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UNPRPD MPTF
Partnership on the Rights of Persons with Disabilities



REGIONAL GUIDELINE ON REASONABLE ACCOMMODATION FOR PERSONS WITH DISABILITIES IN TECHNICAL, VOCATIONAL, EDUCATIONAL AND TECHNICAL INSTITUTIONS AND THE WORKPLACE





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List of Acronyms and Abbreviations

CRPD	Convention on the Rights of Persons with Disabilities
GoZ	Government of Zimbabwe
ILO	International Labor Organization
NDP	National Disability Policy
OPDs	Organizations of Persons with Disabilities
PPP	Public Private Partnerships
PW	Persons with Disabilities
SADC	Southern African Development Community
SDGs	Sustainable Development Goals
TVET	Technical and Vocational Education and Training
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities

Definition of Terms

TERM	DEFINITION
Accessibility	To enable persons with disabilities to live independently and participate fully in all aspects of life appropriate measures should be taken to ensure access to physical environment, transportation, information and communication technologies and systems and other facilities and services.
Barriers	Obstacles and impediments that prevent people from free movement, decision making, association and participation. Barriers may be social (including high cost, lack of disability awareness, prejudice, cultural differences, communication difficulties), psychological (such as fear for personal safety), or structural (including infrastructure, operations and information).
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. ¹
Discrimination	Any act or omission, including a policy, law, rule, practice, condition or situation which directly or indirectly (a) imposes burdens, obligations or disadvantages on and or (b) withholds benefits, opportunities or advantages from any person on one or more of the prohibited grounds, which include disability and any other ground that might disadvantage a person, undermines human dignity or adversely affects an individual's rights and freedom.
Organizations of Persons with Disabilities	Membership based organizations constituted to advocate for the protection of human rights of persons with disabilities and disability mainstreaming. They constitute the representative voice of persons with disabilities, inclusive of parents of children with disabilities, based on their membership demographics.
Reasonable Accommodation	Reasonable accommodation refers to necessary and appropriate modification and adjustments, as well as assistive devices and technology not imposing a situation, where needed in a particular case, to ensure persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms.
Decent Jobs	The International Labor Organization (ILO) defines decent work as “productive work for women and men in conditions of freedom, equity, security and human dignity.” ²
Minority Groups	A culturally, ethnically or racially distinct group that co-exists with but is subordinate to a more dominant group.

¹ Convention on the Rights of Persons with Disabilities. (2006). *United Nations*. Retrieved November 7, 2023. <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities>

² Removing Barriers: A Guide for Reasonable Accommodation of Disabled People in Aotearoa. <https://www.ombudsman.parliament.nz/sites/default/files/2023-02/>

Under-represented groups	A group that is less represented in one subset than in the general population. This can refer to gender, race or ethnicity, physical or mental ability, LGBTQ+ status and many more. Also referred to as minorities, under-represented minorities or marginalized populations. ³
Marginalized Groups	Sometimes also called social exclusion - refers to the relegation to the fringes of society due to lack of access to rights, resources and opportunities. It is a major cause of vulnerability, which refers to exposure to a range of possible harms and being unable to deal with them adequately.
World of work	The world of work describes the various activities, occupations and systems that make up the global economy and encompasses all forms of employment e.g., paid or unpaid work, formal or informal work, education training.
Employer Organizations	Employers' organizations represent one or more sectors of industry. They generally advocate for employers' interests on a wide range of labor market issues, and assistance in disability related issues is one of the many ways they serve their members. ⁴

³ Removing Barriers: A Guide for Reasonable Accommodation of Disabled People in Aotearoa. <https://www.ombudsman.parliament.nz/sites/default/files/2023-02/>

⁴ Removing Barriers: A Guide for Reasonable Accommodation of Disabled People in Aotearoa. <https://www.ombudsman.parliament.nz/sites/default/files/2023-02/>

Preface

The International Labour Organization (ILO) is committed to promoting social justice and internationally recognized human and labour rights, guided by the principle that labour peace is essential to prosperity. In line with this mission, the ILO presents the Regional Guideline on Reasonable Accommodation for Persons with Disabilities in Technical, Vocational, Educational, and Technical Institutions and the Workplace. This guideline underscores our commitment to fostering inclusive environments that support the diverse needs of persons with disabilities, thereby enhancing their productivity and integration into the workforce.

Providing reasonable accommodation is crucial for ensuring that persons with disabilities have equal opportunities to participate fully in educational and employment settings. This initiative is vital for employers and TVET institutions as it offers a structured approach to creating inclusive environments that cater to the diverse needs of persons with disabilities, complying with international standards and enriching workplaces and educational institutions with diverse talents and perspectives.

This Guideline is rooted in the principles of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), which emphasizes the need for reasonable accommodation to ensure that persons with disabilities enjoy their human rights and fundamental freedoms on an equal basis with others. The convention calls for the elimination of discrimination and the promotion of equal opportunities, fundamental to achieving social justice and decent work for all.

Developed through extensive research and collaboration with UNESCO and various stakeholders across four countries, this guideline is comprehensive, practical, and reflective of the diverse needs of persons with disabilities. It provides a clear and actionable steps for employers and TVET institutions to create accessible and accommodating environments for all individuals, regardless of their physical or mental abilities.

By implementing this guideline, we take a significant step towards fulfilling the ILO's vision of decent work for all, ensuring that no one is left behind in the pursuit of social justice and labour peace. We urge all stakeholders to embrace this guideline and work collaboratively to create a more inclusive and equitable future for persons with disabilities.

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Acknowledgement

The development of the Regional Guideline on Reasonable Accommodation for Persons with Disabilities in Technical, Vocational, Educational, and Technical Institutions (TVET) and the Workplace has been a collaborative effort involving numerous stakeholders from Tanzania, Mozambique, Namibia, and Zimbabwe. This Guideline aims to promote inclusivity and uphold the rights of persons with disabilities, ensuring their full participation in educational and employment opportunities. This Guideline is crucial for employers and TVET institutions as they provide a structured approach to creating inclusive environments that support the diverse needs of persons with disabilities, thereby enhancing their productivity and integration into the workforce.

We extend our deepest gratitude to the respective Ministries responsible for Persons with Disabilities in each of the participating countries for their commitment and support in advancing the agenda of disability inclusion. We are particularly grateful to the International Labour Organization (ILO) National Focal Persons, whose tireless efforts have been crucial in the successful implementation of the UNPRPD project and the development of this Guideline. Special recognition goes to Gertrude Zacharia Sima (NPC- ILO Tanzania), Paulo Romao (NPC – ILO Mozambique), and Tafadzwa Murungu (PA – ILO Zimbabwe and Namibia). Also acknowledge the technical support received from Esteban Tromel, Senior Specialist Disability - GEDI ILO Geneva. expertise and contributions have been invaluable in ensuring the guideline is comprehensive and aligned with international standards. Special thanks to Senior Program Officers from ILO Country offices, Edmund Moshy (Dar es Salaam), Adolphus Chinomwe (Harare) and Gerald Tembo (Lusaka) for their dedication in shaping the guideline to ensure priorities of PWDs are met as per country program priorities.

We also express our appreciation to various organizations for their invaluable contributions. This includes the respective Trade Union Congresses, umbrella organizations of Persons with Disabilities, and Associations of Employers in each country. Their involvement has been essential in providing insights and ensuring that the Guideline reflects the real needs and challenges faced by persons with disabilities.

Lastly, we extend our thanks to all individuals and organizations who participated in workshops, provided feedback, and shared their experiences and expertise. The collective efforts of these stakeholders, along with the technical support from United Nations Educational, Scientific and Cultural Organization (UNESCO) officials, have been instrumental in the development of this guideline. Your involvement has been crucial in ensuring that this guideline is comprehensive, practical, and reflective of the diverse needs of persons with disabilities, paving the way for a more inclusive and equitable TVET institutions and workplaces.

CHAPTER 1: Background and Context

The International Labour Organization (ILO) SDG note on national employment policies notes that “Jobs remain a critical concern globally – in 2017, there were over 201 million unemployed people worldwide, while over half of the world’s workers were involuntarily self-employed, often in precarious situations. In developing countries, workers in the informal economy still account for between 35 and 90 per cent of total employment” These figures are not disability disaggregated and if they were, most of the people in worse of situations would be those with a disability. ILO estimates that 60% of persons with disabilities are of working age and yet they experience an unemployment rate of 80 – 100% higher than workers without disabilities and one of the major reasons is inaccessible environments and the denial of reasonable accommodation. The barriers experienced from enrolling and learning in technical and vocational education and training (TVET) institutions pose a challenge for a person with a disability to transition into the labour market. In line with the Convention on the Rights of Persons with Disabilities (CRPD), learning institutions and organizations should commit to creating a disability-inclusive learning and work environment for all, therefore the appropriate measures should be taken to enable persons with disabilities to access learning and employment opportunities that provide for reasonable accommodation.

“Persons with disabilities include those who have long term physical and or mental impairments, which in interaction with the various barriers, may hinder their full and effective participation in learning institutions and the workplace on an equal basis as others”.

Discriminatory policies and practices have affected the competencies and skills required for persons with disabilities to access opportunities and match the labour market demands. Reasonable accommodation should be provided in the workplace to enable persons with disabilities to efficiently perform their tasks while enjoying an inclusive work environment (CRPD, Article 27). Learning institutions and organizations should consider reasonable accommodation throughout the stages of enrolment and recruitment. Persons with disabilities are not a homogeneous group hence, specific requests for reasonable accommodation should be made in close consultation with the person with a disability by providing the requested accommodation. The aim is to mitigate the barriers encountered by persons with disabilities that have affected equality of opportunity. The 2030 agenda and Sustainable Development Goals, as outlined in SDG 4 (Quality Education), SGD 8.5 (full and productive work and decent work) necessitates the need to promote equitable quality education and full and productive work for persons with disabilities. Addressing the systemic barriers experienced by people with disabilities is essential in achieving an inclusive learning and work environment. In addition, the multiple, intersectional experiences faced by people with disabilities should not be overlooked.

1.1 Purpose of the Guideline

The regional Guideline for Reasonable Accommodation for persons with disabilities highlight the regional and international legal framework that relates to reasonable accommodation, the approaches that can be adopted to provide for reasonable accommodation in learning institutions and the workplace, underpinned on the key elements of inclusion. Practical examples and best practice are documented to explain how some of the key concepts can be applied.

Therefore, the Guideline serve to:

- a) Guide the application of reasonable accommodation for persons with disabilities in TVET and the workplaces as a fundamental human right.
- b) Promote the promulgation of legislation in addition to applying existing legislation to enhance the consistent implementation of reasonable accommodation Guideline.
- c) Combat unfair practice and discrimination of all persons with disabilities including persons with disabilities facing intersecting forms of discrimination in TVET and the workplace.
- d) Outline procedure, norms, and minimum standards in the provision of reasonable accommodation and support services.
- e) Provide roles and responsibilities of duty bearers and sector-based stakeholders in applying Guideline for reasonable accommodation.
- f) Encourage the provision of equitable budgeting for provision of reasonable accommodation to persons with disabilities in learning institutions and the workplace.

