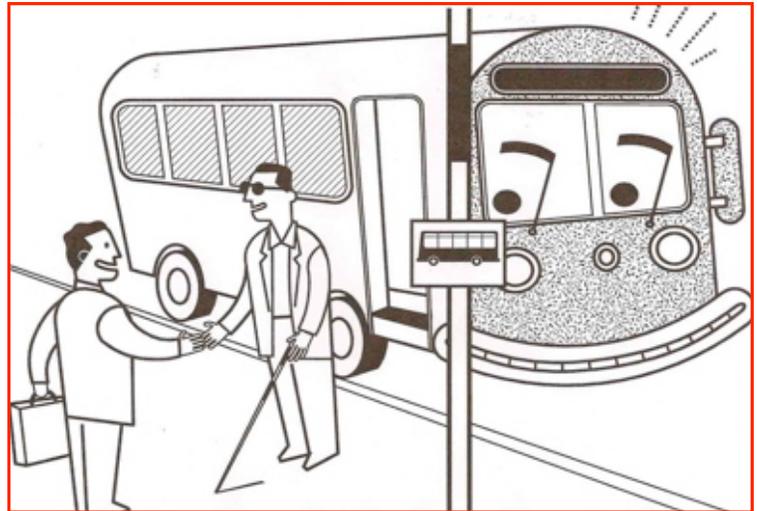


Transit Access Training Toolkit



This Toolkit has been compiled by Tom Rickert for the World Bank thanks to funding provided by the Norwegian and Finnish governments through the TFESSD – Disability Window.

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September, 2009

WELCOME TO THE TRANSIT ACCESS TRAINING TOOLKIT

Let us introduce ourselves

The World Bank's Disability and Development Team is a part of the Bank's Human Development Network. We have commissioned Tom Rickert, the founder of an NGO with twenty years of experience working on accessible transportation around the world, to compile this Transit Access Training Toolkit for the convenience of transit authorities and practitioners in the field of inclusive transportation.

Why have we prepared this Toolkit?

Many people around the world often cannot use public transportation because of (1) *inaccessible design* of buses and other public transit vehicles, and (2) *driving habits* which make it impossible to safely use public transportation. These passengers include persons with disabilities, older persons or seniors, pregnant women, passengers carrying heavy packages, and others. The purpose of this Transit Access Training Toolkit is to help motivate and train bus drivers and other transit staff to provide safe and accessible service to all their passengers and especially to improve service for persons with disabilities and seniors. This will make public transportation available to more passengers. In addition, safe and accessible driving habits can reduce road accidents around the world.

Bus and other transit drivers have a tough job, often dealing with low pay, difficult work hours, stress, heavy traffic, and the demands of passengers. They need all the help they can get. Passengers also need orientation so that they will treat bus drivers with the same courtesy and respect that they expect drivers and transit staff to have for them.

Many types of training are available for bus and transit drivers. But sometimes there is no training at all. Very often there is no training to help drivers better serve older persons and persons with disabilities, pregnant women, children, passengers carrying heavy packages, and others. Such passengers include people who have mobility problems, vision or hearing impairments, difficulty in understanding transit signs and directions, or hidden disabilities such as mental or intellectual impairments and also heart disease or arthritis just to mention some.

This Toolkit is especially for bus drivers and others in transit systems that lack training resources. But we hope it will also be useful to transport agencies everywhere. This Toolkit is also aimed at disability NGOs and other agencies in the community that have a stake in safe and accessible transit systems. They can reach out to bus drivers and others at public transit agencies with tools to help motivate and train them to provide safer and better service to all their passengers and especially seniors and persons with disabilities and other beneficiaries of inclusive transport.

The Toolkit is just a start. While it cannot provide comprehensive training in transit safety or accessibility, more comprehensive training materials are found in the Resources provided in Section 6.

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SECTION 1

PRACTICAL METHODS TO MOTIVATE BUS DRIVERS AND OTHER TRANSIT STAFF TO BETTER SERVE SENIORS AND PASSENGERS WITH DISABILITIES

These methods focus on very practical steps to increase driver motivation and provide further training about safe and accessible driving.

1) Add training to enhance service for passengers with disabilities and seniors to your *current* training

It is normal for bus and rail companies to train their staff in safety and operating practices. Modules on disability awareness can easily be incorporated into these programs, especially for new recruits. The British publication, *Enhancing the mobility of disabled people: Guidelines for practitioners* (see in Resources) notes the following elements are commonly found in training to serve persons with disabilities:

- A discussion of *barriers* faced by persons with disabilities, covering attitude, environment, and organizational barriers
- *Information* on all disabilities, including hidden disabilities
- Suggestions for *removing barriers* faced by persons with disabilities (including changed driver behavior to improve safety for passengers with disabilities), and the skills needed for serving passengers with disabilities (for instance, taxi drivers may need to learn how to fold a manual wheelchair by following the directions of a wheelchair rider who needs to transfer to a regular seat)
- *Communication skills* for communicating with persons with disabilities, particularly those with a hearing impairment or with learning disabilities
- Enabling staff to deal with *unexpected occurrences* – to ‘think on their feet’ if a problem arises (e.g., what to do in case there is an accident or other emergency)

Training is not a “one time only” matter. It is easy to forget knowledge and skills if they are not used. For example, training in what to do in an emergency can be forgotten. Thus periodic retraining is important for transit drivers and others. Cross training is also important. For example, when buses have both a driver and a fare taker, both need to be trained about how to enhance their service to older persons and persons with disabilities. In a rail or bus rapid transit system with stations along the route, both station agents and security personnel need to be trained. Requirements for training should be specified when transit agencies are invited to bid to perform services or when they are given permission to operate.

Readers should GO TO SECTION 6 OF THIS TOOLKIT FOR MORE IN-DEPTH RESOURCES.

2) Provide positive motivation for safe and accessible driving

Outstanding drivers should be commended for safe and accessible driving. Too often, even when there is a telephone number for passenger comments, it is only to receive complaints, rather than to receive complaints and commendations. Both passengers and transit managers should be encouraged to commend good drivers.

For example, in some cities there is a “Driver of the Month” award, with a certificate or a prize for the best drivers. Recognition could include



- a cash prize or an award certificate
- a T-shirt or cap
- an annual awards dinner
- a photo or article in a company newsletter or in a local newspaper
- free tickets to a sports event (perhaps donated by a sports team)

- free tickets to a film (donated by the movie theater)
- a disability NGO could award the certificate at the bus company, accompanied by the driver's supervisor

The photo above shows a pin awarded to the “Driver of the Month” selected by passengers with disabilities using buses in San Francisco, California, USA. The pin shows a “friendly bus” with a wheelchair lift in the form of a “helping hand” ready to assist a passenger who needs it. There is also a cash award and an annual awards banquet in which one of the “Drivers of the Month” has an opportunity to win a free vacation trip.

3) Provide pocket-size handouts that explain the basics of safe and accessible driving

You will need to prepare a pocket-size guide that is suitable for local use. For example, a handout for metered taxi or other door-to-door service needs to include appropriate data based on local realities. SEE SECTION 2 OF THIS TOOLKIT FOR MODEL HANDOUTS. The introduction to this section includes ideas on how to use the pocket-size guides.

4) Put up posters to motivate drivers and staff to provide safe and accessible driving

Keep in mind that posters need to be relevant to your own situation and culture. No single image is suitable for every country and local artists could provide relevant images to make them more effective in your city or community. SEE SECTION 3 OF THIS TOOLKIT FOR MODEL POSTERS. The introduction to this section includes ideas on how to use the posters.

5) Provide public service announcements

Reach out to the general public with “Public Service Announcements” (PSAs) that radio or television stations may be willing to provide for free. MODEL PSAs ARE PROVIDED IN SECTION 4 OF THIS TOOLKIT. The introduction to this section tells you more about the preparation of PSAs. Other methods of reaching the general public could include outreach to local schools and businesses.

