

Disability Readiness Assessment

DIAGNOSTIC TOOLKIT



DISABILITY READINESS ASSESSMENT AND DIAGNOSTIC TOOLKIT

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FOREWORD

The journey toward an inclusive society begins with intentional design, informed action, and a shared commitment to equity. For too long, persons with disabilities in Nigeria have faced systemic exclusion, not due to a lack of ability, but due to gaps in access, policy implementation, and inclusive planning. Yet, the potential for transformation lies within our collective capacity to shift how we think, plan, and build.

The *Disability Inclusion Toolkit* is a practical response to this need. It is not merely a publication; it is a call to action. It brings together the voices, experiences, and insights of people with disabilities and other key stakeholders to provide clear, actionable guidance for making systems, services, and environments more inclusive. From legislative compliance to workplace adaptations, from accessibility audits to inclusive education and service delivery, this toolkit equips users with the tools to move from intention to impact.

Importantly, this resource emerges at a time when the imperative for inclusion is no longer optional. As Nigeria continues to domesticate the principles of the *United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)* and the *Discrimination Against Persons with Disabilities (Prohibition) Act*, we must ensure that policies are not only enacted but also implemented and felt in the daily lives of those they aim to protect.

The strength of this toolkit lies in its usability. Whether you are a government official, educator, healthcare provider, employer, civil society actor, or development partner, this document offers practical frameworks and adaptable tools to guide your inclusion journey. It serves as a bridge between policy and practice, intention and implementation.

We must also recognize that true inclusion goes beyond infrastructure, it is cultural, systemic, and sustained. It starts with leadership but must be carried forward through every sector and every institution. This toolkit is designed to help you do just that embed disability inclusion as a standard, not an exception.

Let this be the moment we stop planning for persons with disabilities, and start planning with them. Inclusion is not charity, it is a right. And with this toolkit in hand, we are better prepared to honour that right through meaningful, and measurable action.

Mr. Muiyiwa Timothy Afolayan

Chairman, Advisory Council

Deaf-in-Tech

PREFACE

As the Founder of Deaf in Tech, it is both a personal and professional milestone to contribute to the development of this Disability Inclusion Toolkit. This resource emerges from a lived reality. One where persons with disabilities, especially within the technology and innovation sectors, are often excluded not by their impairments but by environments that are not designed with them in mind.

Technology has the power to bridge divides, yet without intentional inclusion, it can just as easily widen them. At Deaf in Tech, we believe that inclusion must begin with awareness, but it must go further to action, accountability, and transformation. This toolkit was created to help stakeholders at every level do just that: take practical, informed steps toward building systems, workplaces, and communities that actively welcome and support persons with disabilities.

This resource is not just for disability advocates or policymakers; it is for anyone, from developers and business leaders to educators and community organisers, who is ready to shift from tokenism to true inclusion. It offers practical strategies, contextual insights, and real-world examples to help you remove barriers and centre accessibility as a core value.

Importantly, this toolkit also reflects the voices and experiences of people with disabilities themselves. It affirms our belief that disability inclusion is not charity, it is justice. It is not about fixing people, it is about fixing systems.

My hope is that you will use this toolkit not only to make changes in your own work but to inspire others to reimagine what inclusive futures can look like. Because when we design for the margins, we end up creating better systems for everyone.

Dr. Arowolo Ayoola

Founder, Deaf in Tech

ACKNOWLEDGEMENTS

The development of the *Disability Inclusion Toolkit* is the outcome of a shared vision and collaborative effort among individuals, organizations, and institutions committed to advancing disability rights and fostering inclusive development in Nigeria.

We are deeply grateful to our primary donor, the **MacArthur Foundation**, whose generous financial support and belief in inclusive governance laid the groundwork for this initiative. Your continued commitment to social justice and systemic change is invaluable.

Our heartfelt appreciation goes to the **Joint National Association of Persons with Disabilities (JONAPWD)** for their leadership, advocacy, and strategic support throughout the life-cycle of this project. Your role in shaping policy discourse and representing the interests of persons with disabilities has been central to this work.

We extend special thanks to **Dr. Arowolo Ayoola**, Founder of Deaf-in-Tech and Executive Director at Data-Lead Africa, for his visionary leadership and commitment to bridging systemic gaps in disability inclusion, particularly within the technology and policy space. His direction and advocacy have been instrumental in conceptualizing and steering this toolkit from ideation to implementation.

We gratefully acknowledge the dedicated efforts of **Sefunmi Oluwole**, Partnership Coordinator at Data-Lead Africa, whose expertise was critical in conceptualizing the research, developing the grant proposal, and coordinating stakeholder engagement and data collection across sectors.

We also thank **Victor Oricha**, Programmes Manager at Deaf-in-Tech, for his effective coordination of data collection specific to the disability cluster, ensuring inclusive representation of the diverse disability communities in Nigeria. Special recognition is due to **Mr. Isaac Joshua**, who led the data analysis and report writing. His role in drafting and structuring the toolkit was vital to its quality and practicality.

We are sincerely thankful to the wide range of institutions, development partners, civil society organizations, private sector actors, and individuals who participated in the validation and co-creation of the toolkit. Your constructive feedback and commitment to cross-sectoral inclusion significantly enriched the toolkit's relevance and utility.

Key stakeholders engaged in the review and validation process include:

- **Abubakar Mumbu Idris, Disability Advocate**
- **Abuja Association for the Deaf**
- **CBM Global Disability & Inclusion**
- **CBM International**
- **Cedar Seed Foundation**
- **Digital Bridge Institute (DBI)**
- **Inclusive Friends Association (IFA)**
- **Inclusive Skills Development Initiative (ISDI)**
- **Layer 3**
- **National Association for the Blind (NAB)**
- **National Commission for Persons with Disabilities (NCPWD)**
- **Nigerian National Association for the Deaf (NNAD)**
- **Office of the Senior Special Assistant to the President on Special Needs and Equal**

Opportunities

- **Theophilus Odaudu, Disability Inclusion Advocate**
- **Ventures Park**
- **Women and Girls in Albinism**

We also recognize the vital perspectives shared by participants during the *Disability Inclusion Toolkit Validation Workshop*. Their lived experiences and professional insights contributed significantly to ensuring that the final resource reflects the realities, needs, and aspirations of persons with disabilities.

Finally, we express our appreciation to the **Communications and Publishing Department** at Data-Lead Africa for their creativity, design expertise, and attention to accessibility standards. Your work ensured that this toolkit is both visually engaging and functionally inclusive.

This toolkit stands as a testament to what can be achieved when policy, practice, and lived experience converge in the service of inclusive development. We hope it will serve as a practical and transformative tool across sectors in Nigeria and beyond.



