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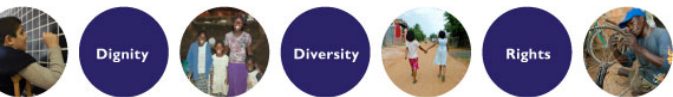
Diversity

DISABILITY MAINSTREAMING WORKSHOP

FACILITATOR'S GUIDE

Towards inclusive development:
Integrating disability issues into existing programmes

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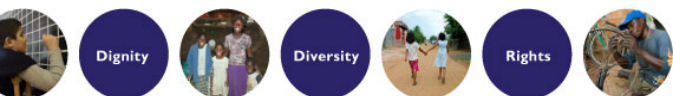
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Managed by: Hitomi Honda. Senior Editor: Marina Mafani. Production: Katie Klopman.

Copyediting: Jo Marie Dooley. Proofreading: Anna Claire Okeke.



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Background

Without the inclusion of children and adults with disabilities in World Vision’s work, the Partnership’s vision and prayer – ‘Our vision for every child, life in all its fullness; our prayer for every heart, the will to make it so’ – cannot be fulfilled. Therefore, the 2004 World Vision (WV) Triennial Council Resolution recognised disability as a cross-cutting issue that should be mainstreamed, recommending that we ‘integrate disability awareness into LEAP¹ and existing policies’. Further, WV’s recent Ministry Focus on the sustained well-being of children, especially the most vulnerable children, supports our intentional and increased efforts to include children with disabilities in WV’s work.

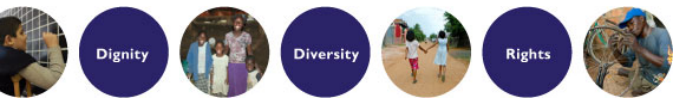
Disability inclusion is not achieved through stand-alone projects that support individual persons. Rather, it is achieved through a process: building understanding and capacity of both persons with and without disabilities in the community and among WV staff; identifying society’s and programming barriers to the participation of persons with disabilities; exploring community-based and community-led solutions, and integrating them into all programming.

This *Disability Mainstreaming Workshop Facilitator’s Guide* and the companion workshop slides support you, your office and community partners in the process of achieving disability inclusion. It will guide you to overcome barriers in WV programmes so that children and adults with disabilities are able to participate and benefit fully, equally and meaningfully. These resources can be adapted to any programme or project, as well as any cultural or geographical context.

World Vision’s Disability Mainstreaming Community of Practice wishes to thank Mary Ennis, executive director of Disabled Peoples’ International (DPI) at the time of writing this paper, and Ghulam Nabi Nizamani, CEO of the Pakistan Disabled Peoples’ Organization (PDPO), for their valuable support in improving this resource. We also thank Douglas Bell, our consultant, for assisting in the creation of these disability mainstreaming resources. Please contact the disability advisor at World Vision International if you have any questions or comments about this resource.²

¹ LEAP: Learning through Evaluation, with Accountability and Planning

² See the Disability Mainstreaming CoP site on wvcentral.org for contact details and further information, or contact wvi_publishing@wvi.org.



Introduction for facilitators

What is the purpose of this facilitator's guide?

The purpose of this facilitator's guide is to help facilitators to effectively prepare for and conduct the disability mainstreaming workshop. This guide will help the facilitator in making the workshop well-organised, inclusive, participatory and task-focused so that it can be more effective in achieving its goals and outcomes.

What are the goals, outcomes, methods and activities of the workshop?

Workshop goals and outcomes

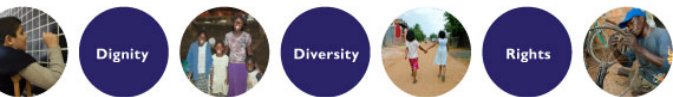
The main goals of the *Disability Mainstreaming Workshop* are for participants to work together to:

- prepare for small group work by understanding the key features of existing programmes or projects
- identify participation barriers to persons with disabilities in existing programmes or projects
- make recommendations for actions to remove or minimise these barriers
- integrate these recommendations into plans for existing programmes or projects.



Disability awareness training in an ADP community in Sierra Leone.
Photo © World Vision/ Hitomi Honda

The intended outcome of this workshop is to revise and adapt plans for existing WV programmes or projects so that they contain detailed actions on how to remove or minimise the participation barriers that have been identified during the workshop. This includes descriptions of the tasks, roles, responsibilities and available resources for carrying out the actions, as well as the methods for monitoring their progress. The plans will also be endorsed by all participating



members of organisations (or groups) of persons with disabilities and programme/project committees.

