

**Pre-training poll**

**Circle the response as appropriate.**

I have received Disability Awareness Training before.

*Yes/No/Don't know*

My company already has an effective Inclusive Mobility policy (or similar).

*Yes/No/Don't know*

My company regularly consults with passengers with disabilities about their needs.

*Yes/No/Don't know*

Inclusive public transport strategies only benefit a small proportion of passengers.

*Yes/No/Don't know*

I understand well the needs and potential barriers of passengers with disabilities.

*Yes/No/Don't know*

I feel motivated to champion disability awareness and inclusivity in my company.

*Yes/No/Don't know*

**Once completed, hand this sheet back to the trainer.**

**MODULE 1: WORKSHEET**

**WHAT IS DISABILITY?**

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...
  - Or, who is elderly...
- and needs additional support when travelling?

**MODULE 1: FACTSHEET****WHAT IS DISABILITY?**

“Persons with disabilities *include* those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.”<sup>1</sup>

15% of the world’s population (approx. 1 billion people), are living with some form of disability.

80% people with disabilities live in developing countries.

80% people with disabilities are of working age.

Only 8% people with disabilities use a wheelchair.

96% illnesses are invisible.<sup>2</sup>

**In Moldova:**

51% of persons surveyed with disabilities experience difficulties using public transport.

13% described public transport as being “impossible”.

34% experience difficulties leaving their place of residence.

48% felt that attitudes to disability in Moldova were adversely affected by the lack of mobility for people with disabilities.

**In Azerbaijan:**

66% of persons surveyed with disabilities described using the bus as “very hard” “impossible” or simply “not accessible”.

56% reported feeling pitied by other passengers.

32% reported that buses with ramps stop far away from the pavement.

14% reported that drivers don’t stop for wheelchairs.

**In Belarus:**

100% of persons surveyed with disabilities reported difficulties in making the most basic journeys due to inaccessible public transport.

67% highlighted that seats reserved for disabled passengers were often occupied by others, leaving them feeling vulnerable and increasing their risk of being injured as a result of overcrowding and pushing.

22% respondents with visual impairments reported problems with indistinct ‘stop’ announcements.

<sup>1</sup> From the Office of the United Nations High Commissioner For Human Rights’ Training Guide on the Convention On The Rights Of Persons With Disabilities [https://www.ohchr.org/Documents/Publications/CRPD\\_TrainingGuide\\_PTS19\\_EN%20Accessible.pdf](https://www.ohchr.org/Documents/Publications/CRPD_TrainingGuide_PTS19_EN%20Accessible.pdf)

<sup>2</sup> <https://www.un.org/development/desa/disabilities/resources/factsheet-on-persons-with-disabilities.html>  
<https://www.ilo.org/global/topics/disability-and-work/lang--en/index.htm>

**MODULE 1: RESOURCES & FURTHER READING**

**WHAT IS DISABILITY?**

Factsheet on Persons with Disabilities

<https://www.un.org/development/desa/disabilities/resources/factsheet-on-persons-with-disabilities.html>

Disability and Work

<https://www.ilo.org/global/topics/disability-and-work/lang--en/index.htm>

Training Guide on the Convention On The Rights Of Persons With Disabilities

[https://www.ohchr.org/Documents/Publications/CRPD\\_TrainingGuide\\_PTS19\\_EN%20Accessible.pdf](https://www.ohchr.org/Documents/Publications/CRPD_TrainingGuide_PTS19_EN%20Accessible.pdf)

EASST reports on Disability, Mobility and Road Risk

<https://www.easst.co.uk/disability-mobility-road-risk/>

FIA Purpose Driven, Diversity and Inclusion

<https://purposedriven.fia.com/page/diversity-inclusion>

**MODULE 2: WORKSHEET**

**THE BUSINESS CASE FOR INCLUSIVE PUBLIC TRANSPORT**

Describe a time when you felt comfortable and happy on public transport. Why was this?

