities

3.1.3 Training organizers and trainers

Trainers and other staff in training organizations play a very important role that may at times determine whether trainees with disabilities will be effectively included into and during the SIYB training.

Potential issues

- .. ignoring the existence of trainees with disabilities
- .. neglecting to organize specific assistance for trainees with disabilities, e.g. commuting services
- .. paying too much attention to trainees with disabilities, thereby affecting the teaching progress for all trainees as a group
- .. forgetting to monitor and evaluate the effects of the training when trying to target trainees with disabilities

What can you do to avert these issues?

- .. actively learn and research information about the basics of training people with disabilities and related activities
- .. be more considerate of and attentive to trainees with disabilities regarding the difficulties they may encounter in studying and making progress
- .. assist trainees with disabilities in a proper way – following their consent, which is necessary and also an effective way to communicate and establish good relationships with the non-disabled trainees in the class
- .. study and review research on special adult education with the objective to improve the impact of training on the trainees

Box 5: Business benefits from hiring persons with disabilities

Including persons with disabilities in SIYB training may be an eye-opener for their non-disabled co-trainees because few persons are aware that there is actually a “business case” for employing persons with disabilities. Not only are many persons with disabilities able to start their business, but there are benefits from hiring workers with disabilities, too. Often enough, we simply lack sufficient exposure to persons with disabilities to be able to fully appreciate their potentials.

- .. *People with disabilities typically make good, dependable employees.*
- .. *People with disabilities are more likely to stay on the job because they often have to put greater efforts in their training/ work than other workers.*
- .. *People with disabilities are an untapped resource of skills and talents.*
- .. *People with disabilities can provide an opening into an overlooked and multi-billion dollar market segment – disabled persons and their families and friends.*
- .. *Hiring people with disabilities often increases workforce morale. Workers are more motivated because they see management support for their co-workers.*
- .. *Hiring people with disabilities promotes an enterprise’s good public relations: the enterprise is seen as caring for its workers.*
- .. *The overall impact can include: increased overall productivity, quality and workplace cooperation and reduced worker turnover.*
- .. *In a study conducted over 20 years and published by Du Pont company in 1990, the company concluded that hiring and retaining workers with disabilities led to the following findings:*
 - Employees with disabilities are equal or surpass other workers in performance, attendance and safety.*
 - Supervisors rate their employees with disabilities just as productive as their co-workers without disabilities.*
 - Hiring people with disabilities did not contribute to an increase in compensation cost of lost-time due to employee injuries.*

Quoted from: ILO Factory Improvement Programme: Disability in the workplace.
Trainer’s Guide (draft). p.9

3.2 Communicating with persons with disabilities

Generally, although we all may agree that assisting persons with disability is a lofty cause where this is not matter of principle, there is no need to refer to disability related issues in a business training class. There may be exceptions to this rule such as a specific disability-related business issue, e.g. filling in business registration forms for visually impaired persons, which should of course be addressed. But on the whole, the content of the training is identical.

Thus, as a general principle, conduct your inclusive class like any other class. You are enabling participants to start, improve, and possibly expand their business. That is **the topic of the class**, and it **does not change** due to the inclusion of people with disabilities.

There is also no need to highlight your own benevolence when including people with disability into SIYB training. Remember that equal access to services and full participation is a fundamental right of people with disabilities.

3.2.1 Basic etiquette

SIYB organizers and trainers should pay special attention to basic etiquette when they communicate with trainees who have disabilities, and guide non-disabled trainees in communicating with trainees who have disabilities. While some of the statements below may appear self-evident to those who have had ample exposure to persons with disabilities, those who have not had too much exposure as yet are advised to review these items in detail.

Arguably, most of this etiquette can also be applied to communicating with non-disabled persons. Essentially, we are all human beings and expect to be communicated with effectively and in appropriate manner.

- .. Be respectful and kind in addressing persons with disabilities. Neither use insulting language with people who have disabilities. Nor make fun of persons with disabilities – which is even worse because it undermines building confidence just as it would with any other trainee you are making fun of.
- .. Do not address or refer to people with disabilities according to their impairments. Even if you are well acquainted with each other, it is simply not appropriate.
- .. When making a joke, special attention should be paid to addresses and references.

When meeting a person with disabilities, eye contact is very important. Yet, the following three principles should be observed:

- A) look at the person in a normal way, without revealing any curiosity at the person's sight

- B) avoid glancing at the part of the body structure which significantly deviates or has been lost
- C) do not point fingers at the person, or look the person up and down frequently when talking with the person

Generally, pay attention to assisting people with disabilities in your class as a matter of training class facilitation. However, make sure that you obtain their consent before assisting them. For one, usually the person concerned is best able to advise you on how she or he specifically needs to be assisted. Secondly, everyone has a right to determine which assistance to accept and which not. Do not attempt to take decisions on behalf of the participants with disabilities. This is disrespectful even if your intention is benevolent.

It cannot hurt to show your understanding, care and patience to people with disabilities. Yet, you should communicate with them in a normal way and on the basis of an attitude of equality.

Box 6: Use common sense in communication

Strangely, many of us are confused when meeting people with disabilities for the first time, and feel inhibited in communication or are unsure how to communicate the proper way. This is usually due to lack of exposure and experience, and not because there is something fundamentally different between persons with disabilities and non-disabled persons.

Suppose, for example, one of your GYB and SYB co-trainees has had a road accident following her successful business start-up in which she has lost one of her limbs. Would the loss of the limb change the way she records the cash flow of her business? Would it change the way she calculates profit and loss and produces balance sheets? Would you exclude her from the IYB or EYB course because she now may be classified as a person with disabilities?

Of course not! You will still include her into your training class and provide follow-up services. You will still talk business. You will still be concerned with SIYB.

Persons with disabilities have careers, have entrepreneurial spirit, and have business ideas just as everyone else. They have personal strengths and weaknesses as everyone else which can influence the shape of their business practices. But in the end, it is all about creating and operating a successful business.

So, relax. You can behave as you usually behave. Just use your common sense. You can be as concerned about trainees with disabilities as you are regarding non-disabled trainees. You can be as good an organizer and trainer for people with disabilities as for non-disabled trainees. After all, SIYB training is about training different individuals, and each and every individual has particular traits that require particular responses by the professional trainer.

3.2.2 Etiquette and assistance in line with different impairments

Different impairments may influence communication requirements and the type and amount of assistance required to maximize the benefit of training for the person concerned. This section provides a selection of observations you may wish to keep in mind when meeting with persons who have specific impairments.

The section does not claim to be comprehensive. Please also remember that every individual is different and may react differently, or have specific needs that cannot be covered by generalized categories.

Wheel chair users

- .. Offering to push the wheel chair is fine. Do not push the wheel chair without having obtained consent before. Also, please ask for instructions because wheelchairs may differ from one another and you need to make sure you know how to operate it properly.
- .. When speaking, seek to adjust the position of your body in a way that you can discuss at the same line of sight with the wheel chair user. Otherwise you may end up always looking down to the person. For example, sit in a chair close to the person. If there is no chair available, step back and slightly increase the distance between you and the wheel chair user to reduce the inclination of the line of sight.
- .. Make sure to place handouts or other items required in reach of the user.
- .. Do not pat the head or the shoulders of a wheel chair user.
- .. Do not lean upon the wheel chair because the balance of the body of the person may depend on it.
- .. If you see a wheelchair without a user, do not move it to a different location. Leave it where it is.

Persons with impairment of hearing or speech

- .. Attract the person's attention by a light touch on the arm or a wave with your hand.
- .. Keep facing the person. If the person is able to lip-read, slow down the speaking speed and clearly articulate.
- .. Rephrase if the person does not understand (instead of repeating the same phrase).
- .. Even if there is a sign language interpreter present, keep talking directly to the person.
- .. If the person's speech is impaired, you may opt to try to ask questions to which answers are as simple as "yes" or "no".
- .. Take pen and paper along with you because written communication may sometimes bridge important gaps.

Persons with impairment of vision

- .. Introduce yourself first every time. Also introduce other persons who are present.

- .. When offering a seat, place the person's hand on the back of the chair.
- .. Before making any physical contact with the person, first identify yourself clearly.
- .. When talking in a group, name the person you are talking to so persons with impaired vision know if they or someone else are being spoken to (and who that person is).
- .. If you need or want to leave, tell the person. Do not leave the person staying where the person is, speaking to him or herself.
- .. When assisting a person with impaired vision to move about, first ask what type of assistance the person prefers or requires. Some may just need verbal instruction (e.g. how many steps further they need to go).
- .. If the person needs you to lead the way, ask from which side they prefer you to lead (to their left, or to their right), and let the person take your arm. If you take theirs, it may upset their balance. Then walk in a position slightly in front of the person but still close enough.

4. Organizing SIYB training for persons with disabilities

Success in any project relies on good organization. Forms of organizing the inclusion of people with disabilities into SIYB training should be adopted in a flexible way, i.e. according to different situations of the participants with disabilities concerned for the specific training course.

4.1 Organizing principles

- .. The **standard requirements for SIYB training should be kept**, including class size and the "U"-shape arrangement of the tables.
- .. We recommend that the **share of persons with disabilities** should usually not exceed 30% of the trainees in each class. This can keep the additional organizational effort required for their inclusion at a very reasonable level.