It is also important to note that the process of the workshop itself – identifying barriers and finding solutions together with all participants – is an empowering and learning experience for all, which will affect their thoughts and actions, and will have an impact on the inclusion process in their communities.

Workshop methods

The methods for conducting the Disability Mainstreaming Workshop were designed to help it most effectively achieve its goals and outcomes:

- The workshop is highly participatory. Most activities – brainstorming, reflecting, discussing, sharing, analysing, critiquing, planning and writing – are done by the participants in small groups. The more active they are, the better the results will be. Try to create an atmosphere in which equal participation by everyone is encouraged and highly valued.
- The productivity of the small groups will likely depend on the effectiveness of the small group facilitators who will be selected from among the participants. A few key facilitator skills are briefly described in the training. Emphasise the importance of these skills when identifying facilitators.
- Daily presentations by each small group about the work they have done will help them think more rigorously and improve their ideas. They must explain their work and answer questions from other participants, as well as receive suggestions and constructive feedback. Their confidence in communicating their ideas will also grow in the process.
- Special provisions (e.g. a sign interpreter) may be needed for participants with impairments so that they can fully participate.



Workshop activity outline

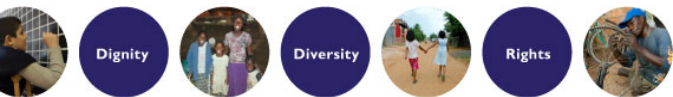
The facilitator should create a workshop agenda based on this activity outline.

Day 1	
Part 1. Workshop introduction and icebreaker	1 hour
Part 2. Presentation on programmes or projects	2 hours
Part 3. Discussion on types of barriers	1–2 hours
Part 4. Small groups: identify barriers in programming	3 hours
Day 2	
Part 4. (cont'd.) Presentations on identification of barriers	1 hour
Part 5. Small groups: make recommendations for identified barriers	4–5 hours
Part 5. (cont'd.) Presentations on recommendations	1 hour
Day 3	
Part 6. Small groups: complete planning tool	3 hours
Part 6. (cont'd.) Presentations on planning tool	1 hour
Part 6. (cont'd.) Integrate recommendations into existing programme/project plans	3 hours

Should you include a field visit in the workshop?

If time allows, a field visit to the various programme or project activities is highly recommended. For example, you can visit a water, sanitation and hygiene (WASH) facility or Child-Friendly Space activity so everyone can observe how it operates without including people with disabilities' opinions and experiences in design, monitoring and evaluation (DME). This can be extremely useful in helping participants better understand a project and more effectively identify barriers and solutions in it and other projects.

The field visit will require scheduling an extra day, which will result in a total of four days for the entire workshop. It is highly recommended that all workshop participants attend the field visit, and it is *critical* that all the participants with disabilities attend. The field visit should be conducted during the first day – after you have reviewed different types of barriers (Part 3) and before you start your small group work (Part 4).



Who should participate in the workshop?

There are three types of participants who should be included:

- representatives among community members who have disabilities (e.g. representatives of local organisations or groups of persons with disabilities), children and youth with disabilities (as appropriate depending on the type of programme or project activities to work on), and parents of children with disabilities
- programme or project committee members (if there is no committee, invite community stakeholders)
- World Vision staff of the programme (or project), sponsorship, DME, etc.

Participants' expertise and experience, commitment to the process and endorsement of its outcomes will be critical to the success of the workshop and future disability-inclusive development work.

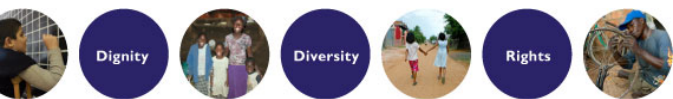
Representatives of local DPOs or community members with disabilities

Disabled people's organisations (DPOs) are represented and managed by and for persons with disabilities. DPOs play an important role in representing the voices of persons with disabilities. As a facilitator, you should have already identified one or more local DPOs whose members can be a part of this workshop and support the process of inclusive programming. A large number of these members should participate, and they should constitute at least half of the workshop participants. If there are no DPOs in the community, invite them from a neighbouring community or from the national level. They may be willing to support inclusive programming and to help establish a DPO in the community.

Utilise the *Guidelines for Working with Local DPOs*³ resource to help you identify and build the capacity of local disabled community members. For further assistance on this process, you may also contact the disability advisor at World Vision International.

The participation of the local DPO is critical to the workshop's success because they are in fact the best experts on disabling experiences in the community. It is important to have a large number of

³ See the Disability Mainstreaming CoP site on wvcentral.org.