1.2 International and Regional Framework of Action

1.2.1 The Role and Importance of the Legal Framework in the Design and Implementation of Reasonable Accommodation Guideline

When implementing and providing for reasonable accommodation, a legal framework that ensures success in the implementation, impact and its sustainability is needed. It is a critical and pivotal key point of entry and deliverance for a sustainable approach. Without a political, legal and an institutional framework, it becomes difficult for all stakeholders concerned to be fully accountable



and measure the success or failure. Thus, a framework ensures the rights and assets of all stakeholders (persons with disabilities, TVET institutions, labour unions and employers, as well as public and private sector organizations and companies, women as well as men, youth, boys and girls) are protected. The international and regional framework influences the development and implementation of operational national policies and legislation that dictate all operations and roll out processes and assist all stakeholders to play their respective roles.

If policies are seen to be a catalyst in the implementation of the Guideline, it also becomes important to have a deeper understanding of what they are and how they become a driver of change. Policies and procedures ensure compliance with laws and regulations, give guidance for decision-making, and streamline internal processes. However, they are not of any meaningful use to any organization if not respected /or adhered to.

Further to this, Policies and procedures allow smooth running of the organisation as they necessitate Management structures, systems and teams to function as they're meant to, whilst mistakes, challenges and hiccups in processes can be identified timeously and addressed accordingly. In this regard for example if employers and employees are seen to segregate persons with disability or fail to avail reasonable accommodation where national laws are well laid out as mandatory and as outlined in some of the below statutes, then the employees or organisation will be held accountable and the necessary legal action is taken which may be in the form of a fine or cancellation of operations.

Anecdotal evidence shows that if an organisation has policies and procedures that are being adhered to with a good understanding of their existence, this will result in improved efficiency and timeous usage of resources and provision of quality services at the same time. Thus, creating reasonable accommodation for persons with disabilities within the workplace or TVET institutions will create an opportunity not only for the persons with disabilities to perform to their maximum potential for increased productivity, but also to their colleagues without disabilities. Employers, employees, trainees, and learners will have an obligation to observe consistency in the manner in which they operate and relate to others as they know what is expected of them and the responsibility they have, for example developing a budget for reasonable accommodation and ensuring equal access to buildings or facilities within the workplace or TVET institutions.

On the other hand, this type of conducive working or learning environment allows everyone to do their work with confidence, excellence and high motivation which are all a prerequisite to enhance productivity. It therefore also implies that the employers or managers of these organisations or institutions should ensure that all learners or workers have access to these policies right from the time they get employed or enrolled. Our qualitative research findings show that when a conducive environment is created through for example, sensitisation of workers or students in TVET institutions, the uptake of the relevant policies will be easier.

Thus, to guide all these processes, the Convention on the Rights of Persons with Disabilities (CRPD) is key in guiding the provision of reasonable accommodation. This is so, because it recognizes the rights of persons with disabilities to work on an equal basis with others, and their right to a work environment that is open, inclusive, and accessible. It prohibits discrimination on the basis of disability with regard to all matters concerning all forms of employment, including conditions of recruitment, hiring, continuance of employment, career advancement and safe and healthy working conditions (UNFPA Policy on the Employment of Persons with Disabilities).

Case Study 1:

The Human Resources Policy for a retail outlet has a section that emphasizes the importance of disability and the need to promote disability inclusion in the workplace. However, the policy does not outline the process for requesting for reasonable accommodation and the decision-making process for managing the case-by-case requests which has led to non-disclosure and fears of discrimination in the company. The HR Manager makes a request to management to adopt a clear policy and guidelines for the provision of reasonable accommodation. An invitation is made to employees to self-disclose privately and a designated person is assigned to address reasonable accommodation requests and questions.

The following international and regional legal framework guides the successful implementation of the Guideline:

a. Universal Declaration of Human Rights

The Universal Declaration of Human Rights (UDHR) comprising 30 articles was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 (General Assembly resolution 217 A). It sets out, fundamental human rights to be universally protected. Under the UDHR, persons with disabilities are entitled to exercise their civil, political, social, economic, and cultural rights on an equal basis with others. The full participation of persons with disabilities

benefits society as their individual contributions enrich all spheres of life and this is an integral part of individual's and society's well-being and progress for a society for all - with or without disabilities. Four articles (1, 2, 23,26) in particular speak to the rights of persons with disabilities to be treated on an equal basis with others and to access educational and employment opportunities. Article one and Article two explicitly spells out that persons with disabilities have the same rights as everyone else and should not be discriminated against.⁵

***b. The UN Convention on the Rights of Persons with Disabilities.*⁶**

The Convention on the Rights of Persons with Disabilities (CRPD) is an international human rights treaty of the United Nations intended to protect the rights and dignity of persons with disabilities. It is generally the guiding principle on all the work that humanitarian and development agencies are using to drive forward the disability agenda on inclusivity. The UNCRPD establishes a framework for the promotion and protection of the rights of persons with disabilities. Its fundamental principles are laid down in article 3, guiding the approach to all its 50 articles and permeating the different areas of participation in society:

- ✓ Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons;
- ✓ Non-discrimination;
- ✓ Full and effective participation and inclusion in society;
- ✓ Equality of opportunity;
- ✓ Accessibility;

It represents a shift towards full inclusion of persons with disabilities in society and all aspects of life, recognizing their equal dignity and rights.

***c. ILO International Labour Standards (ILS).*⁷**

Since its inception the ILO has affirmed that all those who work have rights at work, irrespective of where they work. The Decent Work agenda has reaffirmed this principle. International labour standards (ILS) set the framework for the application of rights at the national level. They are essential not only from a human rights and social justice perspective but also because they have profound economic and social benefits. Rights included in ILS - fundamental rights at work and beyond - are also included in basic human rights instruments such as the 1948 Universal Declaration of Human Rights and the two 1966 Covenants that apply to all human beings.

Further to this, the ILO Conventions 111 articles 1,2,3 and 4 provides guidance as to how affected individuals or affected entities can take action in the event of experiencing discriminatory tendencies.

5 Universal Declaration of Human Rights https://www.ohchr.org/sites/default/files/UDHR/Documents/UDHR_Translations/eng.pdf - Retrieved April 2 2024

6 Convention on the Rights of Persons with Disabilities. (2006). *United Nations*. Retrieved November 7, 2023. <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities>

7 ILO International Labour Standards <https://www.ilo.org/global/standards/introduction-to-international-labour-standards/conventions-and-recommendations/lang--en/index.htm>

d. Sustainable Development Goals (SDGs).8

The Sustainable Development Goals are a set of Internationally agreed and recognized set of interlinked global development goals which were agreed on by 193 countries in September 2015 which inform country specific strategies are expected. They were designed to be a “blueprint to achieve a better and more sustainable future for all” and part of the United Nations 2030 Agenda for Sustainable Development. Whilst all the 17 SDGs are of importance in recognizing and realising the rights of persons with disabilities, particular reference is made to the following that remain of paramount importance in driving the disability agenda on inclusivity

- SGD 4. Provide equitable and inclusive quality education and life-long learning opportunities for all
- SDG 5. Attain gender equality, empower women and girls everywhere
- SDG 8. Promote strong, inclusive and sustainable economic growth and decent work for all
- SDG 10. Reduce inequality within and among countries
- SDG 11. Build inclusive, safe and sustainable cities and human settlements

e. The Africa Disability Protocol.9

The Africa Disability Protocol is the legal framework based on which member states of the African Union are expected to formulate disability laws and policies to promote disability rights in their countries. It ensures that no one is truly left behind. Of Particular importance to note are articles 2 and 3 of the protocol as they guide all and sundry and more importantly duty bearers on what needs to be observed, respected, and implemented. Article 2 as cited states that the purpose of this protocol is to promote, protect and ensure the full and equal enjoyment of all human and peoples’ rights by all persons with disabilities and to ensure respect for their inherent dignity whilst article 3 e, f, g highlights the need for equality of opportunity, accessibility and reasonable accommodation respectively.

f. The SADC Protocol on disability10

The SADC Protocol on Health, which envisages cooperation between SADC member states in respect of certain health aspects, inter alia provides that State Parties shall promote effective measures to prevent and manage disabilities; increase access to improved technology related to assistive devices, and the creation of a barrier free environment for the equalization of opportunities for persons with disabilities; and promote community-based rehabilitation programmes.

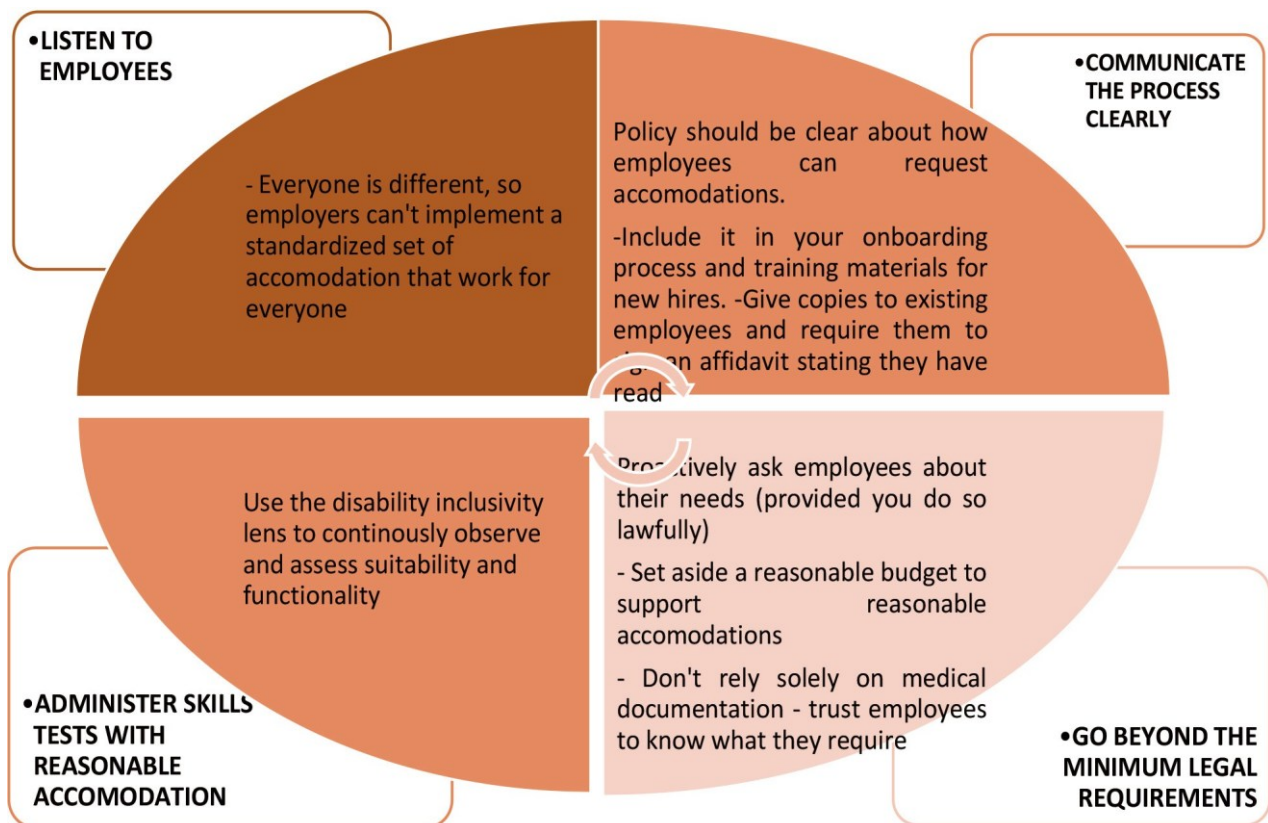
On the same note, The Charter of Fundamental Social Rights in the SADC (Social Rights Charter) contains further provisions speaking to disability. Member states are required to create an enabling environment so that all persons with disabilities, whatever the origin and nature of their disability, are entitled to ‘concrete measures’ aimed at improving their social and professional integration. These measures must, ‘according to the capacities of beneficiaries’, relate to vocational training, accessibility and mobility, transport, housing, and employment.