In practice, it is also unlikely that the share in any class will be higher than 30% in a program where people with disabilities are included on a systematic basis because the statistical share of people with disabilities in the normal population is much lower. Only when you do not include people with disabilities on a regular basis in your SIYB training courses, you may end up with a large backlog of persons with disabilities who want to join your program.

- .. We recommend to **not include both** trainees with **visual impairments and those with impairment of hearing and/ or speech in the same training class** because communication between participants from these two groups is extremely difficult to achieve.

- .. We recommend **all** SIYB training courses to be **fully accessible** for persons with disabilities.

This recommendation does not imply that you need to include people with disabilities when there are no such applicants in your area. It also does not imply that you need to include non-disabled persons in classes you have already specially set up for people with disabilities.

However, the main objective remains full accessibility both as a matter of a right to participate as well as in response to the need to increase the exchanges between people with disabilities and other members of society. Accessibility to normal SIYB training classes is also the key to the efficient provision of SIYB training to people with disabilities across the whole country.

4.2 Promotion of SIYB to persons with disabilities

It is usually harder for persons with disabilities to start their business than for non-disabled persons. This is particularly due to the many barriers people with disabilities still face in their environment (including reduced access to general education and skills training). At the same time, inclusion of persons with disabilities is not very far advanced yet, and persons with disabilities often are organized in units separate from the mainstream. Therefore, introducing and recommending the SIYB project for people with disabilities is different from the normal SIYB promotional activities.

4.2.1 Promotion to trainees with disabilities

First of all:

- .. Pay priority attention to those persons with disabilities who wish to and are able to start their business.
- .. Go to places of persons with disabilities and offer to take part in their gatherings or activities.

There are different forms of promotion that lend themselves to this target group.

- .. Cooperative promotion: Cooperating with such institutions closely related to people with disabilities such as federations of persons with disabilities and special education schools.
- .. Joint promotion: Selecting persons with disabilities who have successfully started their business to report on the topic by taking advantage of events and activities organized for persons with disabilities, e.g. China's National Day of Persons with Disabilities or the International Day of Persons with Disabilities.

- Promotion by means of media: Utilizing mass media including TV, broadcast, the internet, and local newspapers, especially media and columns targeted at persons with disabilities. For persons with impairment of hearing, we suggest to utilize TV channels with sign language presenters or interpreters, printed media like newspapers, and the internet, including internet blogs. For persons with impaired vision, we suggest to utilize radio broadcast, printed media in Braille, and audio-blogs on the internet.

Box 7: The increasing potential of internet promotion

Modern information technology will become increasingly important for the inclusion of persons with disabilities into all walks of life. While information technology will probably never be able to substitute for real-life SIYB training class interaction, it may still become one important key for SIYB Program promotion to persons with disabilities in China. By making national and local SIYB websites accessible to persons with disabilities, this potential can be fully exploited, even far beyond the use of internet blogs.

The World Wide Web Consortium ("W3C") is an international consortium to develop standards for the internet. Among these standards, the Web Content Accessibility Guidelines 1.0 explain how to make Web content accessible to people with disabilities. **Web accessibility** means that people with disabilities can use the internet, i.e. that people with disabilities can perceive, understand, navigate, and interact with the Web, and that they can contribute to the Web.

Adaptive strategies are techniques that people with disabilities use to assist when using computers or other devices. They can include alternative keyboards or switches, braille and refreshable braille, scanning software, screen magnifiers, screen readers, speech recognition, speech synthesis, tabbing through structural elements, text browsers, visual notification, voice browsers, and many more.

For example, many individuals who are blind rely on screen readers to access the internet, i.e. a software that reads text on the screen (monitor) and outputs this information to a speech synthesizer and/or refreshable braille display. Some people who are blind use text-based browsers or voice browsers, instead of a graphical user interface browsers, plus screen readers. They may also use rapid navigation strategies such as tabbing through the headings or links on Web pages rather than reading every word on the page in sequence.

See: <http://www.w3.org/WAI/>
<http://www.w3.org/TR/WAI-WEBCONTENT/>
<http://www.junchenwu.com/WAI/wai-pageauth.html> [Chinese translation]

- .. Home visit promotion: Promotion to potential clients with disabilities by visiting their homes, accompanied by staff from grass-roots community organizations or grass-roots organizations of persons with disabilities.
- .. Promotion by volunteers: Requesting persons with disabilities who have participated in the SIYB training and benefited from it, as well as full-time disabled commissioners from grass-roots organizations to promote SIYB as volunteers.

Timing of promotion to clients with disabilities is very important. The need is most urgent for those persons with disabilities who recently have received professional skill training or other re-education as well as those trainees who are just graduating from special education schools. This is the best timing to promote SIYB.

4.2.2 Promotion to sponsors

Promoting SIYB to potential sponsors who may be willing to pay tuitions for trainees and to provide assistance for persons with disabilities in receiving the SIYB training is an important aspect of promotional work. Sponsors mainly include federations of disabled persons, institutions with training resources, and entities and individuals who are keen to improve public welfare.

Channels of promotion

- .. Promotion by telephone: Utilizing telephones and the internet to introduce and recommend SIYB to potential training sponsors.
- .. Promotion by visiting homes: Going to sponsors to introduce and recommend SIYB to them face-to-face, referring to achievements made by the SIYB China Program, illustrating successful cases under the SIYB China Program, and introducing the training methods, including the game, under the SIYB China Program.
- .. On-site promotion: Arranging for representatives from sponsors to visit teaching sites or businesses established by SIYB trainees, in particular those started by persons with disabilities.

4.2.3 Specific recommendations for promotion

- .. Emphasize the short modularized contents, and prioritized activities when promoting SIYB training.
- .. Emphasize that SIYB training is now designed to be accessible to persons with disabilities and that there are barrier-free facilities when promoting SIYB training (the latter only if you have actually removed or reduced the barriers).
- .. Emphasize the follow-up support service after training.

- .. Consider preparing supplementary training materials with contents easy to understand and targeted at persons with disabilities, e.g. with cases of persons with disabilities who successfully started their business referenced.
- .. Consider developing specific ways of promoting SIYB to persons with different kinds of disabilities.

4.3 Selecting trainers and developing training skills

In an SIYB training class that includes trainees with disabilities, SIYB trainers may sometimes meet challenges in terms of psychological pressure, supplementation of knowledge on persons with disabilities, re-arranging some of the teaching contents, adopting other training methods, including usage of visual teaching aids. All of this can be learned, and the challenges are quite manageable.

However, you may like to consider the following points in selecting trainers during the initial stages in order to avoid overburdening yourself at the outset.

- .. Give priority to SIYB trainers with prior experience in training persons with disabilities and/ or SIYB trainers with disabilities, but carefully pair them with those who do not have this experience yet and who can learn from them so you may rapidly expand the stock of SIYB trainers who have gained this experience.
- .. Different trainers have different abilities when it comes to designing and implementing different teaching plans, targeted at trainees with different kinds of disabilities - maximize the usage of your trainers' special talents.
- .. Review trainers' general attitudes to the target group, their kindness, patience and sense of responsibility, but do not shy away from expanding to include all types of trainers in the short and medium term.

It needs to be emphasized that accessibility is a right for persons with disabilities, and that every SIYB trainer is expected to respect this right and provide accessible training services. Inclusion of persons with disabilities is not only a task for those who are already aware of the respective issues or those who are more responsible. It is every SIYB trainer's duty.

You may also change the perception of trainers by increasing their knowledge:

- .. Train SIYB trainers so they gain some knowledge related to persons with disabilities.
- .. Train trainers to learn and be able to use the basic sign language if they have trainees whose hearing is impaired.

- .. Encourage trainers to obtain as much information as possible about state policies and laws and regulations concerning people with disabilities.

You may also like to consider inviting celebrities and/ or entrepreneurs with disabilities to share their experience in success with both trainers and trainees. On the one hand, this can strengthen the sense of identification of non-disabled classmates with persons with disabilities. On the other hand, this can enhance self-confidence of trainees with disabilities in getting on and starting their own business. Last not least, trainers and trainees may discover some interesting practical business cases for their reference.

4.4 Selecting trainees with disabilities

SIYB training has standard selection criteria, and the quality of the SIYB training can only be guaranteed when qualified trainers train sufficiently qualified trainees with the methodology and tools of SIYB training.

Compared with non-disabled persons, it is harder for people with disabilities to start their business due to the barriers they face and the impairments they have. There may also exist differences in their acceptance of and their preparedness for training.

Selecting trainees with disabilities therefore is no less important than selecting the other participants. Proper selection is very important for training effects and trainee satisfaction – which are in the interest of both the participants with disabilities and their trainers. SIYB trainers cannot guarantee the quality of the whole training unless trainees with disabilities are up to the lowest enrollment standards of the SIYB training courses.

4.4.1 Standards for selecting trainees with disabilities

The common standards for selecting trainees of the SIYB modules are also applicable to trainees with disabilities. The difference is that some persons with disabilities may communicate in a different way than non-disabled persons and that we need to accept this way of communication during the screening process.

