FACILITATOR'S GUIDE

Strengthening Protection of Persons
with Disabilities in Forced Displacement

ACKNOWLEDGMENTS

Photo Caption: Seven-year-old Somali refugee Haneen plays with her cousin in Sana'a, Yemen. Photo credit: © UNHCR/SDF

Table of Contents

AGD	Age, Gender and Diversity	OPD	Organizations of Persons with Disabilities
CRIs	Core Relief Items	PSEA	Protection against sexual exploitation and abuse
CRPD	Convention on the Rights of Persons with Disabilities	SOP	Standard Operation Procedure
DIP	Division of International Protection	UNHCR	United Nations High Commissioner for Refugees
GBV	Gender-based violence	UNICEF	United Nations Children`s Fund
GLDC	Global Learning and Development Centre	WASH	Water, Sanitation and Hygiene
IDA	International Disability Alliance	WHO	Word Health Organization

INTRODUCTION

Photo Caption: Refugee and Kenyan children with and without intellectual disabilities participate in a unified sport activity in Kakuma refugee camp thanks to Special Olympics Kenya and Handicap and Inclusivity. Photo credit: © UNHCR/Samuel Otieno

It is estimated that 15 percent of the world's population has some form of disability,[1] with potentially higher proportions in communities that have fled conflict or natural disasters.[2] Hence it can be estimated that there may be many millions of persons with disabilities among the populations forcibly displaced by conflict and persecution globally.[3]

Persons with disabilities remain one of the most marginalized groups in crisis-affected communities. In situations of forced displacement, persons with disabilities are at heightened risk of exploitation and violence; and face numerous barriers to accessing humanitarian assistance.

In addition, persons with disabilities are very often excluded from decision-making processes and opportunities for participation at all stages of protection, assistance and solutions programming, denying them the opportunity to apply their skills and capacities to benefit themselves, their families and communities.

UNHCR's Age, Gender and Diversity (AGD) Policy details the organization's wider commitment to a rights-based approach and highlights that effective protection will only be achieved by ensuring that equal consideration is given to the needs and capacities of different age, gender and diversity groups within displaced communities. UNHCR is thus committed to ensuring that the rights of refugees, asylum seekers and internally displaced persons with disabilities are met without discrimination.[4]

1. WHO and the World Bank, World report on Disability (Geneva: WHO, 2011). [Return to Activity]
2. For example, a 2019 Population Study found 21% of Syrian refugees in Jordan having disabilities. UNHCR Vulnerability Assessment Framework – Population Study – 2019 https://reliefweb.int/report/jordan/vulnerability-assessment-framework-population-study-2019 [Return to Activity]
3. In 2019, it can be estimated that almost 12 million forcibly displaced persons have disabilities, based on a total figure of 79.5 million people forcibly displaced (UNHCR Global Trends in Forced Displacement 2019 https://www.unhcr.org/globaltrends2019/) [Return to Activity]
4. UNHCR, Policy on Age, Gender and Diversity, 2018 https://www.unhcr.org/protection/women/5aa13c0c7/policy-age-gender-diversity-accountability-2018.html [Return to Activity]

UNHCR has made considerable progress in creating policies and programs that are disability-inclusive. In 2010, the UNHCR Executive Committee adopted the *Conclusion on refugees with disabilities and other persons with disabilities protected and assisted by UNHCR.*[5] Since the adoption of the Conclusion, UNHCR has undertaken a number of activities to support implementation across the organization, including developing organizational *Need to Know Guidance on Working with Persons with Disabilities in Forced Displacement*[6] and integrating outcomes, outputs and indicators relating to persons with disabilities in its planning and monitoring systems.

UNHCR welcomed the launch of the UN Disability Inclusion Strategy[7] (UNDIS) in 2019 as an important step towards improving accountability of the UN system towards persons with disabilities. In 2020, UNHCR developed a 5-year Action Plan on Disability Inclusion which lays out the institutional and operational changes necessary to meet the UNDIS requirements for UNHCR's workforce and operations. *This Training Facilitator's Guide is aimed at advancing UNHCR's staff understanding on disability, in line with the reporting requirements established under the UNDIS Accountability Framework as it relates to Capacity Development for UNHCR staff.*

PURPOSE OF THE FACILITATOR'S GUIDE

This Facilitator's Guide on *Strengthening Protection of Persons with Disabilities in Forced Displacement* is designed to support UNHCR staff, partners and other stakeholders at field level to:

- Recognize the protection concerns and capacities of refugees with disabilities and other persons with disabilities protected and assisted by UNHCR;
- Apply the principles reflected in the *UN Convention on the Rights of Persons with Disabilities* (UNCRPD) and UNHCR Guidance on Working with Persons with Disabilities to a range of programs and sectors;
- Design immediate and long-term strategies to mitigate protection risks and promote the inclusion of persons with disabilities in UNHCR programming.

WHAT IS 'INCLUSION'?

Full inclusion of persons with disabilities is a key concept contained in the UN Convention on the Rights of Persons with Disabilities (UNCRPD) and UNHCR guidance on disability. Inclusion means that all programmes and activities are designed and implemented in a way that ensures equal opportunity for all people to participate. Inclusive programmes recognize and value persons with disabilities as active participants. To achieve full inclusion, it is often necessary to make changes to programming and activities in order to remove barriers to participation. Identifying needs of persons with disabilities and addressing barriers to their participation is not something 'special'; rather, it can and should be considered as a human right. Persons with disabilities should have equal opportunity to live, learn, work and play together with everyone else, and to participate in decision-making on all issues that affect them.

