

TRAVEL CONFIDENT: Creating an Inclusive Public Transport Environment

Disability Awareness Training course for public transport managers in low- and middle-income countries

Guidance for Trainers

Introduction

This course has been developed by the Eastern Alliance for Safe and Sustainable Transport (EASST) with financial support from the Fédération Internationale de l'Automobile (FIA) and in consultation with the National Automobile Club of Azerbaijan (AMAK), the Belarusian Auto Moto Touring Club (BKA), the Automobile Club of Moldova (ACM), local disability groups in Azerbaijan, Belarus, and Moldova, and a Voluntary Advisory Committee of experts from across the UK and Europe including: Abdul Bachani, Andy Barrow, Agnes Fletcher, Ann Frye, Paul Issacs, Anna Kennedy, Emma MacLennan, and Joanna Wootten.

It is primarily targeted at managers and senior drivers of **bus companies** in low and middle income countries as this is the means of public transport most frequently used by disabled travellers.

Course outline & delivery

The course consists of six modules:

1. What is disability?
2. The business case for inclusive public transport
3. Potential barriers for people with disabilities
4. Examples of best practice
5. Supporting disabled passengers: practical role play exercises
6. Taking action

Module timings range from 30-90 minutes. The course can be delivered as one session or over a few days.

This guidance should be used alongside the course PowerPoint presentations for each module and the handouts.

The course should be delivered **in partnership with local disability groups** so that individuals can bring their personal experiences to the table and help frame discussion in a more inclusive way. Where possible, a representation of people with different types of disability and experience should be involved – including those with 'hidden' disabilities.

The Trainer should make the course as interactive as possible. It has been purposefully designed to include a number of participant-led discussions. This is to encourage active engagement and problem solving.

Module 5's role play exercises require a safe space where participants and trainers have access to a public transport vehicle.

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Handouts

The course includes a packet of handouts with further information for participants to take home and reflect on.

Feedback and evaluation

Before/after poll

The PPT template includes a list of questions that should be asked of the participants at the beginning and end of the training.

The aim is to understand to what extent the training has impacted their thinking in terms of creating an inclusive public transport environment.

The Trainer should read out the questions to the participants who may answer by raising hands or using an online tool such as Mentimeter, <https://www.mentimeter.com/>

The Trainer should make a note of the results for comparison and evaluation purposes.

Feedback form

Participants should be invited to report their feedback on the course either using the downloadable feedback form or online via this link <https://www.surveymonkey.co.uk/r/JMY3GNN>

(note: if participants use the link, feedback will be sent directly to EASST Academy)

MODULE 1: WHAT IS DISABILITY?

Suggested time for module: 35-55 minutes

The aim of this module is to:

- Help participants understand that 'disability' is complex and wide-ranging area
- Challenge 'out-dated' pre-conceptions about people with disabilities
- Address disability as a societal issue

It will cover:

- Types of disability
- What can affect disability
- Disability and public transport
- Statistics on disability and transport

Slide 2: What is 'disability'?

Suggested time: 10-15 minutes

The aim of this activity is to facilitate a discussion around disability, highlighting that 'disability' is a flexible term. Participants should have the opportunity to reflect on what disability means to them and relate this to their personal experiences.

Trainer will ask participants:

- What does the term "disability" mean to you?
- Who do you first think of when you hear 'disabled person'?
- Do you know anyone who has had?
 - A long-term health condition...
 - An operation ...
 - Cancer...

Sensitivity warning: participants should not be forced to share if they feel uncomfortable or distressed.

Participants can respond by raising hands, writing on flip chart, writing on sticky notes, writing on handout template, or using an online tool such as Mentimeter, <https://www.mentimeter.com/>

Slide 3: Hidden disabilities

Suggested time: 3-5 minutes

The aim of this activity is to emphasise the point that not every disability is visible.

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The trainer will ask participants to identify in the picture on the slide, who they think has a disability?

Participants can respond by raising hands, writing on flip chart, writing on sticky notes, writing on handout template, or using an online tool such as Mentimeter, <https://www.mentimeter.com/>

The Trainer will provide the answer that all of them *could* have a disability. Not every disability is visible.