INTRODUCTION

Data-Lead Africa, having led the Deaf-in-Tech project since August 2022, has observed a significant gap in employment opportunities for Persons with Disabilities (PwDs), despite Nigeria's 5% employment quota policy for disability inclusion. While legal frameworks exist to promote accessibility and inclusion, implementation remains weak, particularly in employment, education, healthcare, transportation, and social services. Many organisations, both public and private, lack the readiness and structured policies to effectively integrate Persons with Disabilities into their operations.

To bridge this gap, we initiated the disability inclusion toolkit to address sector-specific challenges, institutional gaps, and opportunities for strengthening disability inclusion efforts across employment, healthcare, education, transportation, and security services as well as provide stakeholders including government agencies, private sector organizations, civil society, and service providers with adequate up to date information on adaptive and inclusive practices on reasonable accommodation for Persons with disabilities towards preparing and ensuring that they can implement inclusive practices.

All stakeholders need to increase their efforts to advance the Sustainable Development Goals (SDGS) recognising that disability inclusion is an essential part of the solution. This toolkit seeks to guide inclusion practices in Nigeria and ensure that Persons with Disability (PwDs) can fully participate in social and economic life.

The objectives of the toolkit are to:

1. Guide for creating or revising policies that promote accessibility, equity, and inclusion across institutions.
2. Strengthen the ability of institutions to implement inclusive practices through training, assessments, and resources.

3. Equip staff with knowledge and skills for engaging and supporting persons with disabilities.
4. Encourage active participation of persons with disabilities in planning, decision-making, and implementation.
5. Educate stakeholders about disability rights, barriers, and inclusive practices.
6. Reduce stigma and discrimination through information and positive representation.
7. Monitor and evaluate inclusion efforts, compliance and transformations across institutions.

1.1 Who is this toolkit for?

This Disability Inclusion Toolkit is designed for a wide range of stakeholders who play a role in shaping inclusive environments, policies, services, and systems across various sectors of society. It serves as a practical guide for anyone committed to advancing the rights, participation, and well-being of persons with disabilities in Nigeria and beyond.

Specifically, this toolkit is intended for:

- Government Ministries, Departments, and Agencies (MDAs): To support the design and implementation of inclusive policies, programs, and infrastructure that uphold the rights of persons with disabilities.
- Civil Society Organisations (CSOs) and Non-Governmental Organizations (NGOs): To build capacity for disability-inclusive development and ensure meaningful participation of persons with disabilities in community initiatives.
- Organizations of Persons with Disabilities (OPDs): To strengthen advocacy, representation, and collaboration efforts across sectors.
- Private Sector and Employers: To guide the creation of accessible workplaces, inclusive recruitment practices, and equal opportunities for employees with disabilities.
- Education and Training Institutions: To promote inclusive learning environments, accessible curriculum delivery, and equitable participation of learners with disabilities.

- Health and Social Service Providers: To improve access to disability-sensitive and inclusive healthcare and support services.
- Technology and Innovation Hubs: To integrate accessibility and inclusive design into digital tools, platforms, and products.
- Development Partners and Donors: To align programmatic investments with disability rights frameworks and inclusive best practices.
- Media and Communication Professionals: To promote positive and accurate representations of persons with disabilities and raise awareness about disability inclusion.
- Security Experts and Agencies: To foster a safe and emergency pathway.
- Community Leaders and Advocates: To champion inclusive attitudes, eliminate stigma, and foster accessible community participation.

Whether you are a policymaker, practitioner, advocate, this toolkit is a resource to help you understand your role in advancing disability inclusion—and to equip you with the knowledge and tools to take action.



1.2 How to use this toolkit?

Thoroughly read through the toolkit to understand all the components and how you can implement inclusive activities and practices. Once you fully understand the toolkit and the procedures, begin introducing your toolkit to the Human Resources in your designated organisation to walk through the many different sections of the toolkit with other staff/personnel who would be most relevant to their work and areas of priority.

1.2.1 For Employer and Business Owners

GOALS:

- Consider how you can increase accessibility in your business/organization
- Use materials and activities included in the kit to help elevate the voices of those with disabilities in your organization.
- Identify ways in which you can further support programs and transformation for inclusion.
- Improve hiring practices to capture the needs of Persons with disabilities (PWDs).

1.2.2 For Education and Training Institutions

GOALS:

- Promote disability awareness and anti-discrimination education among students, faculty, and staff.
- Encourage inclusive student organizations, peer support groups, and leadership opportunities for students with disabilities.
- Train educators on inclusive pedagogy and differentiated instruction techniques.
- Encourage the use of Universal Design for Learning (UDL) to accommodate diverse learning needs.
- Ensure timely provision of accommodations such as extra time for tests, alternative formats, or sign language interpreters.
- Provide accessible digital learning tools and platforms (e.g., screen readers, captioned videos, sign language interpretation, and alternative text).

- Develop or update institutional policies that protect the rights of students and staff with disabilities.

1.2.3 For Healthcare and Social Service Providers

GOALS:

- Ensure signage, forms, and information are available in accessible formats such as Braille, large print, audio, and plain language.
- Ensure availability and affordability of mobility aids, hearing devices, visual aids, and other assistive technologies.
- Provide support services such as rehabilitation, mental health care, peer support, and community-based care models.
- Create mechanisms for user feedback and complaint resolution that are accessible and responsive

1.2.4 For Transport providers and Manufacturers

GOALS:

- Ensure all transit facilities—bus stops, train stations, airports, terminals—are equipped with ramps, tactile pathways, elevators, and accessible signage.
- Install auditory and visual announcements for people with sensory disabilities.
- Improve vehicle design with low-floor entry, wheelchair ramps or lifts, priority seating, visual and audio alerts, and securement systems for mobility devices.
- Provide regular training for drivers, conductors, and customer service staff on disability etiquette, communication techniques (e.g., basic sign language), and how to assist passengers with diverse needs respectfully and safely.
- Align vehicle design and transport services with national disability laws, building codes, and accessibility standards.

1.2.5 For Legal firms and Security Agencies

GOALS:

- Provide legal services that are accessible in terms of language, format, communication support, and physical access.
- Ensure legal documents and court procedures are available in accessible formats (e.g., Braille, large print, audio, sign language interpretation).
- Ensure that security officers treat persons with disabilities with dignity, respect, and fairness during arrests, investigations, and public interactions.
- Avoid the use of force or inappropriate assumptions based on disability (e.g., mistaking a communication barrier for non-compliance).
- Expand the availability of disability-aware legal aid services.
- Prioritize the representation of persons with disabilities in cases of abuse, discrimination, or rights violations.