5. UNHCR, *Conclusion on refugees with disabilities and other persons with disabilities protected and assisted by UNHCR,* 2010 https://www.unhcr.org/excom/exconc/4cbeb1a99/conclusion-refugees-disabilities-other-persons-disabilities-protected-assisted.html [Return to Activity]
6. UNHCR's *Need to Know Guidance on Working with Persons with Disabilities in Forced Displacement* (2019), was developed in close partnership with Humanity & Inclusion, International Rescue Committee and Under the Same Sun and can be accessed online at: https://www.refworld.org/docid/5ce271164.html [Return to Activity]
7. UN Disability Inclusion Strategy https://www.un.org/en/content/disabilitystrategy/ [Return to Activity]

HOW TO USE
THIS FACILITATOR'S GUIDE

Structure, context and target audience

This Facilitator's Guide includes five interconnected modules with session objectives, learning points, activity descriptions and tools to support UNHCR Country Office staff and partners to facilitate workshops on strengthening the protection of persons with disabilities.

While completing all five modules is strongly recommended to acquire both an understanding on the rights of persons with disabilities and strategies to promote their inclusion, the Guide is designed so that each module can be used independently, depending on the context and needs of the target audience. Using each module in independent workshops can help to space learning over time, or raise awareness and strengthen the knowledge of participants in a particular area where learning gaps have been identified following a learning needs analysis.

The five modules include:
- Introductory module - Organizing an accessible and inclusive workshop (**Module 1**);
- Promoting a rights-based approach to disability (**Module 2**);
- Raising awareness about the impact of forced displacement on persons with disabilities (**Module 3**);
- Learning key strategies to foster inclusion of persons with disabilities in forced displacement (**Module 4**);
- Collecting data for the inclusion of persons with disabilities (**Module 5**).

The introductory module can be used to facilitate introductions, create ground rules and clarify expectations; additional learning objectives and an estimated time required to complete each module are indicated in the table below.

Table 1:

Contents of the training modules on Strengthening Protection of Persons with Disabilities in Forced Displacement

	Learning Objectives	Time Allocation
Module 1: Introduction	• Introduce participants and the objectives of the workshop. • Clarify expectations and establish ground rules on accessibility.	60 minutes
Module 2: Understanding Disability	• Recognize 4 different ways of conceptualizing disability. • Explain the impact that actions based on these different concepts of disability can have on the lives of persons with disabilities. • Identify key elements to promote the social and rights-based approaches to disability.	120 minutes
Module 3: Disability and Forced Displacement	• Describe the protection risks that persons with disabilities may face in situations of forced displacement, considering different types and phases of displacement. • Summarize how these protection risks have informed UNHCR policies and programmatic approaches to ensure the protection and assistance of persons with disabilities on an equal basis with others.	120 minutes
Module 4: Key Strategies to Foster Inclusion of Persons with Disabilities in Forced Displacement	• Recognize some of the principles and strategies that are reflected in the Convention on the Rights of Persons with Disabilities (CRPD), and what types of human rights issues are addressed. • Identify 3 principles and strategies to promote inclusion that can be integrated into one's day-to-day attitudes and actions, and into UNHCR's work.	90 minutes
Module 5: Collecting Data for the Inclusion of Persons with Disabilities	• Introduce to basics of collecting, analysing and using data on persons of concern with disabilities.	270 minutes

In addition to a detailed session outline and accompanying Powerpoint presentation, the Facilitator's Guide also includes handouts and resources that can be shared with participants as part of the workshop or outside its context. A list of all handouts and resources is available on . For example, this introductory module has a practical tool on *Organizing accessible and meaningful workshops for persons with disabilities.*

Methodology

Methodologies proposed in this Guide support the principles of adult learning, such as promoting the sharing of knowledge between participants and incorporating a participatory planning process through presentations, group work and participatory exercises.

Given the increased use of remote training modalities, each module and session can be implemented using either **digital platforms** or **face-to-face workshops**. Specific advice and tips on how to implement each session using remote or face-to-face modalities are included throughout the guidance, including tips on digital accessibility.

Audience: Participatory learning

This Facilitator's Guide promotes the central role of persons with disabilities in both problem analysis and the identification and implementation of solutions. Host country organizations of persons with disabilities (OPDs) can also be involved as both participants and co-facilitators; and community leaders can and should be invited in order to raise their awareness, enable them to contribute to solutions and to promote participation of persons with disabilities in community leadership and decision-making processes.

It is therefore recommended that workshop participants include UNHCR staff; staff from implementing partner organizations; refugees with disabilities, family members of persons with disabilities; organizations of persons with disabilities (OPDs); community leaders, and staff from national organizations.

PLANNING A WORKSHOP

Conducting a training needs assessment

Any planned workshop should support and be complementary to other inter-agency efforts to strengthen the inclusion of persons with disabilities. Together with other agencies and organizations in the operation, a training needs assessment should be conducted to determine knowledge and skill levels related to working with persons with disabilities and what can be done to fill the existing gaps. While training may meet these needs in part, other learning activities or interventions, including on-the-job training, should be planned to address other needs specific to the operation. Potential trainers and workshop facilitators should also be identified within different agencies, government organizations or partner organizations.