Different types of disability can include:

1. Mobility/Physical
3. Head Injuries
4. Vision
5. Hearing
6. Cognitive/Learning
7. Psychological
8. Invisible

Slide 4: What can affect disability?

Suggested time: 5 minutes

The trainer should explain that like the weather, there can be good days and bad days for people with disabilities. Disability can change on a day-to-day basis, or even throughout the day.

Pain, fatigue, anxiety, confusion can all vary depending on the environment, the way services are provided and the attitudes of other people.

'Disability' as a concept is fully dependent on the accessibility and inclusivity of the built environment and people's responses to that.

Inclusive and accessible public transport can help someone have a good day and mitigate their so-called 'disability'.

Slide 5: Public transport is a lifeline

Suggested time: 15-25 minutes

At this point, up to 3 of the co-facilitators with different types of disability (including at least 1 with a 'hidden' disability) or a carer should be invited to briefly present their own experience, answering the question:

"What does the term "disability" mean to you?"

"How are you affected by inaccessible public spaces/transport systems?"

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“How does this make you feel?”

The trainer should then facilitate questions from participants and a wider discussion around what happens when transport systems are not inclusive and accessible: covering how they can be exclusionary to people with disabilities from public life, economic life and social life.

Slides 6: Statistics on disability and transport

Suggested time: 3-5 minutes

The following set of slides highlight the important ‘human’ or ‘moral’ case for inclusive public transport by detailing the situation in the EASST region.

The slides provide background and context to the course as well as signposting participants to further reading.

Background information for trainer to explain to participants:

EASST has been working on the topic of sustainable mobility since 2016 with EASST partners and FIA Club members: Automobile Club of Moldova, Belarusian Auto Moto Touring Club, and National Automobile Club of Azerbaijan.

Together we have conducted important and much needed survey work with people with disabilities with the aim of better understanding the needs, desires and problems they face as drivers, pedestrians and public transport users and how to address such issues proactively.

It was found that in all cases the bus and/or trolleybus is the primary type mode of transport used by people with disabilities.

As you can see in each country (from the PPT), the evidence shows that mobility as pedestrians or wheelchair users, access to public transport and protection from hazards are not generally available to people with disabilities.

MODULE 2: THE BUSINESS CASE FOR INCLUSIVE PUBLIC TRANSPORT

Suggested time for module: 25-30 minutes

The aim of this module is to:

- Help participants understand the wider business benefits of an inclusive transport environment

It will cover:

- The commercial case
- The financial case
- The legal case

Slide 2: Accessible environments are comfortable for all

Suggested time: 2-5 minutes

The aim of this slide is to emphasise that accessible transport is better for all users.

Participants can be invited to talk about times when they have felt comfortable on public transport. The trainer should encourage them to think about why this was.

Slide 3: The commercial case

Suggested time: 5 minutes

The aim of this slide is to present how inclusive services benefit the company. Take participants through the points on the slide elaborating as follows:

With shifting travel patterns and modern city design, cars are moving down the chain of priority. Modern sustainable cities prioritise pedestrians, cyclists and public transport. Safe, clean, accessible public transport is essential to this vision. This new model of transport planning presents new opportunities for public transport companies.

From a Corporate Social Responsibility perspective, inclusive policies are highly regarded. Many donors and investors make decisions based on companies being able to demonstrate that they are fair and inclusive businesses.

Inclusive transport services are not just better for people with disabilities. They improve transport for everyone. This is particularly true for women, families with children, tourists, or, even, just people with a lot of shopping.

Slide 4: Sustainable tourism

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Suggested time: 5 minutes

The aim of this slide is to present accessible bus services also benefit tourism. Take participants through the points on the slide elaborating as follows:

Accessible bus services also benefit tourists. Infrastructure designed to meet the needs of people with disabilities, such as ramps and lifts, are also used by people carrying luggage.

Stop announcements and user friendly information using icons and accessible language help tourists who may not speak your language.

In the European Union Accessible Tourism represents a potential market of 80 million persons, or 130 million if companions are included.

Furthermore, on average, persons with disabilities spend 30% more per trip than non-disabled people.