8 Sustainable Development Goals: <https://practicalaction.org/sustainable-development-goals>

9 The African Disability Protocol-<https://www.sightsavers.org/blogs/2021/08/the-importance-of-the-african-disability-protocol/>

10 The SADC Protocol on Disability https://www.google.co.zw/search?sca_esv=1a09264f90f8d044&q=What+is+the+SADC+protocol+on+disability

1.2.1: Examples of Good Practice for Creating Reasonable Accommodation Policies¹¹



The ILO Practical Guide on Promoting diversity and inclusion through workplace adjustments:

This guide aims to explain the concept of reasonable adjustments (“reasonable accommodation”) and provide practical step-by-step guidance on how and when these should be provided in the workplace. It is the third module in the ILO's Promoting Equity series and aims to assist employers of all sizes and in all economic sectors, to provide reasonable accommodation at all stages of the employment cycle.¹²

1.2.3. Conclusion

The success in implementing Guideline on reasonable accommodation and the supporting policy documents as recommended above is determined by a number of variable factors that include:

- Being conscious and guided by the existing statutes and policy documents at International, regional national regional level
- Having the political will and being conversant with the existing policy documents and statutes
- Establish a networking and collaborating platform with key stakeholders and in particular the duty bearers whom we will discuss in chapter 4. They play a crucial role as advocates and drivers of change.

¹¹ The Guide to Reasonable Accommodation in the Workplace. <https://www.testgorilla.com/blog/reasonable-accommodation/>

¹² ILO (2016) 'Promoting Diversity and Inclusion through Workplace Adjustments: A Practical Guide,' Geneva

The Merit Research Journal of August 2019 cites; policy design; stakeholders and their involvement; institution and context and the implementation strategy as key factors in successfully implementing policies. They are discussed in greater detail below

i. Policy Design

On Policy Design, the journal states that the way in which a policy is discussed and framed, the logic it indicates between the policy issue and the solution it provides, and the feasibility of the latter largely determines whether and how a policy can be enacted.

ii. Stakeholders and their involvement

iii. Policy Justification

A policy can react to a need or perception of a need that needs to be obviously outlined to promote the solution's formulation, legitimacy and execution. (Emma E.O. Chukwuemeka, 2013; Haddad and Demsky, 1995) as cited in the journal

iv. The Policy Logic

The clarity of policy objectives and their priorities in policy laws have an effect on the implementation agencies 'operational level. Furthermore, various actors may have distinct interpretations of policy objectives. (Emma Chukwuemeka, E.O 2013) as cited in the journal

v. Feasibility

As cited in the journal, decision makers face several limitations when formulating a strategy, including the need to pass the bill, which may encourage them to concentrate more on what they can do politically than practically (Jack Rabin; 2007, Sylvia Leung, 2013; Donaldson, G; 2015).

vi. Stakeholder engagement

Individuals and organisations implement policies and strategies that make them central to the implementation process both because of their own features and because of their relationships with other determinants.

vii. The Institutional and Societal Context

The Journal describes the institutional setting as comprising the formal and informal social constraints that regulate the implementation process in a given system. It recognises other policies in place and the other sectors that also need to be taken into account as they are seen to either facilitate or hinder the implementation process, AND

viii. The Implementation Strategy

Journal further highlight the implementation strategy as a key fact in the implementation of any policy. It refers to it as the operational plan that guides the process to make the policy happen in effect. In line with, the Journal cites Frank F.et at 2007, P: 92 who confirmed that a clear separation of policy formation from policy implementation and identifies six criteria factors for effective policy implementation. These are

- a) Policy objectives which are supposed to be clear and consistent
- b) The program which should be based on a valid causal theory
- c) the implementation process that should be structured adequately

- d) Implementing officials who are committed to the program's goals
- e) Interest groups and (executive and legislative) sovereigns who are supportive AND
- f) That there are no detrimental changes in the socioeconomic framework conditions.

The above factors will be cited and discussed in greater detail in the following chapters as they remain a key guide in the development and implementation of Guideline on reasonable accommodation for persons with disabilities not only in TVET institutions and the workplace but in the society in general.

CHAPTER 2:

Providing for Reasonable Accommodation in TVET Institutions

This section highlights the barriers experienced by persons with disabilities in TVET institutions and further introduces tools that can be used to assess for inclusivity in TVET Institutions and the workplace including workplace-based learning. Success is determined by factors such as proactive policies, faculty training, curriculum design, accessible infrastructure, and supportive leadership.



2.1 Challenges Faced by Persons with Disabilities in Skills Development and Employment

Discrimination experienced by learners with disabilities in TVET institutions has led to higher probabilities of unemployment. Self-employed people and informal economy workers face challenges in accessing learning opportunities due to several reasons that include, high opportunity costs, non-flexible training terms, inaccessible locations of course content on websites especially for those with visual impairment and formal entry requirements. Lack of accessible technology such as screen readers for the visually impaired and captioning for deaf individuals can impede access to information and communication.

This is further exacerbated by scarce TVET opportunities in rural or remote areas. Persons with disabilities comprise the largest minority group, however, they are less likely to be enrolled in TVET institutions or employed and yet skills development improves the chances of persons with disabilities to enter the labour market. The table below, outlines the experiences of stigma and discrimination in TVET Institutions reported by learners and TVET employees with disabilities during a pilot qualitative study in Zimbabwe, Namibia, Mozambique and Tanzania.

The assessment tool kit was developed to support TVET institutions to address stigma and discrimination in the institutions. The purpose of the toolkit is to create a safe space for dialogue around stigma and discrimination and enable different actors to share experiences. In addition, the tool kit will bring an understanding of the challenges and experiences around stigma and discrimination which will trigger action and promote accountability. This will further enable planners and actors identify the best way to address these challenges through the provision of reasonable accommodation.

Below are Preliminary findings on the piloting of an Audit Tool to identify stigma and discrimination practices towards persons with disabilities in TVET Institutions in Namibia, Tanzania, Mozambique and Zimbabwe. (UNESCO ROSA, ILO and Light for the World International 2022)

Access and Service Delivery

- ✓ Unavailability of transport for learners with disabilities who experience mobility challenges and fail to travel to TVET institutions.
- ✓ TVET institutions are not making an effort to identify learners with disabilities and to plan for their reasonable accommodation.
- ✓ Learners with disabilities are not given adequate reasonable accommodation which may contribute to their low confidence in completing or doing well in their courses as compared with learners without disabilities.
- ✓ Boarding facilities and some of the workshops are not accessible while some theory classes are accessible. All learners are invited and encouraged to participate in events but the events do not take into account accommodation for people with disabilities and their needs to ensure participation.
- ✓ Unavailability of reasonable accommodation, lack of assistive devices, sign language interpreters, non-inclusive infrastructure remains a major challenge.

Quality and Relevance

- ✓ Lack of confidence, shame, feeling avoided, feelings of being a burden to others and transition to work.
- ✓ The learning timetable is too tight, the TVETs are not open to serving learners with disabilities because they lack capacity to do so. There is a need to adapt inclusive teaching methodologies, to address needs of those with learning disabilities.
- ✓ The courses need to be tailor made to meet the individual needs of learners with disabilities.
- ✓ The institute treats all learners equally but after school programs do not specifically make provisions for learners with disabilities. While institutions may have a mechanism to trace graduates but no deliberate action is taken thereafter.

Awareness and Education

- ✓ Lack of knowledge about disability, institutions record wrong data on learners with disabilities.
- ✓ Lack of specialized knowledge of vocational guidance aimed at learners with disabilities, new instructors need to be instructed on disability inclusion, inclusive pedagogical practices, sign language, and other subjects related to the inclusion of people with disabilities. There is a need to adapt teaching materials and workshop equipment so that they are accessible to learners with disabilities.
- ✓ The TVETs do not have a specific psycho-social or health counselling rooms for young people.
- ✓ Community negative attitudes towards persons with disabilities lead to exclusive enrolment and lack of empowerment.

2.2. Assessment of Inclusivity in TVET Institutions

This guide includes self-assessment tools that can be used to assess the level, gaps and draw learning for a TVET Institution. The self-assessment will support the TVET institution in decision making. Examples of self-assessment tools include, Tomaszewski's (2001) 4As framework and the toolkit for stigma and discrimination in TVET institution which comprises the Disability Inclusion Score Card (DISC), Accessibility Audit Checklist, Learner Inclusion Survey and Focus Group Discussion guide as well as the ILO GBDN self-assessment tool for businesses. The assessment tools are completed by the TVET institution and the learner whilst focus group discussions can be facilitated to gain a broader understanding of the issues.

Framework for categorizing strategies to address the needs of persons with disabilities.

The Guideline adopt Tomaszewski's (2001) 4As framework for assessing the right to education as an analytical tool that meets the needs of persons with disabilities in TVET institutions. The framework consists of four interrelated aspects which are explained below and should be seen as building or interacting with each other. It is important to note that the categories are not fixed and hence the need to continually reassess policies, strategies, and interventions to determine the extent at which they meet the intersectional needs of persons with disabilities and other minority groups.

Availability	Acceptability
Availability captures the recognition on the right to education by persons with disabilities as outlined in the CRPD and other international, regional and national policies and legislation. Article 24 of the CRPD emphasizes the right to education for persons with disabilities. In addition, availability includes the fiscal allocation and commitment that duty bearers should make to realize the goal of ensuring persons with disabilities are not excluded in TVET institutions. It is important to consider other marginalized groups that include the deaf blind community, women with disabilities and out of school youths to be included into TVET institutions.	Acceptability refers to the provision of quality TVET. The European Training Foundation (2015) highlights five areas that are necessary for achieving quality learning in TVET: • Responsive to the labour market, societal and individual needs. • Leads to national or even internationally recognized qualifications and credentials. • Provides access to decent jobs and sustainable employment. • Is attractive, inclusive and accessible, that is, all citizens should have access to TVET. • Fosters capabilities that enables progression to further learning. • Acceptability is mainly influenced by employers and the labour market; however, the learner centred approach should be prioritized in TVET. • State parties have an important role to play in delivering quality education and monitoring quality among TVETs. In addition, establishing public private partnerships (PPP) is essential to support the achievement of the ultimate goal.

