

## Disability Inclusion Additional Resources

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# Inclusive HR Attracting, Engaging & Recruiting Persons with Disabilities through the BOS 2.0



UNITED NATIONS  
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## 1. Additional Resources<sup>1</sup>

Below is a list of additional resources to help UNCTs navigate the implementation of HR practices to engage, recruit, retain, and advance persons with disabilities. Refer to OPDs for local resources and information.

[Achieving equal employment opportunities for people with disabilities through legislation guidelines](#): developed by ILO and Irish Aid. Department of Foreign Affairs, provides detailed support to policymakers and those advocating for change in legislation and employment standards and practice to promote a human rights-based approach to inclusive employment.

[Let's talk: Improving conversations about disability at work](#): developed by Wilkes. M from Scope, provides practical recommendations to employers, governments, and persons with disabilities on how to manage data confidentially to support greater inclusion.

[Moving towards disability inclusion](#): developed by ILO, provides lots of useful examples from around the world of different initiatives and lessons learned on inclusive employment that can inspire you and your colleagues.

[National Federation of Disabled People – Nepal \(NFDN\)](#): is an organization of persons with disabilities who has developed useful resources on accessibility, including a [Resource Book for Employers on Hiring Persons with Disability](#).

[Promoting Diversity and inclusion through workplace adjustments a practical guide promoting equity](#): developed by ILO, gives detailed support to employers on how to assess and manage reasonable accommodation in the workplace

[Recruiting, managing, and developing people with a disability or health condition](#): is a resource developed as part of the UK government disability confident scheme. It is a practical guide for line managers on all aspects of recruitment, retention, and professional development of staff with disability.

The [UK's Disability Confident Employer Scheme](#): explains what is needed to become Disability Confident Committed, or a Disability Confident Employer or Leader.

[Toolkits on how to interrupt bias within the workplace](#): developed by Work-Life Law, offers menus of bias interrupters that organizations can implement into their business systems, as well as steps that individuals can take to help create more equality in their workplace.

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<sup>1</sup> Accessibility GO! A Guide to Action, Delivering on 7 accessibility commitments,

[50 Ways to Fight Bias Gender bias](#): developed by Lean In, provides tools including card-based activity with short videos to address bias head-on.

## 2. Inclusive Employment Self-Assessment Template<sup>2</sup>

**Do your HR practices promote and offer an inclusive and accessible environment for staff to thrive?**

**Mark scheme:**

<b>0</b>	No, not at all
<b>1</b>	Rarely/ad hoc
<b>2</b>	Sometimes/partially for some
<b>3</b>	Always/consistently for all

Please use the comment section to note the reason for your rating. Please write your thoughts or ideas in the comment section. You might write down accessibility gaps or ideas on how to make changes.

Recruitment	Mark 0-3	Comment
1. Does your organization actively look to attract persons with disabilities and persons from other under-represented groups?		

<sup>2</sup> Accessibility GO! A Guide to Action, Delivering on 7 accessibility commitments, World Blind Union and CBM Global Disability Inclusion, K. Al Jubeh, B. Dard, Y. Zayed, November 2020.

<p>2. Is there a fully inclusive and accessible recruitment process in place, from advertising to interview and feedback?</p>		
<p>3. Are interviews offered to all applicants with disabilities who meet the minimum criteria for the job?</p>		
<p>4. Do you use a dynamic range of tasks and recruitment processes, with provision of reasonable accommodation, to allow all applicants to demonstrate their skills?</p>		
<p>5. Are recruitment panels diverse so that traditional biases are not reinforced?</p>		
<p>6. Do you provide constructive feedback for all applicants with disabilities who have not been successful to support their learning and confidence?</p>		
<p><b>Creating inclusive pathways for employment</b></p>	<p><b>Mark 0-3</b></p>	<p><b>Comment</b></p>



<p>15. Are leadership and management knowledgeable and confident on their legal obligations on inclusive employment, and how to apply and meet these standards within the workplace?</p>		
<p>16. Does your organisation provide internships and volunteer opportunities for a diverse range of young persons with disabilities, especially those from under-represented groups?</p>		
<p>17. Do leadership and management monitor the use of budgets for professional development and training opportunities to ensure that all staff are equally able to access and benefit from them? (This includes monitoring use of budget allocated for reasonable accommodation and specific measures).</p>		



<p>18. Do you actively work with other organisations and networks to promote and provide opportunities, such as job shadowing, exchanges and sabbaticals, to support the professional development of persons with disabilities and people from under-represented groups?</p>		
<p>19. Do staff engage in an active community of practice between departments and/or with other organisations, including OPDs, to exchange, learn and increase accountability on inclusive employment practice?</p>		
<p>20. Do leadership and management act upon the findings of independent HR reviews to address unconscious bias and remove barriers to professional development opportunities for persons with disabilities and people from other under-represented groups?</p>		