Slide 5: Gender inclusivity

Suggested time: 5 minutes

The aim of this slide is to present accessible bus services also address issues of gender. Take participants through the points on the slide elaborating as follows: Women are another important customer group to consider. Globally, 55% public transport users are women. Women also make up 84% carers worldwide.

Families or people traveling in groups are also more likely to travel by public transport if the service is accessible. Inaccessible transport may impede just one person in the larger group from traveling comfortably meaning the whole group will have to find an alternative mode of travel.

As found by the FIA Foundation and CAF – the Latin American Development Bank in their report *Ella Se Mueve Segura* that if given the choice, people in these groups will happily switch to taxi or car as they deem public transport too inconvenient, unsafe, or difficult to use.

A reliable, efficient and comfortable service may help retain customers.

Slide 6: The financial case

Suggested time: 5 minutes

The aim of this slide is to present how inclusive services benefit the company. Take participants through the points on the slide elaborating as follows:

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As mentioned in the previous slides, making public transport accessible to all can increase the market share of wider demographic groups and different types of travellers.

A policy that focuses on inclusive mobility can also make savings for your company:

- Staff and drivers are often shown to have greater job satisfaction, leading to reduced staff turnover.
- Greater independence of passengers means less staff time needed.
- Properly equipped vehicles also mean reductions in the need for maintenance and operating costs.

A study conducted in Norway has shown that inclusive infrastructure, can lead to a strong return on investment. For example, bus stops and vehicles universally designed lead to 4.35 return.

Similarly, our survey in Chisinau, Moldova found that the type of transport used most frequently by people with disabilities was the trolleybus because it was the most accessible form of transport in the city showing that when transport is made accessible, people will use it.

Investment in accessible transport is beneficial to a large section of the population, and not just to those that are mobility-impaired at the time when investment is made.

Slide 7: The legal case

Suggested time: 5 minutes

The aim of this slide is to explain that the provision of inclusive transport is not only a lifeline for many people, it is also a legal requirement and a fundamental human right. The Trainer will take participants through the points on the slide elaborating as follows:

The importance of accessibility is included under the UN Convention on the Rights of Persons with Disabilities, signed and ratified by 164 countries - including Belarus, Azerbaijan and Moldova.

It is included within the UNECE Amsterdam Declaration, adopted by UNECE member states and the WHO – again, including Belarus, Azerbaijan and Moldova.

Finally, the benefits contribute to at least five of the Sustainable Development Goals, adopted by all UN Member States.

The Trainer will then take participants through any national legal requirements.

Slide 8: The role of the private sector

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Suggested time: 5 minutes

The aim of this slide is to emphasize the role of the private sector in making changes. Take participants through the points on the slide elaborating as follows:

The responsibility for working towards sustainable development is shared by governments, the private sector, civil society, and many others.

Businesses are highly influential and important drivers of change.

The way companies deliver services is key to the impact they have on the environment and in society. By integrating sustainability into business practices, they can lead by example - spreading the word and helping to shift consumer preferences towards more responsible products and services. This includes inclusivity.

The private sector is listed as a key implementing partner of the UN Global Plan for the Decade of Action for Road Safety 2021-2030, which also mandates enhanced accessibility for people with disabilities.

According to a 2017 report by the Business & Sustainable Development Commission, the SDGs could generate 12 trillion USD in business savings and revenue by 2030.

MODULE 3: POTENTIAL BARRIERS FOR PEOPLE WITH DISABILITIES

Suggested time for module: 60-90 minutes

The aim of this module is to:

- Understand the potential barriers faced by people with disabilities and how this affects their ability to travel
- Explore methods and strategies that could be implemented to remove these barriers

It will cover:

- Attitudinal barriers
- Environmental barriers
- Organisational barriers
- How to overcome these barriers

Slide 2: What are the potential barriers for people with disabilities?

Suggested time: 20-30 minutes

The aim of this activity is to encourage participants to think from the perspective of disabled passengers what the potential barriers might be.

Trainer to ask participants:

“What do you think are the potential barriers for people with disabilities in terms of using public transport?”