DPO members because they can encourage each other to participate more actively. Remember that persons with disabilities – especially those who have been severely marginalised, as well as women, the young, and those of lower socio-economic status – may have been stigmatised in the community; therefore, many will feel reluctant to speak freely. Because all workshop participants are learning about disability issues as social barriers rather than as an individual’s problem and because they have a good number of ‘peers’ in the group work, those who are more stigmatised will likely feel greater empowerment to speak freely.

Programme (or project) committee members, other community stakeholders

A typical WV programme or project has a committee that is comprised of community stakeholders and representatives of community-based organisations (CBOs). They may be a vice-director of the district administrative office, a school principal, vice-director of the district of education department, a health official from the area, representatives from the agricultural department, women leaders, etc. If the committee has not included representative(s) of community-based DPOs, it is recommended that the committee ensures they are included.

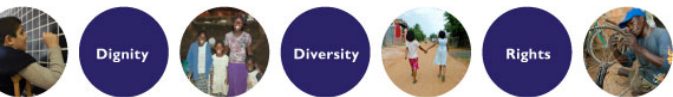
World Vision staff

World Vision staff of the Area Development Programme (ADP), or other programme or project, should participate in the workshop because they play a critical role in developing and adapting their project plans and activities. Programme-based staff should not be the only ones trained in inclusive programming. Other WV staff should participate, such as staff from other ADPs, sponsorship, DME, advocacy, and communications, as well as technical experts and other national office staff.

Other participants

There may be other people that you are not aware of who should participate in the workshop. Consult with the DPOs and project committees prior to the workshop to help find and involve these potential participants. You may also want to invite programme partners and other key community players such as school teachers, police officers, public transportation staff, etc.

It is important to also invite children and youth with disabilities, as well as their parents, caretakers and siblings, and to have their opinion and experience provide an integral part of programming, especially in child-focused programmes, through participation in this workshop.



What must participants know in advance?

The Disability Mainstreaming Workshop is not an introductory course on disability concepts. Rather, its purpose is to bring participants together to plan for disability inclusion in a programme.

To do this effectively, it is important that all participants understand – prior to the workshop – about disability with a rights-based approach and the social model of disability. If they are not already aware, participants may spend too much time trying to gain basic understanding about disability rather than doing the analysis and planning tasks. Therefore, make sure in advance that all participants have a solid foundation and meet the prerequisite minimum knowledge standards.

In case participants do not have a good understanding of disability, conduct awareness training prior to the workshop. To learn more about disability and the social model and rights-based approach, or to conduct disability training, contact the disability focal person in your office or the Disability Community of Practice (CoP) leaders of WV (visit the Disability Mainstreaming CoP site on [wvcentral](http://wvcentral.org) for contact information).

The concepts that form these minimum knowledge standards include:

- three types of ‘disability’ – impairment, functional and social (or participation barriers)
- the social model of disability
- the rights-based approach to disability
- different types of barriers to the participation of persons with disabilities

What must you, the facilitator, know in advance?

To be adequately prepared to lead the Disability Mainstreaming Workshop, you must be fully familiar with how to apply the basic concepts of disability (i.e. three types of disability, the social model of disability, the rights-based approach and the different types of social barriers). You should also be familiar with the UN Convention on the Rights of Persons with Disabilities. There are resources available on the Disability Mainstreaming CoP site at [wvcentral](http://wvcentral.org).⁴ You can also contact Disability Mainstreaming CoP members to help you understand.

⁴ See wvcentral.org for further information.



The following is a list of essential resources and web links to help you prepare:

- three general documents: *Disability Definitions and Models*, *Different Types of Impairments*, and *Guidelines Addressing Disability* (all available at the Disability Mainstreaming CoP site on wvcentral)
- social model of disability: <http://www.achieveability.org.uk/main/policy/social-model-of-disability>
- rights-based approach: <http://www.ohchr.org/Documents/Publications/FAQen.pdf> and <http://www.un.org/disabilities/convention/conventionfull.shtml>.

It is also highly recommended that you use the *Guidelines for Working with DPOs* resource to make sure that you have the best organisational representation for persons with disabilities in your community.

Information on these and other materials can be found in the list of additional resources in the annex of this guide, 'Workshop handouts'.



Prepare for the workshop

To achieve the goals and outcomes of this workshop as effectively as possible, it is critical that you, the facilitator, prepare far in advance. This section provides instructions on some key preparation activities.

