



International
Labour
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► SKILL-UP Ethiopia project and GPSL3

People with Disabilities (PwDs)



► Institutional review in preparation for improving access to TVET programmes for persons with disabilities who have been internally displaced

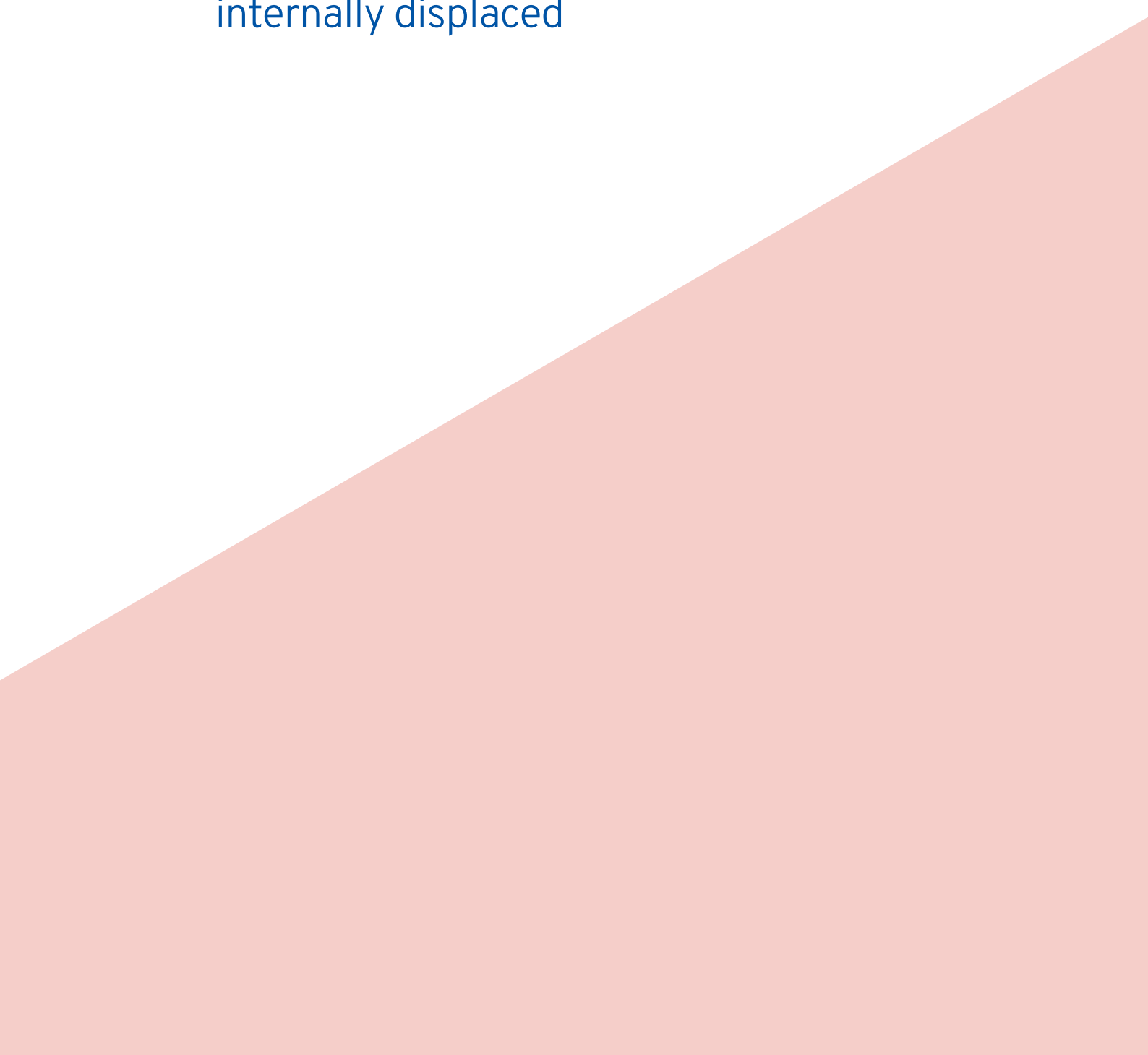
Final report submitted to the
International Labour Organization (ILO)
Submitted by the Ethiopian Center for
Disability and Development (ECDD)

October 2020

Addis Ababa, Ethiopia

SKILLUP
Upgrading skills for the changing world of work

Institutional review in preparation
for improving access to TVET
programmes for persons with
disabilities who have been
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First published 2022

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Institutional review in preparation for improving access to TVET programmes for persons with disabilities who have been internally displaced

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ISBN 9789220379967

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Design by the International Training Centre of the ILO, Turin – Italy

Acronyms

BoLSA	Bureau of Labour and Social Affairs
DIAT	Disability inclusion and awareness training
DIET	Disability inclusive employment training
DISC	Disability inclusion scorecard
DPOs	Disabled persons' organizations
ECDD	Ethiopian Center for Disability and Development
FTA	Federal TVET Agency
IDPs	Internally displaced Persons
IDPwDs	Internally displaced persons with disabilities
ICT	Information and communication technology
ILO	International Labour Organization
IT	Information technology
JRSC	Jigjiga Rehabilitation Service Center
MoWCA	Ministry of Women's and Children's Affairs
NGOs	Non-governmental organizations
TVET	Technical and vocational education and training

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1. Introduction

Poverty and exclusion are common features of the lives of persons with disabilities in Ethiopia. Yet many young persons and adults with disabilities can and want to work and earn a living. However, they often lack the necessary vocational and personal skills to enable them to find work or start their own income-generating activity. Ethiopia has over 1,600 public and private technical and vocational education and training (TVET) centres, which provide vocational skills training to over 725,000 persons each year. Most of these TVET centres do not enrol young persons and adults with disabilities. For this reason, in 2015 the Federal TVET Agency (FTA) of Ethiopia adopted a policy for the inclusion of youth and adults with disabilities in all TVET centres. Even so, TVET centres have been slow to implement the policy, citing a lack of information and knowledge on how to provide training for trainees with disabilities. In 2014, the FTA therefore requested the assistance of the Ethiopian Center for Disability and Development (ECDD) in preparing a Guideline on the Inclusion of Persons with Disabilities in TVET. The resultant Guideline was issued by the FTA in March 2019.

The TVET system in Ethiopia faces the challenges of not being able to meet labour market demand for skilled workers, delivering poor quality training and not adequately responding to the need for inclusiveness. Addressing these issues is crucial for improving economic competitiveness and export performance, and for creating job opportunities and boosting incomes. TVET has the potential to equip young people with the skills they need for decent work and employment.

The objective of this activity/project is to bring together relevant stakeholders in TVET provision, the Federal Job Creation Agency and private employers to discuss the barriers encountered by persons with disabilities.

Taking these challenges into consideration, ECDD has entered into an agreement with International Labour Organization (ILO) to conduct an institutional review in preparation for improving access to TVET programmes for persons with disabilities who have been internally displaced. The project aims to improve access to two TVET centres by conducting an assessment of appropriate intervention strategies to enable the centres to routinely accept and train youth with disabilities who are internally displaced.

2. Objective

- ▶ To assess inclusion practices among TVETs in Fafan Zone of Jigjiga woreda to improve access for internally displaced persons with disabilities in the local area;
- ▶ To shed light on the capacity of disabled person's organizations (DPOs) to play their part in improving the access of IDPs with disabilities in conjunction with other stakeholders, including employers in the world of work.

3. Methodology

A combination of qualitative and quantitative methods was used to collect information from primary and secondary sources as part of the institutional review and assessment exercise. The primary data-collection tools we used were surveys, in-depth interviews, key informant interviews, focus group discussions, and observation. For the secondary data, we conducted a review of various documents covering the subject area.

4. Findings of the assessment

▶ 4.1. Statistical data concerning persons with disabilities in Jigjiga woreda

The Bureau of Women's and Children's Affairs, the Education Bureau, the Urban Job Creation and Food Security Agency, TVET centres, microfinance institutions and representatives of the Bureau of Labour and Social Affairs all participated in a sector-based analysis of current and future skills needs in the target sectors. The data consisted of information and statistics gathered for reference or analysis. However, not all government offices keep data on the total number of persons with disabilities in the Fafen Zone of Jigjiga woreda. In the absence of this information, reliable data disaggregated by sex and type of impairment is not available for planning purposes.

Similarly, where internally displaced persons with disabilities (IDPwDs) are concerned, government offices do not record data disaggregated by sex and impairment.

▶ 4.2. Working relationships with disabled persons' organizations (DPOs)

The assessment indicates that the working relationship of government institutions with DPOs is not structured in such a way as to promote the inclusion of persons with disabilities in different sectors. And yet, recognizing and establishing a sustainable working relationship with DPOs, and a follow-up platform, is essential if they are to be involved in promoting inclusive development. The study showed that most government offices are unaware of the existence of registered ODPs, except for the Bureau of Labour and Social Affairs (BoLSA). The BoLSA was the only office that confirmed the existence of registered DPOs and had a follow-up platform to monitor and evaluate their performance. As indicated by BoLSA representatives, engagement with DPOs is hampered by a shortage of funds, unnecessary requirements placed upon them, a lack of commitments on the part of boards and executive bodies for the development of DPOs, and an absence of coordination mechanisms.

▶ 4.3. Areas of intervention with disability-focused non-governmental organizations (NGOs)

Government offices are organized to accomplish various public services for the community in partnership with different organizations. In addressing the needs of persons with disabilities, good working relationships with disability-focused NGOs will enable these organizations to promote inclusion and identify areas requiring intervention. The findings

of our assessment indicate an absence of good working relationships with disability-focused NGOs. Though such relationships are virtually non-existent, government offices have listed the following areas for intervention: women's empowerment, child sponsorship, education and livelihoods.

► **4.4. Staff capacity in respect of disability awareness and inclusion**

Disability inclusion awareness training (DIAT) is designed to capacitate the personnel of different organizations who are unaware of disability issues and maybe have wrong attitudes to persons with disabilities. It is also for those who lack the necessary information and skills to include persons with disabilities in their ongoing service delivery, development programmes and business activities. In the context of our study, representatives of government offices revealed that most staff in their offices have not attended any DIAT activities to increase their knowledge of the causes and types of disabilities, recognize the capabilities of persons with disabilities, and bring about attitudinal change. Only personnel from BoLSA stated that they had received training in sign language and concerning Proclamation 568/2008.

► **4.5. Organizational strategy to promote the inclusion of persons with disabilities in TVET centres**

Government offices are expected to devise a development programme for the inclusion of persons with disabilities. However, our assessment revealed inconsistency and only minimal commitment on their part to designing inclusive strategies.

The Ministry of Women's and Children's Affairs (MoWCA) does not have a strategy for promoting the inclusion of trainees with disabilities in TVET centres, their strategy being more focused on to women in general.

The Education Bureau reported a clear strategy in general education, together with plans to establish a school for internally displaced students, including those with disabilities, by deploying teachers with special needs training. In addition, in education campaigns special attention is given to children and young persons in IDP centres to promote their enrolment. The Education Bureau also has a strong commitment and is planning action to increase the number and promote the inclusion of teachers and youths with disabilities in teacher training centres in the region. Special consideration will also be given to persons with disabilities in access to employment opportunities and recruitment.

Our assessment of TVET centres revealed that inaccessibility and other barriers hugely limited the enrolment of young persons with disabilities. Physical inaccessibility, communication barriers and limited readiness and capacity to implement inclusive TVET guidelines were the major challenges identified.

The Urban Job Creation and Food Security Agency has no organizational strategy for the inclusion of IDPwDs, but the Agency has provided extensive support for the establishment of private companies owned by non-IDPwDs. The Sabati Sewing Company, owned by persons with disabilities, has received support of this kind. The Agency has plans to redouble its efforts to increase the participation of young persons with disabilities and IDPwDs by enrolling them in TVET training programmes and mobilizing financial resources for job creation opportunities.

Among all the institutions surveyed, poor inclusion of persons with disabilities was most evident in private institutions, where there were many barriers to their full participation. Wrong attitudes on the part of employers/HR managers concerning the capacities of persons with disabilities, inaccessibility of services, unhelpful physical set-ups and communication barriers were the rule in all private companies and institutions.

The Bureau of Labour and Social Affairs (BoLSA) plays a significant role in the inclusion of persons with disabilities and in tackling disability issue in different sectors. In meeting this objective, the Jigjiga BoLSA has devised various mechanisms to promote the inclusion of persons with disabilities in TVET centres. These include building capacity to improve skills, increasing the enrolment of persons with disabilities in TVET training programmes and enhancing the livelihoods of persons with disabilities by creating job opportunities.

► **4.6. Intervention by government offices to manage accessibility for trainees with disabilities in TVET centres**

Accessibility for trainees with disabilities must be ensured at TVET centres. This requires the commitment of each of the various offices in addressing issues within the organizational set-up.

Our review of the commitment of government offices and other institutions in this respect revealed zero intervention on the part of BoWCA, micro-finance institutions (MFIs), the Urban Job Creation agency, private companies and the Food Security Agency. On the other hand, the Education Bureau and the BoLSA have intervened to manage accessibility in teacher training colleges, TVET colleges and schools. The Education Bureau has made significant progress by constructing ramps to classrooms, cafeterias, libraries and other facilities in all teacher training centres and schools. The BoLSA has also intervened at the Jigjiga TVET College to improve accessibility for trainees with disabilities.

► **4.7. Barriers to the participation of persons with disabilities (as trainees and trainers) in TVET colleges**

A number of internal and external factors, both personal and organizational, create barriers that exclude the participation of persons with disabilities in TVET colleges. Interviews with

five government institutions revealed that most of them had an understanding of these barriers, which derive from the TVET college system and from persons with disabilities themselves. The organizational factors are the absence of budget provisions to cover the cost of disability adjustment and a lack of skills and knowledge on the part of TVET staff of how to work with persons with disabilities. On the other hand, the barriers stemming from persons with disabilities themselves are a lack of confidence and self-esteem, and failure to show-up for enrolment.