Accessibility Accessibility focuses on the provisions that make it possible for learners with disabilities to pursue and progress in and through TVET. The provisions may include, financial support, addressing legal and administrative barriers and the creation of an enabling environment that is inclusive of learners with disabilities and other minorities.	Adaptability Adaptability builds on acceptability and accessibility, to define the extent at which the TVET can be adapted or tailored to meet the needs of learners with disabilities considering the changing trends in society and the world of work. This requires a critical analysis of hidden exclusions in the curriculum, facilities, language use, admission systems among others. In addition to check for formal inclusion of learners with disabilities and other marginalized minorities. Adaptations should not overlook the need to use Information and Communication Technology in promoting and building accessible and acceptable TVET. Such approaches are essential in addressing inequities in access and the digital divide.
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Table 2: Tomaszewski's (2001) 4As framework

Case Study 2 (Tanzania)

After the government statement that all TVETs should start admitting learners with disabilities, Dar Es Salaam Regional Vocational and Services Centre (DSM-RVTSC) started admitting learners with disabilities. The institution admitted learners (only boys) with physical disabilities and autism. Due to unavailability of both accessible infrastructure and absence of a Disability Inclusion Specialist, the learners with disabilities were not accommodated well. There were a lot of dropouts and miss outs of learners with disabilities during class hours. It was so difficult to manage learners with disabilities before recruitment of the Specialist. The institution hired the Disability Inclusion Specialist who has the responsibility of coordinating the affairs of learners with disabilities. The Disability Inclusion Specialist provides technical support in identifying best methodologies to be used to accommodate various types of disabilities. In addition, they provide psychological assistance whenever learners with disabilities need assistance.

"I always stay near the learners with disabilities, they are my friends, we are one family" - Mr. Bryan (Not real name), Disability Inclusion Specialist at DSM-RVTSC. He added, "The moment I receive the learners with disabilities, after admission and approval by the management, I spend time with the new learner to learn best methodology to simplify the learning process. Using the available resources and raw materials, together with my learners with disabilities, we have designed assistive tools (advocacy tools) to support effective implementation of various assignments. We have named them (advocacy tools) because they assist in demonstrating the capabilities of learners with disabilities that could have not been unveiled" Mr. Bryan said.

"We have formed a football team and recently we played a game between learners with disabilities and instructors without disability, it was very entertaining game, both players and spectators were entertained". He said. Mr. Bryan also teaches other learners and instructors without disabilities on basic disability inclusion especially those from the welding department, since he believes that doing that will increase the engagement among the parties.

DSM-RVTSC has dedicated Mr. Said (Not really name) to work together with Mr. Bryan in handling disability inclusion related issues.

Mr. Said is now learning basic disability inclusion and he takes care of issues relating to the learners with disabilities in absence of Mr. Bryan. Mr. Bryan and Mr. Said together agree that the management at the institution provided maximum cooperation and are committed in addressing challenges hindering proper learning of learners with disabilities. Although there are many things to celebrate regarding to disability inclusion at DRVTSC, there are some areas that need improvement. Taking into consideration that the institution admits only learners with physical disabilities and intellectual disabilities (Autism), there should be plans and policies to accommodate other types of disabilities at the institution.

For lack of better strategies on how to address sexual reproductive health issues as they relate to persons with disabilities, the institution is also currently admitting only boys, due to the fear that girls' and boys' learners with disabilities could have sexual relations that could cause sexually transmitted diseases and unplanned pregnancies, a proper mechanism to control this should be set to counter this fear. Also, the fact that, learners with disabilities are admitted into one course (welding) limits the choice during admission, the institution should find a way to accommodate learners with disabilities in other courses.

It is very difficult to secure internship and job placement for graduate with disabilities. "Also, currently there is no specific period for graduation that is recognized by the institution, we believe that, if we can have a graduation ceremony bringing together all potential stakeholders and show case the talents and capabilities of these learners with disabilities, can add value in job placement and changing attitude of employers toward graduates with disabilities".

DSM-RVTSC being the biggest government TVET institution, the management believes that there is potential of accommodating as many learners with disabilities as possible, if the government and development stakeholders provide necessary support to improve the learning infrastructure to accommodate learners and instructors with disabilities.

2.3 Addressing Intersecting Forms of Discrimination in TVET Institutions

Intersectionality refers to ways in which multiple forms of inequality exacerbate one another, to create obstacles that are not understood or visible to the conventional way of thinking. For example, gender, disability, HIV status may intersect leading to systemic barriers in learning institutions and the workplace. Policies, strategies, and programs in TVET Institutions and the workplaces tend to treat people as a homogeneous group without identifying the different backgrounds and intersecting identities and lived experiences. Such backgrounds and identities include age, gender, class, ethnicity, religion, HIV status and disability among others.

Therefore, it is imperative for learning institutions and employers to apply an intersectional lens, further establishing a mechanism for transparency and accountability. Persons with disabilities need to be respected and treated equally through creating an environment that is inclusive and free from discrimination. The ILO Convention No. 111 on Discrimination in Employment and Occupation requires states to enact Legislation that prohibits all forms of discrimination and exclusion based on race, colour, sex, religion, social or national origin in

employment and repeal any provisions that are contrary to the convention. To address the discriminatory practices in TVET institutions and the workplace there is need to create and maintain inclusive cultures, establish, and implement anti-discrimination policies, ensure equality in recruitment and promotion, provide for additional resources that cover disability related costs, equal pay, invest in training, create safe and accessible workplaces, and engage with diverse community stakeholders, promote transparency, and seek continuous feedback.

2.3.1 Participation of Underrepresented Groups

The participation of underrepresented groups in TVET institutions and the workplace should start at policy and strategy development level. This will ensure that their voice and choice is included in the governance mechanisms. Worker and employer organizations can also contribute towards an inclusive system by selecting a member from a minority group to be part of a board or committee or involving groups that represent their interests, for example, youth organizations, Organizations of Persons with Disabilities and organizations promoting gender equality among others. Disadvantaged groups often lack access to relevant information due to accessibility barriers. Accessible social media platforms can be used to increase access to information. However, of importance is the lack of access to digital technology and ICT infrastructure and the lack of digital literacy. The digital divide challenges should be addressed within the framework of inclusion to allow for equal participation.

Women with Disabilities

To ensure the inclusion of women with disabilities in TVET institutions and the workplace there is need for a gender-sensitive and proactive approach which includes developing and implementing policies that explicitly address the unique challenges faced by women with disabilities in TVET institutions and the workplace, ensuring that they are not overlooked. It is important to raise awareness and sensitize the TVET Institutions about the intersectionality of gender and disability to foster understanding. The provision of tailored support services that meet the specific needs of women with disabilities, including counselling, mentoring and access to resources that address gender-specific challenges is imperative. Facilities, classrooms, labs, canteens, workspaces, machinery, tools, and other IEC materials should be designed and made accessible to women with disabilities, addressing both gender and disability-related barriers. The presence of female role models and instructors with disabilities will inspire and support women learners, creating a more inclusive environment. Collaboration with women's rights and advocacy organizations including organisations of persons with disabilities whose focus and interest lies with women with disabilities will enhance women's rights and disability advocacy to ensure a comprehensive and intersectional approach to inclusion.

Individuals with Psychosocial Disabilities

Inclusion of persons with psychosocial disabilities in TVET institutions and the workplace involves adopting a supportive and stigma-free approach. Conducting awareness campaigns to reduce the stigma surrounding psychosocial disabilities and fostering more understanding is key. Facilitating access to mental health support services, including counselling, therapy, and psychiatric assistance, to address the specific needs of learners and employees with psychosocial disabilities is vital. It is important to create flexible and adaptable learning environments that accommodate the diverse needs of individuals with psychosocial disabilities, allowing for personalized approaches to education and work.

There is need to also develop, implement, monitor and enforce anti-discrimination policies that explicitly address psychosocial disabilities, ensuring fair treatment and equal opportunities for all learners and employees. This can be done with the support of Organisation of Persons with Disabilities, particularly those with focus on psychosocial disabilities, as was observed with some of the TVET institutions in Zimbabwe who have entered into a contract with employers and other TVETs to provide such a service. In addition, it is important to work with communities that represent underrepresented groups as some OPDs do not necessarily represent such groups. Administrators and employers may further need to develop inclusive curricula that considers the diverse learning styles and needs of individuals with psychosocial disabilities promoting a supportive learning and work experience. Collaboration with mental health professionals and organizations to enhance the mental health support available within TVET institutions and the workplace is essential. The establishment of peer support programs will support learners with psychosocial disabilities to connect with peers, fostering a sense of community and reducing feelings of isolation. It is important to consider accommodations that cater for stress reduction, such as extended deadlines, quiet spaces or alternative assessment methods, recognizing the impact of stress on learning and the work environment.

Case Study 3

Susan experiences Bipolar (mental health) disorder. Susan applies for a new role in the organisation as Finance Manager. She is offered the position, however through the Human Resources Manager, Susan requests for the following accommodations: highlight key points and avoid long emails, allow adequate time to read and complete tasks, communicate instructions slowly and clearly and check on understanding - preferably in the order they are supposed to be done, provide backup instructions in writing, avoid information overload and breakdown complicated tasks into manageable steps. The organisation was requested to consider acoustic shielding to avoid noise from machines such as copiers and printers. In addition, Susan requested for private workspace to minimise distractions.

Individuals with Invisible Disabilities (Non-Apparent)

Invisible disabilities are disabilities that are hidden and not apparent and examples include the deaf, learners with autism, epilepsy, some mental emotional disorders and learning disabilities. Ensuring the inclusion of learners and employees with invisible disabilities in TVET institutions and the workplace involves raising awareness to educate staff, instructors, and peers about invisible disabilities to foster a more inclusive environment and providing sign language interpreter, facilitating closed or open captions on videos and online learning options as well as hearing loops in training rooms. The development of personalized accommodation plans for learners with invisible disabilities, considering their specific needs and challenges in the context of technical and vocational education is imperative, especially given that they face challenges in disclosing their disability which much of the time is invisible. TVET Institutions and the workplace should offer flexible assessment methods to cater for the diverse needs of learners and employees with invisible disabilities which will enable them to demonstrate their knowledge and skills. The TVET should Implement teaching approaches that cater for different learning styles and preferences, creating an inclusive learning environment for all students. Further it is important to utilize assistive technologies that can aid learners and employees with invisible disabilities to access and participate in TVET Institutions and the workplace.

2.4 Classroom Based Training at TVET Institutions

Classroom based training at TVET institutions is critical for transitioning into the labour market. It should give equal access to skills assessment and certification. Therefore, accessibility and reasonable accommodation requirements should be provided to enable equal access by learners with disabilities and promote an inclusive environment. In less resourced settings, TVET institutions can adopt a progressive approach to modify infrastructure and workspaces, applying the principles of universal design. Addressing attitudinal barriers that hinder equal access remains the greatest challenge, it therefore becomes imperative to raise awareness and educate the learners, TVET instructors and principals about the importance of an inclusive environment.

2.4.1 Enrolment

Inclusion of learners with disabilities in TVET Institutions starts at enrolment and several factors come into play. These include the following;

a. Flexible Entry Requirements

TVET Institution staff (administrative, technical and trainers/lecturers) should have the competence to integrate learners with disabilities into the learning process and provide accessible orientation and learning materials. Many learners with disabilities have lower levels of basic education which limits their chances of enrolment in TVET institutions. Formal entry requirements can be made more flexible by recognizing previous learning skills and assessments that facilitate access to formal education requirements. In addition, compensatory schooling can be facilitated to address the lower rates and provide an opportunity to catch-up and compensate for the educational gaps whilst entry requirements that require filling of forms should provide easy-to-read formats or human guides when completing the forms. Institutions should also be considerate of screen readers which may not be able to access all the information on websites to allow flexible accommodative application options.