6) Plan a special “Disability Awareness” Session

In many situations, drivers of buses and especially of smaller vehicles may not have the opportunity for formal training as part of their preparation for their work. Although there is no substitute for such training, special events can partly make up for this. There are different types of training events that can be carried out to assist drivers. For example, a “disability awareness” event can help drivers and other transit staff. SEE SECTION 5 FOR INFORMATION ON CARRYING OUT A DISABILITY AWARENESS EVENT.

7) Provide orientation for new passengers

As public transportation becomes more accessible in cities around the world, there is a growing need to orient passengers with disabilities about how to best use buses and trains and other vehicles. SEE THE RESOURCES IN SECTION 6 for information on travel orientation for persons with disabilities who are new users of public transit.

SECTION 2

POCKET-SIZE GUIDES FOR BUS, TAXI, AND OTHER TRANSIT DRIVERS

This section includes model pocket guides listing some of the more important essentials of safe and accessible driving. If simple guidelines such as these are followed, all passengers are helped and especially persons with disabilities and older persons.

Bus and taxi companies can print and distribute such handouts to drivers and other staff. The handouts could also be prepared by an association of bus or taxi drivers, or a city or national transport department or ministry. Or a disability NGO, a social service agency, or a rehabilitation agency could handle production of the handouts.

Whoever produces pocket-size guides should make sure that they are given to drivers and transit staff in a positive context. No one wants to be told they are doing a bad job. For example, they could be distributed at an event where refreshments are served or outstanding drivers are thanked for their good service.

A pocket guide for bus drivers may need a space for a telephone number to receive complaints and commendations. You may need to fill in more blanks for a taxi guide, such as:

- telephone number of the taxi office (or could be the cell phone of a driver)
- advance reservation requirement (if there is a requirement)
- when a driver should notify a passenger if the taxi will be late
- when a driver should call the taxi office if a passenger is late
- the weight limit of packages a driver must carry to assist passengers with disabilities

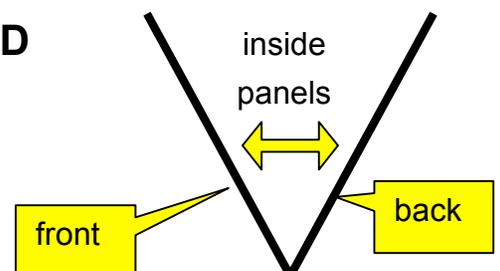
(In some countries advance registrations must be made 24 hours ahead of time for specialized door-to-door services, and having a taxi run 10-20 minutes late or a passenger be 10-20 minutes late might indicate a telephone call needs to be made, and perhaps 10 kg. is the maximum weight for each of, say, 2 packages permitted if a person with a disability requires help carrying them. This information is not intended as a recommendation. These are matters to be decided locally and depend on such matters as road conditions or whether there are cell phones or other phones available to drivers and potential passengers.)

The model handouts presented on the next few pages would fit into a shirt pocket or wallet or other place where they are easy to keep. For example, A7 paper (7.4 x 10.5 cm, or about 3 inches by 4 inches in some countries) would be an ideal size. While we hope you will have the ability to print a “four panel” version, which contains twice as much information and will be more helpful, a shorter model is included (front and back of a single card) if funds and materials are not available for the longer version. See SECTION 6 for RESOURCES for more detailed pocket guides and other types of training materials.

A MODEL HANDOUT FOR BUS DRIVERS AND PASSENGERS IS ON THE NEXT PAGE.

This is a longer preferred version.

THIS TYPE OF GUIDE CAN BE PRINTED ON A FOLDED CARD SO THAT IT HAS FOUR PAGES.



fold here

Tips for Seniors and Passengers with Disabilities

- Treat the driver and others with respect and dignity.
 - Have your pass or exact fare ready to show the driver.
 - Pay the driver when you enter the bus.
 - Take a seat as soon as you can.
 - Sit in a designated seat if possible, or sit as close as you can to the driver.
 - Stow your transfer or pass after you sit down.
 - Hold on if you have to stand.
 - Call (*insert telephone #*) to compliment a good driver or to make a complaint.
- Wheelchair users: Have a friend go with you when you travel for the first time or if you need help boarding the bus. If the bus has a ramp or lift, consider backing on if that is safer or easier. Follow the rules about securing your wheelchair.

Back

Safe Driving Helps Your Passengers with Disabilities!

(and some tips about how passengers with disabilities and seniors can help bus drivers do their job)

Who is a person with a disability?

- **Passengers with limited mobility, such as frail seniors and people using wheelchairs or crutches or canes**
- **Blind persons or those with impaired vision**
- **Deaf persons or those who are hard-of-hearing**
- **People who may have a problem understanding signs and signals and directions**
- **People with hidden disabilities**

Front

DRIVER RESPONSIBILITIES

Passengers with disabilities and older persons depend on you to get where they are going!

- **Drive safely and smoothly.**
- **Be courteous, respectful, and friendly.**
- **Always pick up passengers with disabilities and seniors.**
- **Take extra care to come to a full stop for seniors and passengers with disabilities.**
- **Stop as close to the curb as you can.**
- **Do not move the bus until passengers with disabilities are seated or holding on. Allow them time to get up from their seat and off the bus when you stop.**
- **Avoid sudden starts and stops.**
- **Slow down before curves.**

INSIDE: left panel

- **Call out major stops and transfer points as well as stops requested by blind passengers.**
- **Speak to deaf or hard-of-hearing passengers in a normal voice, looking right at them as this may help them to read your lips.**
- **Inform passengers with disabilities of the route and destination if you think they may need this information.**
- **Follow your agency's policies about requesting that reserved seats be taken by those who most need them.**

Is your bus accessible to wheelchair users?

- **Make sure you know how to use the lift or ramp. Check that the lift or ramp works when you start your shift. Lower the ramp when requested. Follow the rules about securing wheelchair users.**

INSIDE: right panel

A SHORTER VERSION OF A MODEL HANDOUT FOR BUS DRIVERS AND PASSENGERS

THIS IS A MODEL OF A POCKET-SIZE HANDOUT THAT COULD BE PRINTED ON BOTH SIDES OF A SMALL CARD, SUCH AS BELOW, AND DISTRIBUTED TO DRIVERS AND TO PASSENGERS WITH DISABILITIES AND TO SENIORS. MAKE SURE THE DIFFERENT GUIDELINES APPLY TO YOUR SITUATION.

Seniors and passengers with disabilities need your help

- Always pick up passengers with disabilities and seniors.
- Drive safely and allow time for passengers with disabilities and seniors to sit down or hold on.
- Avoid sudden starts and stops, slow down before curves, and stop as close to the curb as you can.
- Call out major stops and requested stops for blind passengers.

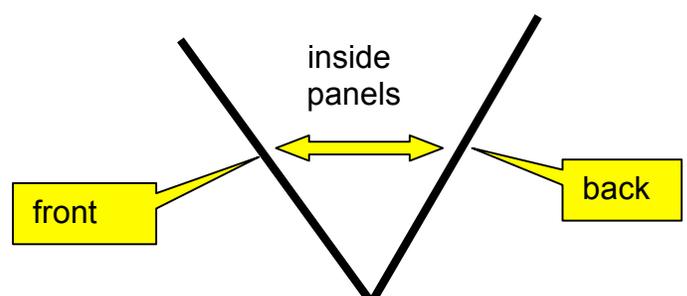
Tips for passengers with disabilities and seniors

- Have your exact fare ready.
- Take a seat as soon as you can.
- Stow your transfer or pass after you sit down.
- Use a seat near the driver if possible.
- Hold on if you must stand.
- Do not change seats while the bus is moving.

A MODEL HANDOUT FOR METERED TAXI & OTHER DOOR-TO-DOOR DRIVERS AND PASSENGERS IS ON THE NEXT PAGE

This is a longer preferred version.

PRINT YOUR HANDOUT ON A FOLDED CARD SO THAT IT HAS FOUR PAGES. MAKE SURE THE GUIDELINES APPLY TO YOUR SITUATION.