▶ **4.8. Support for TVET centres and private companies to include persons with disabilities as trainees, trainers and employees**

In promoting the inclusion of persons with disabilities in TVET centres and private companies, many kinds of support are needed to address the various barriers that contribute to exclusion. The institutional review we conducted with five government offices on the support needed can be summarized in four categories:

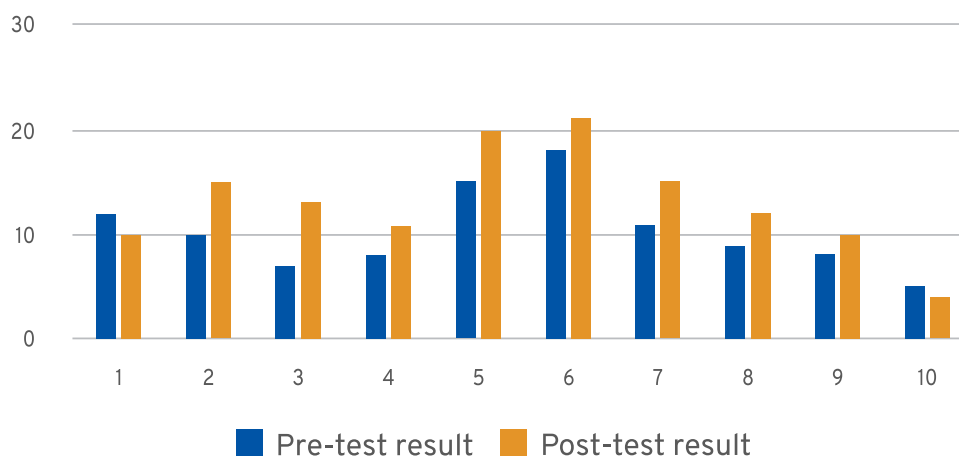
- ▶ Provision of information on disability and development, the practice of inclusive development, and how to work with persons with different types of disabilities
- ▶ Policy-level support and guidance for the development of disability-inclusive policies
- ▶ Provision of disability-awareness training for programme personnel
- ▶ Field-level facilitation for inclusive development.

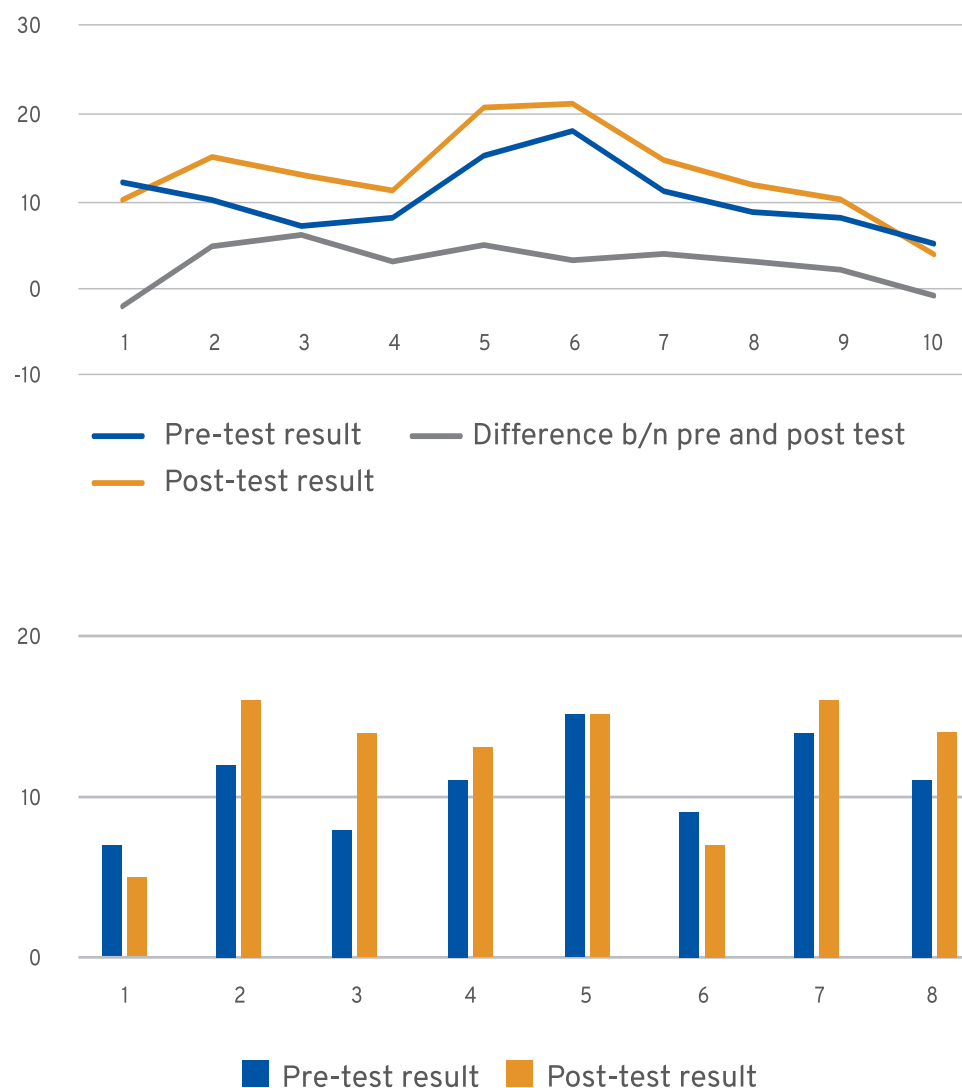
5. Interventions conducted after the assessment

Based on the findings of the assessment, the ECDD has designed various capacity-building strategies targeting government bureaus, disabled persons' organizations (DPOs), rehabilitation service providers, TVET personnel, private institutions and companies, and internally displaced persons with disabilities (IDPwDs) from the Qoloji IDP centre.

► 5.1. Disability inclusion and awareness training (DIAT)

Disability inclusion and awareness training (DIAT) is to enable training participants to better understand disability, the barriers faced by persons with disabilities and methods of inclusion, and to identify actions they might take to foster disability inclusion on return to their organizations. To this end, DIAT was provided for government offices (BoLSA, Urban Job Creation, micro-finance institutions, Women's and Children's Affairs, and Education) in the Somali Region. In the two rounds of training facilitated, a total of 29 participants (6 female and 23 male) attended the courses. The major topics covered were concepts of impairment and disability, causes and types of impairments, models for understanding disability, appropriate terminology and ways of communicating with persons with disabilities, legal frameworks, barriers and so on. The training was delivered using various participatory methods: PowerPoint presentations, group discussions and role plays, followed by commitment to action plans for implementing the training. Pre- and post-activity tests were administered to evaluate the trainees' level of understanding of basic concepts. In the pre-test assessment, most trainees scored below the average, while the post-test showed some increase in awareness of the relevant concepts, confirmed by higher post-test scores. Below is a diagrammatic analysis for each round of training.





On final day of the training, participants from each organization committed themselves to action plans for implementing what they had learned. These commitments will be followed up by the ECDD in future project activities in cooperation with different bureaus in the region. Some of actions organizations committed to were: to hire persons with disabilities, to allocate a budget for disability inclusion in their annual plans, and to modify offices to ensure accessibility for persons with disabilities.

► 5.2. Disability-inclusive employment training (DIET)

Inclusive employment refers to individuals with disabilities working alongside their non-disabled peers in the competitive labour market (with access to the same benefits and career opportunities). Inclusive employment is a way of ensuring that no person is segregated or excluded from quality employment opportunities because of their disability. DIET paves the way in ensuring that individuals with disabilities have access to the same work, accommodation and benefits as their non-disabled peers. DIET was delivered with the objective of sensitizing TVET personnel to the issue of disability and inclusion, and thus facilitating access and promoting the inclusion of IDPwDs in their respective colleges. The participants were from the Jigjiga Polytechnic and Jigjiga Health Science College, where they work as instructors or in various administration positions. The training was delivered in two rounds, mixing participants from the two colleges so that they could share their experiences. In the two rounds, a total of 35 (6 female and 29 male) participants attended the training. The major topics covered were similar to those covered in the DIAT activities, supplemented with inclusive-employment content:

- The concept of inclusive employment
- Barriers to the employment of persons with disabilities in the labour market
- International and national legal frameworks promoting inclusive employment
- Steps to inclusive employment according to the United Nation Convention on the Rights of Persons with Disabilities (UNCRPD)
- The benefits of employing persons with disabilities
- Ways of achieving inclusive employment

Figure 1: Trainees engaged in group work (right) and presenting their work (left)



Similarly, pre- and post-training tests were administered to evaluate progress in the trainees' level of understanding. In the first round of training, only 12 of the 15 participants took both the pre- and post-training tests as some of them joined the group after the start date. Their results showed a noticeable improvement (17.3%) in the level of understanding at the end of the session, which was delivered in two days, as shown in Table 1 above. In the second round, for various reasons only 16 of the 20 participants took both the pre- and post-training examinations. The results indicate that their level of awareness of disability issues improved by more than 20 per cent, which was an encouraging outcome. Finally, the participants committed to action plans to promote inclusion of persons with disabilities in TVET, which will be followed up by the ECDD when implementing other project activities in the Somali Region. Some of the commitments were to enroll young persons with disabilities in TVET colleges, to allocate a budget for capacity building, to modify inaccessible infrastructure, and to establish working relationships and partnerships with the BoLSA, DPOs and others.

► 5.3. Inclusive teaching methodology training

- Raising the awareness of instructors in TVET colleges is vital in addressing barriers to the inclusion of persons with disabilities in TVET. With this objective in mind, training was delivered to a total of 41 instructors (8 female and 33 male, of whom one with a physical impairment) from Jigjiga Polytechnic and Jigjiga Health Science College. As some of the participants had previously attended DIET days, they were already familiar with the concept, which made the session more interactive. In bringing about the desired change of including persons with disabilities in TVET, the trainees needed to be well versed in inclusive training methodology. The training was therefore contextualized to the basics of inclusive teaching methodologies and, before actual methods were discussed, basic concepts of inclusive TVET were introduced to broaden the trainees' understanding of inclusion.
- Major topics covered included:
- Common learning styles of trainees (kinesthetic, auditory and visual),
- Practical difficulties in an inclusive classroom and the different teaching methods to apply,
- How to create an inclusive classroom,
- The different disability categories and appropriate teaching methodologies.

As a result, the TVET instructors gained skills and knowledge of inclusive teaching methodology that can be practically implemented in their respective colleges when teaching young persons with disabilities.

Figure 2: Participants in inclusive methodology training from Jigjiga Polytechnic and Jigjiga Health Science College



► 5.4. Soft skills and employability training

The term soft skills (core skills) refer to a cluster of personal qualities, habits, attitudes and social graces that make someone a good employee and easy to work with. In building the capacities of TVET trainees, soft skills and employability training supplements training in hard (i.e. technical) skills. This training targeted IDPs with disabilities from the Qoloji IDP site. A total of 20 participants (4 female, 16 male) attended the course, exhibiting different types of impairment disaggregated as follows: 3 trainees with visual impairments, 4 with hearing impairments and 13 with physical impairments. In considering potential candidatures of IDPs with disabilities for TVET, the trainer covered the important soft skills of communication, leadership, creativity, and interpersonal professionalism. In addition, there were presentations on how trainees might also use these skills in their day-to-day activities.

Figure 3: IDPwD trainees attending soft skills and employability training



► 5.5. Capacity-building training

- Capacity-building training is way of equipping target groups with different skills for their empowerment and to mitigate skill gaps. The planned training was intended to address the capacity gaps of OPD members and rehabilitation service providers, in effect advocating for and promoting the inclusion of persons with disabilities in TVET and securing job opportunities with stakeholders. The training therefore aims to provide leadership skills so that the participants are empowered to influence and transfer their knowledge to their members. The training participants were members of DPOs from the Somali Region and workers from the Jigjiga Rehabilitation Service Center (JRSC). A total of 33 (7 female, 26 male) participants attended the training, of whom 5 had hearing impairments, 4 visual impairments, 1 an intellectual disability and 13 physical impairments).

In building the capacities of participants, the following topics were covered: concepts of leadership, foundations of effective leadership, leadership styles and communication in leadership, self-awareness, emotional intelligence, time management and team-building.

Figure 4: Capacity-building training participants from DPOs and the Jigjiga Rehabilitation Service Center



6. Assistive devices

Assistive devices are external devices designed and made or adapted to assist a person in performing a particular task. Many persons with disabilities depend on assistive devices to enable them to carry out daily activities and participate actively and productively in community life. Persons with disabilities facing mobility challenges need assistive devices to facilitate their movement. For the IDPwDs, access to centres where they can get assistive devices is very limited. In cooperation with the Bureau of Labour and Social Affairs (BoLSA) and the Jigjiga Rehabilitation Service Center, a professional team visited the site and screened IDPs with disabilities for assistive devices. As a result, 24 walking-aid users and 24 white-cane users were identified and the ECDD procured and distributed white canes, adjustable elbow crutches, sticks, wheelchairs, rough-rider three-wheelers and auxiliary crutches for 48 IDPs with disabilities at the Qoloji IDP Centre.

Figure 5: Assistive devices purchased for IDPs



7. Accessibility Audit

Accessibility means “enabling persons with disabilities to live independently and participate fully in all aspects of life on an equal basis with others” (UNCRPD Article 9). A disability accessibility audit is important for assessing the present situation and understanding to what extent a service or building is accessible for persons with disabilities. After an audit, it is possible to make modifications and plan programmes that are inclusive of all communities and visitors. This is one reason for undertaking an accessibility audit for every planned project and programme. Inclusive TVET is defined as a system that meets the needs of all learners, regardless of their social background, gender, level of achievement, ethnicity, disability, migration status and so on. The inclusion of persons with disabilities in TVET training is a legal and moral responsibility. In accessing TVET, persons with disabilities are hindered by a number of factors that exclude their enrolment. Removing barriers, making training centres accessible and providing reasonable accommodations will enable persons with disabilities to participate fully and learn alongside their non-disabled peers. Considering the existing challenges, the ECDD conducted accessibility audits of Jigjiga Polytechnic and Jigjiga Health Science College over four days, from 20 to 23 October 2020, employing a professional auditor. The two colleges have big compounds consisting of classrooms, laboratories, dormitories, workshops, offices and so on that provide services for trainees. The following audit report presents the findings of the audit assessment conducted and makes recommendations for further developments. The ECDD will also follow up the audit and provide technical support to ensure that the various recommendations are implemented.