- .. Trainees with visual impairments are usually able to read and write Braille and can communicate orally. Increasingly, you may find trainees with visual impairments who have learned to operate computers by using special keyboards and/ or voice-activated softwares.
- .. Trainees with impaired hearing are usually able to read and write, and communicate with others through writing or by means of sign language.
- .. Trainees with deviation or losses in body function or structure are usually able to move with supporting aids or help of others, and have no impediments to communicating or expressing themselves. If they are also

impaired in either vision or hearing, they will display the same features as above.

Trainees who have **both** impairments of vision and hearing are usually too difficult to include in standard SIYB training courses. They therefore should be screened out during the selection process for the standard SIYB course, and could be assigned to special courses instead.

4.4.2 Procedures for selecting trainees with disabilities

All procedures for selecting (non-disabled) SIYB trainees are also applicable to trainees with disabilities.

Procedures of selection

- .. interview
- .. training demand analysis
- .. assignment of trainees to different classes

Recommendations

- .. Use written communication or invite professional sign language trainers or interpreters to translate when applicants with impaired hearing fill in the SIYB enrollment registration form.
- .. You may like to consider combining SIYB promotion visits with selection interviews.
- .. Try to limit the amount of persons with disabilities in a single SIYB training class to 10%-30% of the total number of trainees.
- .. Keep the shares of participants with disabilities balanced in all courses that are being run in parallel so the additional workload is evenly distributed.
- .. You may opt to group and include persons of one type of disability in one training class, and those of another into another training class. Thereby, the workload to reasonably accommodate them can be reduced because the trainers can concentrate on the features of a single type of disability when adjusting the training. Note also, as under 4.1 above, that it is difficult for blind persons to directly communicate with persons who are hard of hearing and vice versa, and that it may therefore be better to allocate these persons to different classes.

Tools for selection

- .. The SIYB enrollment registration form is also applicable to selecting trainees with disabilities. There is no special form for trainees with

disabilities because the requirements for this target group do not differ from the requirements of non-disabled trainees.

- .. The form is to be filled in by the SIYB trainers during the interview, just as with other applicants.

4.4.3 Analyzing training demand of people with disabilities

Why is it important to analyze this demand?

- .. It helps trainers and organizers to plan ahead.
- .. It helps us to understand expectations of trainees with disabilities so we can prepare to fully meet their needs.
- .. It helps us to define the training methods for the specific courses in advance.
- .. It increases the trust of the trainees with disabilities to participate in our SIYB training program.

Methods

- .. working out a training demand list
- .. analyzing information on the training needs assessment questionnaire and the enrollment registration form
- .. collecting valid information from various sources about the clients
- .. adding questions during the interview whenever necessary for trainers to address a particular situation
- .. categorizing trainees on the basis of the results of the training demand analysis

It is imperative that the validity of the information is checked and that the information is analyzed efficiently. Attention must be paid to removing any barriers to communication.

Tools

The main tools adopted for analyzing the training demand of disabled trainees are the standard training needs assessment questionnaire and the SIYB enrollment registration form.

Trainers should fill the training needs assessment questionnaire jointly with the trainees during the selection interview. SIYB trainers are allowed to ask further questions whenever necessary in order to better adapt to the specific situation. However, they should not skip any questions from the standard questionnaire.

4.5 Training venues and logistics

When selecting training venues, sufficient consideration should be given to needs of trainees with disabilities in order to enhance their convenience. In order to assess whether a training venue is suitable for including persons with disabilities, you may organize a convenience examination and check. Local disabled persons federations usually will be happy to assist you, but you can also implement this yourself.

Training venues should be improved regarding their convenience where necessary according to different requirements as sketched below.

Please note that if you currently lack funding to improve the suitability of your venue, this does not imply you should delay or even abandon the idea of including persons with disabilities into your SIYB training classes. The minimum we would expect from SIYB organizers and trainers is to provide reasonable accommodation for persons with disabilities. Every effort you can make in this regard is helpful.

Be realistic, and increase the accessibility of your training venues step-by-step and in line with your resources.

Should you wish to implement major refurbishments or reconstructions, it is advisable to get in touch with the disabled persons federation which can provide you with the technical norms you need for this purpose.

4.5.1 Venue convenience needs

Wheel chair users

- .. keeping passages, corridors and pavements unblocked and free from obstacles
- .. leaving space for wheel chairs to move around in areas of lifts, corridors, classrooms, and dormitories
- .. adjusting the height of the surface of desks
- .. making the ground skid-proof
- .. building ramps where there are steps
- .. installing handrails in washrooms, the width of doors to which and the space of which should be suitable for wheel chairs to move
- .. conduct training in classrooms on the ground floor as much as possible, especially if there are no lifts – when you have the budget for it, install lifts to make each floor accessible to wheel chair users

Non-wheel chair users with mobility impairments

- .. installing railings along stairways
- .. keeping distances between classrooms and dormitories short
- .. keeping the ground from being uneven or slippery
- .. providing sitting pans for toilets
- .. minimizing the number of steps to be taken or crossed

Persons with impaired vision

- .. convey written instruction and information orally
- .. keeping passages, corridors and pavements unblocked and free from obstacles
- .. increase lighting
- .. installing railings along stairways, colors of which are suggested to be bright
- .. installing fixed signs of different shapes on the grounds of doors to rooms or floors, and/ or installing Braille signs at passages and doors to rooms
- .. installing telephone facilities in dormitories
- .. providing a voice prompt system

Persons with impaired hearing and/ or speech

- .. convey oral instructions and information in written form
- .. install flashing alarm lights to complement acoustic fire/ evacuation alarms (bells, sirens) of training venues

4.5.2 Logistic questions

Accommodation

- .. Consideration should be given to providing commuting services for those trainees with disabilities who are in need of such services or for whom commuting is a significant barrier to participation in the SIYB training.
- .. Trainees with disabilities and their caretakers (often family members) should be provided with convenient accommodation services or accommodation guidance if in need of accommodation.
- .. Consideration should be given to providing temporary rooms for breaks for trainees with disabilities for whom it would be unreasonable to return home over lunchtime, including for their caretakers.

Tea breaks

- .. One more break can be given as needed, e.g. if no comfortable solution has been found for seating persons with mobility impairments, but the tea break and time-out cannot exceed 30 minutes.
- .. Tables and chairs should be prepared in tea break areas to avoid that persons with impaired mobility or vision suffer inconveniences (e.g. difficulties to find or reach, and consume snacks) or accidents (e.g. burning from hot beverages) during the tea break and thus are unable to relax or even injured.

4.6 Costs

Article 4 of the international Convention on the Rights of Persons with Disabilities obliges the state to develop **universally designed** services which should require the minimum possible adaptation and the least cost to meet the specific needs of a person with disabilities, to promote their availability and use, and to promote universal design in the development of standards and guidelines.

Article 5 of the Convention specifies that all appropriate steps must be taken by the state to ensure **reasonable accomodation** is provided for persons with disabilities.

Box 8: Making reasonable accomodation for persons with disabilities and universal design

Reasonable accomodation means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms.

Universal design means the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. "Universal design" shall not exclude assistive devices for particular groups of persons with disabilities where this is needed.

Quoted from: Convention on the Rights of Persons with Disabilities, Article 2.

From this perspective, it should be clear that **inclusion of persons with disabilities does not automatically imply that there is any need for additional funding**. For one, the design of services such as SIYB training should be made as universal as possible so they only require the minimum possible adaptation and the least cost to meet the specific needs of a person with disabilities. Secondly, the objective is not to achieve inclusion "at any

cost", but to make reasonable accommodation for persons with disabilities in standard SIYB training programs. This by definition also does not lead to substantial cost increases. The second point is particularly important to remember when it comes to adjusting in the physical training infrastructure (buildings, etc.).

In the manual for SYB training organizations and trainers, budgetary items are listed in detail. Considering the convenience of trainees with disabilities, you may like to consider increasing some budget items. Suggestions are being provided below.

However, bear in mind that good organization may often compensate for cost increases. For example, you may request non-disabled participants to volunteer to assist wheel chair users entering and leaving the building if the sills of the building for the training venue have not yet been designed according to the universal design principle instead of changing to a training venue that is more costly. And often enough you will also find that you can find an alternative venue that is more accessible at the same cost.

4.6.1 Expenditures and outlays

Fees or salaries payable to trainers and other staff

Generally, the cost for the trainers should not change due to the inclusion of persons with disabilities into the course. It is the trainers' duty to provide the same type of service to all types of the total of 20 trainees independent of their disability status. However, if the share of persons with disabilities is relatively high, you may occasionally like to consider recruiting an additional assistant to help the two trainers with facilitation, and this assistant would need to be budgeted for.

For trainees with impairment of hearing and/ or speech, interpreters for local sign language (or alternatively, a stenotypist who can simultaneously type the spoken word which then is projected to a screen) are needed. (If there is sufficient demand, a sign language instructor could also be trained to deliver SIYB training.) Often, partnering with the disabled persons' federation (at national or local levels) or other organizations working with persons with disabilities (e.g. charities) may help you to cover for the respective cost because these organizations may be willing to provide this service free of charge or for reduced charges.