### 3. Frequently Asked Questions<sup>3</sup>

#### **Which recruitment practices typically have the largest initial impact for persons with disabilities?**

- Include candidates with disabilities as part of the overall diversity recruiting strategy. Many organizations focus on gender and ethnic diversity when developing their diversity-related recruiting goals; however, employees with disabilities play an important role in the diversity within a company.
- Feature employees with disabilities and/or disability-related employee resource groups on the website and in any employee hiring materials.
- Ensure recruiting, hiring, and accommodation policies and processes are disability-friendly.
- Create an employee resource group or a mentoring program for employees with disabilities.
- Provide training to leadership on the benefits of hiring employees with disabilities and to team members.
- Offer disability etiquette interviewing skills training for hiring managers.
- Collaborate with representatives in campus career services and disability services offices to establish connections
- Join professional associations that focus on disability-related employment issues and can provide connections to candidates with disabilities.

#### **What type of impact will recruitment services have and why are they important for persons with disabilities? When mapping recruitment gaps, what are some of the best practices and what factors should be considered?**

1. Cross Disability/Cross Industry: All initiatives assist a broad range of job seekers with disabilities to meet employment openings at various types and sizes of employers.
2. Disability is Diversity: Employers develop diversity initiatives that meet the hiring needs of the business and build a business case acknowledging that persons with disabilities are a valuable resource in meeting their employers' workforce goals and business objectives.
3. Lead Sourcing Agency Partner: Trusted community partners are coordinated by a lead agency (e.g., vocational rehabilitation agencies, national organizations, or other local public or nonprofit service providers that provide job support to employees with disabilities customized to meet the needs of each participating employer.
4. Relationship Management: Partnerships need to be ongoing,
5. Equal Jobs, Equal Pay: Employment openings are for skilled, well-paying jobs with benefits that have the same job performance expectations for employees with and without disabilities.
6. Not the What but the How: Training of employees with disabilities is tailored to specifications of the job(the what), but remains flexible with regard to an employee's learning style and length of time required to learn job duties (the how). Employers often cannot be flexible on the what but are more than willing to be flexible on how a job gets done.

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<sup>3</sup> DeRose, R., Kessler Foundation (personal communication, October 19, 2020)



7. Training: Educating current employees on the organizations priority to expand diversity efforts to include persons with disabilities is a key element of the effort. Training may include disability awareness, dispelling myths, and understanding program expectations — equal job, equal pay, and equal performance standards for all employees.

8. Ongoing Supports: Partners provide assistance to employees with disabilities for job retention, if needed.

This model has significant advantages for the organization and community agencies that provide employment job support and coaching for persons with disabilities. Most importantly, the employer is able to find a pool of quality, pre-screened employees with disabilities to meet their workforce needs

When mapping and engaging local partners (e.g. Organizations of Persons with Disabilities, NGOs, etc.) what are some of the best practices and what factors should be considered?

Service providers and community partners can help find qualified candidates and provide guidance in how to effectively integrate persons with disabilities into the workforce. Knowing how to find these partners is an important step. After that, developing and maintaining effective relationships to ensure they meet business objectives is critical. Vocational Rehabilitation (VR) services may be provided by national or local authorities at typically no or little cost to the organization.

The needs of the organization (facility job types, required skill sets, and goal for number of hires) are the most critical consideration in choosing any partner agency. With a list of your local agencies in hand, you can then determine the services offered that will best help you succeed.

Some agencies not only provide candidates with disabilities, but also offer training, job coaching, and ongoing project management support.

Like any business relationship, its important to hold disability service organizations to the same standards as you would any partner or vendor (even though you might not be contracting the agency's services). Make sure it is clear that you expect them to help you fill a business need by securing the very best talent for your job openings.

### **What are the key enablers and constraints and how can they be addressed?**

Some enablers for success include:



<b>Objectives</b>	What is the organization hoping to achieve? Does the service providers, OPDs, and other partners define success the same way your UNCT does? Do they recognize the same performance standards?
<b>Work, or Work Readiness Training</b>	The goal of a service provider's work readiness training should be integrated employment (work in the community). The persons with disabilities program is about hiring persons to work at your organization alongside other employees.

<b>Placements</b>	How many individuals with disabilities were placed in competitive work last year? Do they have the capacity to meet your organizations hiring needs for this year?
<b>Part-Time / Full-Time</b>	Does the service provider make part-time and full-time placements? (Note: many agencies only hire on part-time employment)
<b>Tenure</b>	What is the average tenure for each placement?