► Physical accessibility audit of Jigjiga Polytechnic College



Access for vehicles and pedestrians

The College can be accessed either by bajaj (three-wheel vehicle) or taxi from any part of the city. The main gate to the college is 80 metres from the asphalted roadway, but there is no direction or sign board indicated the College entrance.

The gateway is very visible, with a sign above it and lettering in contrasting colours and font sizes. However, the gate has no lighting. It has two entrance ways, one for vehicles and one alongside it for pedestrians. The ground is on a slight incline.

The entrance for vehicles is 4.82m in width (with two hinged gates of equal size) and 2.70m in height.

The pedestrian access is normally open. It serves as the entrance and exit for the college community and for visitors. This door is 0.85m wide and 2.40m high. It has no lighting system.



► Recommendations:

- The College needs to erect a sign or direction indicator beside the roadway, in a visible position, of reasonable height and with clear lettering.
 - A lighting system should be installed above gate to light up the College sign in the hours of darkness.
 - The slight slope at the main entrance should be leveled.
 - At a public institution like Jigjiga Polytechnic College, there should always be both entrance and exit doors.
 - The entrance for pedestrians should be at least 1 metre in width.
 - Additionally, the gate needs to have a functioning lighting system.
-

Access to the remises

The surface of the courtyard is not level. There are no designated pathways to the buildings and service windows. Immediately beyond the entrance there is a sign board; this is not centrally located for all to see but stands away to the right. The surface of the courtyard is rough, with pieces of stones lying around. There is a car-parking area, but it is not signposted. Moreover, there are no designated car parking spaces for persons with disabilities.



► Recommendations:

- There needs to be a pathway, level and 1.50m in width, to make access easy for wheelchair users.
- The car parking areas should have clear signage in contrasting colours.
- For every 25 parking spaces there should be 1 space reserved for persons with disabilities, with a reserved parking sign at a height of 2.10m.



Access to the flag circle and sign board

The green flag circle area has an open access with a threshold 0.10m in height. The flag circle point is reached by two steps measuring 0.20m in height and with a tread width of 0.18m.

The sign board is between 0.15m and 3.00m in height. The font size is too small for clarity.



► Recommendations:

- The threshold needs to be removed and clearly signaled. Its height should not exceed 0.013m.
- Steps should ideally be replaced with ramps (5% gradient, with 0.90m upper and 0.70m lower hand rails extending 0.30m beyond the start and end points of the ramp); alternatively:
- The steps should not be more than 0.15m in height, with a tread width of no less than 0.35m.
- Signs and notices should always be accessibly positioned and clear, with a large font size used for the lettering.

Access to main building

The building is located directly facing the main gate. It has a ground floor and a first floor. The main entrance to the building has no clear signage.

There is an entrance ramp with a gradient of 16.8% (1.90m in length for a rise of 0.32m and 1.37m wide). The ramp has no handrail or kerb curb stones for protection. There is no colour-contrasted strip at the top of the ramp. Additionally, there is no signage indicating the availability of the ramp for wheelchair and crutch users.



The main entrance to the building is an open door, 2.15m high and 1m wide. Inside the building, there are no signage giving directions to the various services. A pillar stands in the free space at the centre of the wall of the building, acting as a barrier. The ground floor has two side corridors to the left and right. On the right-hand side of the ground floor, there is a ramp and steps leading to the offices and demonstration workshops.

The ramp giving access to these workshops and offices is well constructed and slip-resistant. It has a gradient of 20.7% (3.70m long for a rise of 0.75m and 1.45m wide). The ramp has no handrail, kerb stones or signage.



► Recommendations:

- There should always be clear, well-positioned signage in a bold font to give directions to visitors.
- All ramps must have a gradient of 5%.
- Ramps and stairs should always have handrails fixed at 0.90m and 0.70m from the ground.
- Additionally, the bottom and top of a ramp should have a coloured stripes indicating where the ramp begins and ends.
- Once the ramp is built and is ready for use, there should be signs indicating its availability.
- Signage and information boards should also be provided at the entrance to buildings.
- The pillar at the centre of the entrance area should be shielded (boxed or railed in) to a height of 0.45m.
- The ramp at the entrance to the right-hand corridor needs to be constructed with a gradient of 5% (for a rise of 0.75m, the ramp will have to be at least 15m in length). It should be 0.90m in width, with handrails at heights of 0.70m and 0.90m from the ground.



Access to the corridor rooms

The passageway is dark and poorly lit. The corridor to the garment workshops and offices is 1.20m wide and is not free from obstructions. The signage for the workshops and offices are not clearly visible or well-positioned and the lettering is too small.

The doors are 2.10m high and 0.82m wide. The handles and locks are at a height of 1.10m and do not function properly. They are not appropriate for persons with disabilities.

Inside the room, the chairs are made of plastic and have no cushions. The sitting position is 0.42m from the ground. The sewing-machine table height is 0.75m. The lighting in the garment workshops and offices is functional. The supervisor's table in Room 16 is at a height of 0.66m from the ground.

Access to the garment workshop



The room is centrally located at the end of the corridor. It has double doors, each 1.02m in width. The height of the chairs is 0.42m, while that of the sewing-machine tables is 0.75m. The lighting is functional. The supervisor's table is 0.66m in height, with space for the user's knees.

The open shelving is 1.50m in height, and there is a greenboard located at a height of 2.21m. Along this corridor, there are 13 rooms of the same size and design.

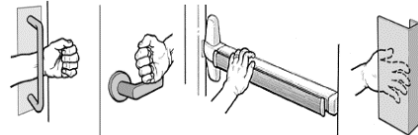


► Recommendations:

- The corridor needs to be well lit and should have a minimum width of 1.50m.
- Signage should be affixed in different locations along the corridor; it should be clearly visible and in a reasonable font size.
- The door handles should not be more than 0.80m from the ground.
- The door handles should be functional and easy to manage with a force of less than 2kg.
- The height of chairs should be at least 0.45m; that of tables no more than 0.70m.
- The shelf heights should not be more than 1.20m.
- The upper limit for greenboards should not exceed 1.5m.

Access to the Technology Transfer Case Team Office (Room no. 22)

The signs are not located in the right places or at the right height. The door to the Office is 0.82m wide and 2.10m high, with the handle 1.10m from the ground. Inside the room, the desks and guest chairs are not well organized. The light switch is situated at a height of 1.50m and is functioning properly. The chair seats are 0.42m high. The Agricultural Sector Office, the Hotel and Tourism Sector Office and the Water Supplies and Sanitary Department Office are structurally the same as the Technology Transfer Case Team Office.



► Recommendations:

- The signage on the office doors needs to be more visible and in a reasonable font size.
- Door handles should not be more than 0.80m from the ground.
- Guest chairs and tables should be placed appropriately so that persons with disabilities are not faced with obstructions when accessing the offices.
- Light switches should not be more than 1.20m above ground level.
- Trainees' chairs should not be more than 0.45cm in height; tabletops should not be more than 0.70cm from the ground.
- The above points apply to all the workshops and offices located in the building.

Access to the 2nd-floor rooms and services

The corridor is accessed via a staircase with five steps, not with a ramp as on the other side. The steps have a tread width of 0.30m and a height of 0.14m, with no handrails or kerb stones. The corridor has no functional lighting system and as a result is rather dark.



Access to the Driving-License Service Room

Although the room is situated under the building to the left of the corridor, the students have been accessing the service from the outside via the window. This window has no clear signage or proper access. The pathway to it has a kerb on the side away from the building, 0.19 m in height, designed to retain a garden area. The pathway is not entirely level. The service window is 1.35m above the ground.



► Recommendations:

- The curb needs to be modified to accommodate an access ramp with a 5% gradient, or it should be levelled.
- The corridor needs to have a better lighting system.
- The pathway to the service window needs to be levelled and should be at least 1.50m in width.
- The height of the service window should not be more than 0.70m above ground level. There should be appropriate signage and information in the upper part of the window.

Access to the first floor

The first floor is accessed by two staircases of 19 steps, which are 0.20m in height and have a tread width of 0.30m. The stairs have handrails with a height of 0.80m on either side. The handrails measure 0.10m by 0.04m and are rectangular in shape. The staircases are circular and the tread width of each step varies from 0.34m to 0.50m.



The first-floor corridors are level and made of slip-resistant materials. The signage is inadequate. The corridors leading to the various rooms are 1.85m in width.



► Recommendations:

- The stairs need to have handrails with the lower and upper rails fixed at heights of 0.90m and 0.70m respectively. The handrails also need to be extended by at least 0.30m. The rails should be 'C'-shaped for easy of handling.
- The stair measurements should be uniform.
- The first-floor signage should be clear and easily visible, and in an appropriate font size.

Access to the Electronics Workshop (first floor)

The access way to the workshop is firm and level, 1.85m in width, but lacking clear signage. The door is 1.42m wide and 2.07m high. This is a double door and the handle is located at a height of 1.07m. The chair seats are 0.43m high and the tabletops 0.73m from the ground. The greenboard is located on the wall between 0.87m and 2.07m above floor level. The light switch is located at a height of 1.50m and functions well. The shelves are located at the height of 2.10m.



The first-floor rooms on the other side of the building have not been well maintained and most of the doors and chairs are broken.

► Recommendations:

- The signage above the workshop door needs to be more visible and in a reasonable font size.
 - The height of trainees' chairs should not be more than 0.45m; tabletops should be not less than 0.70m above floor level.
 - Shelves should not be fixed more than 1.20m above floor level.
 - The upper edge of the greenboard should not be more than 1.5m above floor level.
 - The light switch should not be more than 1.20m above floor level.
-

Access to the Administrative Office building



The paths to the office building are not sufficiently level and are not adequately signposted. The grassy area to the left of the main access to the administrative building has open-air seating and chairs with a height of 0.42m. The walkway through the green area is 1.10m in width with no kerbs or handrails.

Access to the main Administrative Office

There are no signs indicating the way to the Administrative Office. Immediately in front of the entrance there is a gully, which is 0.16m deep and 0.30m wide. There are three steps up to the office building varying in height from 0.15m to 0.20m and with tread widths of between 0.28m and 0.29m.



Administrative Office entrance

The office lacks adequate signage. The door is 0.71m wide and 2.07m high. The handle is located at a height of 1.25m. The notice board is located at a height of between 1.50m and 2.07m.

The access ways inside the building are 1.80m wide and are inadequately lit. The walkways have no kerbs or handrails. The building has no stripes at the edges of the pathways to guide people with visual impairments.





► Recommendations:

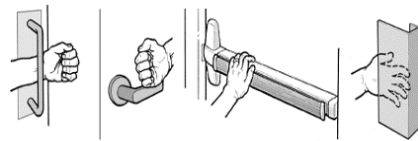
- The route leading to the building needs to be leveled and equipped with all the necessary features and stripes for guiding persons with visual impairments using white canes.
- The office also needs to have clear and visible signage at a certain distance indicating its location.
- The pathway crossing the grassy area should be levelled and constructed to be 1.50m in width and with kerbs 0.10m in height.
- Ramps are advisable wherever there are stairs, with handrails fixed at heights of 0.70m and 0.90m.
- There should be coloured stripes at the top and bottom of a ramp to indicate where the ramp begins and ends.
- Once the ramp is built and ready for use, there should signage along the pathways indicating its availability.
- The chairs and benches for visitors/participants should be not more than 0.45m in height; tabletops should be at least 0.70m above ground level.
- Gulleys must be properly covered and bridged by a pathway at least 0.90m in width.
- The steps should not be more than 0.15m in height, with a tread width of at least 0.35m.
- The staircase should have handrails fixed at heights of 0.70m and 0.90m.
- The door should be at least 0.80m in width and 2.10m high.
- Door handles should not be more than 0.80m above floor level.
- Messages on notice boards should be posted in a large-size, bold font and preferably in contrasting colours.

Access to the Dean's Office reception area

The room is not accessible, with no visible signage directing people to the office. The door is 1.92m high and 0.80m wide, with the handle at 1.10m from floor level. The room is not well-lit. The switch is located at a height of 1.34m and is not working at present. The floor is covered with a slip-resistant mat.

► Recommendations:

- The door should have a minimum width of 0.80m and a minimum height of 2.10m.
- The door handle should not be more than 0.80m above the ground. Ideally, the handle should be 'C'-shaped.
- The room must have a functional lighting system and the light switch should be at a height of 1.20m.



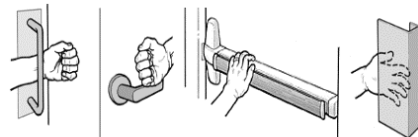
Access to the Dean's Office

The entrance door is 0.84m wide and 2.00m high, with the handle 1.00m above floor level. Inside the room, the lights function well, with the switch located at a height of 1.38m. The tables are 0.77 m. in height and the guest chairs (0.45m) are cushioned.



► Recommendations:

- The door should be at least 2.10m high.
- The door handle should not be more than 0.80m above floor level.
- The light switch should be located at a height of 1.20m.
- The guest chairs should be no more than 0.45m in height and the tabletops at least 0.70cm above ground level.



Access to the Record Room

The room has no clear signage. It has double doors, one 0.86m in width, the other 0.90m, giving a total width of 1.76m. The door handle is located at a height of 0.94m. The service counter for visitors is 0.75m in height.

► Recommendations:

- The counter height should not be more than 0.70cm above ground level.

Access to the Finance Office

Jigjiga Polytechnic College Finance Office is located at on right-hand side of the compound, reached by passing through the car parking area and a grassy area approximately 100m from the gate. The door has no signage above it. The double doors are 1.62m in width (0.81m for each door). There is a threshold 0.02m in height. The room is light enough, but the lighting system is not functioning well. The switch is situated at the height of 1.30m. The manager's table and chair are 0.76m and 0.42m from the floor respectively.



► Recommendations:

- There needs to be a sign above the office door, clearly visible and in large lettering.
- The threshold below the door needs to be removed or be clearly indicated. In any case, it should be not more than 0.013m in height.
- The light switch should be at a height of 1.20m.
- The guest chair should not be more than 0.45cm in height and the tabletop no less than 0.70cm above floor level.