Tips for Passengers Using Door-to-Door Taxi Services

- Treat the driver and other passengers with respect and dignity.
- Book advance reservation trips at least ___ hours in advance during office hours before trip. (*enter hours and taxi office telephone number if needed*)
- Contact the taxi office or driver as soon as possible if unable to take the trip.
- Be at the door/gate at the scheduled pickup time, unless otherwise specified.
- Board on a wheelchair lift or ramp if one is available (for those needing a lift).
- Make sure the driver helps with seat belts (& uses wheelchair securements)
- Have your exact fare ready for the driver.
- Tell the driver if help is needed and explain what assistance is needed.
- No smoking, eating or drinking in the vehicle.

Back

ADVICE FOR TAXI DRIVERS

Passengers with disabilities and seniors depend on you to get where they are going!

- Treat your passengers with respect and courtesy.
- Drive safely and smoothly.
- Consult with passengers, if needed, concerning their mobility needs.
- If possible, telephone your passenger if you will arrive more than ___ minutes late (*insert number of minutes*).
- Telephone the taxi office if the passenger is not present within ___ minutes of the scheduled time. (*modify as needed*).
- Help passengers to and from the door of the building.
- Make sure the passenger is properly seated with the safety belt fastened.

INSIDE: left panel

How to Help Taxi Passengers with Disabilities

(and some tips about how passengers with disabilities and seniors can help taxi drivers do their job)

Who is a person with a disability?

- Passengers with limited mobility, such as frail seniors and people using wheelchairs or crutches or canes
- Blind persons or those with impaired vision
- Deaf persons, or those who are hard-of-hearing
- People who may have a problem understanding signs and signals and directions
- People with hidden disabilities such as arthritis and heart disease

Front

- Be willing to assist the passenger by carrying up to 2 packages weighing no more than ___ kg. each (*insert weight*)
- Be willing to repeat information and use short sentences in a normal voice. Speak *directly* to passengers with disabilities, not to caretakers.
- Speak to deaf or hard-of-hearing passengers in a normal voice, looking directly at them as this may help them to read your lips. Have a piece of paper and pencil on hand if a passenger is unable to hear or to communicate in words with you.
- Make sure you know how to correctly operate any ramp or lift in your vehicle. Wheelchair securements *must* be used. If you need to stow a wheelchair, ask the wheelchair user how to do it.
- Fill out log sheets for each trip

INSIDE: right panel

THIS IS A SHORT VERSION OF A MODEL HANDOUT FOR METERED TAXI AND OTHER DOOR-TO-DOOR DRIVERS AND PASSENGERS WITH DISABILITIES

A POCKET-SIZE HANDOUT COULD BE PRINTED ON BOTH SIDES OF A SMALL CARD, SUCH AS BELOW, AND DISTRIBUTED TO DRIVERS AND TO PASSENGERS WITH DISABILITIES AND TO SENIORS. MAKE SURE THE GUIDELINES APPLY TO YOUR SITUATION.

Driver Responsibilities

(door-to-door service)

- Drive safely.
- Treat passengers with disabilities with courtesy and respect.
- If possible, telephone the passenger if you will be more than __ minutes late.
- Phone the taxi office if passenger is more than __ minutes late.
- Help passengers to and from the door of the building and into the vehicle. Make sure passengers are safely seated and seat belt is used.
- If needed, assist the passenger with up to 2 packages weighing not more than __ kg. each.
- Fill out log sheets for each trip.

FRONT

Tips for Seniors and Persons with Disabilities Using Taxis

- Treat the driver and other passengers with respect.
- Book advance reservation trips at least __ hours before your trip during office hours.
- Phone the taxi office as soon as possible if you must cancel a trip.
- Be at the door or gate at the scheduled pickup time.
- Board on a wheelchair lift or ramp if needed and available. If you use a wheelchair, make sure it is secured by the driver.
- Request a seat belt if one is available.

BACK

SECTION 3

POSTERS

This section contains a set of six model posters to reinforce basic principles of safe and accessible driving.* These model posters may be reproduced without permission for non-commercial purposes only, provided the source is acknowledged.

These model posters are available in English, Spanish, and Portuguese. We have tried to make the language used in the captions on the model posters as universal as possible. However, languages may differ in meaning between different countries and regions. The model posters show buses that drive on the right side (in countries that drive on the right) and are also available showing buses that drive on the left side (in countries that drive on the left).

Posters can also be prepared locally and can be translated into different languages when needed. Keep in mind that no set of poster images is relevant to every country, so you may wish to have a local artist provide appropriate images for your own set of posters.

Posters are often printed on standard A4 paper, which most printers handle well. (A4 paper is about 21 cm. by 30 cm., or 8 ½ inches by 11 inches in some countries). For maximum impact, posters can be printed twice that size, on A3 paper (that is, about 30 cm. by 42 cm., or 11 inches by 17 inches in some countries). Contact tom@globalride-sf.org if you desire higher-resolution posters to enlarge for A3 paper or larger or if you desire posters formatted for an offset printing process or “image only” posters for use with captions in other languages.

Posters can be placed where bus drivers and other public transit personnel congregate, such as a bus yard where buses are parked, or a gillie room or other room or meeting hall. Posters should be placed where they will not be vandalized. As with the provision of pocket-size handouts, ideally a bus company or drivers’ association, city or national transport department or ministry, or a similar agency should provide posters to promote safe and accessible transport for passengers with disabilities, older persons, and all other passengers. If no such agency is available, then posters could be printed and placed by a local disability agency or social service or rehabilitation agency. Posters should only be put up after permission to place them has first been provided. Posters should be provided or placed in a positive context, for example at a ceremony to honor outstanding drivers, and with refreshments available for participants.

* A seventh model poster repeats one of the images, but has a caption about the need to minimize the bus-to-platform gap when a Bus Rapid Transit bus docks at a station platform on a busway.