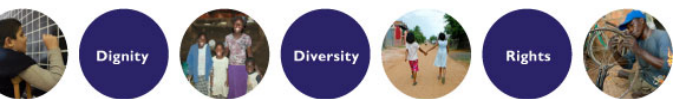
Prepare the presentation on programmes and projects

In preparation for the workshop, you should decide (together with the programme or project manager) whether workshop participants will work on all components of an ADP (e.g. child sponsorship, education, health, WASH, HIV and AIDS, economic development) or only on some of them. You should also decide whether all workshop participants will review the same programme or project activity plans, or break into groups. If the workshop will be a large group, breaking into smaller groups is recommended. For everyone to participate in group discussion, it is recommended that a group consists of no more than eight people.

During Day 1, you explain the programme or project goals, objectives, activity plans, stakeholders, partners, and other relevant information. Each participant should be given a handout that describes the programme or project plans (e.g. design document or logframe). It is important that participants understand a programme or project's key objectives and activities so they can use the knowledge later during the analysis, recommendations and planning tasks regarding inclusion of persons with disabilities.

The following are some information resources about each programme or project that you should prepare prior to the workshop:

- objectives, activities, challenges, results, target audience and other background information
- project summary handouts (one for each programme or project) that include descriptions of goals, objectives and activities (these will also be used later during the small-group work)
- photographs, maps, charts, short videos and/or other visual aids that help explain the programme or project (make sure to describe these fully so that participants with visual impairments can understand)
- PowerPoint slides or flipchart papers that present key points



- project documents, e.g. the annual operating plan, design documents, etc. (these will be used on Day 3 of the workshop in Part 6)
- ask ADP or project managers if they will assist in the presentation to explain a programme or project.

The field visit (described earlier in this section) is an excellent way to help participants have a much better understanding of the programme or project.

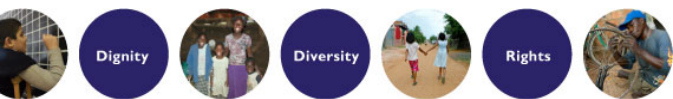
Materials needed for the workshop

In addition to the items described above for the presentation on programmes or projects, the following materials are needed:

- PowerPoint slides for the Disability Mainstreaming Workshop (provided with this *Facilitator's Guide*)
- projector and computer (with MS PowerPoint software)
- flipchart paper, markers and tape
- *Six skills of a good facilitator* written on flipchart paper – facilitator creates (for the list, refer to the Annex)
- notebooks and pens for participants
- participant name cards
- workshop handouts (some of these you must prepare in advance and some are included at the end of this guide).

Handouts

- Workshop activity outline* (Handout 1): the facilitator creates an outline based on the workshop agenda found in the Annex, and this is distributed during Part 1 of the workshop.
- Project summaries: the facilitator creates these (see instructions above on preparing the presentation on programmes and projects), and these are distributed during Part 2.
- Types of barriers: Attitudinal, institutional and environmental* (Handout 2): this is provided in the Annex and is distributed in Part 3 of the workshop.



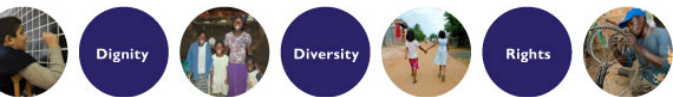
- ✓ *Example – Identification of barriers tool (Handout 3)*: this is provided in the Annex and is distributed during Part 4 of the workshop.
- ✓ *Identification of barriers tool (Handout 4)*: this is provided in the Annex and is distributed during Part 4 of the workshop.
- ✓ *Example – Recommendations for identified barriers tool (Handout 5)*: provided in the Annex and distributed during Part 5 of the workshop.
- ✓ *Recommendations for identified barriers tool (Handout 6)*: provided in the Annex and distributed during Part 5 of the workshop.
- ✓ *Planning tool for overcoming barriers (Handout 7)*: provided in the Annex and distributed during Part 6 of the workshop.
- ✓ *Six skills of a good facilitator (Handout 8)*: provided in the Annex and referred to several times throughout the workshop.
- ✓ *List of additional resources (Handout 9 optional)*; provided in the Annex for participants' further reference.

Prepare an icebreaker activity

Some participants with disabilities may have the experience of being stigmatised in the community. As a result, they may feel shy and reluctant to fully participate. However, the success of this workshop depends upon their active participation. Therefore, it is important that you create a comfortable and openly communicative environment. Icebreakers can be very effective to help to break down social barriers and create a relaxed and energised atmosphere.

Conduct one or two icebreakers near the beginning of Day 1. In addition, you can conduct them later in the workshop if you feel energy seems low, learners seem distracted or unfocused, or some of them continue to be reluctant to participate.