1.3 Inclusive Guidelines

1.3.1 Language

Intentional and thoughtful language is essential to fostering inclusivity and a genuine sense of belonging within organizations and across society. The way we speak about disability—and about persons with disabilities—not only shapes individual experiences but also influences broader societal attitudes and perceptions.

Inclusive language affirms the dignity, rights, and humanity of persons with disabilities. It helps dismantle stereotypes, challenge stigma, and promote respect in every interaction. Conversely, careless or outdated language can reinforce exclusion, discrimination, and marginalisation.

To support this, the United Nations has developed clear language guidelines under the United Nations Disability Inclusion Strategy (UNDIS). These recommendations serve as a global benchmark for respectful communication and are intended to guide governments, institutions, and communities toward more inclusive, rights-based practices.

The Purpose of inclusive language is to:

- To provide you with specific ways people can replace or alter their language

to be more inclusive.

- To present essential key truths you should understand regarding inclusion of persons with disabilities.
- To set clear guidelines of what inclusion is and what it is not in current and future plans and programs.

1.3.2 Important Definitions

Inclusion:

The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded, such as those who have disabilities and members of other minority groups. Additionally, inclusion ensures that all individuals are valued and respected in the society.

The term 'integration' should not be used interchangeably with inclusion, as 'integration' refers to making a person adapt to or fit in society versus society adapting for the person.

- **Ableism:**

A misguided and biased understanding of disability that leads to the assumption that the lives of persons with disabilities are less valuable than those without. Ableism can take many forms including harmful language.

- **People-first Language:**

It is the most widely accepted language for referring to persons with disabilities. People-first language emphasizes the person, not the disability, by placing a reference to the person or group before the reference to the disability. (Ex: children with autism, Person with visual impairment).

It's important to note that many people with disabilities prefer disability first language. For example, some prefer to say, "autistic person" versus "person with autism". The best method to discussing a disability is to ask the person with a disability which they prefer.

1.4 Inclusive Replacements

The language we use matters—it shapes perceptions, reinforces values, and influ-

ences how people are treated in society. When it comes to disability, language can either foster inclusion and dignity or reinforce harmful stereotypes and exclusion. Imagine the emotional burden of constantly having to explain why certain words or phrases are offensive or dismissive. For many people with disabilities, this is a daily reality.

Disability is a natural part of human diversity. Globally, over 1 billion people live with some form of disability, and many more will experience temporary or permanent disability at some point in their lives. Increasingly, people with disabilities are embracing their identities with pride and are advocating for recognition, rights, and representation, not pity or stigma.

Using outdated or negative language undermines this progress. Terms that portray persons with disabilities as objects of charity, helplessness, or tragedy fail to reflect their capabilities, resilience, and contributions to society. Recent global movements—including the growing adoption of the social model of disability, which places responsibility on society to remove barriers—emphasise that disability is not the problem; inaccessible environments, attitudes, and systems are.

Respectful, person-first (e.g., “person with a disability”) or identity-first (e.g., “Deaf person”) language—depending on individual preference—acknowledges the full humanity of individuals. It’s not just about words; it’s about affirming dignity, promoting equality, and building a more inclusive world.

Do Not Use	Use Instead	Why is making this change important?
Disabled/handicapped in relation to accommodations <i>For example: “a handicapped bathroom stall”</i>	Accessible <i>For example: “an accessible bathroom stall”</i>	Anyone could benefit from accommodations throughout society. They are not solely meant for people with disabilities; however, they are necessary to create an inclusive community
Handicapped/differently abled/cripple/victim/poor/unfortunate/special needs	Disability	Many of these terms insinuate the person is either lesser or different than society. People with disabilities are not meant to be put in their own category in this way.

Normal/Healthy	People without Disabilities	These terms can make people with disabilities feel as though there is something abnormal or wrong with them, which is untrue.
Person with a disability <i>For example: "the boy with cerebral palsy is coming today"</i>	Their name <i>For example: "Paul is coming today"</i>	Although this may seem simple, describing someone solely by their disability can be dehumanizing and unnecessary. This is not all who they are, although it is a part. Focus on the individual as a whole and not solely their disability.
Special ed	Person with a learning disability/ cognitive disability	Often times we have used this term to describe children because they are in special education in school. However, this further stigmatizes special education and disabilities in general.
Wheelchair-bound/ Physically Challenged	Wheelchair user, person with a physical disability	We always want to put people first. Wheelchair bound also perpetuates the concept that someone's wheelchair is the most prominent aspect of that person

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SECTION 1: FOR EMPLOYERS AND BUSINESS OWNERS

Objective: To create an inclusive workplace where Persons with Disabilities are recruited, supported, and provided with reasonable accommodations, as well as ensure that businesses comply with disability laws and promote an inclusive, non-discriminatory workplace.

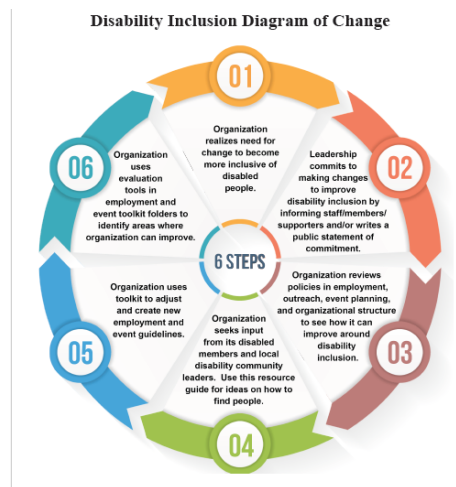
2.1 Key Legislative Frameworks/Policies

- National Disability Acts and Employment Laws (2018)
- International Conventions (UNCRPD, ILO standards)
- Accessibility and Reasonable Accommodation Policies
- Anti-Discrimination and Equal Opportunity Law.

2.2 Policy Implementation Checklist

- ✓ Have you developed an Equal Employment Opportunity (EEO) Policy for your organisation/business/Company
- ✓ Define Reasonable Accommodation Procedures
- ✓ Have you ensured compliance with non-discriminatory hiring practices
- ✓ Are you implementing inclusive workplace policies
- ✓ Are there disability grievance redress mechanisms

To become more disability inclusive, organisations will need to cycle through systemic changes to break down the intentional and unintentional barriers that have historically kept disabled people from participating. Think of organisational change like a Ferris wheel.



Organizational change is a never-ending cycle of identifying, committing, evaluating, researching, creating, implementing, and reviewing. After reviewing, organizations will go back to identifying issues and cycle through the process again. In essence, there will always be room to improve and no organization should remain static.