Case Study 4

A deaf student relies on a Sign Language Interpreter (SLI) to communicate and is offered an opportunity to study in one of the TVET institutions. Upon assessment and completion of enrolment process the student requests for a full-time SLI as reasonable accommodation to support their learning. The TVET institution decides that they cannot afford to provide for a Sign Language Interpreter and suggests withdrawing the enrolment offer. What options should the TVET institution consider?

b. Learner assessments

Disability is heterogeneous; therefore, the different impairments and diverse needs should be considered. Assessment of learners with disabilities for admission should include competency level of learner with lower education background, use of sign language or appropriate mode of communication (most TVET institutions discourage the use of local language), time allocated to achieve the required competence level (this as of importance for learners with psychosocial disabilities), the costs for assessment which may be too high for learners with disabilities. Assessment for admission should be organized at places that are accessible. The costs of boarding are often a burden on the poor and may hinder access for a learner with a disability. The assessment of TVET therefore becomes an important exercise in supporting the enrolment of learners with disabilities in TVET. As part of the vocational orientation and counselling, relevant and effective instruments and tools should be used to address gender and disability discrimination practices and awareness should be raised to address misconceptions.

c. Accessibility of physical environment

Several factors and parameters to consider include physical access to the TVET institution, provision of information in accessible formats, transport and enrolment fees. Assessing the ability of the families to pay tuition fees and other training costs is of importance. Ensuring the physical and psychological well-being of learners and instructors with disabilities is imperative as it influences the environment and culture. The boarding facilities must provide for a safe environment, as persons with disabilities are at higher risk of abuse and sexual harassment, worse still for women and girls with disabilities. When constructing or adapting the physical infrastructure in the TVET institution it is important to align to the principles of universal design to ensure barrier free classrooms, workshops and boarding facilities with for example, accessible bathrooms that are gender sensitive too. Further adjustments will include provision of elevators to access barrier free classrooms, accessible fire caution measures so as to ensure that all aspects of the building are barrier free. Monitoring attendance and drop-out rates is also a key indicator for measuring accessibility and quality of programmes in TVET institutions. Therefore, Instructors/Trainers should be capacitated to support learners with disabilities in TVET institutions. When learners with disabilities drop out of TVET institutions it is important to understand the reasons so as to address the challenges they may be experiencing and avoiding further dropouts. Dedicated staff can be assigned to support learners with disabilities and assess the challenges experienced.³⁹

d. Accessible learning material

Ensuring accessible learning materials for TVET learners with disabilities is vital. This can be achieved through integrating technology to cater for diverse needs and presenting information in various formats like audio, text and visuals. Offering learning materials in alternative formats such as braille, large print, easy-to-read formats and electronic formats will create an inclusive learning environment that allows learners with disabilities to fully engage in their education.

e. Accessible communication

Creating accessible communication for learners with disabilities in TVET Institutions is part of adopting inclusive practices. The use of clear and straightforward language will enhance understanding for all learners including those with psychosocial disabilities. Combining various modes of communication such as spoken words, visual aids and written instructions will

cater for different learning preferences. Incorporating assistive technologies, such as screen readers, magnification software and speech-to-text tools should be prioritized. Learners with disabilities should be given flexibility to participate in discussions, assessments and projects in ways that suit their abilities and communication styles. To promote accessible communication, educators/instructors should be trained on inclusive teaching practices and the effective use of accessible communication methods.

2.4.2 Adaptation of Curricula and Teaching Methods

In the TVET sector, it is understood that competency standards and curricula must correspond to the requirements of the labour market. However, the adaptation of the curricula and accompanying teaching and training material to the needs of learners with disabilities is often overlooked. Hence, if the curricula and materials are not adapted, it affects the quality of education, widens the exclusion gap and affects employment opportunities in the labour market. Training should take a learner centered approach and attention should be given to learners with disabilities and ensure that they participate productively. Teaching and instruction methods should be inclusive and appropriate. Some TVET systems might find it difficult and time consuming to adapt the curricula therefore it is recommended that the national framework can be provided while the TVET institution is given the autonomy to shape the teaching and learning process. This requires teachers and instructors to be sensitized and capacitated to adapt and align to the labour market.

2.4.3 Strengthening Social Skills and Self-Confidence

Inclusive work-based learning prepares the learner for the world of work. Persons with disabilities generally experience low self-esteem due to the stigma and discrimination that they face from family and society. Psycho-social support and training on workplace relations, customer and problem-solving skills becomes necessary to build their confidence.

2.5 Importance of Work Based Learning and Transition Support

Compared to other TVET graduates, learners with disabilities may not have the ability to access jobs due to several impediments that include, but not limited to; the lack of core skills for employability and job search skills, lack of access to the labour market information and networks, lack of access to inclusive career guidance and counselling services and lack of resources for employment and business startups. While some TVET institutions have made effort to offer training programmes that are tailored to the specific needs of persons with disabilities, such measures have not been aligned with labour market demands and do not meet the standards of employers, further excluding persons with disabilities from mainstream development.

In order to address such impediments and support the transition from education to employment, learners with disabilities can be supported to gain work experience through work-based learning. Work based learning bridges the gap between learners' skills and employment. Facilitating this opportunity for learners with disabilities enables them to demonstrate their competencies and ensures that the marginalized group is not left behind. Workplace based learning can take different forms that include internship, traineeship, apprenticeship, or industry attachment. This allows exposure to the workplace by persons with disabilities while they are developing

their skills. Designing an internship programme provides an opportunity for learners with disabilities to showcase their skills and talents.

The internship programme for learners with disabilities can be spread over a longer period to accommodate the different competencies, disabilities, and diverse needs. Learners with disabilities should be briefed before taking up the assignments and the participating employers should be guided and assisted to implement reasonable accommodations. An evaluation at the end of the internship program is necessary. Creating a database for learners with disabilities seeking job opportunities will assist the employer in sourcing jobseekers with disabilities. It thus becomes also necessary for employment agencies and HR advisory firms to assist by creating a database of such persons with disabilities that have completed and assist in linking them up with the right employers based on their expertise and skills. Apprenticeship is a common work- based learning approach that combines on-the job training and school-based training.

Case Study 5

Elizabeth is in her final year and about to graduate from a TVET institution and she has a physical disability. One of the requirements in the final year is an attachment with a company to facilitate work-based learning. Several companies have declined her application for an attachment because she explicitly indicates that she has a physical disability that does not allow her to stand or walk for long hours. An airline offers Elizabeth an opportunity as Ground Services Intern, a position that requires constant walking throughout the day to support customers. To accommodate Elizabeth the airline, provides an accessible transportation system (golf carts) and her workspace is provided with an adjustable desk. Orientation has been provided to other staff members so that they can assist Elizabeth with challenging tasks that she cannot perform because of her disability. In addition, Elizabeth has been requested to make use of telecommuting options for tasks that can be performed remotely.

CHAPTER 3:

Provision of Reasonable Accommodation in the Workplace

This section gives guidance and insights on how reasonable accommodation can be provided within the workplace. Provision of reasonable accommodation for workers within the workplace implies making the workplace environment more inclusive for trainees, learners, trainers/instructors and other workers with disabilities. This entails making changes which support persons with disabilities by removing environmental, attitudinal and institutional barriers and creating a fair and equitable platform to ensure their full participation.



A question employers may have in the process of creating provisions for reasonable accommodation may be the nature and type of reasonable accommodation that is required for specific disabilities. Working and relating with persons with disabilities has clearly shown that there is no precise solution hence it is important to consider the individual differences that exist among persons with disabilities and the different life experiences that vary with context, in their lifetime. The provision of reasonable accommodation does not require a one size fits all approach, but rather individualized, so as to meet the specific needs of the targeted populace. By so doing, an enabling environment created which will maximize their potential enhance quality and productivity at the same time. The laws protecting persons with disabilities and their rights at work don't always provide a clear roadmap to implementing reasonable accommodation, however, the various policy documents and statues discussed in the previous chapters are essential in enhancing the design, implementation and monitoring of the Guideline. A worker cyclical model as in diagram below will be used to demonstrate how employers can be able to provide reasonable accommodation to their employees in a holistic manner right from the time they are taken on board.

Figure 1: Cyclical Model



3.1 Advertising and Creating Interest for a Job

Provisions for reasonable accommodation should start from the time a job opportunity is advertised. The web page or platform where the job is advertised should be audited for accessibility. This is done by, for example, ensuring that text descriptions of the vacancy are accessible to those with different disabilities. It is recommended that vacancy announcements should be published in alternative formats such as large font size, appropriate colour contrast and easy read format. This can be achieved by conducting an accessibility check of the content. The employer can further encourage people with disabilities or women with disabilities to apply for a specific vacancy in this call or advert to demonstrate their interest and non-discriminatory principles. Further provisions will include letting the readers know that the employer is prepared to offer reasonable accommodation to persons with disabilities who may have an interest in applying for the job. Pre-testing and selection criteria should focus on the skills, knowledge and abilities regarded as essential to the company. Physical accessibility and accommodation at the interview location needs to be ensured and adjustments to the test methodology, the presence of a support person or sign language interpreter should also be provided, if required.

3.2 Recruitment and Selection of the workers (Talent Acquisition & Placements)

Previous research has revealed that some TVET institutions employ former students with disabilities either as trainers, administrative staff or general workers to promote inclusivity and empowerment. However, this was not the case with all the TVETs and other employers as they lack the capacity and knowledge on how to recruit and work with employees with disabilities. It is essential to make the recruitment process interactive, by contacting the interviewees and asking them whether they have a disability and whether they require any reasonable accommodation during the recruitment process. Prior to this during the application process, employers must ensure that there are questions asking whether the applicant has a disability or not so as to create the necessary provisions that promote comprehensive reasonable accommodation. Examples of such accommodations may include assistance with travel, language interpretation and physical access to the buildings. In the case of people with intellectual or learning disabilities the employer should allow adequate or additional time for feedback or responses given the nature of their disability. Further guidance and support can be obtained professionally from organisations of persons with disabilities and the relevant policy documents as outlined in chapter one. Emphasis should be on recruiting managers who do not discriminate against persons with disabilities and giving their applications a fair and unbiased chance.

Case Study 6

An organisation is in the process of recruiting for a Programs Manager and part of the interview was a written test. Although the candidate did not disclose their disability at the application stage, during the interview they realised Mavis has a speech impairment and also took time to interpret and respond to questions. To give the candidate an equal opportunity to prove their skills and competency, the panelists give Mavis adequate time to respond to the questions and extra time to complete the exam.

3.3 Onboarding

Onboarding refers to the process of introducing a newly hired employee into an organization or workplace. It is an important part of helping employees understand their new position and job requirements as the process that helps them to integrate seamlessly with the rest of the employees. Employers should ensure that when a worker or trainee with a disability is offered employment or training at a TVET institution they should be taken through a similar process by a co-worker or supervisor that has received some awareness or training on disability inclusion. Newly recruited employees with a disability often work in a silo with very little interaction with the rest of the employees. Employees with intellectual and learning disabilities may experience more challenges integrating with the team leading to exclusion. Considering such challenges, the employer can assign selected staff mentors or volunteers to accompany the recruits with disability, conduct company tours, identify any adjustments that may be needed and provide onboarding information in accessible formats. This can be a voluntary buddy system so that both the staff and new recruit don't end up feeling like a burden to each other. The employer can also take a proactive approach engaging discussions that encourage openness in addition to giving examples of reasonable accommodation that can be provided. Some employers have no knowledge on providing reasonable accommodation while some TVET Institutions have engaged Organisations of Persons with Disabilities (OPDs) to raise awareness on disability within their organisation. This has helped them to be more accommodative in understanding the rights, needs and wants of persons with disabilities.