**MODULE 2: FACTSHEET****THE BUSINESS CASE FOR INCLUSIVE PUBLIC TRANSPORT**

In the UK, disabled adults appear to rely more on the bus and on taxis than non-disabled adults. Adults with disabilities make a greater proportion of their travel by bus. They are also more likely to be in a household without access to a car and in households with access to a car they are less likely to be a driver.<sup>3</sup>

Accessible Tourism in the European Union represents a potential market of 80 million persons, or 130 million if companions are included.<sup>4</sup> On average, persons with disabilities spend 30% more (800 EUR per trip as opposed to 600 EUR), according to UNWTO.<sup>5</sup>

In the UK, after making accessibility improvements to railway stations, it was found that 10% of the passengers with disabilities increased the number of trips, whereby one third of the wheelchair users, approximately a fifth of passengers with hearing impairment, and 15% with mobility impairment increased their use of the improved stations.<sup>6</sup>

A study conducted in Norway has shown that inclusive infrastructure can lead to a strong return on investment. e.g. bus stops and vehicles universally designed lead to a 4.35 return.<sup>7</sup>

#### UN Convention on the Rights of Persons with Disabilities

Signed and ratified by 164 countries recognises: “The importance of accessibility to the physical, social, economic and cultural environment, to health and education and to information and communication, in enabling persons with disabilities to fully enjoy all human rights and fundamental freedoms.”

#### UNECE Amsterdam Declaration

Adopted by member states of the United Nations Economic Commission for Europe (UNECE) and the World Health Organization (WHO) in the European Region, calls on members to: “Promote policies and actions conducive to healthy and safe modes of transport by designing and modernizing human settlements to improve the conditions for safe and physically active mobility, including infrastructure for walking and cycling, and efficient and accessible public transport, particularly focused on vulnerable groups such as children and persons with reduced mobility”

#### Sustainable Development Goals (Goal 11.2)

Adopted by all UN Member States, and calls for nations to: “By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons.”

<sup>3</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/972438/transport-disability-and-accessibility-statistics-england-2019-to-2020.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972438/transport-disability-and-accessibility-statistics-england-2019-to-2020.pdf)

<sup>4</sup><https://www.accessibletourism.org/?i=enat.en.news.2245>

<sup>5</sup><https://www.accessibletourism.org/?i=enat.en.news.2245>

<sup>6</sup><https://www.itf-oecd.org/sites/default/files/docs/economic-benefits-improved-accessibility-transport-systems.pdf>, page 81.

<sup>7</sup><https://www.itf-oecd.org/sites/default/files/docs/economic-benefits-improved-accessibility-transport-systems.pdf>, page 83.

**MODULE 2: RESOURCES & FURTHER READING**

**THE BUSINESS CASE FOR INCLUSIVE PUBLIC TRANSPORT**

Accessible Tourism, UNWTO

<https://www.unwto.org/accessibility>

Economic Benefits of Improving Transport Accessibility

<https://www.itf-oecd.org/sites/default/files/docs/economic-benefits-improved-accessibility-transport-systems.pdf>

UN Convention on the Rights of Persons with Disabilities

<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

Sustainable Development Goals

<https://sdgs.un.org/goals>

UNECE Amsterdam Declaration

[https://unece.org/fileadmin/DAM/thepep/en/hlm/documents/2009/Amsterdam\\_Declaration\\_ENG.pdf](https://unece.org/fileadmin/DAM/thepep/en/hlm/documents/2009/Amsterdam_Declaration_ENG.pdf)

**MODULE 3: WORKSHEET**

**POTENTIAL BARRIERS FOR PEOPLE WITH DISABILITIES**

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

What are the potential barriers for people with disabilities in your company/workplace and on your services?

What steps can your company take to help remove attitudinal barriers?

What steps can your company take to help remove environmental barriers?

What steps can your organisation take to help remove organisational barriers?