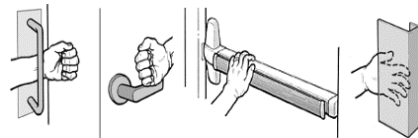
Access to the Outcome Base Training Office



The Outcome Base Training Office room has no clear exterior signage. The door, which is 0.73m wide and 2.00m high, has a 0.05m-high threshold. The room is well enough lit and has a functional lighting system. The light switch is located at a height of 1.30m. The door handle is located at a height of 1.17m above floor level. The guest chairs are 0.43m in height, the tabletop 0.73m above the ground.

► Recommendations:

- The door should be a minimum of 0.80m wide and 2.10m high.
- The door handle should not be more than 0.80m above floor level. Ideally, it should be 'C'-shaped.
- The light switch button should be located at a height of 1.20m.
- The guest chair should not be more than 0.45cm high, the tabletop not less than 0.70cm above floor level.



Access to the Meeting Hall

The Meeting Hall has no visible signage to direct participants and visitors. The door is 1.00m wide and 2.03m high. The door handle is not currently functional. The Hall light is working properly and the switch is located at a height of 1.45m. The participants' chairs are made of plastic, with the seats 0.42m clear of the floor.

The Hall has a stage for facilitators, with two steps up to it. The steps are 0.22m in height with a tread width of 0.26m; there is no handrail. The top of the meeting facilitator's table is 0.72m above floor level, while the height of the chair is 0.45m.

► Recommendations:

- There needs to be a clearly visible sign above the door, with reasonably sized lettering.
- The door should be at least 2.10m in height.
- The door handle should be located at a height of 0.80m.
- The light switch should be located at a height of 1.20m.
- The meeting facilitator and participants' tables should not be more than 0.70m high, according to the standard.



Access to the Human Resources Office

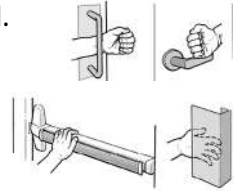
The office is not clearly signposted. The door to the secretary's room is 0.84m wide and 1.97m high. The light switch is located at a height of 1.20m, but the room is not well lit. The door handle is located at a height of 1.07m above floor level.

The door to the office of the HR chief is 0.82m wide and 2.00m high, with the handle located 1.07m above floor level. The chairs are cushioned and the seats are 0.42m in height. The tabletops are 0.73m in height. The room is well lit and has a working lighting system. The light switch is located at a height of 1.20m.



► Recommendations:

- The door should be at least 0.80m wide and 2.10m high.
- The door handle should not be more than 0.80m above ground level. Ideally, it should be 'C'-shaped.
- The guest chair and table should not be more than 0.45cm and 0.70cm high respectively.
- The office needs to be well-lit at all times.



Pathways leading to workshops and various offices

Most of the pathways are not well laid out for visitors and students with disabilities: they are not level and lack clear signage.



► Recommendations:

- Pathways and access routes are a major concern. They should enable persons with disabilities to participate in all aspects of the institution's programmes and activities. Well-designed routes and pathways should be at least 1.50m in width for pedestrians and 4.00m wide for vehicles. There should be speed limit signs and traffic-calming measures on all roadways.
- Pedestrian pathways should have a guideline down the centre and 0.15-metre kerb stones or handrails 0.70m and 0.90m in height on either side.
- Pathways should have clear signage indicating the different workshops and meeting venues.

Access to the Wood Workshop

The entrance is obstructed by various materials and other items. The ramp to the workshop has no signage and no handrail or kerbing for protection on either side. The ramp has a gradient of 11% (2.44m long for a rise of 0.26m) and is 4.14m in width.

There is a sliding door (with a space 0.07m wide and 0.03m high at ground level), which is 3.58m wide and 2.82m in height.

Inside the workshop itself, there are no clear signage or instructions.



Access to the Metal Workshop and classroom

The route to the metal workshop is not well planned and has no clear directions or signage. Although signs are displayed beside the path, they are not in the right places. The metal workshop has two sections: one for lectures and classes, the other for production/demonstration purposes.

The workshop entrance has a ramp with a gradient of 17.5% (1.60m long for a rise of 0.28m, with a width of 0.36m width). The ramp has no handrail, kerbs or signage.



The lecture room is well organized and safety procedures are visibly displayed on the walls and machinery.



The entrance to the **production/demonstration workshop** is not well designed. The ramp has a gradient of 13% (2.60m long for a rise of 0.35m) and is 1.70m in width. It has no handrail or signage. The door is 3.00m wide and 2.70m high.



► Recommendations:

- Obstructions in front of the entrance should be removed and the area thoroughly cleaned.
- Ramps should have gradients of 5% (this means lengths of 5.2m for the wood workshop, 5.6m for the metal workshop and 7m for the metal workshop's production section). Furthermore:
- The ramps should have handrails fixed at heights of 0.70m and 0.90m from the ground.
- The top and bottom of each ramp should be marked with a coloured stripe to indicate where it begins and ends.
- There should be a sign by the pathways or near the entrances indicating the availability of a ramp.
- Thresholds should be removed. Alternatively they should not exceed 0.013m in height and be clearly indicated.
- Since the workshop has machinery and materials that could cause accidents, instructions and security information should be clearly displayed in a large lettering.
- The routes to the workshops should be well designed and laid out: it is crucial to provide clear information and directions. Pathways should be level and 1.50m in width.

Access to the Cafeterias

The cafeterias have no clear signage indicating the way to the service departments. Similarly, there are no clear directions for getting to the cafeterias. The cafeteria located behind the Administrative Office is accessed by four steps of between 0.13m and 0.22m in height and with a tread width of 0.22m. This cafeteria has double doors, each 0.85m wide and 1.90m high. The interior of the the cafeteria is not well lit. During the audit, we found that there was no lighting system or light switch installed in the room. There are four pillars inside the cafeteria with no protective covering. The hatch through which food is passed and related counter is 1.20m above floor level. There are no instructions for students on how to receive service.



The other cafeteria, near the main gate, has plastic chairs with a seating height of 0.43m and tables with a height of 0.70m.



► Recommendations:

- The cafeterias should have clear signage above the entrance in a reasonable font size.
- There should be also level and clearly signposted pathways leading to the cafeterias.
- The steps up to the cafeteria behind the Administrative Office should be of uniform height (0.15m) and tread width (0.35cm) and there should be handrails fixed at heights of 0.70m and 0.90m.
- The doors should be at least 2.10m high.
- The pillars of the cafeteria behind the Administrative Office should be shielded with protective material to a height of 0.45m.
- The hatch through which food is passed and counter should be at a height of 0.70m.
- The seating of the chairs should be 0.45m above ground level.

Access to the Electronics Section and the Automotive Engineering Centre

The route to the Automotive Engineering Centre is obstructed and the grass is not cut. At the entrance there is a gully bridged with metal plates 0.50m in width and with spaces of 0.04m between each row. The Centre is not signposted. There are two steps at the entrance, 0.13m high and with a tread width of 0.37m. There is a double door, 2.00m wide and 2.06m in height.

Inside the building, there is no clear signage providing information and guidance. There is an open walkway, 1.60m in width, but without kerbing or handrails for protection. The floor is covered with non-slip materials. The door to the Water Technology Facility is 0.83m wide and 2.10m high, with a handle located 1.10m above floor level.

The Electronics Section is accessed by four steps, 0.16 high and with a tread width of 0.30m. This stairway has no handrail. Inside, the corridor is obstructed by tables, water tanks and boxes left lying around.



► Recommendations:

- All obstructions should be removed and the area thoroughly cleaned.
- The gulleys should be covered with appropriate materials.
- The Centre needs to be properly signposted and a sign erected beside the Centre at a reasonable height and in large lettering.
- Stairs should be replaced with ramps (5% gradient and with handrails at heights of 0.70m upper and 0.90m extending 0.30m beyond the start and end points of the ramps).
- Steps should not exceed 0.15m in height and their tread widths should not be less than 0.35m.
- Each step should be marked with a horizontal stripe, or the steps should be constructed in bright ceramic colours.
- The door should at least 0.80m wide and 2.10m in height.
- Door hands should not be more than 0.80m above floor level.



Access to the College Registrar's Office

The Registrar's Office is not adequately signposted. The pathway leading to the Office is not level or well designed. There is a gulley at the entrance, which is accessed by a flight of five steps. The gulley, 0.25m deep and 0.39m wide, is not covered over. The steps are 0.19m high with tread widths of between 0.29m and 0.30m. There are no handrails. The door is 0.78m wide and 2.00m high, with a handle located at a height of 1.00m. Inside the office, the counter is 0.73m high and there is a chair with the seat 0.42m in height.

The service window for students is at a height of 1.85m above ground level. However, to access this window you have to negotiate a gulley which is 0.29m deep and 0.48m wide. The pathway is not level. Moreover, the window is not signposted.



► Recommendations:

- As always, clear signage is needed, suitably positioned and in bold lettering.
- The stairs should ideally be replaced by a ramp, with handrails at heights of 0.70m and 0.90m.
- Steps should not exceed 0.15m in height, with tread widths of no less than 0.35m.
- The door should be at least 0.80m wide and 2.10m high.
- The door handle should not be more than 0.80m above floor level.
- The service window should not be more than 0.70m above ground level. There should be clear signage and information in the upper part the window.
- Chair heights should be not more than 0.45m.

Access to the Library

Although it is located beside the Registrar's Office, the Library is not signposted. There is a gully in front of the building and steps up to the entrance. The gully is 0.25m deep and 0.57m wide, and is bridged by a metal plate 0.04m in width. There are two steps, 0.13m high with a tread width of 0.21m.

The chair and table heights are 0.43m and 0.72m respectively. The chairs are not cushioned. There are shelves at heights of between 0.50m and 2.00m. The library building has no smoke detector or fire extinguisher.



► Recommendations:

- Clear signage in bold lettering is required, as always.
 - Gulleys should be covered over with appropriate materials.
 - Chair and table heights should be not more than 0.45cm and 0.70cm respectively. We would recommend that the chairs be cushioned.
 - Bookshelves should be functional, located at heights of between 0.45m and 1.20m above floor level.
 - The building should be equipped with a smoke detector and a fire extinguisher.
-

Access to the Information and Communication Technology (ICT) Room

The path to the ICT room is not well laid out, nor is it level. The entrance door is 0.80m wide and 2.00m high, with a handle/lock at a height of 1.10m. The room is well lit, with a functional lighting system. The switch is located at a height of 1.50m above floor level. The tables are 0.70m high. The height of the reception desk is 1.50m; there is no space underneath for wheelchair-users' knees.



► Recommendations:

- Pathways leading to workshops must be level.
- The door should be at least 0.80m wide and 2.10m high.
- The door handle should not be more than 0.80m from the ground.
- The light switch should not be more than 1.20m above floor level.
- The reception desk should be between 0.70m and 0.90m in height, with space underneath to a height of between 0.40m and 0.65m.

Access to the Pastoralists' Dormitory

The dormitory was built with the intention of providing technical skills training for refugees from neighbouring Somalia. The route to the dormitory is not well laid out. There is no signage indicating the dormitory and its various services.



The hand washbasin is not functional. The basin stands at a height of 0.82m and is 0.84m wide (i.e. the distance to the water pipes/outlets). There is no space underneath for wheelchair-users' knees.

The rooms are all of the same size and design. The building is accessed by a ramp with a gradient of 16% (2.30m long for a rise of 0.37m) and is 1.44m in width. The ramp has no handrail or kerbing on either side. Moreover, there is no signage indicating the availability of the ramp. The width of the open walkway leading to the rooms is 1.30m. The doors to the dormitories are 0.80m wide and 2.00m high, with handles 1.00m above floor level. The toilets are located at a distance of less than 20m from each dormitory. They have no signage and are not kept clean. The toilet doors are 0.59cm wide and 1.97m high. The locks do not work properly. The cubicles measure 1.70m by 3.18m. The toilet seats, 0.45m above floor level, are designed for persons with disabilities. The washbasins are 0.77m off the ground.



► Recommendations:

- The pathways leading to the dormitory need to be levelled.
- There should be clear signage in bold lettering.
- The hand-washing facility needs to be at a reasonable height of between 0.60m and 0.80m above ground level.
- The washbasin should be working properly at all times; there should be space under the basin to a height of between 0.40m and 0.65m.
- The ramp should have a gradient of 5% (it needs to be 7.4m in length for a rise of 0.37m), a width of at least 0.90m and handrails at heights of 0.70m and 0.90m.
- Since there is a ramp, there should be a sign indicating its availability along the pathway or by the gate.



Access to the General Dormitory

This dormitory is located on the left-hand side of the complex, 200m from the main gate. The route to the dormitory is not signposted. The pathway is not properly designed or laid out.

As you approach the building, there is a gulley 0.47m deep and 0.34m wide. This gulley is bridged by metal plates 0.47m wide, with spaces/gaps of 0.20m between each row. This is hazardous for persons with disabilities or impairments.

The ground floor rooms and services are accessed by a flight of five steps, which are 0.18m high and have a tread width of 0.30m. There is no handrail on either side. The walkway around the building is 2.15m in width.



Access to the ground-floor dormitory rooms

The doors are not painted and carry no signage. The doors are uniform in size: 0.83m wide and 2.06m high, with handles/locks at a height of 1.10m. Many of the locks were not functional at the time of our audit. Since the windows are painted over in different colours, the rooms are well enough lit. The light switches are located at a height of 1.40m above floor level. The beds range in height from 0.36m to 0.70m and in width from 0.65m to 1.94m.



Access to the 1st-floor dormitory rooms



The first floor has its own staircase of 30 steps. These range from 0.10m to 0.15m in height and from 0.24m to 0.28m in tread width. There is a handrail at a height of 0.90m but it is inadequate.

The first floor lacks signage. There is a 2.30m-wide corridor connecting the rooms, which are of the same design and construction as those on the ground floor: the doors are 0.83m wide and 2.06m high with locks/handles 1.10m above floor level.