Participants can respond by raising hands, writing on flip chart, writing on sticky notes, writing on handout template, or using an online tool such as Mentimeter, <https://www.mentimeter.com/>

At this point, up to 3 of the co-facilitators with different types of disability (including at least 1 with a ‘hidden’ disability) or a carer should be invited to briefly present their own view, answering the questions:

- How did you travel to the meeting today?
- Why did you choose that route/ method?
- What barriers did you face?
- How does it feel to encounter these barriers?

Slide 3: What are the potential barriers for people with disabilities in your workplace and on your services?

Suggested time: 5-10 minutes

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Trainer to ask participants:

“What are the potential barriers for people with disabilities in terms of using public transport in your workplace and on your services?”

Participants can respond by raising hands, writing on flip chart, writing on sticky notes, writing on handout template, or using an online tool such as Mentimeter, <https://www.mentimeter.com/>

Slide 4: Attitudinal barriers

Suggested time: 2-5 minutes

The trainer will talk about attitudinal barriers.

This will cover how many people with disabilities feel unconfident using public transport because of public attitudes which stem from misconception and misunderstanding.

The trainer can use examples:

In Azerbaijan, one person we spoke to reported feeling that other passengers perceive them as ‘poor’ and pitied them.

In Moldova, one person we spoke to stated that passengers and drivers lose patience with them for taking longer to board the bus.

One or more of the co-facilitators with different types of disability could also be invited to briefly present their own experiences.

Slide 5: How can attitudinal barriers be removed?

Suggested time: 10-15 minutes

The aim of this activity is to encourage participants to think of ways in which their company can intervene to remove or alleviate these attitudinal barriers.

The trainer will ask participants to put forward their ideas of how attitudinal barriers can be removed.

Participants can respond by raising hands, writing on flip chart, writing on sticky notes, writing on handout template, or using an online tool such as Mentimeter, <https://www.mentimeter.com/>

If needed, to prompt discussion, trainers can mention:

- Disability Awareness Training for company staff and drivers
- Public awareness campaigns

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The trainer can mention that the act of making public transport more accessible in itself, and enabling more people with impairments to travel and take part in public life, will ultimately help break attitudinal barriers.

Slide 6: Environmental barriers

Suggested time: 2-5 minutes

The trainer will talk about environmental barriers.

This will cover: high, stepped access to vehicles; overcrowding; lack of handrails; lack of designated seating; lack of auto-informers announcing stops and route numbers.

One or more of the co-facilitators with different types of disability could also be invited to briefly present their own experiences.

Slide 7: How can environmental barriers be removed?

Suggested time: 10-15 minutes

The aim of this activity is to encourage participants to think of ways in which their company can intervene to remove or alleviate these environmental barriers.

The trainer will ask participants to put forward their ideas of how environmental barriers can be removed.

Participants can respond by raising hands, writing on flip chart, writing on sticky notes, writing on handout template, or using an online tool such as Mentimeter, <https://www.mentimeter.com/>

If needed, to prompt discussion, trainers can mention:

- Procuring vehicles that follow the principles of Universal Design (see handout on Universal Design)
- Accessible public transport vehicles & stations
- Low-entry access
- Access ramps
- Handrails
- Audio-visual signaling
- Priority seating & space for wheelchairs
- Raised platforms
- Ramp/elevator access
- Providing user-friendly information and communication

The trainer can mention that creating a safe and welcoming environment for disabled passengers enables them to travel easier and independently with

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more confidence. This is also better for non-disabled passengers, including women, tourists, families, people carrying shopping, etc.

Slide 8: Organisational barriers

Suggested time: 2-5 minutes

The trainer will talk about organisational barriers.

This will cover: driver awareness and behaviour monitoring, route planning and timetabling to avoid overcrowding, ticketing and concessions, accessible information and signage.

One or more of the co-facilitators with different types of disability could also be invited to briefly present their own experiences.

Slide 9: How can organisational barriers be removed?

Suggested time: 10-15 minutes

The aim of this activity is to encourage participants to think of ways in which their company can intervene to remove or alleviate these organisational barriers.

The trainer will ask participants to put forward their ideas of how organisational barriers can be removed.