**MODULE 3: RESOURCES & FURTHER READING**

**POTENTIAL BARRIERS FOR PEOPLE WITH DISABILITIES**

Disability and Road Safety in Azerbaijan

<https://www.easst.co.uk/wp-content/uploads/2018/06/Accessible-Mobility-Final-Report-1.pdf>

Disability, Mobility, and Road Risk in Moldova

<https://www.easst.co.uk/wp-content/uploads/2018/01/Disability-Mobility-and-Roadrisk-in-Moldova.pdf>

Road Safety – An Inherent Right and Equal Opportunity for All People in Belarus

<https://www.easst.co.uk/wp-content/uploads/2017/10/Road-Safety-An-Inherent-Right-and-Equal-Opportunity-for-All-People-in-Belarus.pdf>

**MODULE 4: FACTSHEET, GUIDANCE & CASE STUDIES****EXAMPLES OF BEST PRACTICE****Inclusive policymaking**

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

**Customer service**

- 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. Good practice on language can create a good impression of your company or organisation and make disabled people feel that your organisation has a good level of awareness.

**Information and signage**

Accessible information and signage 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.

### **Information and signage – 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.

### **Vehicle design**

Buses should be safe and comfortable for people with disabilities and mobility impairments to use as independently as possible. All services should follow the principles of Universal Design.

ISO 21902:2021 (section on boarding and disembarking the vehicle as detailed below) provides the standard that should be followed in procuring an accessible fleet.

#### Low-floor tourist bus access via ramp.

On high-floor buses a lifting platform can be provided and on low-floor buses a ramp, to allow people who cannot climb steps such as wheelchair users to access the vehicle.

The use of low-floor buses has shown high efficiency not only in the access of people with disabilities to the vehicle, but also for all passengers, allowing optimization of the time used for boarding and disembarking passengers.

It is also important that there are adequate handrails on the doors to help everyone to keep their balance.

Finally, it is recommended that the width of the doors be generously dimensioned to allow the comfortable passage of all travellers even with bulky luggage.

### Vehicle interior

There are some key aspects for this mode of transport to respond to the needs of a greater number of tourists and passengers with disabilities, such as:

- the number, location and signalling of priority use seats for people with
- reduced mobility and communication and spaces enabled for wheelchair users,
- the characteristics of the safety systems for wheelchair users,
- the opportunity to place folding seats in the spaces reserved for wheelchairs
- when it is not used,
- the placement, colour and material of horizontal and vertical handrails, and the height of the
- call buttons,
- the provision and location of spaces for the placement of packages,
- the optimal perception of the information related to the bus line, numbers and branches;
- the adequate contrast between the colours of the legends, the placement of tactile markers, and the location and correct operation of the light and auditory signals that provide information on routes, stops, etc.,
- the height of the ticket marking machines and the correct location of the handles,
- the absence of obstacles that impede the mobility and circulation of passengers,
- the non-slip character of the car floor.

The buttons to request a stop must be correctly indicated in braille and relief. It is also important to install a specific stop request button that warns the driver that a person with reduced mobility or in a wheelchair wants to get off so that they can contemplate a longer than usual door opening time.

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.

### **Service design**

An 'accessible bus' does not necessarily guarantee an 'accessible bus service'. Additional measures are needed to make a service fully inclusive. These includes:

- Bus stop location
- Bus stop design
- Route planning
- Waiting areas
- Bus capacity
- Reliability/timetabling
- Ticketing & concessions

## Service design – case study examples

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.<sup>8</sup>

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.<sup>9</sup>

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.<sup>10</sup>

## Communicating ‘hidden’ disabilities

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.