3.4 Retention

Workplace retention refers to the efforts and strategies employed by an organization to retain its employees. It involves creating an environment where employees are satisfied, engaged and motivated to stay with the organisation for an extended period. Persons with disabilities just like their colleagues without disabilities, often leave workplaces when they find that the employer has little regard for them. Employers can manage this key aspect by promoting an enabling inclusive environment. However, employers should note that performance that is based on physical activities or social skills can be discriminatory to persons with disabilities; for this reason, employers should tailor performance evaluation to staff with disabilities.

Case Study 7

Thomas worked as an Engineer for a construction company for over fifteen years. Thomas was involved in a road accident and had a spinal cord injury. After rehabilitation and health support services he managed to recover; however, he was still experiencing back problems which classified him as disabled because he was no longer able to perform his regular duties as an Engineer. The employer decided to create a key role that would provide technical support to other Engineers on site. The new role was aligned to Thomas's skills set to make the reasonable adjustment. Thomas was given an opportunity to discuss the new role to ensure he was comfortable and willing to take up the new role.

3.4.1 Flexible working hours and locations

Flexible working hours or remote work options should be considered to accommodate different disabilities. Employees with mobility challenges struggle with transport to work, and working from home can be a convenient option. Therefore, an employer adopting inclusive principles, has to create flexible working hours not only for the benefit of those with disabilities but for everyone else who may require it, all depending with their circumstance.

Case Study 8

Max is a wheelchair user and is always late for work due to mobility challenges. His manager requests a meeting with Max to discuss why he is always late. The reasons include the pressure he experiences during rush hour and Max struggles to get transport because most public transporters feel that he will delay getting his wheelchair on board. Max and the employer agree on the following adjustments: having a later start time and allowing for flexible hours. Given the nature of Max's work which mainly involves report writing it is agreed that Max works from home two days a week.

3.4.2 Disability awareness

Promoting awareness programs on disability inclusion to all employees fosters an inclusive and supportive culture. Efforts from the awareness program can facilitate the establishment of an employee resource group or committee to enable an opportunity to share experiences. For some, the establishment of disability champions groups further brings heightened appreciation of disability allowing better integration. Platforms of this nature will enable the employees without disabilities to appreciate those with disabilities which will result in a conducive harmonious working environment. Trainees in work environments where disability awareness sessions are carried out enjoy their apprenticeship more as their presence is appreciated more as compared to those working in none sensitized work environments.

3.4.3 Clear communication channels

Clear communication channels should be established for employees to discuss accommodations and ensure their individual needs are met.

3.4.4 Mentorship programs

A mentorship program is a structured and organized initiative that facilitates the pairing of experienced individuals (mentors) with less experienced ones (mentees) to provide guidance, support, and knowledge transfer. Developing mentorship programs will support career growth and advancement of individuals with disabilities. Employees with disabilities will be capacitated to set their own goals and make informed decisions. Having a mentor can boost the confidence of employees and enables knowledge transfer.



Figure 5 Mentorship

For the employer and the world at large to embrace the workers with disabilities, it calls for patience, total political will by those in positions of authority and more importantly duty bearers to create a conducive environment that has respect for the rights, wants and needs of persons with disabilities.

Implementing accessible workplace technology

Examples include screen readers, ergonomic or assistive furniture, tools and devices to accommodate the diverse needs. This may also include granting permission to bring service animals to work as guides.

3.5 Offboarding

Employee offboarding is the process of easing a departing employee's transition out of the company. It is the process of disengaging an employee from their position within a company, a practice used both for people who choose to leave, and for those who are laid off. It's meant to end the relationship between employee and employer on a positive note, tying up any loose ends while leaving some scope for reconnection in the future. This principle applies to workers with disabilities as well who are in different work context that includes TVETs institutions. Employers should engage in similar processes in order to safeguard the welfare of both the worker and the learner with a disability. Leaving a job comes with a lot of challenges and as such, some employers have an offboarding policy that guides this process.

A good offboarding process will:

- I. Minimize disruption within the company
- II. Protect confidential company information
- III. Gain helpful feedback from the exiting employee
- IV. Include a gracious goodbye party
- V. Provide the departing employee with outplacement services, if necessary.

With the above in mind, the employers in both private sector and TVETs are encouraged to refer to the accommodations used onboarding during recruitment to support the staff during off boarding on exiting.

Case Study 9

Richard is employed as a Project Officer by an NGO; he is a diabetes patient, and Richard is diagnosed with diabetic retinopathy an eye condition which affects eyesight. Unfortunately, the eye condition is diagnosed at an advanced stage and six months later, Richard loses his sight. Richard's employment contract is project based and the calamity of becoming blind coincides with the termination of his employment contract. The HR department did not engage Richard to discuss his condition and disability or consider any form of support or reasonable accommodation. Out of frustration, Richard feels discriminated against and files for constructive dismissal. The lawsuit is a reminder of the importance of engaging employees who may require reasonable accommodation in an interactive process and guiding them on the options that are available.

3.6 Separation and advocacy

The goal of the offboarding process is to turn former employees with disabilities into advocates for the employer brand. If employees with disabilities are not treated well when they leave it will affect the organization's ability to recruit employees with disabilities tarnishing the image of the work institution. It further damages the confidence of the remaining employees' (with and without a disabilities) morale and at times tarnishes its reputation with clients and important stakeholders which compromises productivity. Thus, provision of reasonable accommodation to persons with disabilities will safeguard the employer from such consequences.

3.7 Developing a Disability Inclusion Strategy or Policy

Top management whose appreciation of the challenges being met by persons with disability, not only in the workplace but in society in general in the form of stigma and discrimination might want to take a further step up by introducing a disability strategy or policy which will guide the implementation of the Guideline. This will call for assistance from disability experts and the engagement of Organisations of Persons with Disabilities as they have the know-how and in-depth understanding of the wants and needs of their constituency. In addition to this, the strategy or policy will provide the foundation for sustainable and transformative progress on disability inclusion in all sectors of a country's economy.

Figure 3: Examples of Practical Guiding Principles in the Provision of Reasonable Accommodation in the Workplace

Physical Modifications	Flexible Work Arrangements	Assistive Technologies and Tools	Adjusting Policies and procedures	Education Support and Awareness Raising
•Installation of ramps, handrails, or lifts to support employees with mobility issues. •Adaptive workstations, chairs, or desks tailored to employees with specific physical needs. •Accessible parking spaces close to the workplace for employees with limited mobility	•Offering flexible working hours or condensed workweeks to accommodate medical appointments or help employees manage fatigue. •Providing remote work to support employees who find it challenging to commute to work due to their disability.	•Provide visually impaired employees with screen reading software, text-to-speech applications, or screen magnifiers. •Introduce ergonomic keyboards, voice recognition software, or adaptive tools for staff with dexterity or motor limitations.	•Consider reviewing attendance policies to accommodate disability-related absences. You may also find that some employees require longer breaks due to their disability. • performance evaluation criteria to be accommodative of persons with disability	•Implement disability awareness training for managers and colleagues for empathy. •Provide additional training or mentoring for employees with disabilities to enhance their skills and empower them to grow professionally. •Create employee support networks for staff with disabilities.

CHAPTER 4:

Obligations of Duty Bearers



Duty-bearers are entities or individuals having a particular obligation or responsibility to respect, promote and realize human rights and to abstain from human rights violations. It is commonly used to refer to State actors, but non-State actors can also be considered duty-bearers.

Depending on the context; individuals, local organizations, private companies, aid donors, and international institutions can also be duty-bearers.¹² In this regard, linked to the previous chapters, the provision of reasonable accommodation requires a legal framework that is supported by the drivers of the desired change. Duty bearers have a pivotal role in ensuring the successful provision of reasonable accommodation not only in TVET institutions but also in other situations or work environments.

a. Obligation to support participation in TVET and Employment

Reasonable accommodation relates to the specific needs of an individual. Therefore, learning institutions and employers must innovate to make their services and environments accessible to accommodate the diverse needs of all persons with disabilities, and not to deny the person with a disability their right to reasonable accommodation.

b. Obligation to support independent living in Learning Institutions and the Workplace³³

- Duty bearers have an obligation to create an enabling environment and to provide universal access and reasonable accommodation measures.
- The meaningful involvement of persons with disabilities is imperative in designing, implementing, and monitoring reasonable accommodation to ensure that services are provided without compromising on the quality while maintaining equality of opportunities.
- To promote accountability, the relevant stakeholders should monitor compliance with disability-related labour laws and taking appropriate enforcement actions when violations occur, investigating complaints, conducting audits, and imposing penalties for non-compliance.
- Public as well as private parties have a duty to provide and support rehabilitation and habilitation, whilst a person with a disability (whether temporary or permanent) continues to participate in life's activities including learning and employment.
- Duty bearers should progressively implement the principles of universal design, access, and reasonable accommodation and to be able to demonstrate and account for the efforts.
- The government should formulate policies that address the rights and needs of persons with disabilities in the labour market enhancing equal opportunities, non-discrimination, and accessibility in employment. Further providing guidance to employers on creating inclusive workplaces and accommodating the specific needs of employees with disabilities.
- Stakeholders should introduce initiatives that promote work-based learning for persons with disabilities to support their transition into the labour market.

- Duty bears including Employer Organisations should advocate and ensure that the rights of persons with disabilities are observed and their interests implemented inline with the relevant statutes and Guideline.
- Advocacy is key in raising awareness about the rights and capabilities of persons with disabilities in the labour market and the need to promote inclusion in society.

c. Examples of reasonable accommodation measures which are the responsibility of duty bearers

Reasonable accommodation measures may include:

- Adapting or modifying existing or acquiring new information technology e.g. computer apps, websites, software, and hardware including voice input output software for people with sensory impairments.
- Reorganizing the environment so that access needs are accommodated. Altering and modifying the environment when it is below minimum standards.
- Changing policies and procedures; or communication systems. For example, training and assessment materials, process and systems e.g. providing training materials on request in accessible formats, braille, or tape for persons with visual impairments, lip readers, simplified text.
- Providing places to rest, or prioritizing persons with disabilities who are unable to stand in queues, stress reduction.
- Identifying and hiring venues that are accessible to persons with disabilities for both internal and external services, providing sign language services.
- Providing specialized supervision and training e.g., interpreters for Deaf persons, personal aides, readers for blind persons, coaches for persons with intellectual disabilities

4.1 Obligations of Rights Holders

The Guideline for reasonable accommodation intend to assist persons with disabilities to deepen their understanding on rights and their responsibilities in the provision of reasonable accommodation in learning institutions and the workplace.

a. Rights

- The right not to be discriminated against in all aspects and stages of life, to be treated with fairness, respect, dignity, and privacy when accessing any services, facilities, devices and procedures in learning institutions and the workplace.
- The right not to be discriminated against based on age, gender, disability, race, or any of the factors as outlined in article 3 of the CRPD and the Universal Declaration of Human Rights. Persons with disabilities are entitled to exercise their rights on an equal basis as others.
- The right to independent living and alongside everyone else, by having access to, among others, affordable, appropriate, and timeous reasonable accommodation support; (Article 19 of the CRPD)
- The right to reasonable accommodation measures as defined in article 2 of the CRPD. Reasonable accommodation should ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms.

b. Responsibilities

- The responsibility to understand that a person with a disability is entitled to reasonable accommodation in learning institutions and the workplace.
- The responsibility to know and understand types of reasonable accommodation, reasonable accommodation requirements and to negotiate for such within the confines of the law if required.
- The responsibility to participate as an informed partner in the process of designing, implementing, monitoring, and evaluating the provision of reasonable accommodation.
- The responsibility to provide feedback on the services provided and workplace provisions, including access to information and communication.
- The responsibility to report any form of discrimination, including barriers in accessing learning and employment opportunities.