The Cycle:

1. Organizations should always begin by identifying the change they would like to see. Your organization has taken the first step just by deciding to review this toolkit.
2. An organization's leadership must commit to this change. Without this commitment, an organization will remain rudderless as they will have significant difficulties implementing the policy changes needed to make their organization more friendly to disabled people.
3. Leadership and staff should review organizational policies. An organization may choose to do a full review of all its policies or it may target just a few to get started.
4. Seek input from disabled experts. It's important to include disabled people throughout the process. However, it is especially important to include them as you begin to think about creating new policies. Disabled experts can be staff members, disability inclusion contractors, policy experts, board mem-

bers, and volunteers who have disabilities. It is good to get someone with a disability to help. It is even better to get a disability expert who has a better understanding around a wider variety of disabilities, ensuring your policies are as inclusive as possible.

5. With the help of your disabled experts, use this toolkit to help your organization work on improving its policies to make them more disability included. This toolkit includes introductory and more advanced guides on improving an organization's policies around employment. Evaluate! It is always important to evaluate to see the progress your organization has made. This toolkit includes two surveys, a workplace disability climate survey and an accessible event survey.
6. Evaluate! It is always important to evaluate to see the progress your organization has made. This toolkit.
7. Do it all over again.

Guiding Questions: If you answered No to the questions, you are expected to create SMART actions towards addressing such perceived needs.

Table 2: Action plan matrix for organisations effective repositioning.

Questions	Action plan	Timeline for implementation
Is your organization aware of laws and policies governing Disability inclusion in Nigeria.	(Itemize what actions you will take)	(Itemize the period/date you seek to implement your action)
Does your organization/Company/enterprise have an existing Disability and inclusion policy		

Have you received or attended any form of Disability inclusion orientation/ training on the rights of persons with disabilities by Organisations of Persons with Disabilities (OPDs)		
Have all staffs/Employees/workers been trained on Disability inclusion practices in the workplace?		
Do you incorporate Disability inclusion into all programs planning, implementation for your organization?		

2.4 Guide to Disability Employment

Hiring disabled employees is one of the best ways to build a disability inclusive organization. People with disabilities are a highly untapped resource and can significantly improve organizational diversity and outcomes. Evidence proves that the perspectives, qualities, and experiences disabled employees bring to the workplace help organisations yield a variety of positive results. These include better employee retention, increased brand loyalty, enhanced staff morale, higher work quality, greater innovation, and so much more.

Before building out a hiring plan, organizations should understand disability-focused laws and best practices to ensure they can effectively support job candidates and employees with disabilities.

Organizations can take steps to make their hiring processes more accessible to the disability community. Here's how:

1. Inclusive Verbiage & Imagery

Words, phrases, and images used in a job posting can either attract or de-

ter a disabled candidate from applying. As such, Human Resource Managers should ensure the following:

- a) Ensure supervisors carefully review the essential tasks of a position and take out anything extraneous. When creating a job posting, hiring managers often use a template which includes physical demands that aren't essential to a position. One of the most prevalent essential tasks used in job postings is the requirement for the candidate to "be able to lift over 25 lbs." Many positions, especially in office environments, don't require an individual to be able to lift this weight. However, phrases like these can immediately discourage a potential, otherwise qualified applicant from applying.
- b) Include current universal practices or benefits you already provide at your organization. These can include flexible work schedules, telecommuting, paid family and medical leave, etc. Many of these benefits, sometimes viewed as accommodations, incentivise candidates with disabilities to apply for open positions.
- c) Often in job postings, organizations make statements encouraging women and people of colour to apply. Organizations should add people with disabilities to this list, which will communicate to potential candidates that you welcome. Additionally, ensure your postings clearly state how a disabled applicant can request accommodations to complete an application and/or interview.
- d) In addition to stating that your organization prioritizes hiring disabled employees, job postings and advertisements that include images should also include images of employees with disabilities. Although many disabilities aren't visible, depicting employees with disabilities in images can encourage disabled job candidates to apply.

2. Accessible Advertising

- a) Hiring managers know that advertising is essential to attracting the perfect job candidate. However, many don't understand that some forms of advertising remain inaccessible to potential applicants with disabilities.

- b) Advertising a position in multiple formats and platforms will ensure you are able to target a more diverse group of people. Formats can include advertising on the radio/tv, websites, social media, etc. Electronic ads and online applications, whether video or print, should be accessible for screen readers and other assistive technology devices. Use the Web Content Accessibility Guidelines (WCAG) website to learn how to make your web content more accessible to people with disabilities.

“Before proceeding with intentional disability-inclusive hiring processes, organizations should review their interview practices to ensure disabled applicants have a fair and equal opportunity to be hired for any available position”

3. Interview

Interviews are an essential time for hiring managers and supervisors to get to know a job candidate. They are also great opportunities for candidates to determine if an organization and position fits their needs and goals. However, when an employer is unfamiliar with providing accommodations for candidates with disabilities or is influenced by unconscious bias against individuals with visible and hidden disabilities, the interview process will likely be unsuccessful.

To this end, here are a few tips to help you develop strong inclusive interview practices:

- a) Provide disability etiquette/unconscious bias training to hiring managers and supervisors to reduce bias (conscious or unconscious) throughout the hiring process.
- b) Review job interview processes to determine which parts of the processes are essential. If an individual has a disability that affects social interaction, speech, or their affect, are there other methods the organization can use to determine if an applicant has the skills needed for the job? This can include allowing the applicant to provide work samples, creating job simulations, etc.
- c) Inform candidates of the tasks they must complete and ask ALL candidates if they require accessible accommodations for the interview. Do not assume you know a candidates' needs. (Note: Never require a candidate to disclose that they have a disability.

- d) Have a list of vendors available to accommodate certain requests (i.e. Sign language interpreters, ramps, accessible equipment rental, etc.) so you don't have to scramble to find a vendor during the hiring process.
- e) Do not assume a location is physically accessible. Examine the location, entrances, and walkways to look for any barriers. If a candidate has a physical or sensory disability, inform them of accessible routes or barriers before the day of the interview.

2.4.1 Sample Interview Invitation Statement

Here's an example of an organizational statement to include on your interview invitation email:

"[Organization name] is committed to providing Equal Employment Opportunity (EEO) to employees and applicants for employment regardless of color, religion, sex, national origin, age, disability, genetic information, sexual orientation or political affiliation. [Organization name] is committed to complying with the Discrimination Against Persons with Disabilities (Prohibition) Act, 2018, that pertains to employment, and to providing a work environment that is free from discrimination of any kind.

If you require accommodations, please request at least forty-eight (48) hours in advance of the time the accommodation is needed. You may submit your request to [contact name and email address.]"