Select some fun icebreaker activities that fit the physical conditions of the participants with disabilities and the cultural context. Be creative in your selection. Even singing songs can be excellent icebreakers. Trainers or DPOs can suggest their favourite ones, or you may find helpful websites with examples, such as <http://wilderdom.com/games/icebreakers.html>.

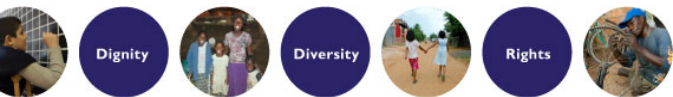


Create a disability-friendly and accessible workshop environment

Because many participants will have disabilities, you will need to include the following kinds of support so that they can participate fully:

- Select a workshop venue that is accessible for participants with mobility difficulty.
- Ensure the workshop facility is accessible. Consider lighting for those with visual impairments. Consider steps, widths of doors, and toilets for those with mobility difficulties including wheelchair users.
- Provide a sign language interpreter if there are sign language users.
- Ask participants how they would like to communicate. People who do not hear and do not use sign language may be communicated with through writing, lip reading or other means.
- Speak clearly and with simple language so everyone understands.
- Do not depend fully on visual materials as some participants may have difficulty seeing. Make sure to always explain visuals clearly with words!

Remember that many of the workshop participants, particularly those with disabilities, are the local experts on disability issues. The success of this workshop in achieving its goals depends on their meaningful participation. It is critical that we encourage participants by creating a friendly, respectful and supportive environment that shows them that we value their experience, knowledge and ideas.



Workshop activity outline

For more detail, refer to the notes accompanying each slide within the workshop PowerPoint file, *Disability Mainstreaming Workshop*.

Note that session times are approximate and may vary, particularly depending on the number of programmes and projects that are discussed. Facilitator may decide to appoint a timekeeper to keep the workshop schedule on time.

Day 1

Part 1. Workshop introduction and icebreaker

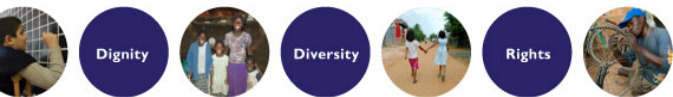
Time: 1 hour

Part 2. Programme (or project) review

Time: 2 hours

Note to facilitator:

- For information on how to prepare this presentation, refer to 'Prepare the presentation on programmes and projects' in the 'Prepare for the Workshop' section in this guide. Do this in advance of the workshop.
- You may ask for the assistance of project staff to make these presentations.
- After the 'Part 2' title slide in the workshop PowerPoint presentation, insert your own PowerPoint slides or use flipcharts for your presentation on programmes and projects.
- Participants must understand the key objectives and activities of the programmes so that afterwards they can use this knowledge to identify, recommend and plan tasks for disability inclusion.
- Check regularly with the participants during the presentation to ensure they understand what is being shared. Make the workshop interactive by asking them questions about the information you present.



Part 3. Discussion on types of barriers

Time: 1–2 hours

Part 4. Identify barriers in programming

Time: 3 hours

Day 2

Part 4 (cont'd). Presentation on identification of barriers

Time: 1 hour

Part 5. Make recommendations for identified barriers

Time: 5–6 hours

Day 3

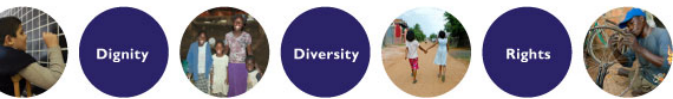
Part 6. Adapt existing programme/project plans to be inclusive

Time: 7 hours



Small groups analyse participation barriers during disability awareness training in an ADP community, Sierra Leone.

Photo © World Vision/ Hitomi Honda



ANNEX: Workshop handouts

The following handouts should be photocopied for distribution to the participants. *Do not* distribute all of them at the beginning. Instead, distribute each handout as it is used.

Handouts included:

1. Workshop activity outline
2. Types of barriers: Attitudinal, institutional and environmental
3. Example – Identification of barriers tool
4. Identification of barriers tool
5. Example – Recommendations for identified barriers tool
6. Recommendations for identified barriers tool
7. Planning tool for overcoming barriers
8. Six skills of a good facilitator
9. (optional) List of additional resources



Handout 1: Workshop activity outline

Activity	Time*
Day 1	
Part 1. Workshop introduction and icebreaker	1 hour
Part 2. Programme (or project) review	2 hours
Part 3. Discussion on types of barriers	1–2 hours
Part 4. Small groups: identify barriers in programming	3 hours
Day 2	
Part 4. (cont'd.) Presentations on identification of barriers	1 hour
Part 5. Small groups: make recommendations for identified barriers	4–5 hours
Part 5. (cont'd.) Presentations on recommendations	1 hour
Day 3	
Part 6. Small groups: complete planning tool	3 hours
Part 6. (cont'd.) Presentations on planning tool	1 hour
Part 6. (cont'd.) Adapt existing programme/ project plans to be inclusive	3 hours

*Times are approximate



Handout 2: Types of barriers

Attitudinal barriers are perhaps the most problematic and difficult to identify and eliminate.