4.2 Role of Support Institutions

4.2.1 Organizations of Persons with Disabilities (OPDs)

Organizations of Persons with Disabilities (OPDs) play a vital role in TVET learning and the workplace in advocating for inclusive and accessible education and employment. They work to ensure that TVET programs and workplaces are designed to accommodate the needs of individuals with disabilities, promoting equal opportunities and creating an inclusive learning and work environment. OPDs advocate for policies within TVET institutions and workplaces that ensure inclusivity for individuals with disabilities. This involves pushing for accessible facilities, adaptable learning materials, and reasonable accommodations to create an environment where everyone can participate. OPDs contribute to the development of inclusive curricula that address the diverse learning needs of individuals with disabilities. This includes incorporating practical and accessible learning approaches to accommodate various disabilities. These organizations work towards enhancing the capacity of TVET institutions, educators, and staff to effectively support students with disabilities.

While in the workplace OPDs provide information and guidance on how to create an inclusive work environment. This may involve training programs, workshops, and awareness campaigns. OPDs may provide resources such as assistive technologies, materials in alternative formats, or specialized tools to facilitate the learning and work for persons with disabilities. They also work towards fostering a supportive and understanding environment within TVET institutions and the workplace.

This involves raising awareness about the diverse needs and capabilities of individuals with disabilities, reducing stigma, and promoting a culture of inclusion. OPDs collaborate with TVET institutions, government bodies, and other stakeholders to ensure that disability-inclusive policies and practices are integrated into the broader education and employment system. By actively engaging with TVET institutions and employers, OPDs contribute to the creation of an educational and employment landscape that is accessible, adaptable, and empowering for individuals with disabilities, allowing them to fully participate in education and employment.

Public Employment and Career Guidance Services

Specialized institutions such as public employment services and career guidance services play a crucial role in supporting persons with disabilities by facilitating access to employment opportunities.

Career guidance services

Career guidance services aim to provide tailored support to assist learners with disabilities to explore and choose suitable career paths. These services often involve assessing and identifying the skills and abilities to guide career choices. Further assisting to find job opportunities that align with the individual's abilities and career goals. The sharing of accessible information on various professions and industries becomes imperative. By addressing the unique needs of people with disabilities, career guidance services contribute to fostering independence, self-confidence and integration into the labour market.

Public employment services

Public employment services identify companies that are willing to train apprentices with disabilities and assist learners with disabilities to apply for opportunities to transition into the labour market. Such services often provide tailored assistance, vocational training and job placement services, breaking down barriers and fostering equal opportunities for persons with disabilities. In addition, they act as a help desk or mediator if there are grievances including the prevention of discrimination and exploitation. More often they do follow-up during and after the training to provide the necessary support.

CHAPTER 5:

Application of Reasonable Accommodation Guideline



Reasonable Accommodation refers to modifications or adjustments made by employers to enable effective performance of job duties. Examples can include adjusting work schedules, modifying equipment and facilities, providing assistive technology or restructuring job tasks. TVET institutions and employers are obligated to provide reasonable accommodation within the confines of the legislative framework. Requests for reasonable accommodation should be considered on a case-by-case basis. Further, the accommodation process should involve

open communication between the employer and employee to identify and implement the appropriate accommodation.

After an employee discloses their disability through human resources or a focal person, the reasonable accommodation process that the employer has in place should be initiated. Disability disclosure should not be ignored. Disclosure can take different forms therefore, it is important for TVET and employers to understand disclosure considering the different impairments and diverse needs.

5.1 Voluntary and Involuntary Disclosure

Disclosure of a disability is linked to disclosure of reasonable accommodation. However, whilst it is encouraged to disclose one's disability to ensure provision of reasonable accommodation, several persons with disabilities do not want to disclose their disability because they fear discrimination or abuse within the learning institution or work environment. This is an issue for individuals whose disability is not apparent and when the disability is more associated with stigma such as psychosocial disabilities. Past negative experiences in requesting and the perception that some employers lack a genuine desire to provide reasonable accommodation are a significant barrier to disclosure. Disclosure of a disability is voluntary notification by persons with disabilities.

5.1.1 Legal Obligation to Disclose for Occupational Health and Safety

Employer or TVET policies may require a person with a disability to consent and disclose information related to their disability, however such information should be kept confidential and accessible for the benefit of non-discrimination, safety concerns and provision of reasonable accommodation requirements.

5.1.2 Disclosure by Rights Holders

Persons with disabilities need to familiarize themselves with the relevant legislation on the provision of reasonable accommodation to understand the principles of independent living, equal participation in relation to reasonable accommodation entitlements. A person with a disability discloses their disability any time, although in some circumstances there may be no need for immediate reasonable accommodation. Sufficient information must be provided to confirm reasonable accommodation requirements. However, persons with hidden disabilities

who decide to keep their disability status confidential must not expect to be provided with reasonable accommodation.

5.2 Assessing and Requesting for Reasonable Accommodation

It is important to initiate dialogue between employer and employee in order to understand the challenges or barriers that the employee with a disability is experiencing. As part of the dialogue the employer should also provide an overview of the process so that the employee understands the next steps and who will have access to the information. Confidentiality is of importance when discussing reasonable accommodation. The following steps guide reasonable accommodation requests:¹

- Step 1: The employee should identify the need and determine the reasonable accommodation that would enable them to perform their tasks effectively based on their disability.
- Step 2: The employee should provide documentation from a healthcare professional that supports their request and outlines the nature of disability or health condition.
- Step 3: A formal written request for reasonable accommodation should be submitted to the employer through human resources or designated focal person.
- Step 4: Subsequently the interactive process should be initiated once the request has been submitted to discuss needs and potential accommodations. This may entail follow-up meetings to seek clarity and provide feedback.
- Step 5: Once the employer has reviewed the request and considered approval, feedback is provided to the employee. Approval may entail approving as submitted, offer alternative accommodations or engage in further dialogue to find a mutual solution.
- Step 6: The agreed accommodation should be implemented timeously.
- Step 7: The employee and employer should monitor the effectiveness of the accommodation and make adjustments if required. Communication should be maintained throughout the process and information about reasonable accommodation should be documented in order to maintain an accurate record.

5.3 Reasonable Accommodation Arising from Family Responsibility

In principle family status refers to an employee's relationship with another person by blood, marriage, or adoption. In the case of family status, reasonable accommodation is mainly associated with caregiver needs. Reasonable accommodation is key in addressing the challenges faced by caregivers. Caregiving needs vary with time and some needs will remain stable over lengthy periods of time, while others may arise in emergency situations. It is the responsibility of the employee to make the necessary caregiving arrangements. A flexible and accommodating approach is essential in attracting and retaining employees. However, it should be noted that not every family status or caregiving will require reasonable accommodation. Examples of reasonable accommodation arising from family

responsibility may include use of vacation or sick leave days to attend to caregiving, once-off exemption for a student to complete their studies on a part-time basis instead of fulltime.

a) Employee Responsibilities

- Communicate the request for family status accommodation.
- Explain the request for family status accommodation and how the family obligation interferes with work performance.
- The employee should provide the relevant information and details to support the request for accommodation.
- The employee should participate in the effort to look for reasonable accommodation and consider alternatives. In some cases, the result must not be the preferred accommodation.
- Communicate through the appropriate channels if the accommodation must be reviewed or changed.
- Perform the substantive duties within the framework of the accommodation.

Case Study 10

John has been supporting and nursing his wife for a year, who was a cancer patient. John's wife has recently died. His Manager approved bereavement leave and after some week's John returns to work. Considering John's emotional state, his Manager reduced his working hours temporarily and assigned John's tasks to other members of the team. His Manager schedules meetings to check on him and his needs. John agrees to access a professional counsellor through the workplace occupational health system.

b. Employer Responsibilities

- Provide guidance and training to the accommodation process.
- Request for information that is required to facilitate reasonable accommodation.
- Respect employee privacy and maintain confidentiality.
- Take an active role in exploring alternative approaches to reasonable accommodation.
- Ensure reasonable steps are taken to accommodate employees based on family status to the point of undue hardship, where the family status can interfere with work obligations.
- Review and action reasonable accommodation requests in a timely manner.

5.4 Financing Reasonable Accommodation

Employers and TVET providing services and employing persons with disabilities must budget and ring fence the budget for reasonable accommodation to ensure that it is used for the intended purpose. It is also important to weigh the opportunity cost of not providing reasonable accommodation and this may include, unproductive learners or employees, life of dependence and failure to participate. Budgeting for reasonable accommodation should consider the following:¹³

¹³ ILO Policy Brief-Making TVET and Skills Systems Inclusive of Persons with Disabilities (2017).

- The individual needs of the person with a disability.
- Existing physical and communication barriers in the work environment or TVET.
- Existing legislation on reasonable accommodation if applicable.
- Price fluctuations of assistive technology and competitive procurement processes.
- Individual requirements should not be compromised on the basis of reducing costs.
- Support research and development of appropriate devices and technology for local conditions.

CHAPTER 6:

Monitoring Reasonable Accommodation

6.1 Defining Disability Monitoring

Disability monitoring serves multiple functions and has three distinct purposes (Altman et al. 2008):



- To aid in the development and evaluation of service provision programs and policies for people with disabilities, for example, by identifying individuals who need or use housing, long-term care, transportation, assistive technology, or rehabilitation services.
- To monitor functioning, for example, by tracking population-level trends in work limitations or self-care limitations.
- To assess the equalization of opportunities, for example, by comparing employment levels among individuals with and without mobility limitation.

6.2 The Importance of Disability Monitoring

The ILO policy brief (2017) gives guidance on why the monitoring of disability issues is critical. The guide sees Monitoring and Evaluation as essential steps for quality control and measuring impact. It notes that part of the monitoring process should be a frequent contact with the training-company or TVET institution, to keep each other informed about the learning progress, e.g., training booklets to be signed by the company supervisor and college lecturers/trainers to increase complementarity between learning at the two places. Evaluations and tracer studies can provide information on the employment situation of graduates, the impact of the apprenticeship and any improvements needed. It further notes that persons with disabilities make up one tenth of our population and can contribute significantly in a way to the GDP of the country if their right to decent work is promoted and protected. Thus, it is important to understand disability monitoring as it relates to:¹⁴

- I. being able to identify the numbers of persons with disabilities in these work institutions to gain some insight on the rate of enrolment or employment disaggregated by age, gender and nature of disability and drop outs;
- II. analysing the risks that persons with disabilities face and the factors that contribute to those risks;
- III. identifying barriers that impede persons with disabilities from accessing services and assistance within work institutions and
- IV. understanding the roles and capacities of persons with disabilities in the in the service delivery response.

Further to this and according to the IASC Guideline, "Collecting data on persons with disabilities

¹⁴ British Council (2022) 'Tools to support TVET policy makers and education providers to plan and deliver inclusive TVET provision for persons with disabilities, Vet Toolbox Coordination Hub, Belgium

is also an obligation for States that have ratified the Convention on the Rights of Persons with Disabilities (CRPD).