Participants can respond by raising hands, writing on flip chart, writing on sticky notes, writing on handout template, or using an online tool such as Mentimeter, <https://www.mentimeter.com/>

If needed, to prompt discussion, trainers can mention:

- Consultation and involvement of disabled passengers in service planning and decision-making processes
- Proactive action-based company policies & procedures
- Channels and mechanisms for recording incidents and receiving feedback

The trainer can mention that pre-planning and understanding the needs of passengers with disabilities will encourage them to use services more.

MODULE 4: EXAMPLES OF BEST PRACTICE

Suggested time for module: 50-60 minutes

Learning objectives:

- Participants have a better understanding of how to support passengers with different types of disability

It will cover:

- Inclusive policymaking
- Customer service
- Information and signage
- Vehicle design
- Service design
- Communicating disability

Slide 2: What does an inclusive transport environment look like?

Suggested time: 15-20 minutes

Up to 3 of the co-facilitators with different types of disability (including at least 1 with a 'hidden' disability) or a carer should be invited to briefly present their own view by:

- Describing a time when they had good service
- Describing what was good about the service they received
- Describing how this made them feel

Slide 3: Inclusive policy making

Suggested time: 5 minutes

The trainer will talk about the importance of inclusive policy making and share the case study example below.

The trainer will emphasise how vital it is that people with disabilities and disabled passengers are given the opportunity to share their experiences and needs with transport companies.

Case study example

In London, Thameslink (a local travel provider) has established a volunteer Access Advisory Panel to provide support and guidance on making their services accessible to all.

The panel consists of volunteer passengers with different types of disability or mobility impairment who share their travel experiences and give constructive feedback. The panel **meets every two months** to share their views and put practical

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ideas for improvements before senior managers. Their recommendations help to continually enhance accessibility on Thameslink services.

Slide 4: Customer service

Suggested time: 5 minutes

The trainer will talk about the importance of patient and respectful customer service.

They should emphasise how good customer service can change the course of someone's day. As mentioned in module one, good customer service has the ability to transform how disability is viewed. It gives passengers more independence, and makes them more likely to travel again.

The trainer will talk through the points on the slide, elaborating as below:

- The number one thing to do is to ask permission before touching someone's wheelchair or trying to touch them or guide them. If you are helping someone with sight loss, for example, ask them how they like to be guided.
- Don't make assumptions about someone's condition and/or their abilities to do something. For example, not all wheelchair users are unable to walk. Many wheelchair users might be able to get up and walk a few steps. Likewise, many people with sight or hearing loss are not fully blind or deaf. Also, remember that not all disabilities are visible.
- You should offer support but bear in mind many people with disabilities will be able to manage sufficiently themselves if the space and environment is accessible and enables them to do so.
- If a passenger is moving slowly, looks confused or anxious – don't rush them. Be patient and ask if they need help. They might have a disability that you cannot see.
- Patience, a friendly smile, and good communication (including your tone of voice and using simple words) can make a huge difference. Follow the lead of the person you're communicating with and go at their pace.
- Use appropriate and respectful language.

Slide 5: Information and signage

Suggested time: 5 minutes

The trainer will talk about the need for accessible information and signage and share the case study examples below.

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They will emphasise that it remains an important reality that people with disabilities often need to plan their journeys ahead of time. In order to do this, easily accessible, user-friendly, and up-to-date travel information and signage is essential.

This can include live service updates, maps and timetables, information about ticketing and concessions, announcements about delays or problems, and signs at stations and stops.

Information should be made available in a variety of different formats for people with different types of disability. For example, maps should be available in colour and in black and white for people with colour blindness, information should also be available in audio-format, or large print.

Case study examples

In 2017 Luxembourg City launched two new projects to deliver accessible technology. The first is a new website developed to meet responsive web design standards, so it is accessible to people with sight impairments who use screen readers. The Communication and Public Relations Department is also working on ensuring that all its online publications, such as brochures and flyers, are available to those using screen readers.

The second new initiative has been the introduction of iBeacons at bus stops to deliver information on the next bus to arrive at the stop to users of the City's app. This is particularly valuable to people with sight impairments but will also be extended over time to benefit tourists and other public transport users.