Country context

Facilitators should be familiar with information on the country context prior to the workshop, in particular any information from participatory assessments. Other relevant documents will be related to regional strategies, the protection and solutions strategy and any other documents touching on inclusion.

SELECTING PARTICIPANTS

This Facilitator's Guide was designed for UNHCR operations, but is accessible for a wide range of audiences to broaden knowledge and skills related to working with persons with disabilities in forced displacement contexts. The Guide promotes the central role of persons with disabilities in both problem analysis and the identification and implementation of solutions. Host country organizations of persons with disabilities (OPDs) can also be involved as both participants and co-facilitators; and community leaders can and should be invited in order to raise their awareness, enable them to contribute to solutions and to promote participation of persons with disabilities in community leadership and decision-making processes.

It is therefore recommended that workshop participants include UNHCR staff; staff from implementing partner organizations; refugees

with disabilities, family members of persons with disabilities; organizations of persons with disabilities (OPDs); community leaders, and staff from national organizations.

In order to ensure a conducive interactive learning environment, a maximum of 25 participants is recommended.

ENGAGING PARTICIPANTS WITH DISABILITIES

In line with proper learning design methodologies, any workshop should be preceded by participatory assessments with persons with disabilities so that the content of the workshop can be adapted to their learning needs, priorities and context. At the conclusion of each participatory assessment, the group of participants can be invited to identify a representative from their group to represent their views and ideas in the workshop.

It is important that participatory assessments include the full diversity of persons with disabilities, including with respect to gender, age and type of disability.

For the workshop, aim to have gender parity among participants and ensure that these participants reflect diversity in age and type of disability. The maximum number of participants recommended for any session (whether digital or face-to-face) is 25.

Once participants are selected, it is important to share with them how and where the workshops will be delivered, and discuss with them any accessibility requirements and additional support they may need to participate (e.g. accessible transport, interpreters or support persons). For more information, see Handout 0 on *Organizing accessible and meaningful workshops for persons with disabilities*.

Selected representatives can be encouraged to continue discussions with other persons with disabilities in the community in order to best represent their views. Engaging workshop participants through a preceding participatory assessment exercise provides an important opportunity to explain the purpose of the workshop, the role of representatives and to clarify expectations. UNHCR and partners should also support selected representatives to feed back to the community at the conclusion of the workshop.

SUGGESTED FACILITATION TEAM

This Facilitator's Guide is designed to be used by a multifunctional team with complementary skills to ensure content area knowledge on inclusion of persons with disabilities, UNHCR policies and frameworks, and suitable facilitation skills with an understanding of adult learning methods.

Ideally, a trained UNHCR staff member working as a focal point for inclusion in the operation should facilitate the training, together with a partner from a host country organization of persons with disabilities (OPDs). Depending on the context, this may look different, but the element of partnership is important to stress.

HANDOUTS

The following handouts will be needed for the training, as outlined in the table to follow.

Table 2:

Training Handouts

	Module	
Handout 0: Organizing accessible and meaningful workshops for persons with disabilities	Introduction (for facilitators)	
Handout 1: Transcript of Safak Pavey's video	Module 1	This handout should be made available upon request from participants requiring a written version of the video statement for accessibility purposes.
Handout 2: Models of disability	Module 2	**Activity 2:** Disability throughout time, through us.
Handout 3 - 4: Vulnerability profile cards and environmental cards	Module 3	**Activity 1:** Diversity of experiences in forced displacement.
Handout 5: Protection concerns profile cards	Module 3	**Activity 2:** Protection concerns faced by persons with disabilities living in forced displacement.
UNHCR policies (Optional)	Module 3	**Activity 3**: UNHCR's approach on the protection of persons with disabilities. These policies can be shared in electronic version. However, printed copies could be made available for interested participants.
Handout 6: Agree / disagree cards	Module 3	**Activity 3:** UNHCR's approach on the protection of persons with disabilities.
Handout 7: Case study 1 – Maryam	Module 4	**Activity 2:** Building the path to inclusion.
Handout 8 - 9: Case study 2 – Jamir and twin-track game board and cards	Module 4	**Activity 2:** Building the path to inclusion.
Handout 10 - 11: Overview of strategies on disability inclusion and inclusive budgeting tip sheet	Module 4	**Activity 2:** Building the path to inclusion.
Handout 1: Learning needs assessment	Module 5	**Activity 1:** Understanding the importance of collecting diverse data on persons with disabilities.
Handout 2: Quiz	Module 5	**Activity 1:** Understanding the importance of collecting diverse data on persons with disabilities.
Handout 3: A tool for each purpose	Module 5	**Activity 1:** Understanding the importance of collecting diverse data on persons with disabilities.
Handout 4 - 6: The Washington Group questions on disability and FAQs	Module 5	**Activity 2:** Collecting data on persons with disabilities in practice.
Handout 7: UNHCR specific needs codes	Module 5	**Activity 2:** Collecting data on persons with disabilities in practice.
Handout 8: Individual cases	Module 5	**Activity 3:** Analysing and using data for the inclusion of persons with disabilities.

MODULE 1

INTRODUCTION

Photo Caption: Dennis Butoto (left), and his twin brother Bukuru Johnny, aged 22, are gospel singers and refugees from Democratic Republic of the Congo. They fled because of Johnny's albinism: he had been attacked four times and nearly lost his life. Photo credit: © UNHCR/Caroline Irby

Summary:
This module seeks to provide an overall introduction to the workshop for participants, including facilitating reflection on the learning expectations and setting accessibility-friendly ground rules to ensure an inclusive training for all.