Article 31 of the CRPD, on statistics and data collection, requires State Parties to “undertake to collect appropriate information, including statistical and research data” and further states that data “shall be disaggregated, as appropriate, and used to help assess the implementation of States Parties’ obligations under the present Convention and to identify and address the barriers faced by persons with disabilities in exercising their rights.” Employers and TVET institutions are only able to tell progress towards fulfilling the rights of persons with disabilities when they put in place mechanisms to monitor progress, identify what’s working and what’s not and define the course of action to take.

6.3 What needs to be monitored and how it is done?

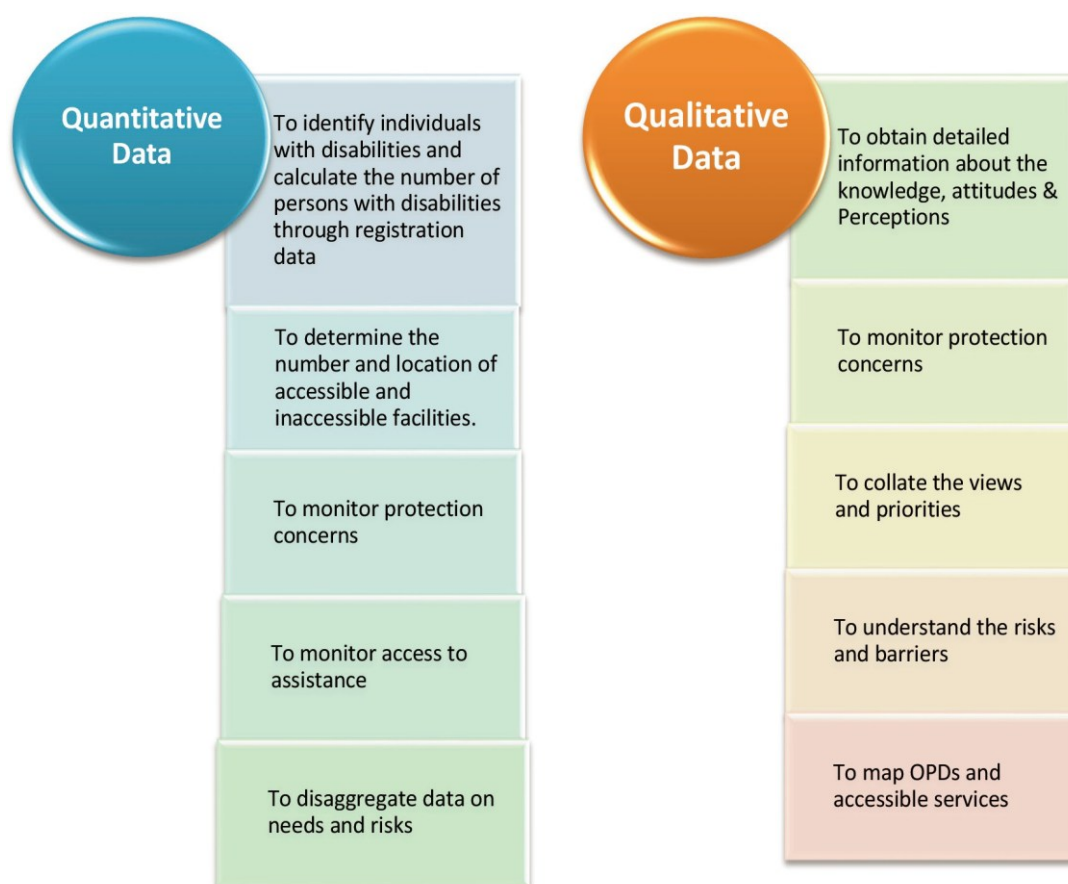
Chemonics International (2022) “When selecting indicators to measure inclusion of persons with disabilities, the project must consider whether the data from selected indicators is adequate for translating results into meaningful action that would improve the accessibility of activities and inclusion of persons with disabilities. Specialists developing indicators should think critically about the purpose and “ask the why.”

Will the selected indicator help the project make meaningful progress toward its objective of including persons with disabilities?

The indicators should assist in determining if the project’s technical activities are making progress in improving the inclusion and rights of persons with disabilities.” To assess the quality and measure the impact of inclusion in TVET institutions, follow-up and monitoring should be made with the training institutions so as to receive updates on the learning progress. Evaluations can be conducted to provide information on the employment situation of graduates and the impact of work-based learning.

Monitoring and evaluation can determine whether there are any areas that need improvement and further provides ways for recommendations based on the learning and working experience by the persons with disabilities. The following factors need to be considered in the monitoring of reasonable accommodation: Data collected can either be quantitative or qualitative as in diagram below.

Figure 4: Use of Qualitative and Quantitative data



Workplaces and their employers including TVET institutions may develop indicators as shown in diagram above and should consult with OPDs in creation of these indicators, to better understand how effective they will be and to contextualize them. It is always important to ensure the meaningful involvement and participation of persons with disability at every stage of planning or strategy design.

When collecting data as is outlined in the diagram above, it is important to note that at times the data collected can be sensitive and may even promote stigma and discrimination. It therefore requires that those collecting the data should be trained to use appropriate language and approaches that do not cause harm as enshrined in research ethics and principles.

Chemonics International observes that the “Identification of persons with disabilities may not be the most appropriate or useful measure of inclusivity; instead, “proxy indicators” that look at inclusivity of the environment itself can be more effective for some activities. In this regard, and for them, the “Do No Harm” a tool first developed by Mary Anderson and published by the organization CDA Practical Learning for International Action is of paramount importance. The approach refers to an organization’s capacity to find ways to address human needs in developing contexts without making local dynamics worse.” Table 3 below provides guidance on how data is collected.

Table 3: Monitoring Reasonable Accommodation

Regular feedback	Establish mechanisms for employees to provide feedback on accommodation process, ensuring adjustments align to the evolving needs.
Flexibility	Recognize that accommodation needs may change over time and decide to adjust.
Communication	Maintain open lines of communication with employees to address concerns arising.
Documentation	Keep thorough records of the accommodation process including requests, approvals, and modifications.
Training	Train relevant staff, including supervisors and HR personnel to understand the accommodation process and how to effectively monitor and support employees with disabilities.
Legal compliance	Stay informed about relevant disability accommodation laws and regulations to ensure compliance.
Confidentiality	Safeguard the privacy of employees by maintaining confidentiality regarding their disability.
Accessibility Audits	Conduct periodic accessibility audits of the work place to identify and address potential barriers that may impact individuals with disabilities.
Engagement	Encourage ongoing engagement with employees to foster a supportive environment.

Annex 2: Checklist for Reasonable Accommodation

The Strategic Guiding Reasonable Accommodation Issue	The Provision Process and Modalities
1. Policy and Planning	✓ Do your institution strategies and plans, and the National Development Response Plans include reference to disability and social inclusion? ✓ Do performance reports (monthly, quarterly and annual), reporting against these frameworks use disability and sex disaggregated data? ✓ Has your institution hired an expert or consulted any Organisation of Persons with Disability to assist in awareness raising, assessing inclusivity issues, identifying barriers and developing an inclusive budget ✓ Has disability inclusion been factored into the investment concept and/or design from the outset ✓ Has an analysis been undertaken to inform the investment concept and/or design, which identifies (a) relevant existing issues for people with disabilities, (b) potential barriers for people with disabilities in accessing and benefitting from the planned investment and (c) solutions to the identified issues? (An organisation of persons with disabilities can be consulted to assist with this process ✓ Have the particular needs and interests of the following been factored in to the investment design, recognizing the following groups face particular barriers and marginalization, as well as different needs: ✓ people with multiple disabilities and severity, including those with psychosocial and intellectual impairments ✓ women and girls with disabilities ✓ children and older people with disabilities. ✓ Have people with diverse disabilities and their representative organisations (including organisations for persons with disabilities, and local community groups) been consulted and involved in the design of the investment, in line with the guiding principle of 'nothing about us without us' ✓ Has the National budget been set aside to cover potential costs associated with ensuring people with disabilities and their representative organisations can (a) participate in accessible consultations and provide technical inputs into design, implementation and monitoring and evaluation,

and (b) provide technical benefit from the investment, for example through providing reasonable accommodation, such as sign language interpreters and accessible transport?

- Does the investment design ensure any construction is accessible in line with the Accessibility Design Guides recommended by the UNCRPD
- Has the design considered the impact (intended and unintended) that the investment could have on people with disabilities and included strategies for avoiding or minimising negative impacts on people with disabilities?
- Have issues and sufficient controls been identified in the risk and safeguards screening tool which reflect the heightened risks faced by people with disabilities - particularly for people with disabilities who also identify as: children, women and girls, indigenous, ethnic or religious minority or at risk of resettlement?
- Are there disability-inclusion deliverables clearly outlined in the Statement of Requirement or agreement, and financed (recommended at 3 to 5 percent of the budget)? Do they include plans on:
 - how people with disabilities will be included in the development of the investment concept and/or investment design
 - what measures will be taken to ensure people with disabilities will be able to participate in and benefit from the given investment
 - what specific targets will be used to monitor progress towards disability-inclusion and how will data be disaggregated by disability status
 - hiring people with disabilities as implementers, evaluators and researchers (where possible)?

2. Implementation and Performance Management

- Has baseline data (quantitative and qualitative) been established from the outset to measure progress on disability-inclusion?
- Are both quantitative and qualitative indicators used to track progress on disability- inclusive development outcomes within the M&E framework?
- Is disability disaggregated data being collected and analysed using the Washington Group short set of questions? Is this data also disaggregated by sex and age to assess the impacts on women, men, girls, and boys with disabilities?
- Are there indicators for disability-inclusion in place for monitoring and evaluation (with sufficient resources allocated)?
- Have systems been established (from the outset) to capture disability information for Investment Monitoring Reports particularly on the extent to which:
- The investment actively involves people with disabilities and/or
- organisations of persons with disabilities in planning, implementation and monitoring and evaluation.
- The investment identifies and addresses barriers to inclusion and
- opportunities for participation for people with disabilities to enable them to benefit equally from the aid investment.
- Is the implementing partner's performance on addressing disability inclusion being monitored as part of the monitoring and evaluation framework?
- Have people with disability expertise (including people with disabilities and/or their representative organisations) participated in the development of the M&E framework and actively engaged in monitoring and evaluation activities

3. Design and Procurement

Construction of Buildings

When constructing buildings, ensure that:

- Ramps or an elevator is available if there are steps or multiple levels
- Walkways are paved, free of protrusions and potholes and at least
- 112 centimetres wide
- Doors are at least 81 centimetres wide
- Automatic doors or buttons to automatically open doors
- Accessible parking spaces
- Good-quality lighting
- Emergency flashing lights
- Visual representation of audio announcements
- Qualified local sign language interpreter
- Signs in good contrast colours
- Signs include braille and text font size in 100 points

On WASH Facilities Toilets/Latrines

- ✓ Bars installed near the toilet
- ✓ Five foot or 1.5 meter turning radius
- ✓ Sink at a reachable height for wheelchair users
- ✓ Automatic water faucet
- ✓ Strong lighting

With Drinking Water

- ✓ Water pump or well is placed at the ground level
- ✓ Well is at a height that people in wheelchairs and people with short stature can reach
- ✓ Ramps are at least 112 centimetres wide if walking uphill with uneven terrain is required