Venue rental

Let's face it: Many training venues in China are presently not optimal for including people with disabilities. Hence, outlays may possibly be increased if you wish to provide training venues with completely barrier-free facilities to trainees with disabilities. However, you may keep the additional cost in check by shopping around for better venues at the same price (usually not too difficult to find) or organize do-it-yourself solutions that can turn a bad venue more accessible.

Training materials and supporting teaching aids

- .. For trainees with visual impairment, it is highly recommended to provide audio materials, and it can be very helpful to develop Braille teaching materials for them. Often digital versions of training materials are useful handouts if the person has access to a computer and screen reading software.
- .. For trainees with impairment of hearing and/ or speech, one small whiteboard is needed for each of these trainees to enhance communication with all other participants and the trainer during class by enabling them to write out both spontaneous comments and other contributions and holding them up.
- .. For trainees with impairments of body structures, comfortable chairs are recommended unless they wish to use their own wheel chair.

These items may justifiably increase expenditures, and you will therefore need to seek funding for them.

Accommodation

It may occasionally increase expenditures and outlays to provide accommodation for persons who can only travel with assistance and therefore are not able to travel back home during extended lunch breaks and/ or every evening after class. In many cases, these persons are being assisted by family members who need no additional accommodation (in addition to the person concerned), but may lodge in the same room.

Ideally, of course, the training venue is located close to the residence of the person(s) concerned. But this may not always be possible.

Box 9: Disability is not an illness

Persons with disabilities are not sick persons. Anyone, have they disabilities or not, who is sick cannot participate in SIYB training (just as much as they cannot participate in any other training or go to work). They need to first recover, and can take part in the training the next time it is being organized.

A special case are persons with epilepsy. An epilepsy is a seizure disorder caused by sudden disturbances in the brain which can be controlled with medication. Epilepsy as such, however, is not a disability even though it may lead to disabilities.

Reminder: SIYB trainers and organizers are not qualified to administer any medication, even in emergencies. Such tasks can only be assigned to properly qualified persons (e.g. physicians, nurses). If you are in doubt, please check back with qualified medical staff.

Health care

In certain, very limited cases, some trainees with disabilities may need to carry specific emergency medication on them (i.e. for emergencies, not because they are sick). Because these persons need to carry such medicines on themselves anyway, such medication by definition should not constitute any expense under your training budget.

Follow-up support service

When providing follow-up support service, expenditures and outlays may increase because persons with disabilities are sometimes more restricted in their mobility and may thus be better visited at their business. If you usually restrict your support services to your office, some additional expenditures may arise for client visits. If you visit your clients regularly for follow-up, there should be no difference in cost from including people with disabilities.

Fees payable to part-time trainers and experts invited from outside

Normally, organizers and trainers of SIYB should assimilate the knowledge required for including persons with disabilities into their training classes so that no external support is required. However, it may be useful to cooperate with external trainers and experts during the initial stages when not sufficient experience with the inclusion of persons with disabilities has yet been acquired. In such cases, expenditures and outlays may increase to cover for fees and costs of trainers from federations of disabled persons of various levels and/ or from schools of special education on a part-time basis.

Please remember that unless these external trainers are qualified and certified SIYB trainers at the same time, they are only able to advise on training methods for persons with disabilities, and not on SIYB training contents or SIYB training methods. The final say therefore always rests with the SIYB trainers.

4.6.2 Additional costs incurred by trainees with disabilities

The financial capacity of persons with disabilities is, on average, at a lower level than for non-disabled persons. At the same time, costs for them to participate in the training may sometimes be higher than those for trainees without disabilities. For example, trainees with visual impairments may need others to accompany them to participate in the training which usually increases their transportation expenses.

Therefore, you may like to consider to

- .. apply reduced charges to trainees with disabilities
- .. earmark charges paid by trainees with disabilities for special activities related to improving access to SIYB for persons with disabilities or rewards for participants with disabilities in order to stimulate their initiative to study

4.7 Channels for raising funds

While we do not expect to substantially increase the cost of training by including persons with disabilities into the SIYB China Program, some additional expenditures and outlays may arise as outlined above. In order to fund these additional costs of including persons with disabilities into SIYB training courses, you may like to review whether you can obtain special support from the following channels.

- .. employment security funds for persons with disabilities
- .. government subsidies under entrepreneurship training policies
- .. the part of the local government's employment budget earmarked for employment training of workers out of work
- .. training charges collected as required
- .. the part of local education development funds earmarked for occupational education
- .. enterprises' funds for their workers' education and the part of non-operations expenditures and outlays earmarked for occupational training
- .. profits made by enterprises established by occupational training entities
- .. donations, financial assistance and loans from institutions and individuals inside and outside China, including federations of disabled persons

This list may not be complete, but it can provide you with a starting point if you need to seek some external funding.

5. Implementing SIYB training for persons with disabilities

When implementing the inclusion of people with disabilities into your classes, first of all remember the purpose of your job, your foremost objective.

Box 10: Your key objective

SIYB trainers have the same goals as other education workers:

To discover and remove barriers and obstacles to trainees who are studying, and to develop their trainees' potential.

Hence, when training trainees with disabilities, trainers should know their studying features, discover obstacles to their studying, flexibly utilize their knowledge of adult education practices to remove the obstacles, and improve studying effects. At the same time, various measures can be taken to better include trainees with disabilities into the training process, which, as a side effect, can also improve studying effects of their non-disabled classmates.

Arguably, inclusion of persons with disabilities into SIYB training classes is an excellent opportunity for SIYB trainers and master trainers to refine their

training skills. It will increase the trainers' versatility in applying different training methods and broaden their perception on barriers and obstacles to learning.

5.1 Basic principles of SIYB training for persons with disabilities

The inclusion trainees with disabilities into current SIYB training is based on three basic training principles:

- .. assisting trainees with disabilities to integrate into training activities that originally were designed without proper consideration of the requirements of persons with disabilities
- .. targeting teaching and, where applicable, tutoring at different communication features of trainees with different kinds of disabilities
- .. fully implementing the participatory training methods

5.2 Training planning for persons with disabilities

Some trainees with disabilities may need to spend relatively more time than non-disabled persons on studying so that they may keep up with the class, e.g. by reviewing course contents after class. There are different reasons for this:

- .. Not all the materials used for standard training classes are suitable to all types of persons with disabilities, and it is in certain cases not reasonable to perfectly accommodate the training to all types of participants.
- .. Some trainees with disabilities, and especially those with impairment of their lower limbs or spine, find it more difficult to sit thru classes for the same time span as it is traditionally planned for non-disabled trainees.¹

In the section 4.1 above we have already explained the principles for including trainees with disabilities. When drafting the training plan, they need to be actively considered.

Furthermore:

- .. It has a direct effect on the organization and progress of teaching whether or not sign language trainers and/ or interpreters are deployed

¹ One suggestion which has been made in this context was to consider shortening the period of study for each single day and to respectively extend the total number of days of the whole training. I.e. the total number of hours would be identical, but spread over a longer period of time. This would give extra time for persons with disabilities to review training contents while the course is ongoing and raise the level of their participation. However, such a measure should be pre-agreed with all concerned: organizers, trainers, participants because it will significantly affect the organization of the course. In practice, providing comfortable seats may be more feasible.

and/ or simultaneous subtitles are stenotyped in classes where there are trainees with impaired hearing.

- .. In classes where there are trainees with impaired vision, preparation of full-scale teaching aids may require a little more preparation time than usual.
- .. Daily team tutoring (cf. 5.4.3 below) should be included into the regular training plan.
- .. Enough consideration should be given to psychological features of trainees with disabilities when preparing cases for teaching.

Convenience of the training plan in particular implies:

- .. Application of the participatory methods should be organized so it favors the active inclusion of the participants with disabilities.
- .. The utilization of teaching aids can enhance the usage of the less impaired sensory functions to perceive the content.
- .. Providing simultaneous sign language training where required.
- .. Providing materials in Braille where required.

5.3 Studying features of persons with different kinds of disabilities

It is important for implementing the SIYB training to understand the features of persons with different kinds of disabilities on the basis of adult education practice and theory. This lays the foundation for SIYB trainers to know how trainees with disabilities study.

This will enable trainers to understand how they can remove obstacles and barriers for persons with different kinds of disabilities. It may also stimulate trainers to think and flexibly select methods targeted at training the persons concerned.

5.3.1 Trainees with deviations or losses of body structure

Generally, trainees with physical disabilities have physical impairments, but neither psychological nor mental difficulties. There is no big difference between them and non-disabled trainees in the cognition process, perception, language, memory, and thinking.

Occasionally, trainees with physical disabilities may have an inferiority complex due to their difficulties in making a living, in studying, and due to prevailing discrimination in society. But this cannot be generalized.

Suggestions for classroom training

- .. reserve seats for trainees with physical disabilities in the front and closest to the door to the classroom in order for them to enter and exit easily
- .. provide assistance with studying, such as classmates taking notes for them, if necessary, but without overdoing it
- .. reinforce confidence of trainees with disabilities, e.g. by giving more positive encouragement and guidance

5.3.2 Trainees with impaired vision

Hearing and touching are the main cognition channels for trainees with impaired vision. Even though they objectively cannot perceive more with these channels than other persons, their hearing and touching skills are often better developed than with persons whose vision is not impaired. This is due to the substitution and compensation functions (i.e. their constant practice) of the other perception structures which they develop as they strive for living. For example, they make more effort to read by means of touching (Braille), and they may learn to recognize spaces and distances by means of hearing.