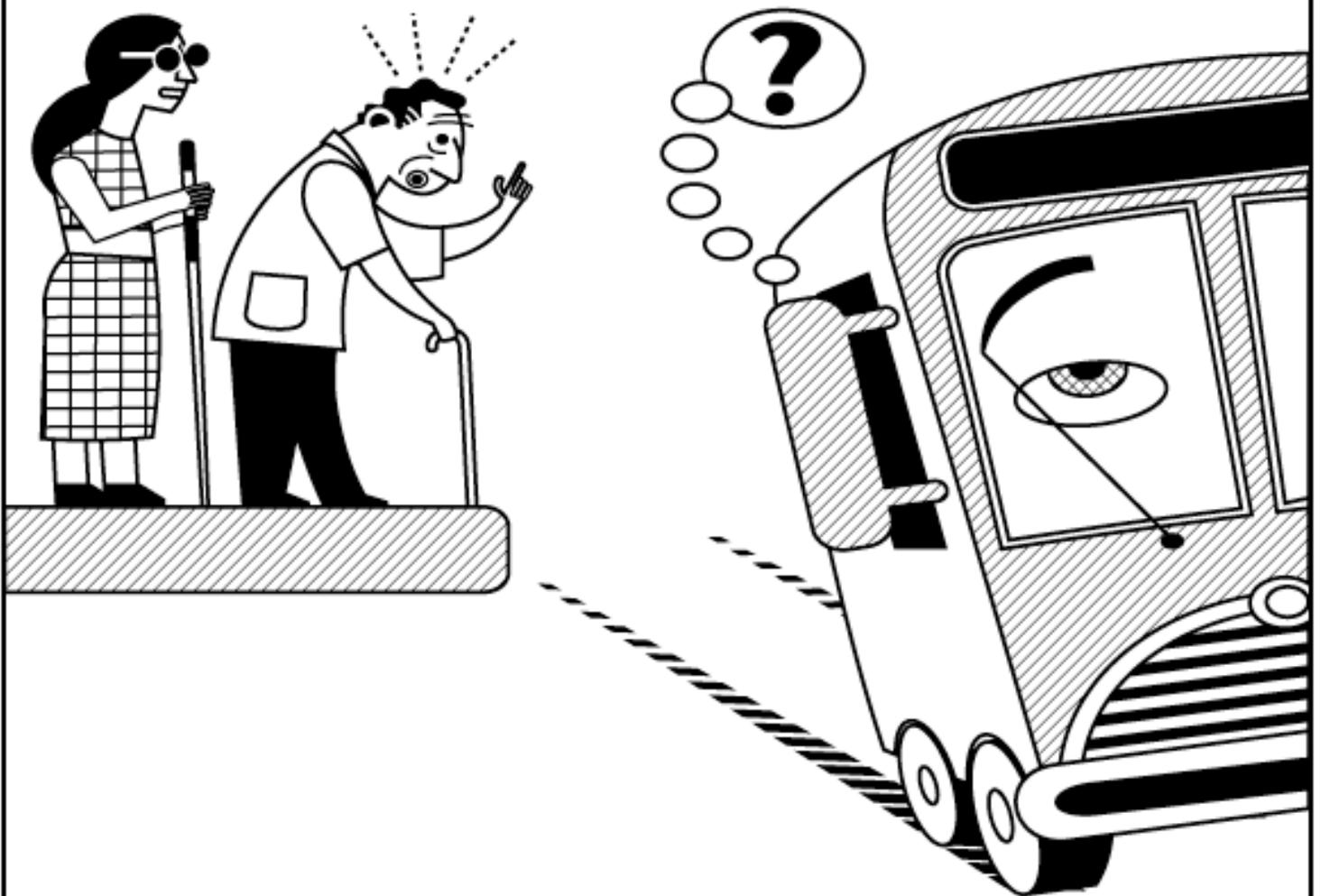
**As If They Were
YOUR FAMILY**



**Let's Respect Seniors,
Persons with Disabilities and
all Our Passengers**



DON'T LEAVE THEM BEHIND

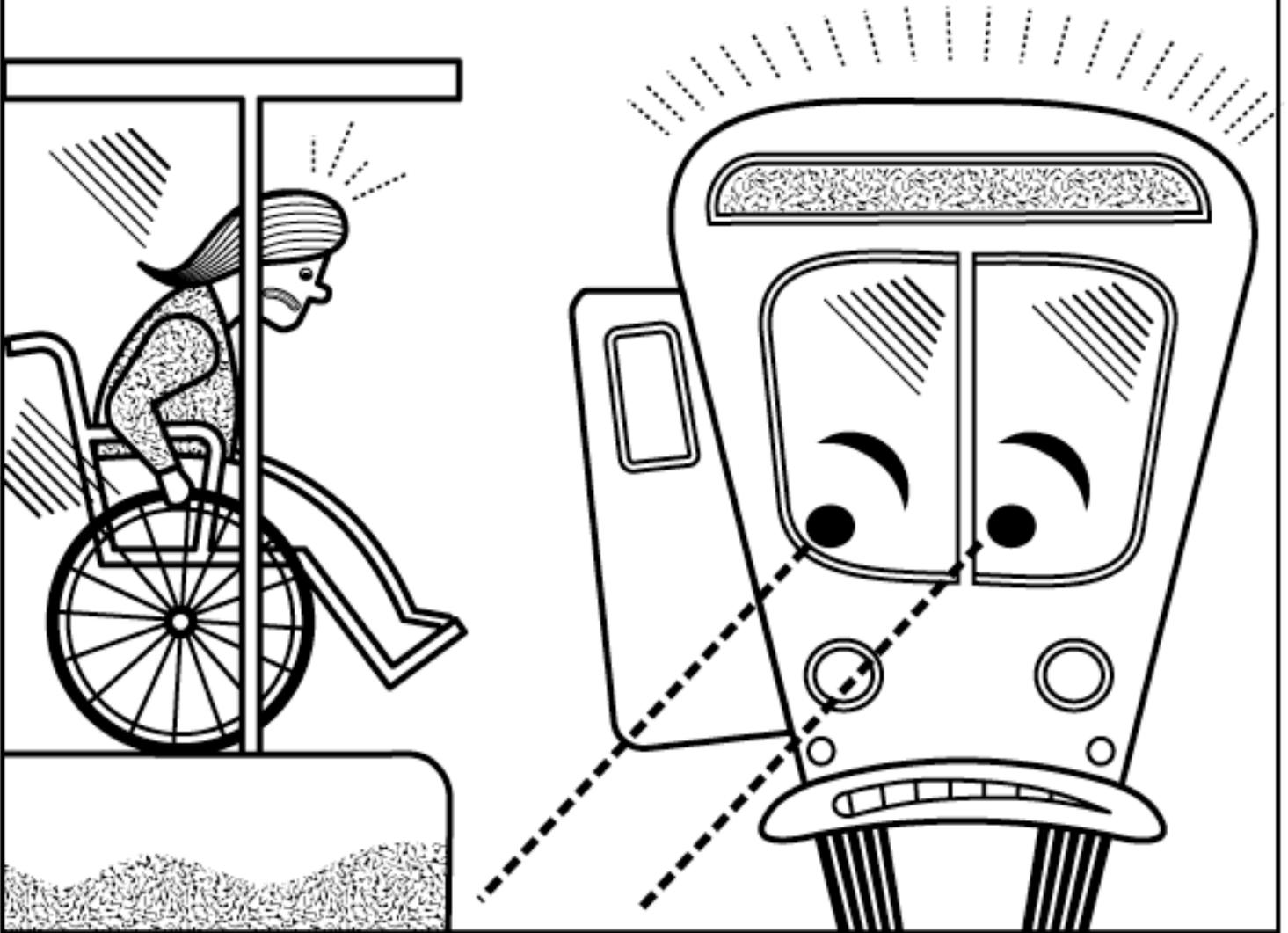


Passengers with Disabilities



Let's respect seniors, persons with disabilities and all our passengers

BE SMART

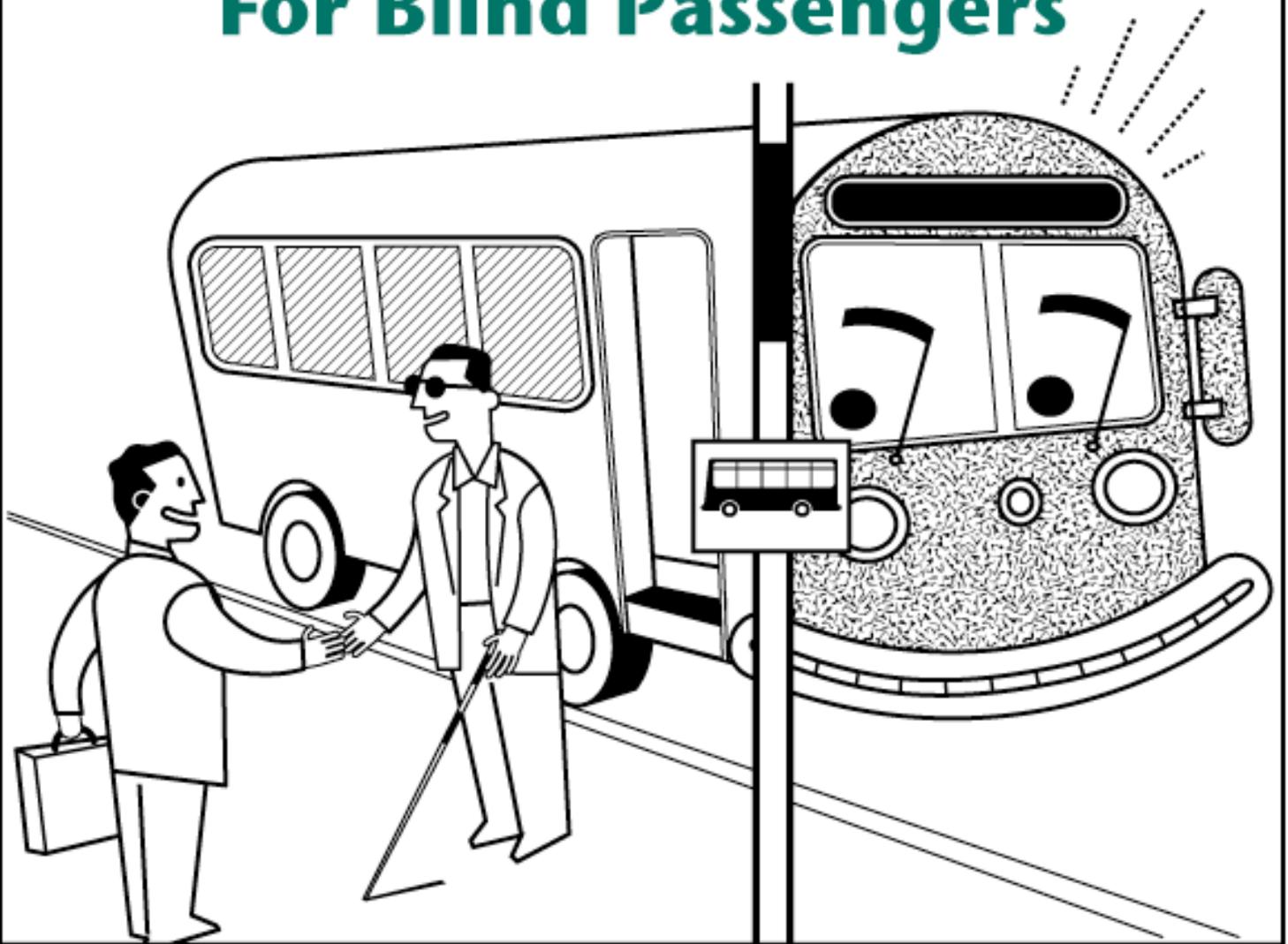


Stop Close to the Curb



Let's respect seniors, persons with disabilities and all our passengers

CALL OUT STOPS For Blind Passengers

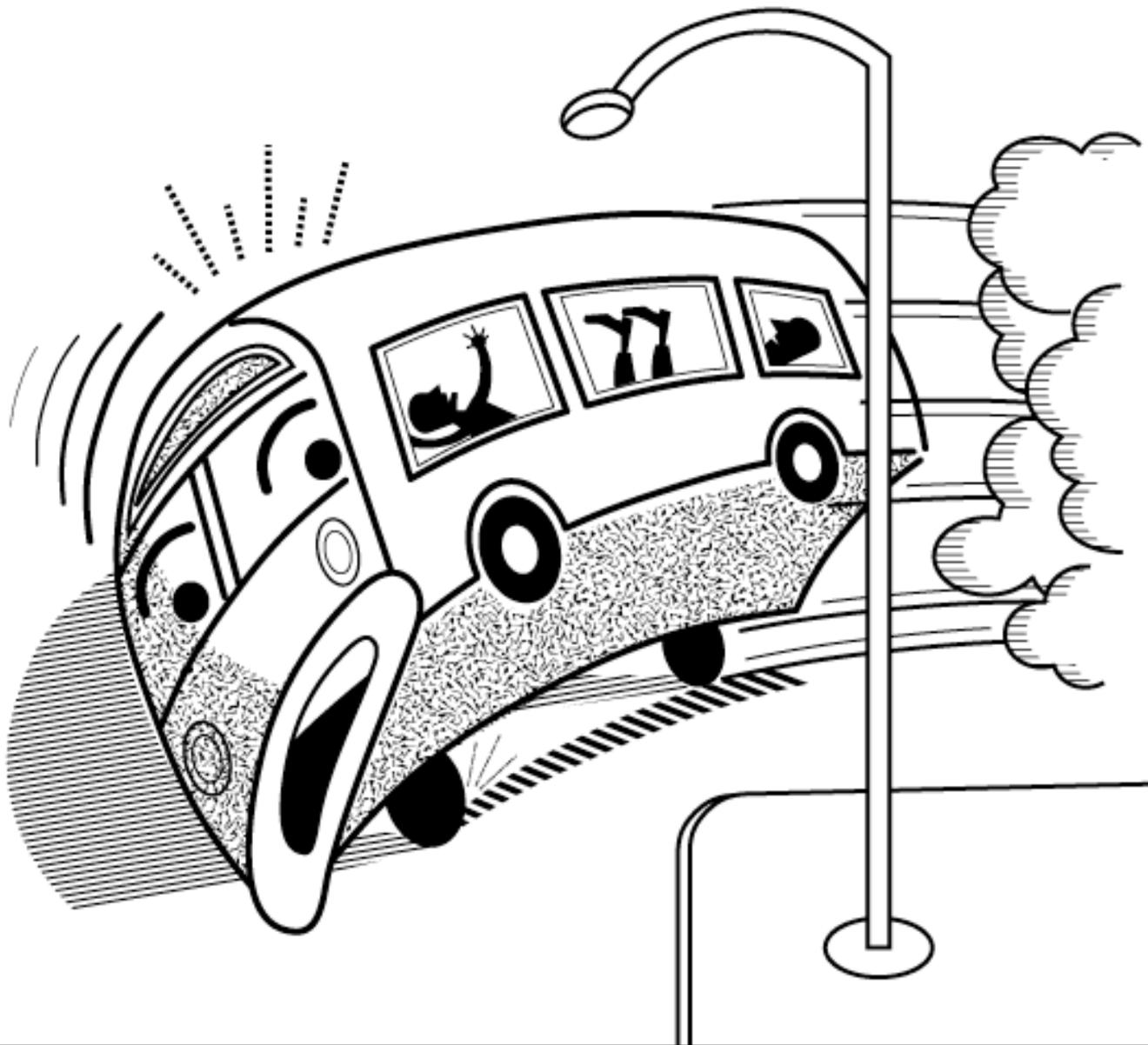


Everyone Benefits when
Stops are Announced



Let's respect seniors, persons with disabilities and all our passengers

AVOID

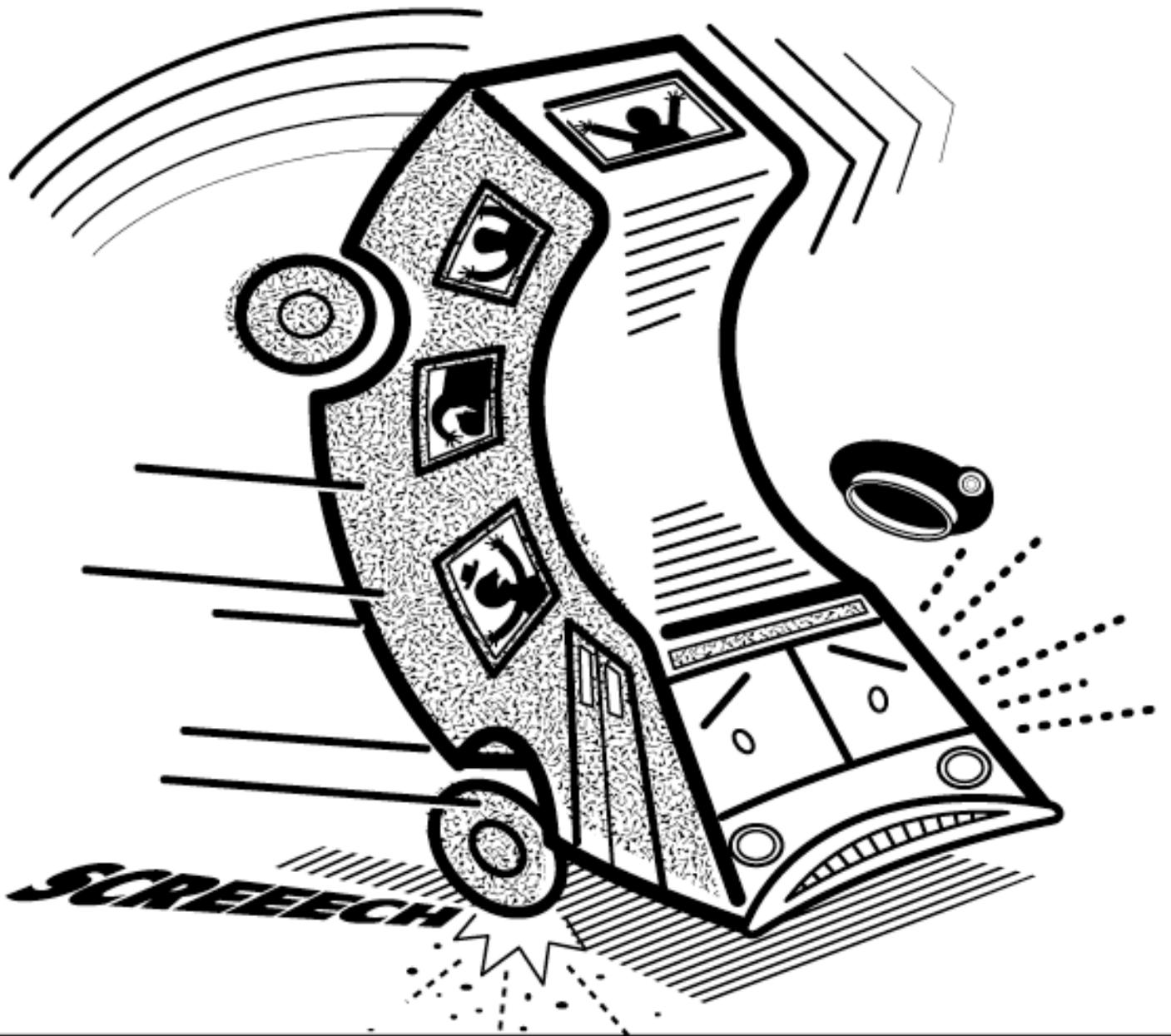


Fast Turns



Let's respect seniors, persons with disabilities and all our passengers

AVOID



Sudden Stops

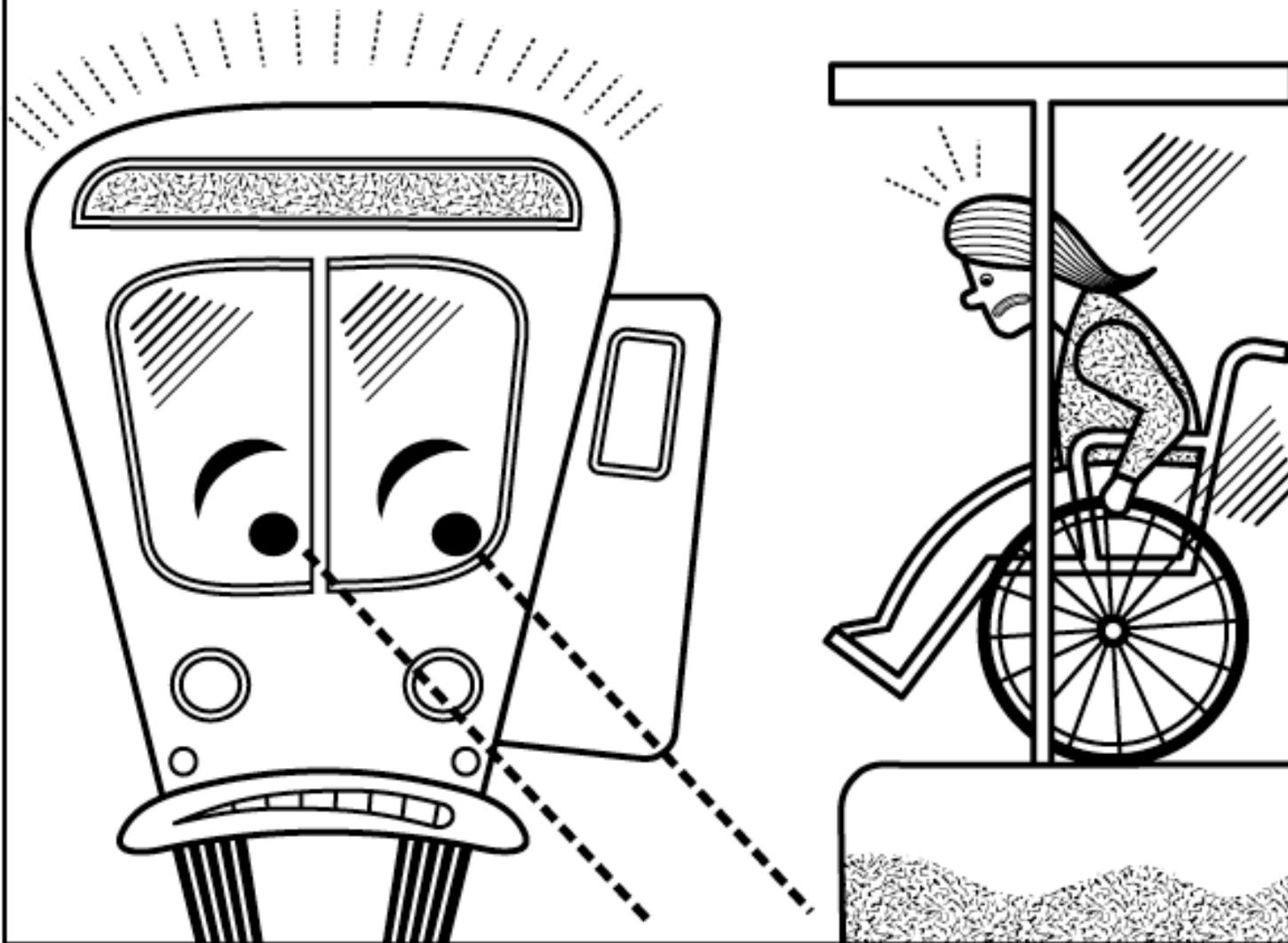


Let's respect seniors, persons with disabilities and all our passengers

Next page:

A model poster for use with Bus Rapid Transit systems, encouraging bus drivers to dock their vehicle close to the station platform.

BE SMART



Dock Close to the Platform



Let's respect seniors, persons with disabilities and all our passengers

SECTION 4

PUBLIC SERVICE ANNOUNCEMENTS

Public service announcements (PSAs) might be provided from time to time as a free service “for the public good” by radio and television stations in your community. Samples of such announcements are provided on the two pages below. Announcements might also be made to drivers and employees of transit agencies by supervisors or managers of the agencies. Samples of such announcements are found on the following three pages.