► Recommendations:

- Clear signage in bold lettering is required, as always.
- The gulleys must be covered over with appropriate materials.
- The corridors should be free from obstructions.
- The steps to the ground floor should ideally be replaced by a ramp. In any case, there should be handrails located at heights of 0.70m and 0.90m.
- The steps should not be more than 0.15m height and the tread widths should not be less than 0.35m.
- If there are more than six steps, a landing should be constructed after every six steps to allow those using them to get their breath back..
- The open walkway around the building should have edging/kerbing 0.15m in height.
- Doors should be at least 0.80m wide and 2.10m high.
- Door handles should not be more than 0.80m above floor level. It should be possible to manage them with minimal force (less than 2kg).
- Light switches should not be more than 1.20m above ground level.
- Beds should be 0.45m off the ground, 0.70m wide and 2.10m in length.

Access to the toilet

The route to the toilet is not signposted, with no indication in the building itself of where it is located. The toilet is at an average distance of 60m from the dorm and the classroom/workshops.

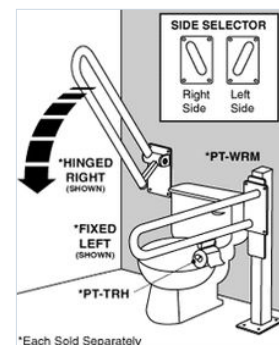
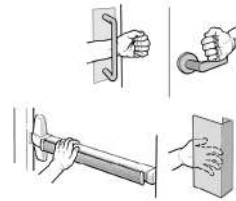
The toilet building is constructed of corrugated iron. Each cubicle is 1.40m in width. The toilet platforms (hole-in-the-ground type) are located at 0.20m from the rear wall and 0.90m from the entrance door. The doors have no locks on the inside.

The hand-wash facility is not functional at the moment. The tub is 0.56m high and 0.77m wide (the distance to the water delivery pipe). There is no space underneath to allow access for wheelchair users.



► Recommendations:

- The way to the toilets should always be clearly signposted.
- The pathway should be at least 1.50m wide with a handrail or kerbing to a height of 0.15m.
- The toilets should not be more than 40m from the dormitories.
- There should be signs in the building indicating the way to the toilets.
- The door should be at least 0.80m wide and 2.10m high.
- The door handles/locks should not be more than 0.80m above ground level and should be fully functional.
- The toilet cubicles should be a minimum of 2.10m by 1.50m and there should be a distance of 0.90m between the door and the toilet platform/seat to allow for freedom of movement.
- There should be grab bars at 0.90m on both sides of the toilet seat/platform.
- Additionally, there should be a space at least 0.90m in width between the door and the toilet seat/platform for manoeuvring a wheelchair.
- An alarm/emergency call system should be installed inside the toilet in a visible and accessible manner.
- The seat of the toilet should be at a height of 0.45m above floor level.
- There should be a washbasin, located at a height of 0.70m.
- There should be a space to a height of between 0.40m and 0.60m under the basin to accommodate a wheelchair-user's knees.



► Physical accessibility audit of Jigjiga Health Science College

Access for vehicles and pedestrians (main gate)

Ethiopian Somalia Regional State Jigjiga Health Science College (HSC) is 3km from the centre of Jigjiga. Though the local roads are not tarmacked, there is good access for vehicles.

The entrance gate is just 4.00m from the road. However, there is no signage on the approach to the College.

There is a sign in contrasting colours over the main gate, but it has no electric lighting. The gate has three entrance ways, but the left-hand entrance is not in use. The remaining two entrances are used by the college community: the central gate for the passage of vehicles, the entrance on the right for pedestrians. The area is not entirely level. The pedestrian entrance is 0.96m wide and 4.00m high. The main gate is 6.00m wide and 4.00m high.



► Recommendations:

- There needs to be clear signage on the main road leading to the college, starting from the city centre.
 - There should signage at a reasonable height and in clear lettering by the roadside on the approach to the College.
 - There needs to be a functional lighting system at the main entrance.
 - Both pedestrian entrances should be in use to avoid unnecessary crowding.
 - The surface at the entrance, for vehicles and pedestrians, needs to be leveled.
 - The pedestrian entrances should be at least 1.00m wide.
-

Access to the compound

Inside the gate, there is no signage or information for visitors and students. On the left, there is a notice board situated at a height of between 0.90m and 1.90m, but it provides no information. The access ways for pedestrians and vehicles are well designed and laid out.

The roadway for vehicles is 4.00m in width, but there are no speed bumps or safety instructions. To the left-hand side of the road, there is a car park, but no signage. The area has no designated car parking spaces for persons with disabilities.

The pedestrian pathway is level, 1.60m wide and has kerbing 0.06m in height for protection. However, on the right-hand side it is obstructed by overhanging trees and lamp posts. In some places the surface is cracked for various reasons. The direction indicator is poorly located. This sign (an arrow) is 0.50m wide and placed at a height of 1.47m.



► Recommendations:

- The complex needs to have clear and visible signage, providing information and giving directions.
- Signs with arrow-type direction indicators should be at least 2.10m above the ground for safety reasons.
- The vehicle route should have speed bumps and safety information (speed limit signs).
- The car parking area needs to have an appropriate sign .
- The pathway should be free of obstructions such as lamp posts and overhanging trees.
- The kerbing along the pathway should be 0.10m in height.
- The cracked areas needs to be leveled and repaired.



Access to the Habesha Cafeteria

The cafeteria is located near the main entrance, on the right-hand side. It is not signposted. The entrance to the cafeteria is uneven and the surface is not slip-resistant. The cafeteria is accessed by two steps, 0.08m and 0.10m in height, with a tread width of 0.40m. There is no handrail.

Access to the Somali Cafeteria

The cafeteria is not signposted. The paths leading to it are uneven. One pathway has two steps, 0.10m high with a tread width of 0.21m. The second pathway, also uneven, is 1.25m wide and has kerbing to a height of 0.15m. The cafeteria has no clear and visible signage. It is accessed by a flight of six steps ranging in height from 0.09m to 0.14m, with tread width of 0.26m. The door to the cafeteria is 1.50m wide and 2.10m high. The door handle is located at a height of 90cm. The doorway has a threshold 0.05m in height. Inside the cafeteria, the tables and chairs are made of plastic, measuring 0.73m and 0.42m above floor level respectively.



► Recommendations:

- Clear signage and direction indicators are needed, in bold lettering.
- The steps giving access to the cafeteria should have handrails at heights of 0.90m (upper handrail) and 0.70m (lower handrail), extending 0.30m beyond the start and end points of the steps.
- The paths should be made level.
- Ideally, stairs should be replaced by ramps (with 5% gradient and handrails at heights of 0.90m and 0.70m extending 0.30m beyond the start and end points of the ramps).
- Steps should not be more than 0.15m in height, with tread widths of no less than 0.35m.
- Each step should be marked with a horizontal stripe in a bright colour.
- The threshold at the entrance to the Somalia Cafeteria needs to be removed. Alternatively, its height should be reduced to a maximum of 0.013m.
- Chairs seats should be 0.45m above floor level, tabletops at a height of 0.70m.
- Door handles should not be more than 0.80m above floor level.



Access to the Female Dormitory

The Female Dormitory is located behind the Somalia Cafeteria. The pathway is uneven and not free of obstructions. It is 1.95m wide with kerbing 0.10m in height. There is no signage indicating the way to the dormitory building.



There are two means of access: a ramp and a flight of steps. The ramp has a gradient of 20% (4.00m long for a rise of 0.8m) and is 1.55m wide. The ramp has no handrail or kerbing. The stairway consists of five steps, each 0.16m high with a tread width of 0.28m.



Right in front of the ramp, there is a glazed panel. The door is 1.70m wide and 2.10m high. The door handle is 0.95m above ground level.

Inside the building, there is no signage or directions for visitors. There are corridors to left and right, 1.25m in width. Along each corridor there are 10 rooms, all constructed to the same design. The doors are 0.77m wide and 2.10m high, with handles 1.10m above floor level. The light switches are located at a height of 1.40m. The beds are 0.55m high, 1.82m long and 0.90m wide. The lockers are at heights of 0.45m and 2.40m from the floor. The rooms are naturally lit in daytime.



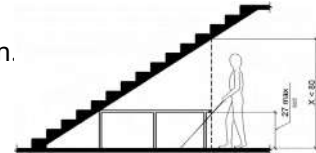
The first flight of steps to the first floor has 10 steps, the second nine steps. Beside the staircase is an empty space whose ceiling reduces in height from 2.60m to 0.50m. This space is not closed off or protected and could be a hazard for persons with disabilities when walking around. The stair has a handrail to the left-hand side, as a height of 0.80m. The steps are 0.15m high with a tread width of 0.32m. The staircase itself is 1.60m wide.



► Recommendations:

- The pathways should be leveled.
- The pathways should be surfaced with materials of the same type and design to minimize the confusion of pedestrians.
- There should be signage on the approach to the building.
- The ramp should have a gradient of 5% (16m long for a rise of 0.80m).
- The steps should not be more than 0.15m in height, with a tread width of not less than 0.35m.
- The stairs need at least to have handrails fixed at heights of 0.90m and 0.70m.
- Obstructions such as chairs and other obstacles should be cleared away (see photos).
- The areas at the bottom and top of the ramp must be free from anything that hinders the free movement of wheelchair users.

- ▶ The door handles should not be more than 0.80m above floor level.
- ▶ The doors should be at least 0.80m wide and 2.10m high.
- ▶ The height of beds should be between 0.45m and 0.50m, and 2.10m in length. The upper beds can be assigned to persons with hearing impairments.
- ▶ The light switches should be no more than 1.20m above floor level.
- ▶ The students' lockers should be in good working order and at a height of between 0.45m and 1.20m.
- ▶ Direction indicators should be positioned at a height of 2.10m.
- ▶ Stairways with more than six steps should have landings at six-step intervals.



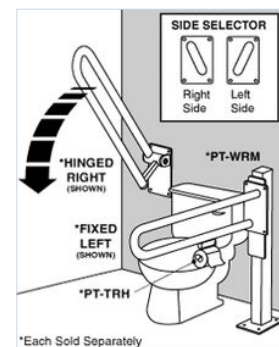
Access to the Female Toilets

The toilets designed for ladies are located close to the Female Dormitory building on the right-hand side. The toilets are separate from the main building (at a distance of 100m) to avoid the problem of bad odours in the dormitories. However, there is no proper pathway to the toilets and they are not signposted. The toilet cubicles are accessed by two steps of between 0.14m and 0.24m in height. The doors are all designed and constructed in the same way: 0.60m wide and 2.00m high with handles at a height of 1.00m. The handles/locks that are not broken are easy to manage. The cubicles measure 1.30m by 1.15m. The toilet platforms (hole-in-the-floor type) are 0.30m square, leaving a space of 0.70m to the front, 0.30m to the back and 0.40m or 0.45m on either side. There are no grab bars for support beside the toilet platforms.



► Recommendations:

- Toilets should not be more than 40m from the dormitory building.
- The way to the toilets should be signposted.
- A level pathway 1.50m wide should be constructed to reach the toilets.
- The steps should not be more than 0.15m in height with a tread width of no less than 0.35m.
- All steps should have handrails at heights of 0.90m and 0.70m.
- The doors should be at least 0.80m wide and 2.10m high.
- The door handles/locks should not be more than 0.80m from ground level and should be fully functional.
- The space inside the toilet cubicles should be at least 2.10m by 1.50m and there should be space to manoeuvre a wheelchair (0.90m) between the door and the toilet platform.
- There should be grab bars 0.90m above floor level on both sides of the platform.
- An alarm/emergency call system should be installed inside the toilet in a visible and accessible manner.
- The toilet seat should be 0.45m above floor level.
- There should be washbasins in the toilets, at a height of 0.70m.
- Underneath the washbasins, there should be space to a height of between 0.40m and 0.60m to accommodate the knees of wheelchair users.



Access to Male Dormitory 1

Male Dormitory 1 is located beside the tarmacked main road, to the right of the pedestrian entrance. This dormitory is not clearly signposted for visitors. It is accessed by two steps, 0.22m high with a tread width of 0.35m. There are no handrails or kerb stones. Additionally, to access the open walkway, it is necessary to cross a gulley 0.26m wide and 0.10cm deep. Beyond the gulley are two steps with a height of 0.27m.

The walkway is 1.35m wide; it has no kerbing or protection on the open side. The dormitory rooms are all the same: doors 0.70m wide and 2.02m high with handles/locks at a height of 1.00m. Inside the rooms, most of the lights are not functional and it is rather dark. Many of the lockers are broken. The beds are bunk beds, 0.55m high, 1.82m long and 0.90m wide. The lockers are positioned at heights of between 0.45m and 1.20m above floor level. The light switches are located at a height of 1.35m.



► Recommendations:

- Clear signage is required.
- The steps should be replaced by a ramp, or at least the existing steps should be equipped with handrails at heights of 0.90m and 0.70m.
- The steps should not be more than 0.15m high with tread widths of no less than 0.35m.
- In order to make the walkway along the building safe, we strongly recommend that it be fenced in with handrails or that kerb stones be installed to a height of 0.10m.
- The doors should be at least 0.80m wide and 2.10m high.
- The door handles should not be more than 0.80m from the ground.
- The dormitory rooms should be equipped with a functional lighting system.
- The students' lockers should be repaired and made functional.
- The beds should be between 45cm and 50cm high, and 2.10m in length. The upper bunks can be assigned to persons with hearing impairments.
- The light switches should not be more than 1.20m above floor level.

Access to Male Dormitory 2

Again, this dormitory is not clearly signposted and there is no designated route or pathway to it. The main entrance is accessed by a flight of three steps 0.14m high with tread widths of between 0.29m and 0.30m. There are no handrails. The steps are well constructed of non-slip materials. The double doors are 1.60m wide in total (0.80m each door) and 2.10m high. There is no proper door handle.



Inside the dormitory, there is no signage indicating the various rooms or the way to the toilets. The space to the left-hand side of the staircase is not adequately protected. Moreover, there is a standing pillar, 1.63m in height, in this entrance area.