These trainees are limited in perceiving colours, brightness and a solid perspective of objects due to the impairment of their vision.

Language skills

- .. Trainees with visual impairments have a tendency to listen very closely. They acquire most of their knowledge relying on oral teaching. They are fully capable of reaching the level of non-disabled persons in studying and developing language.
- .. They may sometimes fall short on gesture language, unable to express the connotation of language by ways of utilizing expressions, gestures, and movements.
- .. Their written language is totally different from non-disabled persons, and is expressed mainly with Braille (of which there are some different types in China).

Cognitive skills

- .. Trainees with visual impairments learn by means of other perception channels. The difference in their perception influences their understanding, and may sometimes lead them to different judgements when analyzing and/ or inferring.

- .. Trainees with visual impairments may sometimes develop a habit of “hard thinking in silence”. So do not be surprised if you meet rather sharp, logical thinkers.
- .. Trainees with visual impairments are often good at memorizing due to continuous practice and development of this capacity.

Suggestions for classroom training

- .. Trainers should pay attention to pronunciation, speaking speed, and tone. They should read out contents on the blackboard, wall maps or slides loudly and clearly both when writing and referring to them.
- .. Trainers should pay attention to be well organized in their oral presentations, supported by enumeration of items and ideas, such as “first”, “second”, ..., or similar.
- .. Trainers should pay attention to comprehensively utilizing perception channels and not rely on visual support. Hearing, touching, and smelling can also help trainees to form a concrete, vivid and complete cognition picture, such as doing brainstorming by utilizing live animals like fish and chicken.
- .. Where possible, teaching materials in Braille should be prepared. (Some materials are currently being transcribed to Braille and may become available in the near future for distribution. Please refer to the National SIYB Program Office for further information.)
- .. Where the trainees have access to computers and screen readers (or similar assistive devices), the provision of teaching materials in software or digitalized form can be very helpful.
- .. When exceptionally presenting movies or videos in class, seating for trainees with visual impairments should be arranged in the front. Arguably, since video presentations are not part of best-practice SIYB training, it is recommendable to drop this practice anyway, and this applies even more if any participants are visually impaired.

5.3.3 Trainees with impaired hearing

Trainees with impaired hearing perceive the outside world mainly by relying on seeing, touching, tasting and smelling. They have a tendency to observe in a more careful, sharp, clear, and complete way due to the substitution and compensation functions of seeing.

They are limited in communication. This affects their scope of cognition and the activities they participate in. Often, they may lack some experience accumulated in social activities.

Language skills

- .. Loss of the ability to hear has an impeding effect on forming and developing their language ability. Their oral (of those who have managed to learn how to pronounce) and written expression are sometimes developed in a comparably uneven and incomplete way.
- .. Trainees with impairment of hearing need to study and communicate by means of sign language.
- .. Trainees with impaired hearing usually develop some abilities to lip-read, i.e. to infer and comprehend the meaning expressed by watching and interpreting the speaker's changes in mouth shape and facial expression.
- .. Written language is one of the effective tools for them to communicate with non-disabled persons.

Cognitive skills

- .. In thinking activities of trainees with impaired hearing, the substitution and compensation functions of seeing are reflected in the relatively obvious visualization of thinking activities.
- .. The slowness of trainees with the hearing disability in acquiring and developing their language skills, sometimes delays or limits their abilities when it comes to abstract thinking. This may occasionally lead to a lower ability to generalize and to lower flexibility in thinking, but none that should impede their participation in SIYB training.
- .. Perception features of trainees with impaired hearing determine that they usually have developed a good capacity for memorizing and retaining information of visual images, but encounter more difficulties and make more mistakes in memorizing spoken language and written materials which they sometimes may forget in no time. In addition, it is a noticeable feature of them to memorize by means of sign language.

Suggestions for classroom training

- .. Seat trainees with impairment of hearing in the front.
- .. Pay attention to facing trainees with impaired hearing as much as possible when speaking.
- .. Pay attention to the exactitude of your mouth shape when speaking.
- .. Use clear pronunciation and proper speaking speed.

- .. Write the most important contents on the black or whiteboard, or present them by means of projecting slides, or use other visualizations such as flash cards, etc.
- .. If the conditions allow, have either sign language interpreters or use stenotypers to type subtitles that are projected to a screen simultaneously. This is usually more effective than the methods above.

Note that any interpreters or stenotypers you ask to assist should have a chance to acquaint themselves with key terms and concepts of the lesson you are teaching beforehand so as to minimize potential interpretation or typing mistakes.

5.4 Participatory training methods and persons with disabilities

Using participatory training methods is a key concept in the SIYB China Program. According to ordinary understanding, applying the participatory methods to persons with disabilities may meet with some difficulties and obstacles.

However, in a comfortable and harmonious environment, trainees with disabilities are willing to express their views and feelings, and they can benefit from interactive teaching activities. For example, trainees with impaired hearing and speech prefer to comprehend and master contents in simulation exercises.

Another positive effect of using participatory training methods is that it may accelerate the successful inclusion of trainees with disabilities into the standard training class.

The methods which are available are:

- .. brainstorming
- .. discussion
- .. practice
- .. case analysis
- .. role playing
- .. games
- .. team tutoring

Certified SIYB trainers are required fully master all of the related concepts and skills of brainstorming, discussion, practice, case analysis, role play (simulation), and the games. These concepts therefore need not be discussed in this handbook.

However, trainers should review the specific aspects of applying these participatory methods to trainees with disabilities in the relevant sections under 5.4.1 below. They should also review what teaching aids are useful for which types of disabilities in section 5.4.2 below.

The one method mentioned above which SIYB trainers are not acquainted with is team tutoring as a method developed during the production of this manual. This method is being described in section 5.4.3 below.

5.4.1 Applying participatory methods to trainees with disabilities

Generally, for the application of participatory methods to work out smoothly, please ensure that

- .. communication between trainees with disabilities and non-disabled trainees is being encouraged, such as by assigning disabled trainees evenly to inclusive teams during team discussion with no separate groups being formed only for persons with disabilities
- .. any obstacles are actively being removed (i.e. discovering and removing the obstacles before the trainee with disabilities meets the obstacle) so as to encourage trainees with disabilities to seek platforms for expressing their views, to help them being quickly included into the training, and to improve their confidence in active participation

These measures are important to help trainees with disabilities to overcome both psychological obstacles and to mitigate against their realistic fears (e.g. to possibly trip over an object) so they can be smoothly included into the mainstream.

Trainees with deviations or losses of body structure

- .. Consideration should be given to the mobility limitation of trainees with physical disabilities, particularly those with deviations or losses of lower limbs. For example, when doing team discussion, trainees with the physical disabilities can be assigned to teams according to their location in the classroom in order to reduce their movement in space. "Portable banks" which can provide "home visiting services" to participants with physical disabilities can be set up during the game session.
- .. Trainees with deviations or losses of upper limbs and having difficulty in writing should be encouraged to express themselves orally, such as when describing results of brainstorming exercise.
- .. Leave enough space between desks and chairs for persons with physical disabilities to move conveniently.

Trainees with impaired vision

- .. The layout of the classroom environment may create severe obstacles for trainees with impaired vision. Hence, pay attention to convenience in space and encourage non-disabled trainees to assist (following prior consent of the person concerned) as required.

- .. Trainers and trainees should speak clearly to trainees with impaired vision when introducing topics, the process, and the conclusions of discussions to them.
- .. Attention should be paid to assigning assistant trainers or trainees to help by narrating (describing, explaining) scenes, situations and contents to trainees with impaired vision when using role play and brainstorming.

Trainees with impaired hearing

- .. Seat trainees with impaired hearing in the front so that they are able to see conveniently.
- .. Trainers should speak face to face to trainees with impaired hearing even when a sign language translator is present.
- .. Reduce glistening, or seat trainees with impaired hearing at places where the glistening is weakest.
- .. The most significant obstacle to trainees with impaired hearing is oral communication. Attention should therefore be paid to writing out topics, processes, and key points of conclusions on black or white boards or white sheets of paper when utilizing participatory methods of various kinds.
- .. At the same time, encourage trainees with impairment of hearing and speech to write their views on small whiteboards or paper that they can hold up so other participants can read them.
- .. Strengthen comprehension of trainees with hearing disability through simulation and role play.

Note that participatory methods alone cannot compensate for the lack of sign language interpreters or instructors. The least obtrusive and most effective way of addressing the communication issues remains the sign language interpreter.

5.4.2 Using visual and other supportive teaching aids

In studying, persons with disabilities are restricted due to their specific impairments. Using proper visual or other supportive teaching aids so as to respond to alternative, and possibly better developed, perception functions, many persons with disabilities are able to overcome or reduce significant obstacles to their studying.