1. Announcements for the general public

Your first step is to consult with your local radio or television station to learn if they will present a PSA. Next, develop the theme or subject of the PSA. A recording of a spoken radio announcement is usually enhanced by a music soundtrack to provide a more professional feel to the announcement. Other sound track elements could be added, such as bus or traffic sounds.

In the case of televised announcements, make a video or take photos: two or three photos may be all that are needed with a short PSA of perhaps 15 seconds. Then write a script to go with the visual elements. Televised public service announcements require an additional visual track, using single or multiple images or film and video. Some PSAs include animations and other special effects. The different tracks will need to be synchronized, requiring technical preparation unless personnel at a radio or TV station can provide help. Technical preparation will involve the ability to use graphics software to prepare the PSA. Such software comes with instruction booklets and readers are encouraged to consult the article on graphics software in Wikipedia, the free encyclopedia on the Internet. Readers may also go to a search engine such as Google to learn more about animation software that could be used in preparing public service announcements.

PSAs could cover a broad spectrum of issues relating to disability rights and disability issues. The samples below bear directly on issues of access by persons with disabilities to public transit vehicles. These samples can be modified to be more relevant to your local situation. They may serve as part of the text for such an announcement or may give you ideas concerning how to rewrite the text.

Approximately 15 second versions (text only is supplied)

If you have an older parent or a person with a disability in your family, you know how much it means to give a bus seat to someone who really needs it. Keep in mind that some people have hidden disabilities like arthritis. They may need a seat also. This announcement is brought to you by _____.

All of us are only a heartbeat away from a disability. Keep that in mind when it comes to helping older persons and those with mobility impairments to use public transportation. Don't forget to give your seat to those who need it even more than you! This is a public service announcement by _____.

The following announcement would be especially helpful for new bus systems with enhanced accessibility, such as many Bus Rapid Transit lines or bus routes served by accessible low-floor or lift-equipped buses:

As buses become more accessible in our city, you may observe persons using wheelchairs who are able to ride like everyone else for the first time. If you are standing or seated in the wheelchair securement area on your bus, make sure that you move out of the space or change seats if a wheelchair user needs to use this space.