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<sup>8</sup> <https://civitas.eu/resources/civitas-insight-accessible-mobility-enabling-independent-living-for-all>

<sup>9</sup> <https://civitas.eu/sites/default/files/CARAVEL%20D5%20-%20pt%206%20krakow.pdf>

<sup>10</sup> <https://www.rnib.org.uk/sites/default/files/RNIB%20Bus%20Charter.pdf>

**MODULE 4: RESOURCES & FURTHER READING**

**EXAMPLES OF BEST PRACTICE**

**Inclusive policymaking:**

Thameslink – Access Advisory Panel

<https://www.thameslinkrailway.com/help-and-support/listening-to-you/access-advisory-panel>

Lyon: Putting accessibility at the heart of city life

<https://www.eltis.org/discover/case-studies/lyon-putting-accessibility-heart-city-life>

UK Government Inclusive Transport Strategy

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/728547/inclusive-transport-strategy.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/728547/inclusive-transport-strategy.pdf)

**Customer service:**

Accessibility Guide: Improving public transport services through awareness of staff about persons with disabilities and persons with reduced mobility

[https://cms.uitp.org/wp/wp-content/uploads/2020/08/Accessibility-Guide\\_UITP-IRU-EDF\\_2016.pdf.pdf](https://cms.uitp.org/wp/wp-content/uploads/2020/08/Accessibility-Guide_UITP-IRU-EDF_2016.pdf.pdf)

**Information and signage:**

Doing Transport Differently

<https://www.disabilityrightsuk.org/sites/default/files/pdf/Doing%20Transport%20Differently%20website.pdf>

Transport for London - Accessibility

<https://tfl.gov.uk/transport-accessibility/>

Accessible Europe: Cities pioneering transport for people with reduced mobility

<https://www.eltis.org/discover/case-studies/accessible-europe-cities-pioneering-transport-people-reduced-mobility>

First Bus update their passenger app

<https://everyonesjourney.dft.gov.uk/first-bus-update-their-passenger-app/>

**Vehicle design:**

ISO 21902:2021: Tourism and related services — Accessible tourism for all

<https://www.iso.org/obp/ui/#iso:std:iso:21902:ed-1:v1:en>

Vehicle design and accessibility for persons with disabilities

<https://www.intelligenttransport.com/transport-articles/73788/vehicle-accessibility-disabilities/>

First Bus: Bus accessibility

<https://www.firstbus.co.uk/bus-accessibility>

**Service design:**

Inclusive Service Design: In Search of Better Services

<https://core.ac.uk/download/pdf/288376451.pdf>

Accessible bus stop design guidance

<https://nacto.org/wp-content/uploads/2016/02/TfL-accessible-bus-stop-design-guidance.pdf>

RNIB Bus Charter

<https://www.rnib.org.uk/sites/default/files/RNIB%20Bus%20Charter.pdf>

Integrated and inclusive planning

<https://civitas.eu/thematic-areas/integrated-inclusive-planning>

**Communicating 'hidden' disabilities:**

Helping Hand assistance card

<https://www.buses.co.uk/helpinghand>

Customers with disabilities

<https://www.arrivabus.co.uk/help/customers-with-disabilities>

About Sunflower lanyards

<https://hiddendisabilitiesstore.com/>

**MODULE 5: WORKSHEET**

**PRACTICAL ROLE PLAY EXERCISES**

**Scenario 1**

Assisting a passenger with wheelchair – including how to push/fold/handle a wheelchair.

**Scenario 2**

Guiding a visually impaired passenger.

**Scenario 3**

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.

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 5: RESOURCES & FURTHER READING**

**PRACTICAL ROLE PLAY EXERCISES**

How to help a wheelchair user

<https://hwa.org.sg/how-to-help-a-wheelchair-user/>

How to guide visually impaired passengers

[https://www.rnib.org.uk/sites/default/files/How\\_to\\_guide\\_people\\_with\\_sight\\_loss.pdf](https://www.rnib.org.uk/sites/default/files/How_to_guide_people_with_sight_loss.pdf)

Accessibility Guide: Improving public transport services through awareness of staff about persons with disabilities and persons with reduced mobility