Learning Objectives
- Recognise the diverse and shared experiences amongst workshop participants.
- Identify your own learning expectations in regards to the protection of persons with disabilities in forced displacement.
- Adopt behaviour and ways to enhance the accessibility of this training as an inclusive and accessible space for learners with disabilities.

Key Messages
- UNHCR is committed to the inclusion of persons with disabilities.
- Our own assumptions and perceptions around diversity have an impact on programming approaches. It is important that we are aware of these assumptions and that persons with disabilities remain at the centre of all programming.
- During this training, we will apply the same principles and follow the same attitudes that promote disability inclusion to facilitate equal learning opportunities for all participants.

STRUCTURE & METHODOLOGY

This module includes three activities to facilitate introductions among participants and recognise diversity and shared experiences within the group:

- **Activities 1-2:** Identify learning expectations in regards to the protection of persons with disabilities in forced displacement.
- **Activity 2:** Can be used to present all the objectives of the training package or be tailored to the learning objectives selected for each workshop, in situations where only some of the modules of this training package will be used.
- **Activity 3:** Discuss and agree on ground rules that ensure the accessibility of the training, including facilitation techniques and shared behaviours from all participants.

	Materials Needed	Time Allocation
Activity 1: Introductions	• PowerPoint presentation, paper cut-outs (*green circles, red squares*)	30 minutes
Activity 2: Objectives & Expectations	• PowerPoint presentation, video, Handout 1 (*transcript*)	20 minutes
Activity 3: Ground Rules & Accessibility	• Flipchart, paper cut-outs (*red triangle, yellow square / virtual Whiteboard*)	15 minutes
		Total: 60 minutes

ACTIVITY 1:
Introductions

30 Min

Summary: This activity facilitates basic introductions and generates a first awareness-raising activity about diversity.

Material:
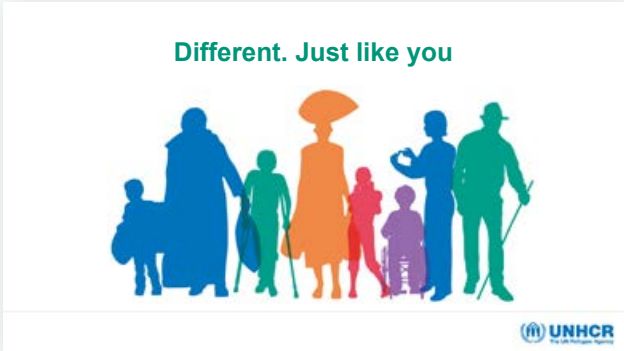
PowerPoint Presentation: Slides 1-4

ACTIVITY SEQUENCE:

Module 1
INTRODUCTIONS

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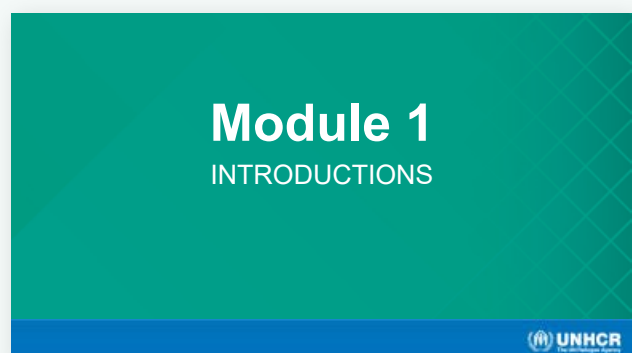
PPT Slides 1-2: Welcome all participants

Welcome participants to the workshop, and share the overall objectives of this module. Warm-up activity – round of introductions. Ask participants to share their names and organization. Each participant could repeat the name of the last speaker to help everybody memorize the names of all participants.

Activity 1 Sequence

Different. Just like you

PPT Slides 3-4: Different. Just like you

In this short activity, the facilitator will read and display four short statements related to personal experiences and/or preferences. Participants will be asked to indicate whether they share an experience or preference.

The objective is to make visible some of the shared experiences and preferences to generate a feeling of unity in the group, while at the same time acknowledging the diversity of experiences in the group.

Tips for facilitators:

- Accessibility:

  - Describe the image displayed on the screen: A picture representing diversity: coloured shadows of persons with and without disabilities.
  - In **face-to-face workshops**, participants can express agreement by raising their hands, using different colour and shaped cards (e.g. green circle for agreement, red square for disagreement), or physically joining the centre of the room when they share one of the experiences or preferences.
  - If this last option is selected, be sure to clear the centre of the room and its access from any obstacle that may prevent free circulation.
  - Provide alternative ways of joining the "centre" for those who may not want to physically join it: e.g. raising hands or smiling.
  - In **remote workshops**, provide for alternative ways of showing agreement using the features allowed by the platform: e.g. saying "I do/I don't" in the chat box, using green ticks or red crosses, etc.
  - Provide time enough for sign language interpreters when reading the statements.
  - Always describe how many people are in the centre of the room, or agreeing with the statement, to share that content with all.

- Statements can be adapted to local food preferences or activities, with the idea of keeping a focus on daily activities where people can express preferences. E.g.

  - … if you had a good sleep last night.
  - … if you like to eat [insert name of a national dish].
  - … if you like chocolate.
  - … if you have smiled at someone today. (You are smiling at me now, so come on and join the centre).