Thank you,

[Insert name and title here]

2.4.2 Inclusive Hiring & Retention Policy Template

Company Name: _____

Policy Title: Disability Inclusion & Workplace Accessibility Policy

Effective Date: _____

Reviewed By: _____

Statement of Commitment

[Company Name] is committed to fostering an inclusive work environment where all employees, regardless of disability status, have equal opportunities to thrive. This policy outlines our approach to hiring, accommodating, and retaining PwDs, ensuring full compliance with the Discrimination Against Persons with Disabilities (Prohibition) Act, 2018.

Signed

Managing Director

2.5 Reasonable Accommodations

Reasonable accommodations must be provided to both job applicants and employees who request them. Individuals with disabilities differ greatly and require different accommodations based on personal needs and the requirements of the job. Additionally, it's important to remember that not all employees with disabilities require accommodations.

2.5.1 What is a Reasonable Accommodation?

A 'reasonable accommodation' is a "modification or adjustment to a job, the work environment, or the way things usually are done that enables a qualified individual with a disability to enjoy an equal employment opportunity."

Put more simply, job accommodations allow disabled people to do their jobs – they are not extras or special treatment. However, all organizations should aim to follow these rules and guidelines, no matter the size.

2.5.2 Types of Reasonable Accommodations

There are numerous types of reasonable accommodations to meet the job performance needs of employees with disabilities. These vary widely based on the person's medical condition, form of disability, and role within the organization. Responding promptly and appropriately to reasonable accommodation requests can help ensure the employee and employer develop a positive and trusting relationship. Each request should be treated individually in a highly interactive process that ensures full involvement of HR, managers, and the employee. This should all be outlined in the employee handbook.

When working with employees or applicants to discuss their accommodation

needs, a designated person within the organization should meet with them to discuss their individual needs. Some organizations have a representative from the HR department, while others have a formal, reasonable accommodation coordinator. Human Resource personnel handling accommodations should familiarise themselves with the Job Accommodations, which provides extensive examples of accommodations for specific disabilities. However, note that there are a variety of ways to accommodate concerns or needs that occur in the interview process or workplace; thus, coordinators shouldn't limit themselves.

2.5.3 Reasonable Accommodations Process

Each employer should have a process to review reasonable accommodation requests on a case-by-case basis. If an accommodation request places an “undue burden” on the organization, organizations should make every effort to find alternatives before completely denying a request.

Employers should review their reasonable accommodation request guidelines in their employee handbooks. Many organizations use templates to create their employee handbooks. An organization's leadership should review the reasonable accommodations section in the handbook and adjust wording to align with the organization's request process. Providing explicit guidelines on how to make a reasonable accommodation request will make it simpler and less stressful on both the employer and employee.

2.5.4 Tips for creating an Individualized Reasonable Accommodation Policy

Explicitly state that your organization provides reasonable accommodations for applicants and employees who need them for medical or religious reasons, as required by law.

- Identify and provide contact information for the person in charge of handling the requests.
- State an estimated timeline for managers to respond promptly to the requests.
- Include that, in certain circumstances, the organization may need further documentation. This may include letters or medical information to determine the type of accommodation needed. This should be a simple process, and employers should not request the employee's or candidate's full medical history. Explain how the organization plans to protect the information collected, for example, ensure it will be

kept in a separate file from the general employee file.

- Explain how applicants and employees can report discrimination related to requesting or using reasonable accommodations. Describe the consequences of violating the reasonable accommodation policies.

2.5.5 Examples of Reasonable Accommodations

1. Position restructuring

- Changing some of the less essential job tasks and shifting them to another position. This can include lifting or physically strenuous tasks for a position that is primarily administrative.
- Changing leave policies
- Providing less strict leave policies can help individuals who are receiving medical treatment or recovering from an illness or injury
- Building renovations
- Building a ramp
- Adding an electronic door switch to entrances
- Adding handrails to the bathroom

2. Modifying or purchasing equipment or devices

- Providing speech-to-text software
- Purchasing ergonomic equipment
- Allowing noise canceling headphones for individuals with sensory or auditory processing disabilities

3. Modifying policies or workplace rules Allowing an individual to sit on a stool

- Allowing someone with blood sugar regulation difficulties to eat at their desk
- Allowing bathroom breaks
- Banning artificial scents

- Providing a desk for an employee in a private space or allowing them to telework if they have sensory disabilities

4. Communication modifications

- Adopting sign language interpreters for Deaf individuals or individuals who are hard-of-hearing (HOH)
- Qualified personal readers for blind people, people with low vision, or individuals with learning disabilities
- Text-based communication for autistic people, people who have auditory processing disabilities, and people who have speech related disabilities
- Simple, direct language usage to help individuals with intellectual disabilities

2.6 Accessibility of Services Audit tools

Use the Accessibility Audit tools to assess the physical, technological, and organizational accessibility of workplaces and business areas.

Note: (create an animated checklist of Yes and No all through sections)

2.6.1 Physical Accessibility Checklist

- » Are there Step-free entrances and accessible restrooms
- » Are there elevators with braille and audio cues
- » Are there clear pathways and designated PWD parking

2.6.2 Digital Accessibility Checklist

Websites and internal portals, compliant and redress mechanism availability
HR documents are available in multiple formats (braille, large print, audio)
Assistive tech (screen readers, voice-to-text software) is available

2.6.3 Organizational Accessibility Checklist

Job descriptions and HR processes are disability-inclusive

Communication channels are accessible (sign language interpreters, captioned meetings)

Workplace emergency plans considering PWD needs

2.6.4 Workplace Adjustments checklist

Flexible Work Arrangements (Remote work, flex hours)

Adaptive Workstations (Height-adjustable desks, ergonomic chairs)

Assistive Technologies (Screen readers, voice recognition software)

Accessible Communication (Sign language, visual alarms)

Table 3: Use the below Accommodation adjustments timeframe to make adjustments.

Challenge	Accommodation Solution	Implementation Timeline
Mobility issues	Accessible workstations, ergonomic furniture	3 months
Visual impairments	Screen readers, Braille documents	2 months
Hearing impairments	Sign language interpreters, captioning services	6 weeks

2.7 Disability Sensitivity Training

Human Resource teams and managers should prioritize to undergo quarterly disability sensitivity training to ensure a respectful and accommodating workplace. To achieve this, use the following training modules to equip employees with disability related skills in the workplace.