Within traditional belief systems, persons with disabilities are often seen as cursed or having bad luck, or they are not 'normal' or worthy of a full life. Examples of such barriers may be seen when children with disabilities are not allowed to participate in a mainstream school because the school does not accept them simply because they have 'disabilities', or because their parents do not see value in education for children with disabilities. Persons with disabilities may also be excluded from an employment opportunity if an employer considers having a worker with disabilities as not being good for business – it would be bad luck for business or it would keep customers away.

Furthermore, exclusion of persons with disabilities may be seen in simple use of language as often it becomes 'them' and 'us'. In addition, there may be assumptions and certain expectations of persons with disabilities and how they should behave: assumptions that they are unintelligent, violent, strange, tragic, in need of care, weak, incapable, patient, non-sexual, obedient or submissive. An extreme case of an attitudinal barrier is infanticide where babies are killed simply because they are born with impairments and, consequently, are considered cursed or not worthy of living.

Institutional barriers can be described as policy, systematic or legal barriers or discrimination against disabled people; this may occur in families, religion, education, health and other social services, legal systems, employment, political systems, or even humanitarian and development agencies. In many countries the marginalisation and exclusion of persons with disabilities (for instance, in terms of employment or political representation) is similar to and compounded by the negative treatment of women and members of ethnic minority groups.

For persons with disabilities, the effects of exclusion from institutions such as education and training are generally cumulative. Segregated education makes fewer academic demands on pupils, and much smaller schools and classes expose them to a more limited range of cultural stimuli and experiences. The virtual exclusion of persons with disabilities from teacher training colleges also limits the numbers of qualified teachers with disabilities who are available as role models for pupils with and without disabilities in mainstream schools.



Handout 2: Types of barriers

Environmental barriers can be seen in the following areas: public transport, housing, buildings, roads, water points, toilets, leisure and recreation facilities, markets, shops, schools, offices, factories, places of worship, communications systems, poor signposting and access to information. Once alerted, it is relatively easy to see the environmental barriers that persons with disabilities face. But it is probably more difficult to see how barriers in communications systems are disabling for a range of people, particularly those who have hearing or visual impairments.

Take for instance HIV and AIDS education targeting school children. Those with hearing, visual or intellectual impairments are unlikely to be able to access the information provided in class or in print. Moreover, as UNESCO reports, because 98 per cent of children with disabilities in developing countries do not attend school,⁵ they are likely to miss the important education and information. The high incidence of children with disabilities who are not in school relates to low literacy rates amongst them (according to Einar Helander, it is as low as 3 per cent globally and as low as 1 per cent for women with disabilities), which makes communication of messages about HIV and AIDS all the more difficult. And because many special schools are not under the Ministry of Education, their educational curriculum is different from that of mainstream schools. Consequently, children who attend special schools are far more likely to miss the information. Further, although many international development organisations, including World Vision, support HIV and AIDS education in mainstream schools, it is most often not included in projects that support special education schools or institutions for children with disabilities. As a study in Uganda found, 38 per cent of women and 35 per cent of men with impairments had a sexually transmitted disease at one time.⁶ The result of communication and information barriers that children and adults with disabilities face is devastating.

⁵ Source from UNESCO: <http://unesdoc.unesco.org/images/0018/001831/183156e.pdf>

⁶ Groce, N, 2004, *A Population at Risk: HIV/AIDS and Disability: Capturing Hidden Voices. Findings from the Yale/World Bank Global Survey of HIV/AIDS and Disability*. series, Washington DC: The World Bank



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Handout 3: Example – Identification of barriers tool