- The activity can have an additional series of statements that refer more to experiences of discrimination. It is recommended, though, asking participants to stay in their seats or not raise their hands, and instead think that they are joining that centre, so confidentiality on situations of discrimination is kept, and stigma avoided. Statements can include:

  - Only with your imagination, join the centre of the room if you have felt uncomfortable by how someone has treated you differently due to a personal characteristic.

- ... if you have made someone feel uncomfortable, even if it was not your intention, due to a personal characteristic that person had.

• The activity can finish with key messages:

- We are all part of human diversity, and we share similar experiences and preferences with some of our peers.
- We share with each other more similarities than differences.
- Some of us may have experienced situations where we may have felt uncomfortable, or made others feel uncomfortable, due to something that defines our identity, even if we are not fully aware of it.
- In this workshop, we will learn about strategies to support the diversity that unifies us all as members of humanity. I hope you will share and learn to contribute to this objective.

Photo Caption: Community centres, schools and shelters in Daraa governate are visited by UNHCR teams on a mission to assess the ongoing relief and rehabilitation effort. Photo credit: © UNHCR/Bassam Diab

ACTIVITY 2:
Objectives and Expectations

20 Min

Summary: This activity introduces the objectives of the workshop, and facilitates a discussion on the learning expectations that participants have.

Material:

- PowerPoint Presentation: Slides 5-6
- Video: Safak Pavey's perspective on the importance of working with persons with disabilities in forced displacement. Link to the video statement: https://youtu.be/npyMeQaHX3g (2:31)
- Handout 1: Video transcript

ACTIVITY SEQUENCE:

Ms. Safak Pavey

UNHCR

PPT Slide 5: Introducing Safak Pavey

Briefly introduce Safak Pavey: Explain that the group is going to watch a video from Ms. Safak Pavey, the former Secretary to the CRPD Committee at the UN Office of the High Commissioner for Human Rights.

As a UNHCR colleague, she stresses in this video the importance of training on disability to UNHCR employees. Suggest to participants that they can learn more about Safak Pavey, the first female with disabilities to become a parliamentarian in Turkey. There are more inspiring facts in her personal story; participants can also search online for her name.

- Accessibility:

  - Share in advance the accessibility features of the video and ask participants if they would require any support to access its content: The video includes subtitles as an accessibility feature. The transcript of Ms. Safak's intervention can be shared in advance with sign language interpreters, and in printed and Braille versions.
  - Playing videos in workshops can often present technical challenges (e.g. low connectivity, YouTube blocked in some offices, problems in sharing video and audio in digital workshops). Always check the video ahead of the session.

- Play Safak's video. The video includes subtitles as an accessibility feature. The transcript of Ms. Safak's intervention can be shared in advance with sign language interpreters, and in printed and Braille versions.

- **Video transcript:**

Hi, my name is Safak Pavey, and it's a great pleasure to get together with you through this e-learning video on working with persons with disabilities in forced displacement.

The challenging contexts within which you all work is familiar to me as a former staff member of UNHCR, and a member of the Committee on the Rights of Persons with Disabilities, which is a United Nations monitoring body of independent experts to monitor implementation of the Convention on the Rights of Persons with Disabilities by the state parties which ratified it.

Photo Caption: E-learning video on working with persons with disabilities in forced displacement. Photo credit: © GLC YouTube Channel

The Convention on the Rights of Persons with Disabilities, which entered into force in 2008, reinforces that persons with disabilities are rights holders capable of claiming their rights, of making decisions in their own lives, and of playing an active role--- independently and fully--- in their own communities. UNHCR's work with persons with disabilities is guided by the principles of this Convention, which is respecting the dignity and autonomy of persons with disabilities, ensuring non-discrimination, full participation and inclusion in society, and promoting accessibility and equality of opportunity.

UNHCR has committed to ensuring that the rights of persons with disabilities are met without discrimination in all aspects of operations. The UNHCR Executive Committee Conclusion on persons with disabilities requires UNHCR and its partners to "protect and assist refugees and other persons with disabilities against all forms of discrimination and provide sustainable and appropriate support in addressing all their needs".

This learning programme will help all staff to meet their responsibilities in advancing the rights of persons with disabilities in their work with refugees and other persons of concern.

Refugee girls, boys, women and men, and other persons of concern with disabilities can be agents of change in their own communities. UNHCR and partners have an important role to play in ensuring that these opportunities are realized.

I would like to thank you once again for all your humanitarian efforts and contributions in realizing human rights for all.

- Discussion:

  - Ask if anyone has already seen the video, highlighting that it's the introductory video for the UNHCR e-Learning on Working with Persons with Disability in Forced Displacement, and reflects UNHCR's institutional commitment on disability inclusion. If time allows, the facilitator can ask

participants a question to solicit previous experiences in working with persons with disabilities; e.g. "What has been your experience in working with persons with disabilities?"

Objectives of the workshop

- Recognize the protection concerns & capacities of refugees with disabilities & other persons with disabilities
- Apply the principles reflected in the *UN Convention on the Rights of Persons with Disabilities (UNCRPD)* and *UNHCR Guidance on Working with Persons with Disabilities*
- Design immediate and long-term strategies to promote the inclusion of persons with disabilities in all activities of programming

UNHCR

PPT Slide 6: Objectives of the Workshop

Explain that now that we appreciate the relevance of this topic including the commitment to our learning at the highest level in the United Nations, it's time to focus more on what the objectives are of this training.