Employers/Business owners could adopt the following training modules to increase Staff knowledge on Disability Inclusion:

Disability Awareness & Sensitivity Training (Addressing biases, inclusive language)

Legal Responsibilities & Compliance (Workplace disability laws, employer obligations)

Assistive Technologies in the Workplace (How to support employees using them)

Inclusive Hiring & HR Practices (Job interviews, onboarding, mentorship)

Emergency Response for Employees with Disabilities

Training can adopt several methods such as:

Online Courses & Webinars

In-Person Workshops

Peer Learning & Case Studies

2.8 Monitoring & Evaluation

It is essential that Employers/Business owners continually monitor and evaluate compliance levels of disability inclusion reasonable accommodations, policy reviews and workplace transformations through the HR Manager and Disability desk officer.

Steps to adopt for implementation include:

1. Leadership Commitment: Establish a disability-inclusive work culture
2. HR Policy Review: Integrate accessibility and accommodations
3. Workplace Audits: Conduct annual accessibility assessments
4. Employee Engagement: Form disability employee resource groups
5. Regular Training & Evaluation: Conduct continual awareness programs
6. Use Key Performance Indicators (KPIs) to track inclusion progress
7. Establish feedback loops for Persons with Disabilities employees
8. Publish Annual Disability Inclusion

3

SECTION 2: FOR EDUCATORS, SCHOOLS AND INSTITUTIONS

Objective: To ensure equal access to education for Persons with Disabilities through inclusive curricula, accommodations, and staff training.

3.1 Institutional Compliance checklist

Assess your Institutional Compliance level using the Checklist:

1. Our Admission policies do not discriminate against students with disabilities
2. Reasonable accommodations are provided without undue delay
3. Our Exams, assessments, and graduations are accessible
4. Our Scholarships and funding opportunities are inclusive
5. Our Disability support services are in place

If the results of your compliance level are two-thirds positive then to a great extent you adhere to disability inclusion policy and laws else you ought to review and begin a diagnostic to make changes and adjustment.

Next you then implement the following transformations:

3.2 Inclusive Curriculum and adaptable Teaching Method

The following should be incorporated;

- ✓ Ensure flexible learning options (extra time for exams, digital learning aids).
- ✓ Provide learning materials in multiple formats (Braille, large print, audio).
- ✓ Include disability awareness topics in the curriculum.
- ✓ Ensure flexible seating arrangements
- ✓ Provide adjustable desks and chairs
- ✓ Provide Assistive listening devices

- ✓ Quiet spaces for students with sensory sensitivities
- ✓ Inclusive extracurricular and sports activities

3.3 Physical & Digital Accessibility transformations

For reasonable accommodations educational and training institutions are expected to make adjustments and provisions including but not limited to:

- ✓ Classrooms must be wheelchair accessible with ramps, elevators, and adaptive desks.
- ✓ Libraries and online resources must include screen reader-compatible documents.
- ✓ Provide sign language interpreters for Deaf students in lectures and meetings.

3.4 Digital and Learning Resources Audit checklists below to assess your compliance level

Use the Accessibility Audit tools below to assess and improve the accessibility of the learning environment, infrastructure, and digital platforms.

Rate the availability of the following:

- » Online learning platforms comply with WCAG 2.1 standards Learning materials available in alternative formats (braille, large print, audio, electronic text)
- » Availability of note-takers, interpreters, and personal assistants
Health and counselling services are trained to assist students with disabilities

3.5 Physical Environment Audit

Rate the availability of the following:

- » Are there accessible entrances, ramps, and elevators across lecture halls, classrooms
- » Do accessible restrooms exist
- » Are there wide doorways and barrier-free path
- » Are there signs with braille and tactile indicators
- » Are there Emergency alarms with visual and auditory signals

- » Captioned videos and sign language interpretation during lectures
- Are Mobile apps accessible and compatible with assistive technology

3.6 Disability Sensitive training for Educators/Teachers

To improve awareness of disability inclusion policies and ensure adequate understanding of reasonable accommodations. Human Resource teams must organise capacity training at intervals. Also, due to varying needs for educators, teachers across institutions, it is essential to include staff adaptation strategies such as;

- ✓ Teacher aides or support staff
- ✓ Reasonable adjustments for staff with disabilities
- ✓ Conduct annual training for educators on inclusive teaching methods and disability-friendly assessment techniques.
- ✓ Establish a disability support office to assist students and staff with accommodations, especially certified sign language interpreters across education settings and institutions of learning.
- ✓ Build the capacity of education stakeholders to foster an inclusive culture.

The following Core Training Modules can be used for inclusive training across institutions:

- » Introduction to Disability & Inclusive Education
- » Legal Rights & Compliance in Education
- » Inclusive Pedagogical Practices & Universal Design for Learning
- » Differentiated Instruction & Assessment
- » Classroom Management in Inclusive Settings
- » Safety, Emergency, and Evacuation Planning for Persons with Disabilities.

Institutions/ schools/ educators can apply the following delivery Methods:

- ◇ Workshops and seminars

Online modules and webinars

Practical simulations and role plays

Train-the-trainer programs

◇ Disability Services Units staffed and resourced

3.7 Monitoring and Evaluation

Having set up such structures and reasonable accommodations, there is a need for occasional review to assess performance and results. To achieve this, teams can use the following to reassess and evaluate changes over time towards future reviews:

- ✓ Develop Inclusion indicators
- ✓ Develop a Learner performance tracking tool
- ✓ Enforce Feedback gathering and complaint mechanisms

4

SECTION 3: FOR HEALTHCARE PROVIDERS & SOCIAL SERVICE PROVIDERS

Objective: To ensure healthcare facilities provide accessible, disability-friendly medical services that comply with national disability rights laws and international standards, providing equitable healthcare access to Persons with Disabilities.

In addressing gap in policy awareness, compliance and implementation, use the checklists below to rate how effective and accommodative your facility is.

4.1 Policy Implementation Checklists

Rate your facility's compliance level in terms of policy implementation

- ✓ Non-Discrimination Policy in-patient admissions and treatment
- ✓ Reasonable Accommodation Policy for healthcare delivery
- ✓ Inclusive Health Service Provision Guidelines
- ✓ Informed Consent Procedures accessible to PWDs
- ✓ Grievance and Feedback Mechanisms addressing disability-related issues

4.2 Accessibility Audit Tools

To ensure that health facilities meet standard requirements and ensure reasonable accommodations for Persons with disabilities, use this audit to evaluate and enhance the accessibility of healthcare facilities, services, and communication for Persons with Disabilities. it is essential to conduct a periodic audit.

Global best practices in reasonable accommodations require that:

- ✓ Hospitals have ramps, elevators, and accessible restrooms.
- ✓ Sufficient certified sign language interpreters for Deaf patients.
- ✓ Adequately trained healthcare workers on disability sensitivity and patient

rights.

Use the Physical Accessibility Audit tool to reassess and evaluate your facility's accessibility readiness and transformations.