Another example comes from First Bus, one of the UK's largest operators, which has developed an update to its mobile app which allows passengers not only to live-track the location of their next bus but also to show them its available capacity, including available wheelchair spaces across its fleet. The update makes bus travel easier for disabled people by tracking wheelchair capacity through an icon that moves across a virtual map.

Slide 6: Vehicle design

Suggested time: 5 minutes

The trainer will talk about the need for accessible vehicles.

Every bus in the fleet should be accessible for people with disabilities. Accessibility also needs to be fit for purpose.

Buses should be safe and comfortable for people with disabilities and mobility impairments to use as independently as possible.

Drivers should be trained in how to operate ramps safely and efficiently, and they should be instructed to keep audio-visual announcements turned on at all times.

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It may take time to replace an entire service fleet, but every new procurement and purchase should prioritise accessibility. It is worth the investment as accessible buses are more attractive to all passengers and, as mentioned in module 2, encourage greater use. Companies can expect good returns on their investment over the long term.

Slide 7: Service design

Suggested time: 5 minutes

The trainer will explain that an 'accessible bus' does not necessarily guarantee an 'accessible bus service' and that additional measures are needed to make a service fully inclusive.

The trainer will share the case study examples below:

Case study example

The Karlov area of Prague is home to a number of medical centres and to the General Teaching Hospital. The local street network made this area inaccessible by standard public transport buses. Patients, visitors and hospital staff had to walk to their destinations from distant public transport stops. As a result, they introduced a regular bus line to satisfy basic transport demands, with an emphasis on people with disabilities and patients attending medical appointments. The initial stage of the project included the investigation of possible routes for the new bus line to facilitate the integration of important interchanges between various transport modes (metro, tram and bus). The new route also had to include appropriately located bus stops giving easy access to the medical centres, while satisfying the technical and operational conditions for the provision of a regular bus service.

The City of Krakow developed a scheme to modify or rebuild public transport stops in the city to make access safer and more comfortable for all of its customers. The scheme, coordinated by the City of Krakow, the Road Transport Management Board and the local public transport operator, also speeds up vehicle loading times.

Another example comes from the Royal National Institute of Blind People (RNIB) in the UK, which developed its Bus Charter in collaboration with several national bus companies. The Charter commits bus companies to planning, delivering and monitoring services by working blind and partially sighted people to remove barriers from independent travel.

Slide 8: Communicating disability

Suggested time: 5 minutes

As we covered in module 1, not all disabilities are visible. This can make it difficult for some people to get the support they need.

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In the United Kingdom, a 'Sunflower Lanyard' is commonly worn by people with hidden disabilities such as learning disabilities, mental health issues or other sensory impairments to discreetly indicate that they have a disability and may need additional support.

Staff are trained to look out for such lanyards.

Another indicator used by some transport companies are badges asking other passengers to give up their seat.

Such badges help raise awareness of hidden disabilities and improve confidence of passengers. They are also used in London by pregnant women and women with small children.

MODULE 5: PRACTICAL ROLE PLAY EXERCISES

Suggested time for module: 75-90 minutes

The aim of this module is to:

- Develop empathy and understanding of disabled passengers needs
- Practice skills in assisting passengers with disabilities

This module requires a safe space where participants and trainers have access to a public transport vehicle.

Slide 2: Customer service: recap

Suggested time: 10 minutes

The session will begin with a recap of best practice principles when working with disabled customers (see Module 4).

Representatives from disability groups will then demonstrate how to best push/fold/handle a wheelchair and how to best guide a person with a visual impairment.

Distribute handouts on 'How to help a wheelchair user' and 'How to guide visually impaired passengers'. Provide a few minutes for participants to read and understand the guidance. Invite any questions.

Slide 3: Role play scenarios

Suggested time: 45 minutes

Participants will be divided into pairs and asked to act out the roles of the passenger and staff member using the public transport vehicle. The session should focus on how the staff member should deal with the situation they are presented with, in the following situations:

- How to assist a passenger with a wheelchair – including how to push/fold/handle a wheelchair
- How to guide a visually impaired passenger
- A passenger has misunderstood which stop their bus was leaving from and has missed it. They have a long wait until the next one. They are angry and distressed.