Supportive teaching aids include

- .. whiteboards (small whiteboards or magnetic tablets) and whiteboard markers
- .. recorders, tapes or compact disks
- .. multi-media (projectors)
- .. big pictures (posters)
- .. full-scale teaching aids (models; forms in Braille)
- .. colorful paperboards

Box 11: Simultaneous usage of teaching aids

During class, trainers can utilize various teaching aids at the same time to ensure effective communication with disabled trainees by continuously conveying information via diverse channels of perception. This not only improves the accessibility for trainees with disabilities, but also offers non-disabled trainees a wider range of learning situations and methods.

Trainees with deviations or losses of body structure

Needs of trainees with physical disabilities are related to their specific impairments. For example, it is hard for trainees without hands or with difficulty in moving hands to take notes in class. This barrier may be reduced by using specific aids.

Suggestions for classroom training:

- .. Allow trainees to record classroom training contents with tape recorders or other devices. This may imply need for electrical sockets close to their seats (please ensure that nobody can trip over extension cords).
- .. Allow the copying of teaching materials or classmates' notes.

Trainees with impaired vision

The needs of trainees with impaired vision are related to reading printed matter and moving around the classroom. Trainees with impairment of vision are unable to see writing on blackboards, wall maps or slides. They cannot see (or they can hardly see) pictures, films, or videos.

Suggestions for classroom training:

- .. Provide soft or hard copies of slides for trainees with disabilities (e.g. so they can ask others to read the slides to them again following the course).
- .. Let trainees with impaired vision record teaching contents with tape recorders or other devices. This may imply need for electrical sockets close to their seats (please ensure that nobody can trip over extension cords).
- .. Encourage other trainees to read their notes to trainees with impaired vision.
- .. Prepare voices for multi-media courseware if possible, such as using the computer aided screen reading software.
- .. Make and utilize full-scale teaching aids (or models), and allow trainees with impaired vision to touch and feel the object during demonstration, such as combined with the story of Huang Liang and Li Yan, using full-scale pottery craftworks to ask trainees to make a cost analysis.
- .. Provide materials in Braille and audio materials, such as by changing the SYB form into a Braille version so that it can be used conveniently in class.

Trainees with impaired hearing

Needs of trainees with impairment of hearing are related to their being unable to hear trainers speaking at all, and to inconveniences in expressing themselves orally. Some of these persons rely on sign language to study and communicate. Others are able to lip-read, but lip-reading is not so reliable. For them, it is very hard to comprehend oral language used by trainers in class.

Suggestions for classroom training:

- .. Provide copies of teaching materials or classmates' notes for trainees with impaired hearing.
- .. Write the most important contents on blackboards or whiteboards, or display them on slides.
- .. Use vivid wall maps or slides with clear themes and bright colours.
- .. Let these trainees use hearing aids.
- .. Ensure that large fonts are used on stenotyped subtitles or slides.

- .. As mentioned under 5.4.1, provide small whiteboards (or magnetic tablets) or white paper to write on, and encourage them to write down their views to share them with everyone during class.

5.4.3 Team tutoring

This section focusses on another feasible and effective method for including trainees with disabilities that has been tested during three sessions of classes with obvious effectiveness during the preparation of this handbook.

Team tutoring is meant to compensate for difficulties and obstacles trainees with disabilities may encounter during classroom training, e.g. if they are too shy to ask questions for clarification or repetition of content during normal class. After the course is completed each day, trainees with disabilities are divided into teams, and trainers (and other professionals) provide them with special tutoring. This is to provide special assistance for trainees with disabilities, helping disabled trainees keep up with the progress of the class.

Steps in sequence

- A) **Introducing**
Reviewing key learning points and lectures.
- B) **Producing**
Encouraging disabled trainees to ask questions, including contents of courses and obstacles to studying.
- C) **Clarifying**
Answering questions of trainees (sometimes individual tutoring needed, such as psychological guidance).
- D) **Promoting better recall**
Assigning homework to accelerate the studying progress of individual trainees with disabilities.

Hints

- .. Each team tutoring session should not exceed 60 minutes, bearing in mind that the trainees still have homework.
- .. Each team should contain 2-5 members to allow highly intensive participation.
- .. Each participating trainee should be encouraged to boldly ask questions.
- .. Tutors with training in psychology may be invited to participate.
- .. Team tutoring may be moved to a more comfortable environment (suitable for trainees with disabilities).

- .. Team tutoring is mainly targeted at trainees with disabilities, given the assumption that their education background is generally somewhat lower than for the non-disabled participants.

Arguably, one might consider extending team tutoring to non-disabled trainees who encounter difficulties in following in class, and wish to improve their understanding by benefiting from tutoring. This argument is particularly valid because persons with disabilities are not all the same, and some may find it more difficult to follow in class than others who may see no need for tutoring. The ultimate decision regarding team tutoring will need to be left to the participants: Do they wish to participate?

Where resources are scarce to organize team tutoring, preference should be given in line with objective need, following consultation by the organizers with the participants and the SIYB trainers.

Advantages and disadvantages of team tutoring

| Advantages | Disadvantages |
|--|---|
| <ul style="list-style-type: none"> .. Timely discovery and resolving of specific problems trainees with disabilities may encounter .. consolidating key learning points .. ensuring an even learning progress for all participants where the education background of trainees with disabilities is lower than for non-disabled trainees .. may also help non-disabled persons with learning difficulties | <ul style="list-style-type: none"> .. increasing trainers' teaching time .. sometimes requires additional resources such as psychological tutors and sign language trainers .. occasionally may increase the cost .. may make persons with disabilities feel singled out for special treatment .. may deliver the wrong message that generally persons with disabilities are not able to keep up with non-disabled persons |

5.5 Management of the inclusive SIYB training class

5.5.1 Opening ceremony

As applies to all SIYB training classes, trainers need to endeavour to create an equal, friendly, and relaxed atmosphere for studying, and introduce course objectives and the teaching plan during the beginning. This principle does not change when trainees with disabilities are included into the training class. However, a few additional points need to be observed:

Basic information and facilities

- .. When disabled trainees come to the SIYB training classroom for the first time, they should be shown around so that they can better familiarize themselves with the venue and the layout of the environment.
- .. Especially trainees with impaired vision and physical disabilities also need to be familiarized with the main routes to classrooms, tea break and eating areas, rest rooms, and other common facilities.
- .. Please provide or help to provide accommodation arrangements as necessary.
- .. Do a good job in consciousness guidance and behaviour prompting among the non-disabled trainees in the same class.

Introducing trainees

- .. Seat trainees with disabilities properly for their convenient attendance.
- .. Let trainees with disabilities equally participate in team introduction activities.
- .. Take a short moment to explain to non-disabled trainees how to more effectively communicate with trainees with different kinds of impairments (as and where required).

5.5.2 Daily evaluations and final evaluation

It is very important to do a good job in supervising and evaluating SIYB training classes that include persons with disabilities. On the one hand, this constitutes feedback from regular teaching activities that we need to maintain and continuously improve the quality of our delivery. On the other hand, which is more important, we can collect information the effects of our teaching on trainees with disabilities and non-disabled trainees, i.e. from systematically different perspectives, and learn about remaining obstacles to participation and the needs of diverse trainees with disabilities.

Suggestions on evaluation

- .. Trainees with disabilities fill the daily opinion feedback form following the team tutoring session every day.
- .. Encourage trainees with disabilities to give feedback about their specific difficulties and needs.
- .. Allow trainees with disabilities to orally express their opinions and give feedback as an alternative to filling in the feedback form, and make sure to record their comments truthfully and completely on a form for them.

- .. Actively resolve problems trainees reflect during the evaluation, and provide timely feedback to them.

5.5.3 Course completion

Course completion ceremony and exam

It is very significant for trainees with disabilities to have a relaxed, happy and positive course completion ceremony because such a studying experience is precious to them. It may even be the first time they participate in an inclusive training event. It is also an opportunity to reinforce the contacts that trainees have made with each other.

Remember this when you organize the closing ceremony, and do not haste through this part of the course.

Written exam

- .. Time for written exams for trainees with upper limb disabilities who write slowly should be extended. How long it is extended depends the extent of their individual disability (i.e. how much it affects their writing speed).
- .. An alternative oral exam should be given to those trainees who are unable to write at all.
- .. Prepare exam paper in Braille for trainees with impairment of vision. If there is no such paper, arrange the time in a way that questions on exam paper can be read out one by one to them. Then they may write the questions down in Braille and work them out.

If the trainees know how to use the software and you have both soft and hardware to support this at the end of the class, then an IT solution is, of course, also acceptable. (But do not expect the trainee to do this without any prior experience in using the computer and the respective software.)

Oral exam

During an oral exam, trainees with impaired hearing and/ or speech should be allowed to write down their answers instead of responding orally.

It goes without saying that the services of the sign language interpreter can also be made use of during the exam.

6. SIYB follow-up support services for persons with disabilities

Follow-up support services of SIYB training for persons with disabilities are part of the normal package offered to all SIYB trainees. Trainees with disabilities should be included into follow-up support services like everybody else. However, to do this effectively, careful consideration needs to be given to the methods of providing the services in the most convenient way to the respective clients. Given the many barriers people with disabilities can face in society, they may benefit substantially from more and more personalized support services.