Review the objectives of the training as detailed on slide 6.

The objectives of the workshop can include the overall objectives of the training package or selected objectives from different modules, in cases where only some of the modules will be used.

- Then, ask participants if they have any additional expectations that are not covered in the objectives. Write these up on a piece of flip chart paper and clarify which expectations can and can't be covered in the training.

Photo Caption: A young South Sudanese girl helps to guide a blind man through Al-Nimir camp in Sudan, while carrying a baby on her back. Photo credit: © UNHCR/Petterik Wiggers

ACTIVITY 3:
Ground Rules and Accessibility

Summary: In this activity, the facilitator and participants share important ground rules on accessibility that will allow all participants to access learning opportunities on equal basis during the workshop.

Material:

• Flip chart paper

ACTIVITY SEQUENCE:

Ground rules and accessibility

PPT Slide 7: Ground rules and accessibility
Describe the image displayed in the slide: Logos of different types of accessibility features for hearing, visual, cognitive, physical and other disabilities.

• Ask participants which ground rules they would like to have during the workshop to make it a conducive learning environment for everyone. Write them down on a flip chart and say them out loud.
• If they are not covered, also share a series of minimum accessibility agreements that will ensure that everybody can participate on an equal basis.

Some of the requirements can include:

- Always say your name before speaking. This will allow everybody to learn to recognize your voice and name.
- Speak slowly and clearly, avoiding jargon or acronyms. This will give time to sign language interpreters and other interpreters to convey information in a clear way.
- Please leave clear all corridors from bags, so everybody can circulate around the tables without finding obstacles.
- Always provide a brief description of images displayed in the screen or a poster, so everybody can access and understand the purpose of using those images.
- We will have frequent breaks, including both short breaks (called sensory breaks) and longer breaks. Please respect these breaks.

• Ensure to review any admin and logistics related to the venue (e.g. location of toilets, emergency exits and protocol, etc.).
• Ask participants to share other ground rules and accessibility tips to ensure that everybody can participate in an equal basis. Take note of these and write them on a flip chart posted on the wall somewhere visible in the room to refer to them when required. If the session being delivered is virtual, use a virtual white board to do this exercise.

- Reminders will be made about these ground rules when needed. Everybody could have a yellow card in the form of a square –to be recognizable by tact as well- that can be used when they want the presenter to slow down, and a red card in the form of a triangle, when the presenter should stop due to an accessibility issue (e.g. the interpreter needs to stop, or content is being missed). For digital workshops, other codes can be used (emojis, green ticks or red crosses).

Inclusive language

- **Person-first**: Persons with / without disabilities; avoid acronyms even in the chat (e.g. PWD)
- **Age and gender sensitive**: Women, girls, men, boys with disabilities
- **Rights-based**: Persons with physical, hearing, visual, intellectual, psychosocial disabilities
- **Focus on barriers**: Physical, information, communication, organizational and attitudinal barriers

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PPT Slide 8: Inclusive language

Ask participants about which language would be contextually most appropriate to talk about persons with disabilities. Share and discuss minimum recommendations highlighted in the screen and recall participants that these recommendations will be encouraged throughout the training.

Tips for facilitators:

- The terminology used to address persons with disabilities or to talk about them during the training can diminish or empower them. Inclusive language on disability will be used across the training, following the basic principles highlighted in the slide.
- Using **persons-first** terminology can help to focus on the person first and referring to disability as part of human diversity.
- **Acronyms** will not be used during the training, and will be avoided as well when using the chat, kindly recommending participants to use full words to refer to persons, as using acronyms contribute to dehumanizing.
- When relevant, it is recommended to make visible as well the **gender and age** components of the individual, to avoid generalizing "persons with disabilities" as having monolithic identities around their disability; e.g. women, girls, men and boys with disabilities.
- Persons with disabilities have identified and agreed words to talk about different types of disabilities following a **rights-based** approach that will be used during this training: physical hearing, visual, intellectual and psychosocial disabilities. While the expression "mental impairment" was reflected in the Convention on the Rights of Persons with disabilities, this term has been discussed by persons representing this constituency as having potential negative uses, and progressively changed by "psychosocial disability", which better reflects the social component of this type of disability.
- And finally, this training will focus less on classifying types of persons, and more in **classifying types of barriers** and obstacles they face in realizing their rights. That is why there will be lots of attention to the words used to define types of barriers, which will be explored in Module 2: physical, information, communication, organizational and attitudinal barriers.
- Participants interested in learning more about terminology can read pages 5-7 in UNHCR's Need to Know Guidance on working with persons with disabilities in forced displacement, which includes content as well on persons with albinism.
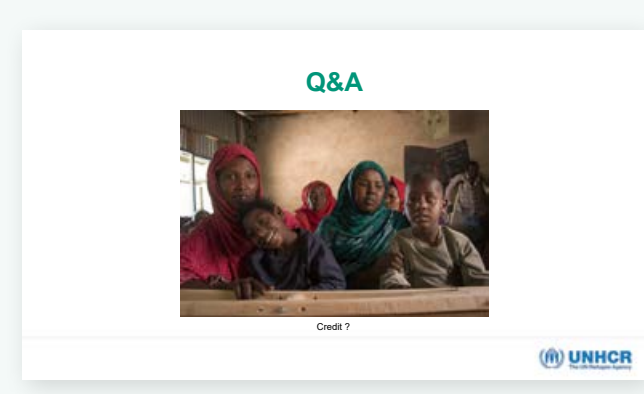
PPT Slide 9: Q&A

Give participants an opportunity to share questions about the training, including learning objectives, methodology, and logistic issues. Address questions and take note of unanswered questions that may require time to answer.