Each pair should act out each of the scenarios twice, alternating who plays the passenger and staff member.

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Once each pair has completed all three scenarios, participants should return to the training room to discuss their experiences.

Slide 4: How did it feel?

Suggested time: 20 minutes

Returning to the training room the trainer should facilitate an open discussion after the practical role play exercises where participants will discuss the following areas:

How did it feel as a passenger?

How did it feel as a staff member?

How can you change/adapt your approach to better support passengers with disabilities in the future?

MODULE 6: TAKING ACTION

Suggested time for module: 30 minutes

The aim of this module is to:

Provide guidance on how to develop an effective company policy or action plan

It will cover:

- Setting up a consultative working group
- Developing a company policy/action plan
- Evaluation and feedback loops

Slide 2: Setting up a consultative working group

Suggested time: 5 minutes

The aim of this slide is to support participants in setting up a consultative working group. Take participants through the points on the slide elaborating as follows:

It is vitally important that persons with disabilities are included in any decision making processes around their travel needs. Before going any further with your plans to develop an inclusive transport policy for your company, you need to listen to and consult with your users.

You should reach out to existing disabled and elderly passengers (including carers) for feedback on your services, as well as reaching out to disability groups and NGOs for their input on what they would like to see from an inclusive service.

You should ensure that your consultative working group has a good representation of people with different kinds of impairment.

This group should be a permanent body, set up and managed by the transport company. Although membership can change.

The group should be invited to meet once or twice yearly along with managers and representatives of the transport companies.

They should be consulted on issues such as:

Are services meeting needs of disabled passengers?

Are current company policies fit for purpose?

Are there any recommendations for improvement that can be implemented to further assist passengers with disabilities?

How can persons with disabilities be more involved in service design and delivery?

Participants should be invited to write down a list of people or organisations they could reach out to, and the means of communicating with them.

Slide 3: Developing a company policy/action plan

Suggested time: 5-10 minutes

The aim of this slide is to provide guidance on how to develop an effective company policy or action plan.

The Trainer will take participants through the points on the slide elaborating as follows:

A company policy or action plan is an important way of communicating to your staff, customers, and investors/donors of your plans to improve. It holds managers and employees to account and helps create a better organisational culture.

The first and most important aspect of a company policy focused on inclusion is that it is inclusive in its development. Customers and passengers should be consulted and included in the whole process.

Their feedback and recommendations should be used to develop targets, goals, and strategies for improving accessibility and eliminating barriers proactively.

As a company, you can identify leaders and accessibility champions who will carry the policy and action plan forward. Ensuring its development and implementation.

All members of staff, customers and investors should be made aware of the policy. All staff should be trained and have a good understanding of their responsibilities to ensure its effective implementation.

Slide 4: Evaluation and feedback loops

Suggested time: 5 minutes

The aim of this slide is to emphasise the importance of permanent monitoring and review. The Trainer will take participants through the points on the slide elaborating as follows:

It is essential that you constantly monitor your service to ensure it is meeting the needs of passengers and that your policy and procedures are fit for purpose.

Transport companies should provide a number of means by which passengers can get in touch and report on their experience, either positive or negative. There should be a variety of methods, including phone, email, letter, online forms, and/or social media.

All communication with passengers should be provided with a timely, clear and full response. Passengers should be kept informed of actions you are taking to improve or change.

Slide 5: Champion disability awareness

Suggested time: 5 minutes

The aim of this slide is to emphasise the importance championing disability awareness. Take participants through the points on the slide elaborating as follows:

Even with the best inclusive transport policy or action plan, there will remain a number of ways in which our public spaces and environment are inaccessible for people with disabilities.

Some of these issues may even present barriers to the effective implementation of your company action plan.

As a company, you can be a leader and champion for disability awareness and inclusivity. You can raise issues with the relevant authorities and use your influence to raise awareness.

End: Participants should be invited to report their feedback on the course either using the downloadable feedback form or online via this link
<https://www.surveymonkey.co.uk/r/JMY3GNN>

(note: if participants use the link, feedback will be sent directly to EASST Academy)