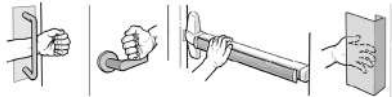
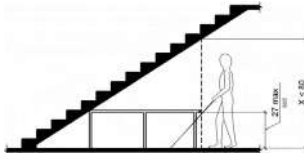
The dormitory rooms are all designed and built to the same standard. The corridors are 1.10m wide. The doors to the rooms are 0.80m wide and 2.10m high. Some of the handles and locks are broken. The signage is visible but not of good quality and easily erased. The door handles are located at a height of 1.10m. Most of the rooms are rather dark. However, there is a lighting system for each room and the switches are located at a height of 1.40m above floor level. The beds are bunk beds to make the best use of the available space. The lower and upper bunks are 0.50m and 1.35m high and 0.70m in width. There are no ladders or steps to access the upper bunks. There are lockers located at heights of between 0.70m and 2.70m.



Flights of 10 steps lead to the first floor. The steps have a tread width of 0.30m and are 0.15m high. These stairs have handrails at a height of 1.10m height on the left-hand side. Again on the left-hand side of the staircase, there is an empty space 3.00m wide and with a ceiling height of 1.50m, which is not closed off. There is a pillar in the centre of the corridor forming another obstruction.



► Recommendations:

- Clear, good-quality signage is required.
- A level path to the dormitory, 1.50 wide, should be constructed and well maintained.
- The steps should not be more than 0.15m in height with tread widths of no less than 0.35m.
- The stairs should at least be fitted with handrails at heights of 0.90m and 0.70m.
- The door should be fitted with handles no more than 0.80m in height that can be operated with a force of less than 2kg. 
- The light switches should be located no more than 1.20m from floor level.
- All the rooms need to be well lit.
- The beds should be between 0.45m and 0.50m in height and 2.10m in length.
- The students' lockers should be functional and located at heights of between 0.45m and 1.20m
- Directions indicators should be positioned at 2.10m above floor level.
- Staircases of more than six steps should have landings at six-step intervals. 
- The pillars in the centre the building floor should be boxed or railed in to a height of between 0.30m and 0.40m.

Access to the Male Toilets

The toilets are located between the two dormitory buildings. Again, there is no clear signage. Access to the toilets is down a flight of five steps 0,27m in height with tread widths of 0.15m. There are no handrails or kerb stones to make the steps safe. The door leading to the toilet corridors is 0.65m wide and 2.10m high. It is an open door.



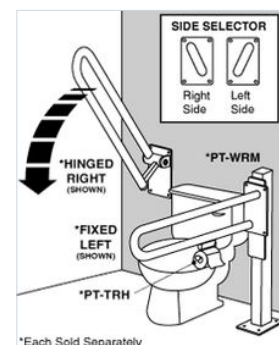
Inside the building, the second door giving access to the toilet cubicles is 0.62m wide and 2.06m high. The doorhandle/lock is located at a height of 1.17m. Each cubicle has the same design and structure and measures 1.30m by 0.92m. The toilets are of the hole-in-the-floor type, a platform in the floor with no seat or back support.



Opposite the cubicles is a basin for hand washing. It is 1.10m high and the distance to the water outlets is 0.54m. There is space underneath the basins to a height of 60cm.

► Recommendations:

- There needs to be clear signage, appropriately positioned and in bold lettering.
- The steps should be no more than 0.15m in height, with tread widths of not less than 0.35m.
- The flight of steps should have handrails fixed at heights of 0.90m and 0.70m.
- The door should be at least 0.80m wide and 2.10m high.
- The door handles should not be more than 0.80m above floor level. Ensure that they are functioning properly.
- The space inside the toilet cubicles should be a minimum of 2.10m by 1.50m. There should be room to manoeuvre, with a distance of 0.90m between the door and the toilet seat/platform.
- There should be grab bars at a height of 0.90m on either side of the toilet seat/platform.
- The toilet bowl should be at a height of 0.45m above floor level.
- There should be a washbasin at a height of 0.70m.
- A visible and accessible alarm/emergency call system should be installed in the toilet cubicles.
- The pillars in the central corridor should be boxed or railed in to a height of between 0.30m and 0.40m.



Access to the classrooms

All the classrooms are at ground level, each with the same structure and design. The classroom block is close to the main road, inside the college complex to the right of the access way. The open walkway giving access to the classrooms is cracked in places. The width of the walkway is 1.35m; it has no kerb stones. The notice board is located at a height of between 1.70m and 2.20m; the notices themselves are in too small a font. The classroom windows are at a height of 1.05m above ground level. The doors are 0.75m wide and 2.00m high, with handles at a height of 1.17m. The light switches are 1.37m above floor level; the lights are not working properly. The whiteboards are fixed at a height of between 1.30m and 2.20m.

The height of the seating is 0.40m; the chairs are not cushioned.



In front of the classroom block is a pathway, 2.00m wide, leading to an outdoor examination area. The pathway has no kerbing or handrails for protection and is not kept free of obstructions.



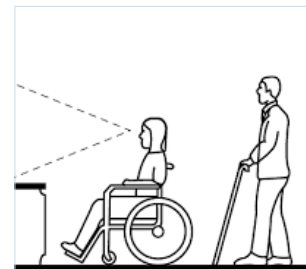
Access to the outdoor examination area



The examination area is accessed by steps ranging from 0.20m to 0.40m in height. The seating consists of long painted concrete blocks, between 0.20m and 0.30m in height, laid out horizontally on either side of a narrow passage way (0.78m). There is no designated path for accessing the area, which is surrounded by gulleys and steps.

► Recommendations:

- The classrooms should have clear and visible signage in a reasonable font size.
- The walkway for accessing the classrooms should be fitted with kerbing or a handrail for protection on the open side since there is a gully alongside it. This gully should be covered.
- The messages on the notice boards should be posted in large, bold lettering in contrasting colours.
- The door handles should not be more than 0.80m above ground level and it should be possible to operate them with a force no more than 2kg.
- The light switches should not be more than 1.20m above floor level. The lighting system must be repaired.
- The whiteboards should be fixed at a height of between 0.60m and 1.50m.
- The chair seats should be at a height of 0.45m and should be cushioned.
- The pathway should be fitted with kerbing 0.10m in height in places where it is difficult to install handrails; it should be kept free of obstructions.
- There needs to be a level, stable pathway giving access to the outdoor examination area.
- The pathway between the seats must be at least 0.90m wide, level and with a non-slip surface.



Access to the Library

There is no clear signage indicating the location of the library. The building is accessed by a flight of four steps 0.15m high and with tread widths of 0.32m. There is no handrail or kerbing. The double door is 1.46m wide (0.67m and 0.79m) and 2.06m high. The room is well lit, with the light switch at a height of 1.37m. The visitors' chairs have arm rests; the seats are 0.45m above floor level. The students' tables and chairs are 0.47m and 0.77m high respectively. The library computers used by students have no JAWS software. The room does not have a smoke detector or fire extinguisher.



► Recommendations:

- There needs to be clear signage in bold lettering signposting and advertising the library.
 - The steps should not be more than 0.15m in height, with a tread width of no less than 0.35m.
 - The steps should be fitted with handrails at heights of 0.90m and 0.70m.
 - The door should be at least 0.80m wide and 2.10m high.
 - The door handles should not be more than 0.80m above ground level. Please ensure that they functional and easy to operate.
 - The light switch should not be more than 1.20m above floor level. The room needs to be well lit.
 - The seats of the library chairs should be at a height of 0.45m; the tabletops no more than 0.70m above floor level.
 - The computers serving persons with disabilities should have JAWS software installed.
-

Access to the Meeting Hall

During the assessment, we discovered that the College does not have an adequately sized meeting hall. The existing meeting room is accessed via a flight of three steps 0.18m in height and with tread widths of 0.30m. There is a handrail on the right-hand side of the steps, 1.00m in height from the ground. The door is 0.75m wide and 1.90m high, with the handle/lock at a height of 1.17m. The light switch is 1.37m above floor level but the lights are not functioning properly. The meeting hall chairs (0.42m) and tables (0.73m) are made of plastic.

The good news is that a new hall, designed to meet all requirements and recommendations, is under construction.



► Recommendations:

- The route leading to the steps should be level and kept free from obstructions.
 - The steps should not be more than 0.15m high, with tread widths of no less than 0.35m.
 - The stairs should be fitted with handrails (at heights of 0.90m and 0.70m) on both sides. The handrails should extend at least 0.30m beyond the bottom and top of the steps.
 - The door handle should not be more than 0.80m off the ground; it should be possible to operate the handle with minimal force (no more than 2kg).
 - The light switch should be located at a height of 1.20m.
 - The seats of chairs should not be more than 0.45m above floor level, tabletops no more than 0.70m.
-

Access to the Medical Demonstration Centre

The Demonstration Centre is not clearly signposted. Moreover, the access route is not well laid out or level. The existing pathway is 1.50m wide. There are two steps (0.21m high, tread widths 0.32m) up to the open walkway giving access to the various rooms. There are no kerb stones or handrails to ensure safety.



The walkway is 1.70m wide, with no kerbing or handrail protection on the open side. Each demonstration room has a double door 0.93m wide and 2.00m high, with handles/locks 1.00m above ground level. The rooms are very well lit and have a functioning lighting system. The switches are located at a height of 1.20m. The safety signage, illustrations, instructions and procedures are inadequate. The chairs and tables (0.42m and 0.72m respectively) are made of plastic. The examination tables are adjustable, from 0.40m to 0.70m in height, and 2.00m long. The standing cabinets are 1.70m high. The storage cabinets for consumables and materials are 2.00m above floor level.



NB: During our audit, the Medical Demonstration Centre was being restructured and renovated.

► Recommendations:

- ▶ The Demonstration Centre needs to be clearly signposted.
- ▶ The access route needs to be leveled and better laid out for the guidance of persons with visual impairment using white canes.
- ▶ There should be a ramp (5% gradient, 0.90m wide, handrails at heights of 0.70m and 0.90m) for accessing the open walkway.
- ▶ The steps should be 0.15m high with a tread width of 0.35m, and there should be handrails at heights of 0.70m and 0.90m.
- ▶ For safety, the walkway should have a handrail or kerbing 0.10m high on the open side.
- ▶ The doors should be at least 0.80m wide and 2.10m high.
- ▶ The door handles should not be more than 0.80m in height and should be functional and easy to operate.
- ▶ Clear signs and safety procedures should be posted for visitors and participants.
- ▶ Chair-seat and tabletop heights should not be more than 0.45m and 0.70m respectively.
- ▶ The examination tables should be adjustable to the lower level of 0.40m and they should be at least 2.10m in length.
- ▶ The storage boxes should not be higher than 1.20m.

Access to the Registrar's Office

The Registrar's Office is located on the right-hand side of the complex, beside the main Administrative Office. It is not signposted. The Office has an open walkway 1.35m wide, with no kerbing. The Office door is 0.67m wide and 1.95m high, with the handle/lock at a height of 1.20m. The room is well lit, with a light switch 1.30m above floor level.

Since the students are obliged to come to a window to receive service, there are two service windows, at a height of 1.40m. These windows are not well designed and there is no signage over them.

► Recommendations:

- ▶ The walkway giving access to the Registrar's Office should have kerbing 0.10m in height or a handrail (rails at heights of 0.70m and 0.90m).
- ▶ The office door should be at least 0.80m wide and 2.10m high, with the handle no more than 0.80m above ground level. A force of no more than 2kg should be needed to operate the handle.
- ▶ The light switch should not be more than 1.20m above floor level.
- ▶ The service windows should not be more than 0.70m above ground level. There should be appropriate signs and information above each window.

Access to the Dean's Office

The Dean's Office is not clearly signposted for visitors. The access way is 3.10m wide and level, but the surface is not slip-resistant. The entrance is accessed by two steps (0.16 m high, tread width 0.30m), with no handrail on either side.

The interior corridor is 1.20m wide and poorly lit. The office door is 0.70m wide and 2.10m high, with the handle at a height of 1.10m. The office itself is very well lit and the floor is covered with non-slip mats. The guest chair (0.44m) is cushioned; the height of the table is 0.70m.



► Recommendations:

- The Dean's Office should be well signposted, starting from the main gate.
 - The surface of the access route should be of slip-resistant material.
 - The entrance should be accessible via a ramp (standard 5% gradient, 0.90m wide, handrails at heights of 0.70m and 0.90m).
 - The steps should be 0.15m high with a tread width of 0.35m and equipped with handrails at heights of 0.70m and 0.90m.
 - The corridor should be adequately lit
 - The door should be at least 0.80m wide and 2.10m high.
 - The door handle should be no more than 0.80m above floor level and should be fully functional.
 - The light switch should be located at a height of 1.20m.
-

Access to the Administrative Office

The route to the College's Administrative Office is well signposted, with an arrow sign 0.50m wide at a height of 1.50m. In front of the entrance there is a gulley bridged by a concrete slab 1.30m in width. Access is by two steps 0.13m in height with tread width of 0.30m. The offices all have the same architectural design and measurements.

Along the interior corridor, there is no clear or visible signage. The corridor is 1.30m wide. The office doors are 0.75m wide and 2.06m high, with handles placed at a height of 1.00m. The heights of the chairs and tables are 0.42m and 0.72m respectively.



► Recommendations:

- Signs need to be at a height of at least 2.10m above ground level.
 - A ramp should be provided for access to the building (5% standard gradient, 0.90m wide and with handrails at heights of 0.70m and 0.90m).
 - The steps should be 0.15m high with a tread width of 0.35m and there should be handrails at heights of 0.70m and 0.90m.
 - The office doors should be at least 0.80m wide and 2.10m high.
 - The chair and tables heights should be not more than 0.45cm and 0.70cm respectively.
-

8. Recommendations

- ▶ The inclusion of persons with disabilities requires the engagement of multiple stakeholders. The findings of this institutional review conducted in Jigjiga in the Somali Region indicate a need for comprehensive intervention. The purpose of our review is to make recommendations to promote the inclusion of persons with disabilities. Our report on the compounds of the two TVET colleges indicates a need for many modifications to ensure physical accessibility. In addition to the recommendation made in the audit report, there are also issues of attitudes and institutional policy/guidelines that need to be addressed:
- ▶ Raise the awareness of stakeholders (Government, NGOs and private companies) and their staff by providing extensive disability inclusion and awareness training (DIAT) and disability-inclusive employment training (DIET).
- ▶ Assess organizations' inclusion levels using a Disability Inclusion Scorecard (DISC) to evaluate current levels of inclusion and planned actions to compensate for deficiencies.
- ▶ Enhance the capacity of TVET personnel by providing training in inclusive TVET, inclusive teaching methodologies and so on.
- ▶ Empower young persons with disabilities by providing them with the soft-skills and employability training they need.
- ▶ Build the capacity of DPOs by providing them with technical and financial support.
- ▶ Establish strong partnerships and platforms involving DPOs, government offices, TVET colleges and private companies with a view to promoting the inclusion of persons with disabilities.
- ▶ Provide technical support to develop disability inclusion policy in government offices and TVET colleges. In addition, help service providers to devise inclusive data-collection tools to facilitate the collection of data disaggregated by disability type.
- ▶ Facilitate the access of young persons with disabilities to rehabilitation services and assistive devices.