6.1 Start-up problems persons with disabilities may encounter

There are rather typical problems which business starters (and operators) with disabilities face. Some of these are the common problems all business starters face. Some of these are more typical problems for persons with disabilities. And some problems are related to the specific impairments they may have.

6.1.1 Problems persons with disabilities more frequently meet

- .. comparative lack of capital and employees with good qualification
- .. relatively narrow social scope, falling short of social resources and information
- .. social prejudice having a negative effect on the person's effectiveness in obtaining trust and support of others
- .. relatively weaker general education background, potentially leading to less complete application of the SIYB training knowledge gained

6.1.2 Problems according to specific disabilities

Trainees with impaired vision

- .. difficulties to supervise and check, and evaluate business operations without assistance by other persons

Trainees with impaired hearing and/ or speech

- .. difficulties in training their own staff by themselves
- .. difficulties in entertaining business discussions

Trainees with deviations or losses of body structure

- .. difficulties to carry out "management by walking around" for persons with the lower limb disability
- .. difficulties to participate in activities involving longer distances for persons whose lower limbs are severely impaired
- .. influence of upper limb impairment on operations executed with the hands (e.g. note taking, keyboard usage)

6.2 Principles of follow-up support for persons with disabilities

Initiative

- .. Offering to provide follow-up support services

After training, persons with disabilities meet as many problems as non-disabled persons, and sometimes even more due to the impairments they have as well as social prejudice. At the same time, their limitations to mobility, difficulties in oral communication, and/ or even their self-esteem all may reduce their effective access to follow-up support. Therefore, follow-up support services provided for them should be provided more actively.

- .. Leaving contact information

At the completion of the training, contact information of institutions and trainers providing follow-up support services should be given to all trainees, and it should be explained clearly that what kinds of follow-up support services can be provided. The contact information of the trainees should also be distributed.

- .. Timely follow-up

If 4-6 weeks after the training has taken place no request for counseling has been received from participants with disabilities, the trainers should actively contact the trainees and inquire about their current situation and agree (and provide) support services for them in line with their situation.

Convenience

- .. Trainers and counselors should provide home visit services for participants with disabilities as much as possible (a practice that can also be useful for non-disabled participants, but is particularly important for those with disabilities).

- .. Create an accessible, barrier-free environment for persons with disabilities who wish to visit you.
- .. Fully utilize modern communication tools, such as the internet and telephone, to provide follow-up service for participants with disabilities.
- .. Use the same communication methods during follow-up as during training, i.e. in line with the specific impairments the clients may have.

Pertinence

- .. Select service methods in line with the different features of the participants with different kinds of disabilities.
- .. Tutor key teaching contents.
- .. Collectively tutor according to types of business.
- .. Inform on entrepreneurship environment with a special focus on persons with disabilities:

Provide persons with disabilities with consultation on favorable policies and services, including benefits that specifically persons with disabilities are entitled to.

Also, assist them in obtaining understanding and support of their family members. Their family usually constitutes their closest, and therefore an important, business environment.

6.3 Methods of follow-up support for persons with disabilities

The normal methods of follow-up support of SIYB training are also applicable to participants with disabilities. Yet, targeted at the special situation faced by trainees with disabilities, we suggest considering the following additional options:

- .. Targeted at weaknesses of the comparably narrow social scope and lack of social resources and information of people with disabilities, we suggest that assistance be provided to such participants to establish associations of entrepreneurs of small enterprises or join associations of entrepreneurs of small enterprises which provide a communication platform for the trainees and at the same time lay solid foundations for follow-up support services.
- .. Targeted at weak capabilities of acquiring and utilizing new knowledge and physiological and psychological features, we suggest that persons with different kinds of disabilities be tutored in line with their impairments when providing follow-up support services, e.g. enterprise clinics, to which, in particular, contents of psychological adjustment and business starting simulation should be added.

- .. Targeted at the sometimes narrow scope open to persons with disabilities in starting their own business, e.g. massage enterprises for persons with impaired vision, or sewing, broidering and decoration enterprises for most of the persons with impaired hearing and speech, SIYB trainers and organizers may lobby related institutions to provide space for persons with disabilities in local business incubators.

It should be noted, however, that this approach may also be counterproductive when it isolates the disabled persons concerned from doing business with non-disabled persons in the same sector by confining the persons with disabilities to specific zones. It should always be better for persons with disabilities to join a cluster of existing businesses of the same branch so they can benefit from the cluster just as much as all non-disabled persons are able to benefit.

Further suggestions

- .. Provide home visit services.

In these cases, it may be helpful to contact some insiders and experts from federations of disabled persons familiar with policies on education and employment for people with disabilities and to jointly implement the follow-up visit.

- .. Give as much consideration as possible to financial support services.

Access to financial services is an issue relevant to all small businesses and start-up enterprises in China, and poses no less a problem for persons with disabilities who wish to start or run their business. In fact, access to financial service is usually even more difficult for this target group due to the higher social barriers they face and the relatively lower savings they may have accumulated on average.

Regarding finance, enter in contact with federations of disabled persons, foundations of public welfare, enterprises keen to do charity, and other departments able to provide financial assistance to persons with disabilities to start their business. Access to finance is often more important than the charges/ interest rates (because a profitable business can cover the financing cost). But given the relative disadvantage of persons with disabilities, financial support services with reduced or exempted charges are, certainly, not to be avoided if they can be found.

- .. Recruit volunteers for follow-up support services

You can widely contact SIYB trainers, entrepreneurs, and industrial associations willing to provide follow-up support services (best: free of charge) for persons with disabilities and encourage them to provide one-on-one follow-up services.

7. Monitoring and evaluating SIYB training for persons with disabilities

Monitoring and evaluation is very important for ensuring effective inclusion of trainees with disabilities into SIYB training and the continuous improvement of the quality of the training provided. When including persons with disabilities into SIYB training, in addition to using the supervision and evaluation form prescribed in the manual for Start Your Business training organizations and trainers, you need to use the additional review form of SIYB training for persons with disabilities (cf. Annex A.1, see section 7.2).

Of course, training organizations and trainers can also design related oral or written questionnaires targeted at trainees with different kinds of disabilities or have active conversations with them to collect information about their opinions and suggestions, and make improvements accordingly.

Remember to provide trainees with physical disabilities and unable to write, and trainees with visual impairments with assistance in filling in the forms. Trainers or classmates can also orally ask and fill the form in for them.

7.1 Using the regular forms

SIYB training class evaluation form

In SIYB training classes including trainees with disabilities, the method of team tutoring can be employed to help disabled trainees keep or catch up with the progress of the courses while integrated into regular training. Therefore, the time when trainees with disabilities fill the daily opinion feedback form should be arranged after team tutoring where team tutoring has been organized for these participants.

There are **no differences** between the standard evaluation forms used by trainees with disabilities and non-disabled trainees.

SIYB enrollment registration form

The SIYB enrollment registration form not only serves registration purposes, but also is used for monitoring.

There are also **no differences** between the standard enrollment registration forms used by trainees with disabilities and non-disabled trainees.

As explained in chapter 4.4.3, trainers may ask additional questions if this is helpful for organizing the class.

7.2 Using the review form for trainees with disabilities

Including trainees with disabilities into the SIYB training requires that training organizations and trainers pay more attention to the accessibility of trainees with disabilities. To study, monitor, and evaluate the training effects, a new review form of SIYB training for persons with disabilities has been developed which emphasizes disability related aspects of training and organization (cf. Annex A.1).

- .. The contents of the form reflect important elements of a successful provision of inclusive training for persons with diverse types of disabilities.
- .. The form is arranged in a way that the information contained can be conveniently used for statistical analysis.
- .. To encourage continuous improvement, the information entered can directly be used trainers and training organizations to improve the accessibility of the SIYB training they are providing.
- .. Care has been taken to ensure that the form contains no bias in favor of high-cost solutions. Good organization can yield the same results as strong investment.

This form only needs to be filled in by participants with disabilities.

As a supplemental content to training monitoring and evaluation, the review form is **required to be submitted jointly** with the other SIYB monitoring and evaluation tools.

