

Trainer's Guide for PWDs



About

People with Disabilities (PWDs) are an essential part of the community. However, it has been observed that for most trainings and educative engagements, their participation is limited due to accessibility challenges. From an inclusive training, the venue, training materials, participant selection criteria, assistive tools, etc need to be per-planned and installed. This way, equal participation of people with disabilities can be enabled and training experience enhanced

This material is developed from experience of Media training engagement with refugees in Adjumani district. It sought to address inclusion of PWD in media training-positioning. It positions people with disabilities as creators/co-creators and collaborators rather than consumers of content and information shared on Media. This guide therefore serves as preparatory support for training and curriculum development.

Needs and Communication Style



Visual Disabilities:

Many people with visual impairments rely on braille or audio-based information. Training them would need to include audio recordings, screen readers, or tactile materials and how to use these tools as a practical bit of it.



Physical Disabilities:

Training sessions should be delivered in accessible venues, with proper infrastructure like ramps or transport options and also having comfortable chairs to amicably fit wheelchairs



Auditory Disabilities:

Sign language and captioning are essential. Therefore find out the sign language that the participants locally use and are familiar with or the interpreter



Reflection Questions

- How can people with disabilities develop strong media relations and build relationships with journalists?
- How can people with disabilities effectively use social media to share their stories and advocate for their rights?
- How can people with disabilities identify and counter harmful stereotypes and misrepresentations in the media?
- How can we ensure that media portrayals of people with disabilities are accurate, respectful, and empowering?
- What are the ethical implications of using images and stories of people with disabilities in the media?
- How can we ensure that the voices and perspectives of people with disabilities are included in media coverage and representation?
- How can we create a more inclusive media landscape where people with disabilities are seen as experts and leaders?
- How can media be used as a tool for social change and advocacy for disability rights?

Adapting the training Environment

Material Adaptability



- **Transcripts and Written Summaries:** providing written transcripts or summaries of training materials can make content more accessible.
- **Captions and Subtitles:** For video-based training resources, captions or subtitles should be included and should also describe important non-verbal cues like music or background noise.
- **Audio Descriptions:** This involves narrating visual elements, such as actions, expressions, or scenes, to provide context to those who cannot see the images.
- **Alternative Formats:** Materials should be offered in different formats depending on the participants' needs. For example: Accessible PDFs, Interactive and Multi-modal Content, braille versions, large prints, etc.



Physical accessibility

- **Accessible Venues:** check the ramps, elevators, and wide doorways for wheelchair access, as well as accessible bathrooms and seating arrangements.
- **Ergonomic Adjustments:** Consider providing seating that is comfortable (e.g., adjustable chairs, tables that accommodate wheelchairs).
- **Clear Signage:** For individuals with visual impairments, provide clear and high-contrast signage, and consider tactile markers or braille for guidance in navigating the space.



Technological accessibility

- **Assistive Technologies:** Computers and other devices should be set up with the necessary tools to ensure equal access.
- **Accessible Presentation Tools:** Ensure that presentation materials (e.g., slides) are accessible use high-contrast colors, large fonts, and providing alternatives like audio descriptions for visual content.
- **Remote Training Options:** virtual training options with accessible platforms can help. Tools should be compatible with assistive devices
- **Support Personnel:** Sign language interpreters, personal assistants, or technology specialists) will enhance the experience.

Media training Support tools

Media Production

Screen Readers: install Screen reader software such as JAWS (Job Access With Speech) or NVDA (NonVisual Desktop Access)

Speech-to-Text Software for physical or mobility and hearing impairments to write or communicate hands-free.

Media Accessible Platforms: Media production platforms should be selected for their compatibility with assistive technologies.

Media Consumption

Subtitles and Captions: for visuals, always ensure that subtitles and captions are prioritized for participants with auditory disabilities.

Audio Descriptions: For those with visual impairments, narration can be used to describe visual elements of videos.

Accessibility platforms: Enable Web content accessibility guidelines (WCAG) web contents like (news sites, blogs, social media).

Evaluation and assessment

- Pre- and Post-Training Assessments
- Skills Demonstration:
- Observational Evaluation
- Engagement with Media
- Participant Self-Assessment

Ethical considerations

- Understanding Stereotypes and Bias:
- Respecting Dignity and Autonomy:
- Ethical Storytelling
- Informed Consent: appearances may impact their lives.



Endless Possibilities



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