Annex 1- Disability-inclusive assessment for private companies

DISABILITY INCLUSION ASSESSMENT FOR PRIVATE COMPANIES

DATE: _____

PLACE: _____

The purpose of the assessment is to determine:

1. The policies and practices of the company toward the inclusion of persons with disabilities
2. The current level of accessibility to employment for persons with disabilities
3. The level of disability knowledge, awareness and human capacities of company staff
4. The willingness, commitment and interest of the company management to foster the employment of persons with disabilities
5. The need for physical modifications to company premises in order to include persons with disabilities
6. Specific job descriptions and skills required of company employees

Name of organization: _____

General information: _____

1. Short description of organization: _____

2. Contact person (name, title): _____

3. Visiting address of HQ: _____

4. Mailing address: _____

Tel: _____

E-mail: _____

5. Number of staff: Male _____ Female: _____

Number of staff with disabilities: Male _____ , Female _____

Types of disabilities: _____

6. Type of production:

7. What do you think are the current **barriers** to the participation of persons with disabilities as **employees** of your company? (Tick all that apply)

- ☐ Persons with disabilities may not be able to do the work.
- ☐ The organization's premises and/or facilities are not accessible.
- ☐ Other staff would not like to work with staff members with disabilities.
- ☐ No budget to meet the costs of the disability adjustments that might be required.
- ☐ Clients would not like to relate to staff with disabilities.
- ☐ No candidates with disabilities have applied for a job.
- ☐ The organization's HR policy does not encourage the employment of persons with disabilities.
- ☐ Other barriers:

8. Does your company have partnerships with disabled persons' organizations (DPOs)?

- ☐ Yes
- ☐ No

If the reply is "No":

9. What do you think are the current **barriers** to the participation of DPOs as **partners** of your organization? (Tick all that apply)

- ☐ DPOs are not interested in our company.
- ☐ DPOs know little about the market.
- ☐ Company premises and/or facilities are not accessible.
- ☐ Company requirements do not involve persons with disabilities.
- ☐ No budget to meet the costs of disability adjustments that might be required.
- ☐ We know little about DPOs and their programmes.
- ☐ No DPOs have come forward to become partners.
- ☐ Company policy does not encourage partnerships with DPOs.
- ☐ Other barriers:

10. From a management point of view, what do you think are the prevailing attitudes of company staff towards persons with disabilities? (Tick all that apply)

- ☐ The company mandate does not include persons with disabilities.
- ☐ Persons with disabilities should be hired as employees.
- ☐ Persons with disabilities may not be able to work successfully as employees.
- ☐ Persons with disabilities may not be able to participate as employees because the organization's premises and/or facilities are not accessible.
- ☐ Some staff would not like to work with staff members with disabilities.
- ☐ It is too costly to pay for the disability adjustments that might be required.
- ☐ Clients would not like to relate to staff with disabilities.
- ☐ The company does not know how to include persons with disabilities.
- ☐ Most staff members have not thought about the issue.
- ☐ The company's production processes are not appropriate for persons with disabilities.
- ☐ Other attitudes: _____

11. What would be required to enable your company to **include** persons with disabilities in its production activities? (Tick all that apply)

- ☐ Policy commitment on the part of the Board of Directors
- ☐ Management commitment
- ☐ Training of personnel and identification of a focal person
- ☐ Awareness-raising in the company
- ☐ Identification of persons with disabilities in the job market
- ☐ Modification of production processes
- ☐ Modification of buildings and other facilities to make them accessible
- ☐ Technical support from disability-focused organizations
- ☐ All of the above
- ☐ Don't know
- ☐ Other: _____

12. What would be required to enable your company to **hire** staff with disabilities? (Tick all that apply)

- ☐ Policy commitment on the part of company management
- ☐ HR manager commitment
- ☐ Modification of recruitment / hiring procedures
- ☐ Modification of buildings and other facilities
- ☐ Adaptation of equipment and workstations

☐ Technical support from disability-focused organizations

☐ All the above

☐ Don't know

☐ Other: _____

13. What **support** would you require to enable your company to include persons with disabilities as members of staff? (Tick all that apply)

☐ Information on disability inclusiveness

☐ Information on how to practice inclusiveness

☐ Information on how to work with persons having different types of disabilities

☐ Guidance on the development of a disability-inclusive policy

☐ Guidance on the development of a diversity-inclusive HR policy

☐ Disability-awareness training for personnel

☐ Inclusive-development skills training for programme personnel

☐ Help in identifying persons with disabilities as potential employees

☐ Help in identifying persons with disabilities in the community

☐ Liaison with DPOs and disability-focused NGOs

☐ All the above

☐ Don't know

☐ Other: _____

14. Are company policies disability-inclusive?

☐ Yes

☐ In part

☐ No

☐ NA

15. Are employees and managers trained in disability and/or accessibility issues?

☐ Yes

☐ In part

☐ No

☐ NA

16. Are staff members trained to provide assistance and services in a non-discriminatory manner to persons with disabilities?

☐ Yes

☐ In part

☐ No

☐ NA

17. Is the company located less than 500m from a main road?

- ☐ Yes
- ☐ In part
- ☐ No
- ☐ NA

18. Is the access way stable, firm and slip-resistant?

- ☐ Yes
- ☐ In part
- ☐ No
- ☐ NA

19. Is the access route free of hazardous obstacles: tree roots, open drains, ditches, garbage, equipment, outward-opening windows and doors or overhanging obstructions?

- ☐ Yes
- ☐ In part
- ☐ No
- ☐ NA

20. If there are stairs at the main entrance, is there also a ramp or lift?

- ☐ Yes
- ☐ In part
- ☐ No
- ☐ NA

21. Are the accessible spaces closest to the accessible entrance?

- ☐ Yes
- ☐ In part
- ☐ No
- ☐ NA

22. If there are stairs inside a building, is there also a ramp or lift?

- ☐ Yes
- ☐ In part
- ☐ No
- ☐ NA

23. Is a lift provided as an alternative to the stairs/steps inside the building?

- ☐ Yes
- ☐ In part
- ☐ No
- ☐ NA

24. Does the lift door open wide enough for wheelchair-user access? ($\geq 80\text{cm}$ wide)

- ☐ Yes
- ☐ In part
- ☐ No
- ☐ NA

25. Are spaces for wheelchair seating distributed throughout the premises?

- ☐ Yes
- ☐ In part
- ☐ No
- ☐ NA

26. Is there adequate signage to guide persons with disabilities?

- ☐ Yes
- ☐ In part
- ☐ No
- ☐ NA

27. Is there at least one rest room (either one for each sex or unisex) that is fully accessible?

- ☐ Yes
- ☐ In part
- ☐ No
- ☐ NA

☐ Other observations: _____

Annex 2 - Capacity assessment checklist for government offices

General Information

1. Name of the government office: _____
2. Address: Zone _____ Woreda _____ Town _____ Kebele _____
3. Contact person: Name _____ Position _____
Tel. no. _____

a. Capacity

1. Do you have data for the total number of persons with disabilities in Fafen Zone and Jigjiga Woreda?
☐ Yes ☐ No
2. If so, how many? Please disaggregate by sex: _____
3. Are there disabled persons' organizations (DPOs) that have been formally recognized/registered by your office and whose work you monitor?
☐ Yes ☐ No
4. Do you ever work with disability-focused NGOs?
☐ Yes ☐ No
5. If so, please list areas of intervention?

S/N	Type of intervention	Number of interventions	Comments
1	Disability Inclusion Awareness Training (DIAT)		
2	Cash/food support to persons with disabilities		
3	Basic office materials support for DPOs		
4	Accessibility audits		
5	Inclusive income generating activities (IGAs)		
6	Assistive devices		
7	Others		

6. Do you have data-capture mechanisms disaggregated by disability type?
☐ Yes ☐ No

7. Have you any platforms/committees that follow-up DPOs? ☐yes ☐No

If yes, please describe how they work: _____

8. Do you face challenges in working with DPOs? ☐yes ☐No

9. If so, please list them: _____

10. What are objectives of your office in ensuring the inclusion of persons with disabilities in TVET programmes? _____

11. Type of programmes/services currently provided:

☐ Education

☐ Vocational skills training

☐ Income generation

☐ Microfinance

☐ Women's empowerment

☐ Agriculture

☐ Livelihoods/Employment

☐ Healthcare

☐ Family Planning/Reproductive Health

☐ HIV/AIDS

☐ Emergency relief

☐ Post-conflict rehabilitation

☐ Child sponsorship

☐ Integrated community development

☐ Water and sanitation

☐ Other: _____

12. Do office staff participate in disability awareness training?

☐ Yes

☐ No

If yes, please state when _____

b. Internally displaced persons with disabilities (IDPwDs)

1. Do you have data on the number of IDPwDs in your area? ☐yes ☐No

2. If yes, please indicate the number, disaggregated by sex and disability type?

Type of Impairment	Male	Female	Total	Remark
Physical				
Visual				
Hearing				
Intellectual				
Ex-leprosy				
Multiple				
Others				
Total				

3. Do you have an organizational strategy and plan for ensuring that persons with disabilities are included in government development programmes? ☐yes ☐No

4. What roles have you played so far to promote the economic and social wellbeing of IDPwDs? Please describe roles previously played: _____

5. What plans does your bureau have to ensure the enrolment of young persons with disabilities in TVET centres? _What should be done to promote the inclusion of IDPwDs in TVET programmes? _____

c. Persons with disabilities and TVET programmes

1. Has the BoLSA been intervening to promote the inclusion of trainees with disabilities in TVET centres? ☐yes ☐No

2. If yes, please list strategies/activities undertaken so far:

3. Has your office managed to undertake any interventions to promote TVET accessibility for trainees with disabilities? ☐yes ☐No

4. If yes, please list the major ones:

5. What do you think are the current barriers to the participation of persons with disabilities as trainers/trainees in TVET colleges? (Tick all that apply)

☐ Persons with disabilities do not want to participate in TVET.

☐ TVET premises and/or facilities are not accessible.

- ☐ There is no budget to meet the costs of the disability adjustments that might be required.
- ☐ TVET trainees would not like to relate to trainees with disabilities.
- ☐ TVET staff do not know how to work with persons with disabilities.
- ☐ TVET programmes are not appropriate for persons with disabilities.
- ☐ No persons with disabilities have asked to join TVET programmes.
- ☐ College policy does not encourage the involvement of persons with disabilities.
- ☐ Other barriers: _____

6. What support do you think is required to enable TVET and private companies to include persons with disabilities as trainees, trainers and employers? (Tick all that apply)

- ☐ Information on disability and development
- ☐ Information on how to practice inclusive development
- ☐ Information on how to work with persons having different types of disabilities
- ☐ Guidance on the development of a disability-inclusive policy
- ☐ Guidance on the development of a diversity-inclusive HR policy
- ☐ Disability awareness training for programme personnel
- ☐ Inclusive development skills training for programme personnel
- ☐ Field-level facilitation for inclusive development
- ☐ Help with the identification of persons with disabilities as potential employees
- ☐ Help with the identification of persons with disabilities in the community
- ☐ Liaison with DPOs and disability-focused NGOs
- ☐ All the above
- ☐ Don't know
- ☐ Other: _____

d. Any comments by respondent:

Any comments by interviewer:

Name of interviewer:

Name of respondent:

Organization:

Organization:

Position:

Position:

Signature:

Signature:

Date:

Date:

Annex 3 – Needs assessment tool for disabled persons’ organizations (DPOs)

Needs assessment of DPOs for systematic linkage with key stakeholders

DATE: _____

PLACE: _____

The purpose of the assessment is to:

1. understand how to manage partnerships with TVET institutions,
2. understand how to manage partnerships with private companies,
3. understand the structure of the population of IDPwDs who are members of DPOs,
4. understand the barriers and challenges faced by internally displaced persons with disabilities (IDPwDs).

Name of organization: _____

General information: _____

1. Short description of organization: _____

2. Contact person (name, title): _____

3. Visiting address of HQ: _____

4. Mailing address: _____

Tel: _____

E-mail: _____

5. Number of staff: Male _____ Female: _____

Number of staff with disabilities: Male _____ Female _____

6. Working in the following Regions:

- ☐ Addis Ababa
- ☐ Afar
- ☐ Amhara
- ☐ Benishangul Gumuz
- ☐ Dire Dawa
- ☐ Gambela
- ☐ Harari

☐ Oromiya

☐ Somali

☐ SNNPRS

☐ Tigray

7. Target groups:

☐ Persons with disabilities

☐ other: _____

8. Number of members/beneficiaries of the organization: Male____, Female____

9. Type of disabilities of the members/beneficiaries:

☐ Physical _____

☐ Visual _____

☐ Hearing _____

☐ Intellectual _____

☐ Multiple _____

10. Age group of the members/beneficiaries: _____ 19-40 years _____

11. Type of programmes/services currently provided:

☐ Education

☐ Vocational skills training

☐ Income generation

☐ Microfinance

☐ Women's empowerment

☐ Agriculture

☐ Livelihoods/Employment

☐ Healthcare

☐ Family planning/Reproductive health

☐ HIV/AIDS

☐ Emergency relief

☐ Post-conflict rehabilitation

☐ Child sponsorship

☐ Integrated community development

☐ Water and sanitation

☐ Other: _____

☐ Currently there are no programmes/services provided _____

12. What do you think are the current barriers to the participation of persons with disabilities as trainers/trainees in TVET colleges? (Tick all that apply)

☐ Persons with disabilities do not want to participate in TVET.