<b>Training</b>	What type of training does the service provider offer employers?
<b>Project management</b>	Are they able and willing to provide project support to ensure effective implementation of your hiring initiative?



<b>On-the-job supports</b>	Does the service provider offer to send a support person (typically called a "job coach") to help persons with disabilities who may need a little extra help the first few days of acclimating to a new job? How long can that support continue if needed? If the employee starts to struggle later on (3, 6, 15 months into employment), can the service provider send someone to help?
<b>Employer references</b>	What other organizations have worked with the service provider to help them meet their staffing needs? Get letters of reference from those companies, or call and ask questions about the service providers ability to meet business needs.

While many of the service providers provide a valuable service to persons with disabilities, they do not meet the goals of a competitive disability initiative which is about equal jobs, equal pay, and working side by side with other employees.

**Some flags to look out for in service providers and practices to avoid:**

<b>Sub-minimum wage</b>	You will want your employees to be paid minimum wage or better.
<b>Lack of collaboration</b>	There can be a lot of competition among service providers, but you should look for an organization that is willing to work with other community providers, as well as the state/local VR, to help you obtain the talent you need.
<b>90 days and gone</b>	Many agencies work on a 90-day timeline, meaning that after an individual is successfully placed for 90 days, they are no longer involved or available for employer questions and concerns. Ask about the follow-on and how responsive they will be if you need additional assistance. There may be a fee for ongoing support beyond the first 90 days of employment.



#### 4. Disability Glossary: Key concepts and definitions<sup>4,5</sup>

<b>ACCESSIBILITY</b>	Ensuring that persons with disabilities have access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas (Convention, art. 9)
<b>ACCESSIBILITY AUDIT</b>	It means using a number of standardized tests and methods to establish what elements of an environment (physical or digital), a service or a facility, are accessible and which elements need to be modified and improved. It is a form of evaluation lead by accessibility professionals that can help organizations with assessing barriers, measuring compliance with accessibility standards and identifying solutions to improve accessibility and usability for all persons with disabilities.
<b>ACCESSIBILITY FEATURE</b>	Any accessible technology, assistive technology, and specialty hardware and software that are either built-in or added on to products. The purpose of these features is to make technology easier to use by meeting a user preference, a user need, or facilitating a user interaction with the technology.
<b>ACCESSIBLE FORMAT</b>	Information available in formats such as, but not limited to, Braille, tactile graphics, large print, text-to-speech, oral presentation, electronic files compatible with screen readers, captioned or signed video for persons with hearing impairments, icons, and

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<sup>4</sup> [United Nations Disability Inclusion Strategy](#)

<sup>5</sup> Accessibility GO! A Guide to Action, Delivering on 7 accessibility commitments,

World Blind Union and CBM Global Disability Inclusion, K. Al Jubeh, B. Dard, Y. Zayed, November 2020.



	<p>animations, or 3D models for persons with psychosocial disabilities.</p>
<p><b>ACCESSIBLE POLICY</b></p>	<p>A living document which sets out the goals and the rules your organization will put in place to become more accessible. A policy should be reviewed and updated whenever your organization's practices or procedures change. For example, as you move forward with implementing your multi-year accessibility plan, you may need to update the policies you have written, or to draft new policies.</p>
<p><b>ACCESSIBILITY PROFESSIONALS</b></p>	<p>Individuals who have acquired interdisciplinary knowledge and skills, often using their lived experience, to promote inclusion and diversity through the implementation of accessibility standards, codes, legislation, and application of universal design principles to environments and communities. Accessibility professionals can be found in any field, across disciplines and with different levels of certification/qualifications.</p>
<p><b>ALTERNATIVE (ALT) TEXT</b></p>	<p>Alternative (or Alt) text: This is text to describe visual content that is non-text, such as photographs, graphics, images, graphs, tables, so that both their content and function can be read by people who use screen readers.</p>
<p><b>ASSISTIVE TECHNOLOGY</b></p>	<p>Any information and communications technology, product, device, equipment, and related service used to maintain, increase, or improve the functional capabilities of individuals with specific needs or disability.</p>