4.2.1 Physical Accessibility Audit Checklists

The following checklists can be used to rate your accessibility across different areas in the facility.

1. Accessible entrances, ramps, and elevators are available
2. Accessible restrooms and changing areas are available
3. Height-adjustable examination tables and diagnostic equipment availability
4. Availability of sign language interpreters
5. Clear signage with braille, tactile, and high-contrast print availability
6. Visual and auditory emergency alarms
7. Accessible emergency transportation (ambulances, patient transfer systems)

4.2.2 Assistive Technologies & Specialized Services

Facilities must have adequate assistive technologies and services, not limited to the following:

- ✓ Screen readers and Braille medical documents for visually impaired patients.
- ✓ Develop priority service queues for Persons with disabilities to minimise waiting times.
- ✓ Create accessible telehealth options for remote consultations.

4.2.3 Communication and Service Accessibility Audit

Rate using the checklists below:

- ◇ Accessible patient forms (braille, large print, audio) availability
- ◇ Availability of sign language interpreters and communication aids
- ◇ Assistive communication technology (Real-Time Text, video relay services) availability

- ◇ Captioned health education materials and videos are available
- ◇ Plain language or easy-to-read health education materials availability

4.3 Workplace Adaptation for Health Workers

To promote inclusive workplaces for health professionals with disabilities and ensure staff(s) are knowledgeable to provide inclusive services, the following measures must be strictly adhered to:

- ✓ Provide health education materials in multiple formats (audio, visual, large print).
- ✓ Train doctors and nurses on best practices for engaging with Persons with disabilities in medical settings.

Health Facilities should have reasonable accommodations and adaptations for healthcare workers with Disabilities;

Examples of adaptations for healthcare workers with Disabilities include:

1. Accessible workstations (adjustable desks, ergonomic equipment)
2. Modified schedules and roles as needed
3. Assistive technology support (adaptive stethoscopes, screen readers)
4. Reasonable accommodations in hiring and promotion policies

4.4 Disability sensitive Training and Support

To foster patient-doctor interaction with healthcare personnel (Doctors, Nurses, Lab Scientists etc). Health personnel must be well acquainted and knowledgeable about disability strategies, especially when interacting with persons with disabilities.

To achieve disability inclusion, HR teams and coordinators should periodically conduct capacity-building trainings aimed at equipping the health personnel with up-to-date of fostering good interaction and services for persons with disabilities. The following training module (s) can be adopted for staff training.

Core Training Modules include:

1. Disability Awareness and Sensitivity (Understanding types of disabilities, addressing biases)
2. Legal and Ethical Responsibilities (Informed consent, privacy, patient rights)
3. Inclusive Patient Care Practices (Physical exams, communication, informed consent)
4. Use of Assistive Technologies in Healthcare Delivery
5. Inclusive Emergency Response for PWDs
6. Accessible Health Communication and Health Literacy

Target groups include:

- Doctors, nurses, allied health professionals
- Reception and administrative staff
- Emergency responders and paramedics
- Public health workers and health educators
- Health facility managers and policymakers

Delivery Methods:

Online courses and virtual reality simulations

In-person workshops with role plays and case studies

Printed and multimedia resources for self-study

Continuous professional development accreditation

5

SECTION 4: FOR TRANSPORT PROVIDERS & MANUFACTURERS

Objective: To ensure transportation services comply with national and international accessibility laws and regulations, promoting non-discriminatory access, and equal mobility by implementing accessible public transport solutions for Persons with Disabilities.

5.1 Policy Implementation Checklist

Use this checklist to assess your policy implementation compliance level

- ✓ Accessibility policies covering all modes of transport (road, rail, air, sea)
- ✓ Policies for non-discrimination and reasonable accommodation in public/private transport services
- ✓ Protocols for priority seating, boarding assistance, and emergency evacuation for Persons with Disabilities.
Clear grievance redress mechanisms for passengers with disabilities
- ✓ Incentives for private operators to provide accessible transport services

5.2 Accessibility Audit in Public Transport

It is essential;

1. To ensure buses and trains have low-floor ramps.
2. To install audible and visual route announcements.
3. To reserve priority seating for Persons with Disabilities.

In the absence of reasonable accommodations, use the checklists to assess the accessibility of transportation infrastructure, vehicles, services, and customer interfaces.

5.2.1 Physical Infrastructure Accessibility Checklist

Rate using the checklists below:

- ◇ Accessible transport hubs and stations availability
- ◇ Barrier-free access to terminals and platforms is available
- ◇ Accessible restrooms and waiting areas are available
- ◇ Clear signage (visual, tactile, braille) availability
- ◇ Audio and visual announcements for arrivals/departures at Bus Terminals, Airport, and Train stations are available
- ◇ Ramps, elevators, and lifts that meet accessibility standards are available

5.2.2 Vehicle Accessibility Checklists

Rate with the checklists below:

- ◇ Low-floor buses, kneeling buses, ramps, and lifts
- ◇ Wheelchair-accessible taxis and ride services
- ◇ Trains with accessible carriages and designated seating areas
- ◇ Accessible boarding bridges and onboard facilities on airplanes
- ◇ Accessible passenger ships and ferries

5.2.3 Digital & Communication Accessibility checklists

Rate using the checklists below:

- ◇ Accessible ticket booking platforms (websites/apps compliant)
- ◇ Call centres with text relay and sign language support
- ◇ Clear audio announcements and captioning systems
- ◇ Real-time information available in accessible formats

5.3 Customer Service Adaptations

To ensure service adaptations for customers, the following disability inclusive reasonable accommodations should be readily available:

1. Staff trained in disability etiquette and communication (including sign language basics)
2. Provision of mobility aids at terminals
3. Emergency evacuation plans inclusive of Persons with Disabilities need

4. Clear procedures for assisting Persons with Disabilities during boarding and alighting
5. Inclusive signage and instructions for passengers and staff

5.4 Disability Sensitive Training and Support

Training is vital as it equips transportation personnel with the knowledge and skills to provide respectful and effective service to Persons with Disabilities.

The following training modules can be adopted for training transport personnel.

1. Understanding Disability in the Transport Context
2. Disability Etiquette for Transport Personnel
3. Safe Handling and Boarding Assistance Techniques
4. Effective Communication (including sign language and alternative formats)
5. Emergency Procedures for Assisting PWDs
6. Legal Responsibilities and Compliance for Transport Providers

Training Delivery Methods as applicable to your preferences

1. E-learning platforms for theoretical understanding
2. Practical simulations at stations and on vehicles
3. Certification programs and periodic refresher courses
4. Peer learning and role-playing exercises

5.5 Monitoring & Evaluation (M&E)

To evaluate reasonable accommodation provisions and transformations across transport service providers. Monitoring and evaluations play beneficial role to assess policy compliance and implementations else adopts strategies for feedback and complaints in defaulting situations.