☐ The TVET premises and/or facilities are not accessible.

- ☐ There is no budget to meet the costs of the disability adjustments that might be required.
- ☐ TVET trainees would not want to relate to trainees with disabilities.
- ☐ TVET staff do not know how to work with persons with disabilities.
- ☐ TVET programmes are not appropriate for persons with disabilities.
- ☐ No persons with disabilities have asked to join TVET programmes.
- ☐ College policy does not encourage the involvement of persons with disabilities.
- ☐ Other barriers: _____

13. What do you think are the current **barriers** to the participation of persons with disabilities **employees of private companies** (Tick all that apply):

- ☐ Companies are not interested
- ☐ Companies know little about inclusiveness.
- ☐ Companies' premises and/or facilities are not accessible.
- ☐ Companies' production processes are not compatible with persons with disabilities.
- ☐ There is no budget to meet the costs of the disability adjustments that might be required.
- ☐ Company policy does not encourage partnerships with DPOs.
- ☐ Other barriers: _____

14. What do you believe is required in order to include persons with disabilities in companies or TVET programmes? (Tick all that apply)

- ☐ Greater knowledge and competence as regards disability inclusiveness on the part of TVET-centre and company staff
- ☐ Provision of briefings for all staff on disability awareness, disability policy and the inclusion of persons with disabilities
- ☐ Provision of training for all staff on how to practice inclusive development
- ☐ Provision of materials and tools on how to include persons with disabilities in development programmes and activities
- ☐ Invitations to local DPOs to facilitate training, provide consultation and share information on disability adjustments and accessibility
- ☐ Other: _____

b. Making TVET centres and companies inclusive

- ☐ Adopt a written policy on the inclusion of persons with disabilities in all programmes and activities.
- ☐ Adopt a disability action plan with goals and strategies for achieving inclusive development within and by the organization.
- ☐ Appoint a disability focal point person to promote, facilitate and monitor the implementation of the action plan within the organization.

- ☐ Collect data on the number of children, young persons and adults with disabilities participating in programme activities, and their types of disability.
- ☐ Target women and girls with disabilities as a strategy for achieving gender equity and disability-inclusive development.
- ☐ Target the programmes of specific organizations for the priority inclusion of persons with disabilities (education, HIV/AIDS, income generation, etc.).
- ☐ Incorporate the inclusion of persons with disabilities into programme monitoring and evaluation (progress, actions completed, number of persons with disabilities involved and/or served, achievement of objectives, etc.).
- ☐ Include DPOs as partners and/or hire DPOs as sub-contractors for staff training, programme implementation and other activities.
- ☐ Other: _____

c. Building relationships with TVET centres, companies and civil society organizations

- ☐ invite DPO leaders to visit the organization and its field programme.
- ☐ Include DPOs in the organization's meetings.
- ☐ Use DPO leaders and other resource persons with disabilities in staff training and capacity-building activities.
- ☐ Invite representative(s) of DPOs to serve on the organization's board, programme planning committees and review boards.
- ☐ Other: _____

15. What would be required to enable TVET centres and private companies to include persons with disabilities (Tick all that apply)

- ☐ Policy commitment on the part of the Board of Directors
- ☐ Management commitment
- ☐ Training of personnel
- ☐ Awareness-raising in the community
- ☐ Identification of persons with disabilities in the community
- ☐ Modification of TVET activities/ company production processes
- ☐ Modification of buildings and other facilities to make them accessible
- ☐ Technical support from disability-focused organizations
- ☐ All of the above
- ☐ Don't know
- ☐ Other: _____

16. 16. What would be required to encourage TVET centres and private companies to hire staff members with disabilities? (Tick all that apply)

- ☐ Policy commitment on the part of the organization's management
- ☐ HR manager commitment
- ☐ Modification of recruitment/hiring procedures
- ☐ Modification of buildings and other facilities
- ☐ Adaptation of equipment, workstations, etc.
- ☐ Technical support from disability-focused organizations
- ☐ All of the above
- ☐ Don't know
- ☐ Other: _____

17. What support do you think TVET centres and private companies require to include persons with disabilities as trainees, trainers and employers? (Tick all that apply)

- ☐ Information on disability and development
- ☐ Information on how to practice inclusive development
- ☐ Information on how to work with persons having different types of disabilities
- ☐ Guidance on the development of a disability-inclusive policy
- ☐ Guidance on the development of a diversity-inclusive HR policy
- ☐ Disability awareness training for programme personnel
- ☐ Inclusive development skills training for programme personnel
- ☐ Field-level facilitation for inclusive development
- ☐ Help with the identification of persons with disabilities as potential employees
- ☐ Help with the identification of persons with disabilities in the community
- ☐ Liaison with DPOs and disability-focused NGOs
- ☐ All of the above
- ☐ Don't know
- ☐ Other: _____

18. Do you have partnerships with TVET colleges?

- ☐ Yes
- ☐ No
- ☐ If the reply is "no": Why do you think you have no partnerships with TVET colleges? _____

19. Do you have partnerships with private companies?

☐ Yes

☐ No

☐ If the reply is "no": Why do you think you have no partnerships with private companies? _____

20. What do you think is it required to link IDPwDs with TVET centres and private companies? _____

21. Providing awareness to both IDP community and IDPWD on the welfare and participation for the issues of disability. _____

Annex 4 - Disability inclusion assessment for TVET colleges

Disability inclusion assessment for TVET colleges

DATE: _____

PLACE: _____

The purpose of the assessment is to:

1. The TVET courses available at the college
2. The current level of accessibility for persons with disabilities
3. The level of disability knowledge, awareness and human capacities of TVET staff at various levels
4. Specific possibilities for the inclusion of IDPwDs in the training provided
5. The willingness, commitment and interest of college management to foster such inclusion
6. The policies and practices of the college towards the inclusion of IDPwDs
7. The need for physical modifications to the college in order to include persons with disabilities

Name of the college:

1. Contact person (name, title): _____

2. Visiting address: _____

3. Mailing address: _____

Tel: _____

E-mail: _____

4. Number of staff: Male _____ Female: _____

Number of staff with disabilities: Male _____ Female _____

5. Students

☐ Number of trainees: Male _____, Female _____

☐ Number of trainees with disabilities: Male _____, Female _____

☐ Type of disabilities (if any): _____

6. What kind of support do persons with disabilities receive in the college? _____

7. Does the college have a focal person in charge of inclusiveness?
 - ☐ Yes
 - ☐ No
 - ☐ Age group of trainees: _____
8. Type of TVET currently provided: _____
9. Is your curriculum disability-inclusive or accessible for trainees with disabilities?
 - ☐ Yes
 - ☐ No
10. What do you think are the current barriers to the participation of persons with disabilities as trainees in your college? (Tick all that apply)
 - ☐ Persons with disabilities may not be able to do the TVET.
 - ☐ College premises and/or facilities are not accessible.
 - ☐ Other trainees would not like to train with trainees with disabilities.
 - ☐ No budget to meet the costs of disability adjustments that might be required.
 - ☐ No candidates with disabilities have enrolled for the TVET.
 - ☐ College policy does not encourage the training of persons with disabilities.
 - ☐ Other barriers: _____
11. If you ticked "**No candidates with disabilities have enrolled for the TVET**", what do you think are the reasons for this?
 - ☐ Persons with disabilities do not want to participate in our TVET.
 - ☐ Persons with disabilities are not able to participate in our TVET.
 - ☐ The building and the workshop do not allow for the inclusion of persons with disabilities.
 - ☐ Lack of information among persons with disabilities concerning the possibility of enrolling in our college.
 - ☐ Other reasons: _____

12. Does the college have partnerships with organizations for disabled people (DPOs)?
 - ☐ Yes
 - ☐ No

If your reply to the question is “No”:

13. What do you think are the current barriers to the participation of DPOs as partners of your college? (Tick all that apply)

- ☐ DPOs are not interested in our TVET.
- ☐ DPOs know little about TVET.
- ☐ No budget to meet the costs of the disability adjustments that might be required.
- ☐ We know little about DPOs and their programmes.
- ☐ No DPOs have come forward to become partners.
- ☐ College policy does not encourage partnerships with DPOs.
- ☐ Other barriers: _____

14. From a management point of view, what do you think are the prevailing attitudes of college staff towards persons with disabilities? (Tick all that apply)

- ☐ The college mandate does not include persons with disabilities.
- ☐ Persons with disabilities deserve the same chances as other people, therefore they should be included in our TVET.
- ☐ Persons with disabilities should be hired as trainers.
- ☐ Persons with disabilities may not be able to work successfully as trainers.
- ☐ Persons with disabilities may not be able to participate as trainees/ trainers due to their condition.
- ☐ Persons with disabilities may not be able to participate as trainees/trainers because the college premises and/or facilities are not accessible.
- ☐ Some trainees would not like to work with trainees with disabilities.
- ☐ It is too costly to pay for the disability adjustments that might be required.
- ☐ The college does not know how to include persons with disabilities.
- ☐ Most staff members have not thought about the issue.
- ☐ The TVET we deliver is not appropriate for persons with disabilities.
- ☐ Other attitudes: _____

15. What would be required to enable your college to include persons with disabilities in its training courses? (Tick all that apply)

- ☐ Policy commitment on the part of management
- ☐ Management commitment
- ☐ Training of personnel
- ☐ Awareness-raising in the college
- ☐ Identification of persons with disabilities in the community able to participate

- ☐ Modification of the TVET
- ☐ Modification of buildings and other facilities to make them accessible
- ☐ Technical support from disability organizations
- ☐ All of the above
- ☐ Don't know
- ☐ Other: _____

16. What would be required to enable your college to hire staff with disabilities?
(Tick all that apply)

- ☐ Policy commitment on the part of management
- ☐ HR Manager commitment
- ☐ Modification of recruitment / hiring procedures
- ☐ Modification of buildings and other facilities
- ☐ Adaptation of equipment and workstations
- ☐ Technical support from disability organizations
- ☐ All the above
- ☐ Don't know
- ☐ Other: _____

17. What **support** would you require to enable your college to include persons with disabilities in its TVET courses and as members of staff? (Tick all that apply)

- ☐ Information on disability inclusiveness
- ☐ Information on how to practice inclusive education
- ☐ Information on how to work with persons having different types of disabilities
- ☐ Information on how to teach persons having different types of disabilities
- ☐ Guidance on the development of a disability-inclusive policy
- ☐ Guidance on the development of a diversity-inclusive HR policy
- ☐ Disability-awareness training for college personnel
- ☐ Inclusive development-skills training for college personnel
- ☐ Help with the identification of persons with disabilities as potential trainees
- ☐ Help with the identification of persons with disabilities in the community
- ☐ Liaison with DPOs
- ☐ All the above
- ☐ Don't know
- ☐ Other: _____

18. Are college governance and student-enrolment policies disability-inclusive?

☐ Yes

☐ In part

☐ No

☐ NA

19. Are staff members trained in disability and/or accessibility issues?

☐ Yes

☐ In part

☐ No

☐ NA

20. Are staff members trained to provide assistance and services in a non-discriminatory manner to persons with disabilities?

☐ Yes

☐ In part

☐ No

☐ NA

21. Do staff members know how to provide information in alternative formats?

☐ Yes

☐ In part

☐ No

☐ NA

22. Is the college located no more than 500m from a main road?

☐ Yes

☐ In part

☐ No

☐ NA

23. Is the access way stable, firm and slip-resistant?

☐ Yes

☐ In part

☐ No

☐ NA

24. Is the access way free of hazardous obstacles: tree roots, open drains, ditches, garbage, equipment, outward-opening windows and doors, overhanging obstructions?

☐ Yes

☐ In part

☐ No

☐ NA

25. If there are stairs at the main entrance, is there also a ramp or lift?

☐ Yes

☐ In part

☐ No

☐ NA

26. Are the accessible spaces closest to the accessible entrance?

☐ Yes

☐ In part

☐ No

☐ NA

27. If there are stairs inside a building, is there also a ramp or lift?

☐ Yes

☐ In part

☐ No

☐ NA

28. Is a lift provided as an alternative to the stairs/steps inside the building?

☐ Yes

☐ In part

☐ No

☐ NA

29. Does the lift door open wide enough for wheelchair-user access? (≥ 80 cm wide)

☐ Yes

☐ In part

☐ No

☐ NA

30. Are spaces for wheelchair seating distributed throughout the premises?

☐ Yes

☐ In part

☐ No

☐ NA

31. Is there enough signage to guide people?

☐ Yes

☐ In part

☐ No

☐ NA

32. Is there at least one rest room (either one for each sex or unisex) that is fully accessible?

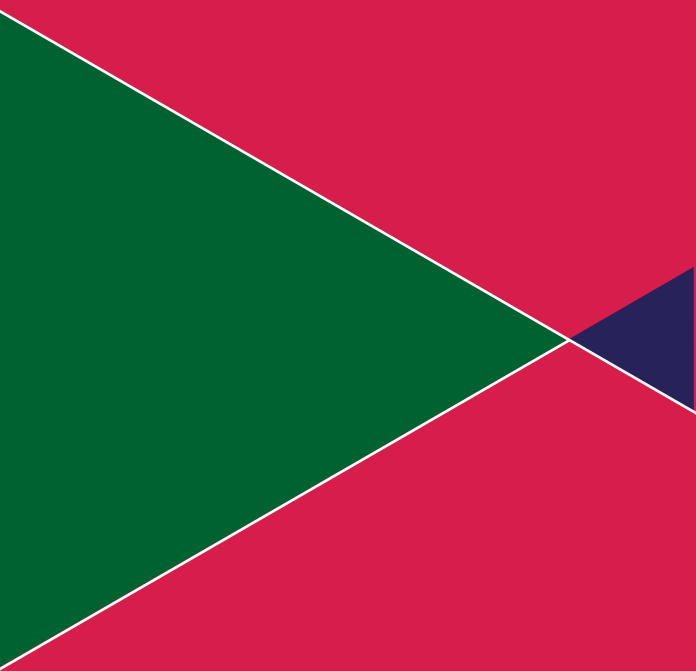
☐ Yes

☐ In part

☐ No

☐ NA

Other observations: _____



ISBN: 9789220379967



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