Programme/ project activity	Attitudinal barriers	Institutional barriers	Environmental barriers	Impairment- related issues that affect the community	Other barriers or remarks?
<p>Emergency relief: Distribution of food items</p> <p>1) Identify beneficiaries</p> <p>2) Provide food items</p>	<p>1) Persons with disabilities are often hidden</p> <p>2) Persons with disabilities not allowed to join in the food distribution line</p>	<p>None</p>	<p>1) WV staff or local authorities do not know how to communicate with those with difficulty hearing or speaking</p> <p>2) It may be difficult for those with mobility impairment to come to distribution points</p>		
<p>WASH</p> <p>1) Construct water pump facility</p> <p>2) Training on clean water</p>	<p>1) Assumption that persons with disabilities cannot perform volunteer construction work</p> <p>2) Persons with disabilities are not invited to train</p>	<p>1) WV's water pump designs do not consider people with mobility difficulty</p>	<p>1) Water pumps are surrounded by wall; wheelchair users cannot access them</p> <p>2) Training venue on the 2nd floor or has steps</p>		



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Rights

Handout 3: Example – Identification of barriers tool

<p>Economic development</p> <p>1) Selection of beneficiaries</p>	<p>1) WV staff not aware of persons with disabilities who live in the community</p> <p>2) Village leaders do not want to select persons with disabilities</p>	<p>1) Lack of education for many disabled → do not read and write → cannot be beneficiary of MFI programme</p>		<p>1) Landmines planted in most farmland</p>	
<p>Sponsorship</p> <p>1) Recruitment of registered children (RC)</p>	<p>1) Children with disabilities not in school because of stigma from community or low expectation from their parents</p>	<p>1) Recruitment done in school (most children with disabilities are not in school)</p> <p>2) Schools do not accept students with disabilities</p>	<p>1) School latrines are not accessible; girls with mobility difficulty do not want to come to school</p> <p>2) Teachers do not have skills to teach students who are blind</p>		



Handout 4: Identification of barriers tool

Programme/project name: _____

Programme/ project activity	Attitudinal barriers	Institutional barriers	Environmental barriers	Impairment- related issues that affect the community	Other barriers or remarks?
Activity 1					
Activity 2					
Activity 3					



Handout 5: Example – Recommendations for identified barriers tool

Programme/ project activity	Attitudinal	Institutional	Environmental	Impairment- related issues that affect the community	Opportunities or resources (local, national, international)
<p>Emergency relief: Distribution of food items</p> <p>1) Identify beneficiaries 2) Provide food items</p>	<p>1) Local DPO identifies those hidden in community 2) WV and local DPO provide disability workshop to bring understanding about disability</p>		<p>1) Consult with nat'l. DPO and deaf school teachers on how to communicate with people who do not hear 2) ADP committee identifies volunteers to deliver items to homes with the deaf</p>		<p>1) Local business association has funds that can contribute to transportation expense</p>
<p>WASH</p> <p>1) Construct water pump facility 2) Training on clean water</p>	<p>1) Hold disability equality training and have local persons with disabilities demystify 2) ADP committee ensures all qualified persons are invited</p>	<p>1) Local DPO members participate during design, construction and evaluation of water pump</p>	<p>1) Change the design, and reflect wheelchair users' opinions in new design 2) Bring the event downstairs; ADP committee discusses with local gov't. to have ramp in building</p>		<p>1) The ADP is funded by WVUS with WASH specialists with experience in accessible design</p>



Handout 5: Example – Recommendations for identified barriers tool

Programme/ project activity	Attitudinal	Institutional	Environmental	Impairment- related issues that affect the community	Opportunities or resources (local, national, international)
Economic development 1) Selection of beneficiaries	1) Local/nat'l. DPOs hold disability training to understand disability situation in community 2) Local DPO identifies community members with disabilities			1) ADP committee talks to local gov't. to contact MAG (an international de-mining organisation) to de-mine the area	1) MAG (Mine Awareness Group) works in the country
Sponsorship 1) Recruitment of RC	1) Hold disability equality training for parents of students in school including parents or caregivers of children with disabilities	1) WV and ADP committee change recruitment procedure 2) Discuss with school why they do not accept children with disabilities; hold disability training	1) Local gov't. and WV renovate latrine to be accessible 2) Send two teachers to deaf school in capital for six-month training		1) There is a very good deaf school in the capital to train teachers to teach inclusive classes 2) WVI has partnership with Perkins Int'l. for follow-up training



Handout 6: Recommendations for identified barriers tool

Programme/project name: _____

Programme/ project activity	Attitudinal	Institutional	Environmental	Impairment- related issues that affect the community	Opportunities or resources (local, national, international)
Activity 1					
Activity 2					
Activity 3					



Handout 7: Planning tool for overcoming barriers

Programme/project name: _____

Activity	Barrier and type*	Recommended action(s) for removing or minimising barrier	Specific tasks required to accomplish each action**	Parties who will take responsibility for doing tasks***	Resources needed (e.g. logistical, material, etc.)