[https://cms.uitp.org/wp/wp-content/uploads/2020/08/Accessibility-Guide\\_UITP-IRU-EDF\\_2016.pdf.pdf](https://cms.uitp.org/wp/wp-content/uploads/2020/08/Accessibility-Guide_UITP-IRU-EDF_2016.pdf.pdf)

Transport for All: Big Red Book (pages 60-75)

<https://www.transportforall.org.uk/wp-content/uploads/2012/08/bigredbook2014.pdf>

**MODULE 5: HOW TO HELP A WHEELCHAIR USER**

- Ensure drivers always drive right up to the bus stop.
- If a wheelchair user needs to board, drivers should ask passengers to make space. When you remind others to make space it makes a big difference in enabling wheelchair users to travel confidently.
- Speak directly to the wheelchair user.
- Don't make assumptions about the kind of help someone might need.
- Remember you don't need a full medical history; you just need to ask what practical help they need.
- ALWAYS ask permission before touching someone's wheelchair.
- There's no need to bend down to speak to someone in a wheelchair.
- Drivers should not set off until they are certain the wheelchair is stable, with the brakes on, and positioned correctly.
- Drive slowly and carefully.
- Any handling of a wheelchair should be done with care. Ask the wheelchair user for guidance if unsure. Always keep them informed of what you are doing, when moving or tipping the wheelchair.
- No additional charge should be made for carrying the wheelchair or user.

**MODULE 5: HOW TO GUIDE VISUALLY IMPAIRED PASSENGERS**

- Ensure drivers always drive right up to the bus stop.
- Introduce yourself and talk directly to the person you are guiding
- If you are going to guide them, ask them how they like to be guided.
- Allow them to take your arm, rather than you holding or grabbing theirs.
- Tell them about kerbs and steps as you approach them and say whether they go up or down.
- Mention any potential hazards before you reach them and say where they are.
- If you are guiding someone to a seat, place their hand on the back of the seat before they sit down, so they can orientate themselves
- Don't walk away without saying you are leaving.
- Drivers should not set off until they are certain the passenger is seated.
- Drive slowly and carefully.
- No additional charge should be made for giving assistance.
- Remember that most people who are registered as blind have some degree of vision. Don't assume that they see nothing.

**MODULE 6: WORKSHEET**

**TAKING ACTION**

Write down a list of people or organisations you could reach out to.

How do you plan to communicate with them?

**MODULE 6: RESOURCES & FURTHER READING**

**TAKING ACTION**

Disabled Persons Transport Advisory Committee: Terms of Reference [UK]

<https://www.gov.uk/government/organisations/disabled-persons-transport-advisory-committee/about/terms-of-reference>

Metrolinx Accessibility Advisory Committee [Toronto, Canada]

<http://www.metrolinx.com/en/aboutus/accessibility/accessibility-advisory-committee.aspx>

Accessible Transport Advisory Committee [Victoria, Australia]

<https://www.ptv.vic.gov.au/footer/legal-and-policies/accessible-transport-advisory-committee/>

Mobility and Access Committee for Scotland

<https://www.transport.gov.scot/our-approach/accessible-transport/mobility-and-access-committee-for-scotland-macs/>

Transport for London Independent Disability Advisory Group

<http://content.tfl.gov.uk/independent-disability-advisory-group-november-2019.pdf>

**Post-training poll**

**Circle the response as appropriate.**

I found this Disability Awareness Training useful and informative.

*Yes/No/Don't know*

My company plans to develop or update its Inclusive Mobility policy (or similar).

*Yes/No/Don't know*

My company plans to regularly consult with passengers with disabilities.

*Yes/No/Don't know*

Inclusive public transport strategies only benefit a small proportion of passengers.

*Yes/No/Don't know*

I understand well the needs and potential barriers of passengers with disabilities.

*Yes/No/Don't know*

I feel motivated to champion disability awareness and inclusivity in my company.

*Yes/No/Don't know*

**Once completed, hand this sheet back to the trainer.**