Here is an approximately 30 second version of a PSA (text only is supplied)

(sound track of a bus pulling up to a stop, people getting on, background of people on a full bus)

Older woman's voice (to a companion)

"It's been such a long day. I don't know if I can hold this package much longer."

A young man's voice:

"May I give you my seat?"

Older woman's voice:

"Why thank you! I really appreciate that."

Voiceover by a different voice of an announcer:

"If you have an older parent or a family member who has a disability, you know how much it means to yield a bus seat to someone who really needs it. People with mobility or sight limitations may especially need a seat. Keep in mind that some people with hidden disabilities like arthritis or heart disease may need a seat also. This announcement is brought to you by

_____."

2. Announcements for bus drivers and other transit staff

Introduction

Announcements for bus drivers and other transit staff can be useful and can reinforce training which might otherwise be forgotten. They are not a substitute for formal training sessions to give bus drivers and transit staff a better understanding of how to serve passengers with disabilities.

Especially for larger bus companies, announcements aimed at transit drivers and staff might be provided by loudspeaker systems if in operation at a bus station or gathering place for drivers getting ready to begin their shift. A broad spectrum of topics are possible in such situations and are easily prepared. For example, a supervisor or transit manager could modify the text messages below and read them at different times or a recording could automatically be repeated from time to time.

It is our policy to help older persons and those with mobility impairments to use public transportation. Always pick up persons with disabilities and allow time for them to find a seat or to hold on.

We urge all our drivers to treat passengers with disabilities as you would like to be treated if you were disabled. Pull up to the curb, let disabled passengers get to a seat or hold on, avoid sudden starts and stops, and slow down before curves so that all our passengers can have a safe trip.

Some of our passengers may be deaf or hard-of-hearing. Get the attention of deaf or hard-of-hearing passengers before speaking to them, speak in a normal voice, looking right at them as this may help them to read your lips.

Some of our passengers may have trouble understanding transit schedules or route information. If in doubt, inform passengers of the route and destination. Calling out key stops will help newcomers, visitors, blind passengers or those with reduced vision to know when to get off.

Passengers with disabilities and seniors depend on us to get where they need to go. Let's give them good service by taking extra care to pull up to the curb, and by avoiding sudden stops and starts. And make sure they have found a seat or are holding on before pulling away from the stop.

Different ideas can also be included in a single longer announcement:

If you have an older parent or a person with a disability in your family, you know how much it means to remind your passengers to yield a bus seat to someone who really needs it. Passengers with disabilities may include those who have limited mobility such as frail seniors or persons using canes or crutches or walkers or wheelchairs. Some disabled persons may have a vision or hearing impairment. Others may have hidden disabilities like heart disease or arthritis. Other passengers, including visitors and tourists, may have difficulty understanding how to ride our buses. Do not pass up passengers with disabilities and seniors. Allow time for disabled passengers to find a seat or hold on. Avoid sudden stops or starts, slow down before going around curves, and stop as close to the curb as you can. And call out major stops and requested stops for blind passengers. Courteous driving helps all our passengers!

Here is a more specialized announcement that might be modified to enhance service provided by station agents in a metro or rail or bus station:

In many cases disabled passengers do not need help, but at other times you can be of assistance. Here are some tips on helping passengers who are blind or have limited vision.

- Identify yourself as a station agent and ask if your help is needed.
- If you are asked to guide a blind passenger, place his or her left hand on your right arm and walk half a step in front of the person.
- Describe what lies ahead – for example, you could say “Now we are going to walk through the turnstile” or “We are coming to some stairs going up. There are three steps.” This helps a blind passenger to know what to expect.
- If you must leave a blind passenger, tell her first where she is and that you will be leaving her and if you will be returning. If a blind passenger will need a seat, you may place her hand on the back of the seat or on the arm rest of the seat.

SECTION 5

HOW TO PLAN A ‘DISABILITY AWARENESS’ TRAINING SESSION

It is a good idea to include persons with disabilities in driver training events. A good football player needs a good coach who knows all about the game, and the best coaches for training drivers to better serve passengers with disabilities are disabled people themselves. They are the ones “who know all about the game.”

What is the role of persons with disabilities in transit driver training?

Many of us have a disability or know a friend or family member or relative who has a disability. And as we get older, most of us will spend part of our lives with some kind of disability. Most people realize that disabled persons are like everyone else, except that they have a mobility impairment, or a disability affecting their vision or hearing or their ability to communicate or to understand how to use public transit.

A disability awareness training session helps transit personnel understand more about what it is like to cope with a disability. Bus drivers and others can experience, at least a little, what it is like to try to ride a bus or other transit vehicle when a passenger has a disability. For example, drivers could use a wheelchair or a walker or crutches. Or they could wear a blindfold for a short time to know what it is like to not be able to walk or to be blind and still get to a bus stop and to get on board a bus and get to a seat. Bus and other transit drivers in Mexico City and New Delhi felt that this type of “role playing” was a good idea when they reviewed the different sections of this Toolkit.

And it is a two-way street, because disabled passengers may learn more about the challenges facing bus and taxi and other drivers. A session with participants with disabilities can make bus drivers into *better* bus drivers and can help disabled passengers to be *better* passengers as well. For example, it can help a driver to understand why it is hard for a frail elder to climb up to the lowest step of the front entrance of the bus. And it can help a frail elder to know why it matters to the driver that they have their fare ready to pay when they get on board.

Role playing can be fun! Such an event should not be too serious. There should be room for humor. And it can also create good publicity for a transit agency or bus company that wants to provide inclusive transportation for everyone.

But before planning begins, consider

- No one should ever be forced to participate in a disability awareness event.
- If drivers and disabled people are going to give up their time to participate in a training session, they should be paid for their time if at all possible
- Even though it is no big deal for an able-bodied person to use a wheelchair or wear a blindfold in an event like this, they should never be “put on the spot” by being suddenly asked to do this without their permission or against their will.

- It is a great idea for bus company managers and government officials to participate in disability awareness events, but, again, they should never be surprised either. Tell everyone ahead of time they will have this opportunity to “role play” but never force the issue.
- Keep it light! Not taking oneself too seriously is a good attitude during a disability awareness session.

What are the steps for *planning* a disability awareness event?

1. Make sure someone is in charge. Otherwise the event will be chaotic. Whoever is in charge should keep the event running on time. If the event ends later than planned, people may start drifting away. Also, the leader must be able to make the event a positive experience for everyone! This is important.
2. Make sure all the different actors are willing to have the event (bus drivers, other transit staff, managers, disabled persons, or others). The event could be sponsored by a bus company or transit agency (this is usually what happens in North America or Europe), or by a city or town government, a disability NGO, a social service agency, or other interested agency.
3. Obtain a place to hold the event. It could be at a bus yard, or outside a social service agency, or in a place reserved for the event at a transit terminal, etc. An event can be successful with only a half dozen participants, but 20 is a good number and it is best to avoid a large group of thirty or more persons. A two to four hour long event, perhaps all morning or afternoon, is ideal, or an event could be a full day, perhaps 3 hours in the morning, then lunch, and 3 hours in the afternoon. It is probably best to have a 2-3 hour event the first time.
4. Make sure an out-of-service bus or other transit vehicle is available for the entire duration of the event. Of course if the event is for taxi or van or mini-bus drivers, then such a vehicle should be available.
5. Make sure you have some props: at least one extra wheelchair, a pair of crutches and/or a “walker,” and some blindfolds (a bandanna will do).
6. It is important that you have some refreshments. Everyone likes to have something to drink or eat at any event.

What happens *during* a “disability awareness” training event?

Content can vary, but here are some useful tips

1. Introductions: Begin by having each participant introduce themselves. The leader needs to set and enforce a time limit for each introduction. This is a good opportunity for each disabled participant to explain why accessible transportation is important to them. Drivers could talk about their situation and why they need help from all passengers, for example by having their fares ready when they enter the vehicle.