Handout 7: Planning tool for overcoming barriers

How can we measure our progress in overcoming the barrier?

- Describe the behaviour or result that we can monitor (observe) to measure the success of the action.
- Describe the method for monitoring and reporting on progress.
- Identify the members responsible for monitoring and reporting on progress.

*Attitudinal, institutional or environmental

**More than one specific task may be required to accomplish each action.

***Parties consist of WV, DPOs or programme/project committee members



Handout 8: Six skills of a good facilitator

1. Gives equal opportunities to everyone and encourages shy members
2. Listens more than speaks
3. Asks questions to help clarify and makes sure everyone understands
4. Summarises key points
5. Helps build consensus
6. Makes sure the note-taker is taking accurate and complete notes

Small group facilitators should also:

- Keep group members focused and on task
- Ensure that those who do not read, see or hear, or have difficulty understanding, are supported so they can fully participate.



Handout 9 (optional): List of additional resources

Documents developed by the WV Partnership's disability community

The following documents are available on the Disability Mainstreaming CoP site on wvcentral.org. Some of them are also available in French, Portuguese and Spanish.

For general understanding about disability

- Disability Position Paper
- Guidelines Addressing Disability
- Communications Around Disability
- Different Types of Impairments
- Disability Fact Sheet

To support inclusion, mainstreaming and inclusive programming

- Guidelines on Inclusion of Persons with Disabilities
- Guidelines for Working with Local DPOs
- Disability DADD (Do/Assure/Don't Do) Strategy
- 4 Key Questions for WV programmes
- Wheelchair Position Paper
- Checklist for Disability Assessment at Micro Level
- Checklist for Rapid Onset Emergency
- Disability Mapping Report
- *Travelling together: How to include disabled people on the main road of development*, World Vision UK, 2010, see http://www.worldvision.org.uk/upload/pdf/Travelling_together.pdf

Resources available through other organisations

- The UN Convention on the Rights of Persons with Disabilities
<http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>
- The UN Convention on the Rights of the Child
<http://www.unhcr.ch/html/menu3/b/k2crc.htm>
- The Universal Declaration of Human Rights



Handout 9 (optional): List of additional resources

<http://www.un.org/en/documents/udhr/>

- Lessons from the Disability Knowledge and Research Programme
<http://www.disabilitykar.net/pdfs/learn/pdf>
- WHO World Report on Disability
http://www.who.int/disabilities/world_report/2011/en/index.html
- Albert, B, 2004. *Briefing Note: The social model of disability, human rights and development.*
http://www.disabilitykar.net/pdfs/social_model_briefing.pdf
- Asia Pacific Disability Equality Training (DET) Forum Resources & Links.
<http://detforum.com/resources-links/>
- Harris, A, 2003. *Disability, Equity and Human Rights.* Oxfam GB.
http://publications.oxfam.org.uk/oxfam/add_info_020.asp
- Human Rights Yes!
<http://www1.umn.edu/humanrts/edumat/hreduseries/TB6/index2.html>
- Save the Children UK, 2000. *Access for All.*
http://www.eenet.org.uk/bibliog/scuk/access_for_all.pdf
- Save the Children Sweden. *Learning to Listen: Consulting children and young people with disabilities.*
http://www.savethechildren.org.uk/en/docs/Learning_to_listen.pdf
- Disability Awareness in Action, 2001. *It is Our World Too!*
<http://www.daa.org.uk/index.php?page=it-is-our-world-too>
- Jones, H, 1998. *Addressing Attitudes to Disability.* Radda Barnen.
http://www.asksource.info/pdf/21585_addressingattitudes_1998.pdf
- Jones, H, 2001. *Disabled Children's Rights – a practical guide.* Radda Barnen, Inclusive Technology Ltd.
- UNICEF, 2007. 'Promoting the Rights of children with Disabilities', *Innocenti Digest No. 13.*
<http://www.unicef-irc.org/publications/pdf/digest13-disability.pdf>
<http://www.unicef-irc.org/publications/pdf/digest13-disability.pdf>

World Vision International Offices

Executive Office

Waterview House,
1 Roundwood Avenue, Stockley Park,
Uxbridge, Middlesex, UB11 1FG
United Kingdom

International Liaison Office

Chemin de Balxert 7-9
Case Postale 545
CH-1219 Châtelaine
Switzerland

World Vision Brussels & EU Representation ivzw

18, Square de Meeûs,
1st floor, Box 2
B- 1050 Brussels,
Belgium

United Nations Liaison Office

919 2nd Avenue, 2nd floor
New York, NY 10017
USA