A.1 Review form of SIYB training for persons with disabilities

1. Please mark which type(s) of disability(ies) apply to you:
- Deviation or loss of body structure
- Mobility impaired
- Wheel chair user
- Impairment of sight
- Impairment of hearing
- Other (specify): _____
2. Your gender: male female
3. Your nationality: Han other (specify): _____
4. Your age: < 31 31-40 41-50 > 50
5. How many persons with disabilities were among the trainees in your class?
- only myself 2-5 5+ unsure
6. Please describe which statement comes most closely to your feeling:
- 6.A I felt well included into the class, like all of the other trainees.
yes unsure no
- 6.B I had an equal amount of learning opportunities in line with my disability needs as all of the other trainees had in line with their needs.
yes unsure no
7. Did you meet any of the following situations?
- 7.A Steps or door sills on the way to the classroom, rest rooms, break area, or canteen/ restaurant
yes don't know/ unsure/ not applicable no
If "yes", how many? (ca.)_____ [Only count each single step or door sill once. Do not include steps for which temporary or permanent provisions have been made that allow wheel chair users to cross or conveniently circumvent without assistance by another person.]
- 7.B Blocked passages or doorways with insufficient width
yes don't know/ unsure/ not applicable no
- 7.C Uneven ground or slippery floors
yes don't know/ unsure/ not applicable no
- 7.D Handrails in rest rooms
yes don't know/ unsure/ not applicable no
- 7.E Sitting pans in rest rooms
yes don't know/ unsure/ not applicable no
- 7.F Handrails along stairways
yes don't know/ unsure/ not applicable no

- 7.G Sign language interpreter (or sign language SIYB instructor)
yes don't know/ unsure/ not applicable no
- 7.H Stenotypists who typed spoken language for display on screen
yes don't know/ unsure/ not applicable no
- 7.I Background noises (of the environment)
yes don't know/ unsure/ not applicable no
- 7.J Glistening
yes don't know/ unsure/ not applicable no
- 7.K I lost my way on one or more occasions.
yes don't know/ unsure/ not applicable no
- 8. Did the organizers or trainers...**
- 8.A ...let you record classroom sessions on tape or disk?
yes don't know/ unsure/ not applicable no
- 8.B ...seat you conveniently?
yes don't know/ unsure/ not applicable no
- 8.C ...allow you to copy teaching materials or classmates' notes?
yes don't know/ unsure/ not applicable no
- 8.D ...read out contents on black or white boards, flip charts, wall maps, slides, and cards?
yes don't know/ unsure/ not applicable no
- 8.E ...describe the content of pictures/ images presented in class?
yes don't know/ unsure/ not applicable no
- 8.F ...describe what they are doing while showing or demonstrating something?
yes don't know/ unsure/ not applicable no
- 8.G ...offer objects that can be touched during demonstrations?
yes don't know/ unsure/ not applicable no
- 8.H ...write teaching contents onto black or white boards, flip charts, wall maps, slides, and cards? yes don't know/ unsure/ not applicable
 no
- 8.I ...encourage trainees to write down what they want to say so it can be displayed and read out to all participants?
yes don't know/ unsure/ not applicable no
- 8.J ...consistently face you when speaking directly to you?
yes don't know/ unsure/ not applicable no
- 8.K ...provide copies (print or digital file) of teaching materials to you?
yes don't know/ unsure/ not applicable no
- 8.L ...provide materials in Braille language?
yes don't know/ unsure/ not applicable no
- 8.M ...speak/ pronounce loudly and clearly throughout the course?
yes don't know/ unsure/ not applicable no
- 9. Space for any comments you may have to help us improve SIYB training accessibility to persons with disabilities.**
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A.2 International Classification of Functioning (ICF)

The ICF is concerned with human functioning, and not disability alone. The classification also seeks to employ positive wording which is not considered derogatory or offensive - as many of the previously used terms were. This finds expression in a significant adjustment in the terminology. **Body functions and structures** are the key categories (and not *impairments*). **Activities** replace *activity limitation* and *disability*. And **participation** replaces *handicap*.

Body functions

- .. Mental functions
- .. Sensory functions and pain
- .. Voice and speech functions
- .. Functions of the cardiovascular, haematological, immunological and respiratory systems
- .. Functions of the digestive, metabolic and endocrine systems
- .. Genitourinary and reproductive functions
- .. Neuromusculoskeletal and movement-related functions
- .. Functions of the skin and related structures

Body structures

- .. Structures of the nervous system
- .. The eye, ear and related structures
- .. Structures involved in voice and speech
- .. Structures of the cardiovascular, immunological and respiratory systems
- .. Structures related to the digestive, metabolic and endocrine systems
- .. Structures related to the genitourinary and reproductive systems
- .. Structures related to movement
- .. Skin and related structures

Activities and participation

- .. Learning and applying knowledge
- .. General tasks and demands
- .. Communication
- .. Mobility
- .. Self-care
- .. Domestic life
- .. Interpersonal interactions and relationships
- .. Major life areas
- .. Community, social and civic life

Environmental factors

- .. Products and technology
- .. Natural environment and human-made changes to environment
- .. Support and relationships
- .. Attitudes
- .. Services, systems and policies

Classification quoted from: <http://www.who.int/classifications/icf/site/icftemplate.cfm>.

A.3 Our evolving understanding of disability

Different “models” to explain disability have been developed. Models are simplifications we make of reality in order to gain a better view of things, debate different viewpoints, and refine our understanding of an issue.

The concepts and definitions for disability have been undergoing substantial changes during the last century. This is due both to the evolution of medical and social sciences as well as to an increasing awareness and interest among persons with disabilities regarding self-determination.

- .. The **moral model** is the oldest model and is very much related to superstition and questions of belief. It explains disability as a punishment for sins committed. According to other beliefs, spirits can inflict disabilities on the persons concerned, often in retaliation for their deeds, good or bad. While this model precedes scientific thought, it has also been around for a long time, and therefore often still influences general attitudes of modern-day persons towards persons with disabilities.
- .. The **biomedical model** seeks to explain disability as an impairment that can be compared to an illness. The motivation behind the model is to remove the impairment. The limitation of the model is that for most of the impairments concerned there are no cures available. It does have a meaningful role, however, when it comes to preventing disabilities that can, among others, result from environmental pollution, malnutrition, and diseases such as polio, or other causes that can, inter alia, be addressed with adequate health care related measures.
- .. The **philanthropic model** is explaining disability as a matter of (bad) fortune and provides a justification for providing special care to persons with disabilities. Disability is defined as a tragedy and merits sympathy and charitable measures. The limitation of the model is that the perception of the persons with disabilities are not considered, many of whom may actually not necessarily agree to being pitied and just seek to live their own life. We need to acknowledge, though, that this model has effectively allowed many societies to mobilize resources to support persons with disabilities.
- .. The **sociological model** seeks to define disability as a deviation from social norms when comparing the performance of human beings with each other. It requires a definition of what is a normal level of performance in order to be able to explain a disability - which is, in many cases, not as obvious as it may seem. At the same time, it does provide a basis for distinguishing different degrees of disabilities - which can be useful for specifying eligibility criteria for welfare benefits, etc.
- .. The **economic model** traditionally defines disability by the additional cost a business or society incurs in order to compensate for a lower productivity of persons with disabilities compared to non-disabled persons. This model, however, has become largely obsolete due to the discovery that there are many cases where persons with disability actually outperform their non-disabled peers.
- .. The **social model**, which reflects the most advanced and current thinking, recognizes that disability can only be defined in relation to an existing environment that either enables or disables a human being to lead a decent life. This has led to emphasizing the need to ensure the accessibility of services to as many persons as possible, i.e. to make sure nobody is excluded due to any impairment they may have.

A.4 Terms easily confused with each other

The current practical usage of the terms “impairment”, “disability”, and “handicap” in China is based on an earlier (three-pronged) approach to explaining disability. This may occasionally lead to confusion. Therefore, the section below explains the way the meaning of these terms has changed.

Impairment

According to the new World Health Organization classification (ICF), “impairment” is defined as **a problem in body function or structure such as a significant deviation or loss.**

- .. According to the old World Health Organization classification (ICIDH), this term refers to any loss or abnormality of a psychological, physiological or physical function. This definition is still widely applied by international organizations, including the ILO.
- .. In China, the term impairment currently refers to first-grade sensory maladjustment, such as loss of limbs or the body, and loss of functions of visual or hearing organs.
- .. The term “impairment” has not always been welcomed by disabled persons’ organizations because of the negative connotations attached to the term. At the same time, disabled persons’ organizations also did not agree any alternative term to describe the situations defined above.

Disability

According to the new World Health Organization classification (ICF), “disability” serves as an **umbrella term for impairments, activity limitations, and participation restrictions.**

- .. According to the old World Health Organization classification (ICIDH), “disability” is any restriction or lack of ability (resulting from an impairment) to perform an activity in the manner of or within the range considered normal for a human being.
- .. In China, the term “disability” currently refers to one-grade physical maladjustment, such as impairment to limbs or the body, leading to reduction of the movement ability, and impairment to eyes, leading to reduction of vision and sensory difficulties.
- .. International disabled persons’ organizations sometimes define “disability” as the functional limitation within the individual caused by physical, mental or sensory impairment.

Handicap

The term **“handicap”** has been consciously omitted from the new World Health Organization classification (ICF). In other words, it has effectively been **abandoned**.

- .. According to the old World Health Organization classification (ICIDH), a “handicap” is a disadvantage, for a given individual, resulting from an impairment or a disability, that limits or prevents the fulfilment of a role that is normal (depending on age, sex, and social and cultural factors) for that individual.
- .. In China, this term refers to personal inconveniences resulting from impairment and disabilities, such as the physical disability reducing the ability in participating in normal social activities, the hearing disability leading to personal difficulties in knowing the society, speech interaction, and working for living. The extent of “handicap” is restricted by physiological impairment, disfigurement or disability, and is also affected by the “handicapped” in terms of their attitudes towards disability and their goals of life, and the external conditions.
- .. International disabled persons’ organizations sometimes define “handicap” as the loss or limitation of opportunities to take part in the normal life of the community on an equal level with others due to physical or social barriers. The emphasis on the physical and social barriers expresses a diverging viewpoint from other perspectives.