2. Basic information: There could be an explanation of the main types of disabilities, and the main barriers to access to transportation.
3. Tips on communicating may be needed. The language we use is important – see the RESOURCES SECTION for more information.
4. Role playing exercises with different situations are usually the main activity. Drivers can play the role of persons with disabilities, while persons with disabilities can play the role of a bus driver or station agent, depending on the local situation. Depending on the number of participants, smaller groups could be formed, for example if there are 20 people present then four groups could be formed, each with five persons with a mix of drivers (or other transit staff) and persons with disabilities. Try to spot the natural leaders in a group and ask them to lead the group.
5. At the end of the event, give credit and thank all the participants, including anyone who helped by loaning a bus or taxi, by providing extra mobility aids for role playing, by providing refreshments, and so on.

How do you *follow up* the event?

1. Newspaper and media publicity about this type of disability awareness training session can be helpful for everyone involved. Remember that a transit vehicle used in a session like this provides a good photo opportunity. Publicity is good because it reaches out to the entire community.
2. A training event provides an opportunity for the different actors to get to know each other. Perhaps a driver awards program can be set up, for example by choosing a “driver of the month” who has been selected for outstanding service by users of the system.
3. Another type of followup would be to distribute pocket-size handouts or posters about safe and accessible driving.
4. Of course the best followup may be to arrange another disability awareness session for the participants or for new participants.

SECTION 6

SELECTED ANNOTATED RESOURCES: WHERE TO GO FOR MORE INFORMATION BEYOND THE SCOPE OF THIS INTRODUCTORY TOOLKIT

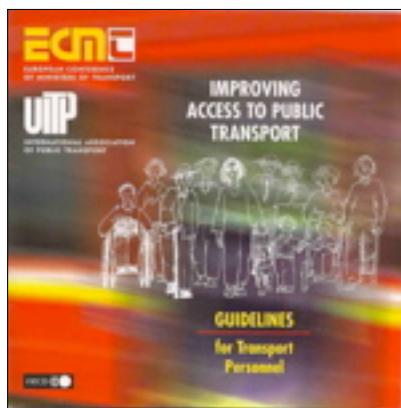
This is a partial list of resources, with languages noted when not in English. National transport ministries or departments often can recommend resource materials in your country.

Resources with a primary focus on training public transport drivers and related staff

Advice for taxi drivers. DPTAC, United Kingdom, 2000. Leaflet with practical advice for taxi drivers serving passengers with disabilities. Download at www.dptac.gov.uk.

Atendimento adequado as pessoas com deficiencia e restrições de mobilidade. By Anne Vasconcelos, Secretaria Nacional de Transporte e da Mobilidade Urbana, Ministério das Cidades, Brazil, 2006, in Portuguese. 60 pages. Information at brasil.acessivel@cidades.gov.br. To download, go to www.cidades.gov.br, type “Brasil Acessível” in the search box, then click “Caderno 1” to download.

Disability Awareness Training Manual. San Francisco Municipal Transportation Agency, USA, 2009. An example of a detailed print manual used by a major USA public transportation agency to train drivers of bus and rail vehicles as well as station and other transit staff. Information at annette.williams@sfmta.com.



Improving Access to Public Transport: Guidelines for Transport Personnel. ECMT (now International Transport Forum) and the Intl. Assn. of Public Transport (UITP), Paris, 2006, in English and French. Cover shown in photo at left. Practical assistance for passengers with different types of mobility, sensory, or cognitive disabilities. Includes a helpful list of expressions to use, and to avoid using, with older people and persons with disabilities. 27 pages. French version: *Améliorer l'accès aux transports publics – Principes directeurs pour le personnel des entreprises de transport.* For information

on how to obtain a copy, contact Mary Crass at mary.crass@oecd.org.

Introducción a la integración de personas con movilidad reducida al transporte público por automotor: Guía para conductores. Draft, in Spanish. By Ing. Orlando Fernández, Comisión Nacional de Regulación del Transporte, Argentina. Information at ofernan@minplan.gob.ar.

Let's get South Africa Moving. Produced by the City of Cape Town, South African Council on Disability, Golden Arrow Bus Services (Pty) Ltd and Arcus GIBB., South Africa, 2001. A 15 minute training video made for bus drivers, regulators and inspectors on how to foster, maintain and provide a better service for passengers with special needs. Details available from Arcus GIBB at jstan@gibb.co.za.

Making private hire services more accessible to disabled people: a good practice guide. DPTAC, United Kingdom. 2003, 25 pages. Download at www.dptac.gov.uk.

Project Action (source with multiple resources), USA. To download or obtain a free copy of any of these publications, go to www.projectaction.org. Although these publications interpret rights and responsibilities required by the Americans with Disabilities Act, most of the content is relevant to transit drivers and staff everywhere.



- *ADA Bookmark.* Similar to a pocket guide for passengers.
- *Rights and Responsibilities of Transit Customers with Disabilities,* 2007. 12 pages. Spanish version: *Derechos y responsabilidades de los clientes del sistema de tránsito con discapacidades.*
- *Taxicab Pocket Guide.* 2006. Rights and responsibilities of drivers and customers with detailed advice for drivers. The cover of the Spanish version, *Guía de Bolsillo para Taxis*, is shown at left.
- *Transit Operator's Pocket Guide.* 2007. 9 pages. An excellent and detailed pocket guide
- *You Can Ride,* 2002. 18 pages. Illustrations to orient passengers who are unable to read, to be used as part of a travel orientation program.

Special Needs Passengers: Barriers encountered in a journey by commuter rail. Produced by the South African Rail Commuter Corporation and Arcus GIBB, South Africa. A 15 minute video introduction to the typical barriers that a passenger with special needs will encounter in a journey by commuter rail in a developing country. Details available from Arcus GIBB at jstan@gibb.co.za.

Traffic Police & Hum Tum. Samarthyam and the National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities, New Delhi, India. Highly illustrated brochure to train traffic police and the general public concerning disability awareness in public space and transit stops and terminals. For example, the photo at right shows a traffic officer assisting a blind pedestrian across an intersection. Contact samarthyaindia@yahoo.com for information on obtaining copy.



BAA Care to Help. Heathrow Airport and British Airports Authority Film Library, United Kingdom. A 19 minute video to train airport terminal staff to better serve

passengers with disabilities. Helpful for staff of any transit terminal. Contact jemma@thinktmb.com.

Resources that include helpful material on training public transport drivers and staff

Cognitive Impairment, Mental Health and Transport: Design with Everyone in Mind. International Transport Forum, Paris, 2009, in English and French. Includes a discussion of travel orientation for passengers with cognitive disabilities. 29 pages. French version: *Déficience cognitive, santé mentale et transports: Vers une accessibilité pour tous*. For information on how to obtain a copy, contact Mary Crass at mary.crass@oecd.org.

Enhancing the mobility of disabled people: Guidelines for practitioners. By Venter, CJ., J. Sentinella, T. Rickert, D. Maunder, A. Venkatesh et al., TRL, Ltd., United Kingdom, 2004. 190 pages. See various sections, including the chapter on "Training." Available to download as a pdf file in the Resources section at www.globalride-sf.org, or type "TRL UK ORN21" in a search engine such as Google.

Foro ISEV (Instituto de Seguridad y Educación Vial). Argentina, in Spanish. Basic principles and courses in transit safety. Information at www.isev.com.ar.

Make Roads Safe Campaign. The campaign for global road safety with information at www.makeroadssafe.org. UK and USA. A good site for learning more about why unsafe driving is the major cause of road accidents.

Ten Commandments of Communicating with People with Disabilities. Diversity Shop, Canada & USA. This 26 minute video is highly recommended by transit agencies. Go to www.diversityshop.com/store/10comvid.html for information and to view the ten rules for communication which are presented in the video.

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Tom Rickert

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Photos courtesy of the World Bank and Access Exchange International. Front cover photo: Members of Libre Acceso, A.C., a Mexican NGO, join with transit staff of Mexico City's Metrobús to inspect accessibility features at a transit terminal. The wheelchair logo on the cover is the symbol of the World Bank's Disability and Development Team.