<p><b>BARRIERS</b></p>	<p>When discussed in relation to persons with disabilities, barriers can have a number of meanings. They can be structural barriers, such as physical barriers (e.g. stairs), but can also be structural in terms of how a society organizes itself in areas such as welfare and support services, such as opportunities to own or control resources and decision making. Barriers can also be attitudinal, for example, prejudice and negative perceptions of persons with disabilities can create barriers hindering their full and equal participation in society.</p>
<p><b>BUILD BACK BETTER</b></p>	<p>Build Back Better: is an approach associated with rebuilding following natural disasters in communities and countries with a vision of achieving resilience through stronger, faster and more inclusive post-disaster reconstruction.</p>
<p><b>CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES</b></p>	<p>The CRPD is an international human rights treaty, which protects the rights and dignity of persons with disabilities. Parties to the Convention (those who have ratified it) are required to promote, protect, and ensure the full enjoyment of human rights by persons with disabilities.</p>
<p><b>CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES-COMPLIANT</b></p>	<p>Policies and practices that follow the general principles and obligations underlined in the Convention, as well as the standards of the Committee on the Rights of Persons with Disabilities (CRPD) in their interpretation of the Convention</p>



<p><b>DIGITAL ACCESSIBILITY</b></p>	<p>The quality of a mainstream technology such as a computer, mobile phone, self-service kiosk, piece of software or any device that acts as a digital content holder, to be used by the widest range of users possible, regardless of their abilities or disabilities.</p>
<p><b>DISABILITY</b></p>	<p>According to the CRPD, Article 1 states that 'Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others'.</p>
<p><b>DISABILITY INCLUSION</b></p>	<p>The meaningful participation of persons with disabilities in all their diversity, the promotion of their rights and the consideration of disability-related perspectives, in compliance with the Convention on the Rights of Persons with Disabilities</p>
<p><b>DISCRIMINATION ON THE BASIS OF DISABILITY</b></p>	<p>Any distinction, exclusion or restriction on the basis of disability that has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It includes all forms of discrimination, including denial of reasonable accommodation (Convention, art. 2)</p>
<p><b>DISSAGREGATED DATA</b></p>	<p>Data that has been broken down by detailed sub-categories, such as on the grounds of age, marginalized group, gender, region, level of education. Data disaggregation is key to reveal inequalities and monitor and support strategies for inclusion and equality that address discrimination. For data disaggregation that supports the rights of all persons with disabilities, the Washington Group Data Sets have been developed to more effectively ensure that national statistics, policies and programs are effectively</p>



	<p>accessible for all persons with disabilities in line with CRPD Article 31.</p>
<p><b>INDEPENDENT LIVING</b></p>	<p>Is a concept used to describe approaches that result in persons with disabilities to live in communities with independence, autonomy and dignity. Such approaches would enable or provide a range of support services for persons with disabilities, including, if necessary, services that will support in decision making.</p>
<p><b>MAINSTREAMING DISABILITY INCLUSION</b></p>	<p>A consistent and systematic approach to disability inclusion in all areas of operations and programming</p>
<p><b>ORGANIZATION OF PERSONS WITH DISABILITIES (OPD)</b></p>	<p>Organizations of Persons with Disabilities are led, directed and governed by of persons with disabilities who lobby and advocate for the rights of their members. Some OPDs are impairment focused, others such as national umbrella organizations, represent a diverse group of persons with disabilities. Some OPDs have a focus on specific issues such as women's OPDs. Others may focus on a particular interest such as sports. Some OPDs also focus on services or providing opportunities for employment and loans. A general definition of an OPD is a representative organization or group of persons with disabilities, where persons with disabilities make up the majority of the staff, management, board, and volunteers at all levels of the organization. OPDs are sometimes referred to as DPOs as well, or Disabled Peoples Organizations. For more guidance on what is an OPD refer to CRPD General Comment No.7 which is available in many languages and in Easy Read.</p>





<p><b>PERSONS WITH DISABILITY</b></p>	<p>Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others (Convention on the Rights of Persons with Disabilities, art. 1)</p>
<p><b>PERSON FIRST LANGUAGE</b></p>	<p>A way of communicating based on the importance to affirm and define the person first, before the impairment or disability.</p>
<p><b>REASONABLE ACCOMMODATION</b></p>	<p>Necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms (Convention, art. 2)</p>
<p><b>TWIN-TRACK APPROACH</b></p>	<p>Integrating disability-sensitive measures into the design, implementation, monitoring, and evaluation of all policies and programs and providing disability-specific initiatives to support the empowerment of persons with disabilities. The balance between mainstreaming strategies and targeted support should be tailored to address the needs of specific communities, but the overall goal should always be to integrate and include persons with disabilities in all aspects of society and development (E/CN.5/2012/6, para. 12)</p>
<p><b>UNIVERSAL DESIGN</b></p>	<p>The design of products, environments, programs, and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. "Universal design" shall not exclude assistive devices for particular groups of persons with disabilities where this is needed (Convention, art. 2)</p>