Photo Caption: Osman Muse, a 15-year-old Somali refugee, studies in the special needs unit of the Hormud primary school in Dadaab refugee camp. He loves Kiswahili and would like to become a teacher. Photo credit: © UNHCR/Sebastian Rich

MODULE 2

UNDERSTANDING DISABILITY

Photo Caption: Saleha and Mahdi (left), sit near the UNHCR-supported community center in Hudaydah city. They fled the fighting in Al Marawi`ah district and live now in the city. Photo credit: © UNHCR/Shadi Abusneida

Summary:
Module 2 introduces participants to different ways of understanding disability that exist throughout time and societies, and presents key aspects for the promotion of a rights-based approach to disability.

Learning Objectives
- Expand current perceptions about disability.
- Recognize four different ways of understanding disability.
- Explain the impact that actions based in these different concepts of disability can have on the lives of persons with disabilities.
- Identify key elements to promote the social and rights-based approaches to disability.

Key Messages
- The way in which we and communities with whom we work understand disability varies, and much can be understood from the words we associate with the concept of "disability".

- Women, girls, men and boys are part of human diversity and, as such, have the same right to participate in all aspects of society as other persons.
- A disability is *realized* or results when people with disabilities encounter barriers to participate in school, access to employment, protection or any other activity any person has a right to.
- In a human-rights based approach to disability, persons with disabilities are subjects of rights, and the State and the society have responsibilities to respect these persons.

STRUCTURE & METHODOLOGY

This module has four activities:

- **In Activity 1,** participants will develop a "picture" of their current understanding of disability through a word cloud. This picture will be repeated in Activity 4, where the results of both word clouds will be compared, aiming at identifying changes in the words that participants associate with disabilities, with a preference on selecting words that are more positive and linked with a rights-based approach to disability.
- **Activity 2** will introduce four different ways of understanding disability that co-exist in any society: a charity model, a medical model, a social model and a human-rights model.
- **Activity 3** will explore in detail some of the key elements that promote the social and human-rights model of disability.
- **Activity 4** is a closing activity, and will review how participants' understanding about disability has changed over the course of the session.

	Materials Needed	Time Allocation
Activity 1: Our Current Understanding of Disability	• PowerPoint presentation, Flipchart • If online (or F2F) workshop, use www.menti.com	20 minutes
Activity 2: Disability Throughout Time, Through Us	• PowerPoint presentation, *Handout 2: Models of disability*	40 minutes
Break		10 minutes
Activity 3: A Rights-based Approach to Disability	• PowerPoint presentation, paper/post-its • If online workshop, use chat or WebEx pointers	45 minutes
Activity 4: Our Current Understanding of Disability – How has it Changed?	• PowerPoint presentation, Flipcharts/ Wallpapers, Post-its • If online (or F2F) workshop, use www.menti.com	15 minutes
		Total: 140 minutes

ACTIVITY 1:
Our Current Understanding of Disability

Summary: This activity aims at representing the different understandings of disability that may prevail among the participants of the workshop through a word cloud exercise. This word cloud can be used as baseline information against which to compare a second world cloud, conducted at the end of the module. Ideally, the words evoked by the participants will evolve and come closer to a rights-based understanding of disability after being exposed to the contents of this module.

Material:

- Face-to-face workshops: Flipchart/paper wall and post-its (or Menti.com)
- Digital workshops: Menti.com
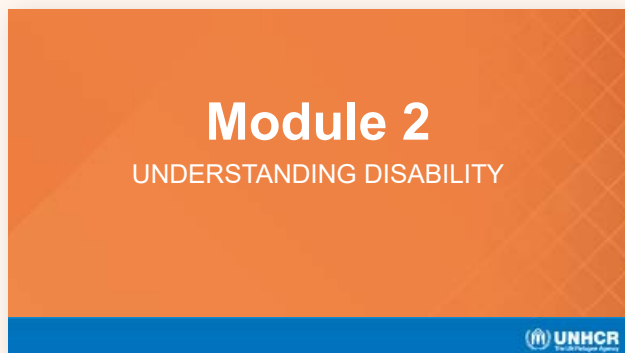- PowerPoint Presentation

Learning Objectives:

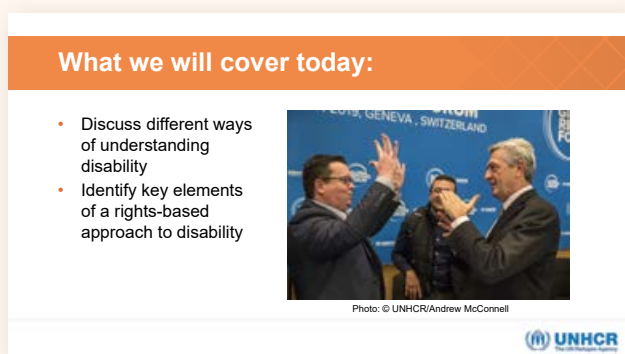- Expand current perceptions about disability.

Key Messages:

- The way we and communities with whom we work understand disability varies, and it can be deducted from the words we associate with the concept of "disability".