Examples of methods to adopt in monitoring and evaluating performance include:

1. KPIs for accessible service usage and satisfaction levels

2. Periodic accessibility reports and audits
3. Passenger feedback and complaint resolution statistics
4. Continuous feedback from Disability Rights Organisations

6

SECTION 5: FOR LEGAL FIRMS & SECURITY AGENCIES

Objective: To Ensure security services and agencies comply with national and international disability rights laws, offering equal protection, access to justice, and safety for persons with disabilities.

6.1 Legislative Frameworks to be acquainted and aware about:

- National Disability Acts and Security Service Codes of Conduct
- UN Convention on the Rights of Persons with Disabilities (UNCPRD) — Article 13 (Access to Justice), Article 16 (Freedom from Exploitation, Violence, and Abuse)
- Human Rights and Anti-Discrimination Laws International Humanitarian Law and Protocols (relevant to conflict and emergencies)

6.2 Policy Implementation Checklist

Non-Discrimination and Equal Protection Policies

Reasonable Accommodation in Security Service Delivery

Accessible Justice Procedures and Investigations

Zero-Tolerance Policy on Abuse and Discrimination of PWDs

Inclusive Emergency and Disaster Response Plans

6.3 Accessibility Audit Tools

The Accessibility audit tools enable you to evaluate the accessibility of security services, infrastructure, communication systems, and procedures for PWDs.

6.3.1 Facility and Service Accessibility Audit

1. Police stations, courthouses, and security offices accessible to PWDs
2. Accessible holding cells and interview rooms

3. Clear signage in braille and easy-to-read formats
4. Visual and auditory emergency alerts
5. Accessible evacuation routes and emergency exits

6.3.2 Communication Accessibility Audit

1. Accessible emergency call centers (SMS, video relay services)
2. Access to interpreters (sign language interpreters)
3. Forms, statements, and legal documents in accessible formats
4. Accessible public announcements during emergencies (audio and visual formats)

6.4 Service Adaptations for Interacting with PWDs

The following adaptations are essential for effective social and cognitive interaction for Persons with disabilities. Security Agencies and Legal firms should evaluate and re-assess their service adaptations towards reasonable accommodations while exercising their service and responsibilities.

Adopting Protocols for identifying and assisting PWDs in emergencies

Inclusive procedures for conducting searches, arrests, and interviews

Provision of court support for Persons with Disabilities as witnesses, victims, or suspects

Proper evacuation procedures tailored for people with mobility, sensory, or cognitive disabilities

Effective staff accountability for safeguarding human rights of Persons with Disabilities.

6.5 Disability sensitive Training and support for Legal firms & security Agencies

This module seeks to build the capacity of security forces and Legal experts to deliver respectful, accessible, and equitable security and protection services to persons with disabilities.

Core Training Modules

Understanding Disability and Inclusion in Security Contexts

Legal Frameworks Protecting Persons with Disabilities in Law Enforcement and

Justice

Appropriate Use of Force and Human Rights Compliance

Inclusive Investigative and Judicial Procedures for Persons with Disabilities

Emergency Preparedness and Disaster Risk Reduction for Persons with Disabilities

De-escalation Tactics and Communication with Persons with Disabilities (including sign language basics)

Simulated Exercises for Inclusive Emergency Responses

Delivery Methods

In-person workshops and practical drills

E-learning modules and interactive scenarios

Role-playing and peer-led learning programs

Field simulations and exercises for crisis response

Target Groups

- Police officers
- Military and Para-Military personnels
- Private security services
- Fire and rescue teams
- Disaster and emergency response units
- Border and immigration officials
- Court and correctional staffs

6.6 Inclusive Public Safety, Emergency Response, and Disaster Management Planning

It is important to design security services and emergency management protocols that are inclusive and protective of PWDs.

Key Components to consider includes:

1. Inclusive Disaster Risk Reduction and Emergency Evacuation Plans
2. Accessible Early Warning Systems (visual, auditory, text alerts)

3. Rescue and Relief Services Accessible to PWDs
4. Inclusive Public Safety Campaigns (accessible formats and languages)
5. Community Policing Models Engaging PWDs and DPOs
6. Mapping of Vulnerable PWDs for Prioritized Protection During Crises
7. Shelters and Safe Spaces that are Accessible and Secure

6.7 Monitoring & Evaluation (M&E)

To evaluate reasonable accommodations and services by Legal firms and Security Agencies. Monitoring and evaluations play beneficial role to assess policy compliance and implementations else adopts strategies for feedback and complaints in defaulting situations.

Examples of methods to adopt in Monitoring and evaluating performance includes:

1. Data collection on PWD involvement in justice and security systems
2. Accessibility compliance audits of security infrastructure and services
3. Complaint and grievance redress systems accessible to PWDs
4. Annual reports on disability inclusion in security and protection services
5. Independent human rights monitoring of security institutions



FUTURE PLANS, COMMITMENT, AND ENFORCEMENT

Implementation & Monitoring across all sectors using the Disability Inclusion and Diagnostics Toolkit developed by Data-Lead Africa. It is essential to note the following:

- ✓ Establish sector sector-specific workplace disability inclusion Policy.
- ✓ Each sector must customise and implement these reasonable accommodations while setting up monitoring frameworks to track progress.
- ✓ Establishing a sector-specific disability inclusion coordinator, department or Desk Officer.
- ✓ Conducting annual accessibility audits across different sectors.
- ✓ Sector specific involvement in Disability inclusion training organized by Organisations for persons with Disabilities.



ABOUT DEAF-IN-TECH

Deaf-In-Tech is an ed-tech inclusion initiative of Data-Lead Africa, established in 2022 to promote diversity, equity, and inclusion (DEI) across STEM, data analytics, higher education, and employment. The project was envisioned by Dr. Arowolo Ayoola, whose commitment to inclusive development shaped its focus on addressing systemic skill gaps among underrepresented groups, particularly persons living with disabilities.

Despite global efforts to advance DEI, the inclusion of persons with disabilities, especially Deaf and hearing-impaired individuals, remains critically low. Deaf-In-Tech responds to this gap by delivering tailored training in data science, data analytics, and educational technology, with a strong emphasis on accessibility, relevance, and employability.

Through its learner-centered approach, Deaf-In-Tech is building a pipeline of skilled professionals from marginalized communities, contributing to a more inclusive digital economy and ensuring that no one is left behind in the age of innovation.

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