ACTIVITY SEQUENCE:

Module 2

UNDERSTANDING DISABILITY

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PPT Slide 1: Welcome all participants

Remind all participants about the accessibility ground rules agreed in Module 1.

What we will cover today:

- Discuss different ways of understanding disability
- Identify key elements of a rights-based approach to disability
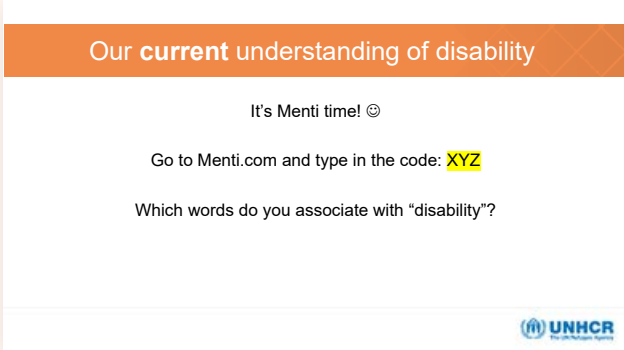
Photo: © UNHCR/Andrew McConnell

(M) UNHCR

PPT Slide 2: What we will cover today

Explain to participants that different ways of understanding disability exist in the world, and among us.

The way we understand disability has been evolving too, both for humanity as a whole and in ourselves and our communities. Under some ways of understanding disability, persons with disabilities are considered as an exception, while under other ways of understanding disability, persons with disabilities are part of human diversity. This session is meant to broaden participants' understanding about 4 different ways of understanding disability. It is important to learn how to recognize these different ways in which different groups understand the concept of disability, as this will have a strong impact on the lives of persons with disabilities.

- Explain to participants that we will start this module by making a picture of our current understanding of disability. We are going to make this picture through a word cloud, an exercise where we share words we associate with a concept. Ask participants to write words you associate **now** with "disability". Please ask them to share what comes to their mind, not what they think should be said; this is an anonymous exercise.

Face-to-face workshops:

PPT Slide 3: Our current understanding of disability
Which words do you associate with "disability"?

- Ask participants to use a post-it note and to write words on a piece of paper, turn down the paper so no one can see what is written, and leave the papers in the table. Then collect them.
- The facilitator will collect the words from the tables and ask volunteers from the group to take one piece of paper, read the word and place it on the wall/flipchart. Words that are repeated can be put together, to give an idea of how many people have written the same word. The words can also be written in a flipchart using different sizes according to the number of times they were repeated in the post-its: the more a word was repeated, the bigger it should be its size. Words could form a "cloud" or any other shape chosen by the group.

Digital workshops:

- A word cloud can be done using Menti.com. If this is not available, you can also use the chat box or the Whiteboard function in some platforms.
- Project PPT slide 3: Which words do you associate with "disability"?
- In case of using Menti.com, share the Menti code with all participants; consider that some participants may be new to Menti; in this case, the use of this platform should be previously explained.
- The facilitator will share her/his screen to display the results of the word cloud. Please note that, in case Menti.com is used, words may require time to be displayed, based on the connectivity of participants. The facilitator can as well compile all the words shared in the chat and write them in the Whiteboard function of Teams, or on a simple piece of paper, taking a picture of it and uploading it as an image.
- Capture the results of the word cloud through a screenshot (in most computers this can be done by pressing simultaneously the "Control + Print" keys). Keep this image for the end of this module.

- Describe the size and words present in the word cloud, avoiding any judgement and identifying the number of words that appear in a bigger size, as they reflect how often they are associated with the concept of "disability".
- Explain that the word cloud represents how the participants of this workshop may understand the concept of 'disability', based on the words that they associate with this concept. For the moment, no discussion will be open about the word cloud – it is simply there for us to appreciate as a group. We will keep this information and use it at the end of this module again.

MODULE 2

Activity 1 Sequence

Image 1:

Example of words associated with disability before participating in this module. Words tend to reflect on the individual's limitations, and include "limitation" "not abled" "incapacitated".

Image 2:

Example of words associated with disability after participating in this module. Words reflect now elements of the environment and potential strategies for inclusion; for example "barriers" and "accessibility".

Which words do you associate with disability?

Inability   Heightened Vulnerability
Barriers   **Not Able**
Need Assistance   Incapacitated
Limitation for Something
Limited Accessibility   Visible and Invisible

Which words do you associate *NOW* with disability?

Accessibility   *Opportunities*
Attitudes Participation   Value
Communication in Two Ways
Barriers   Inclusion   **Acceptance**

Photo Caption: Students take part in activities at a UNHCR-supported learning centre for children with special needs in the south-eastern port city of Aden. The school is run by a local Yemeni NGO partner, the Association for Developing Persons with Specific Needs (ADPSN). Photo credit: © UNHCR/Shabia Mantoo

ACTIVITY 2:
Disability Throughout Time, Through Us[1]

Summary: Participants will be exposed to 3 vignettes that represent how disability has been conceived throughout history and how it may be understood in our communities. Participants will select, between 4 different options, which one they think represents each vignette: a charity model, a medical model, a social model, or a rights-based model. At the end of the activity, summary tables will help participants to acquire new words and concepts associated with these models.

Finally, an open discussion will facilitate sharing their views about which model/s are more present in their communities.

Participants will also learn how to describe information displayed on the screen, so it is made accessible for all learners.

Material:

- Face-to-face workshops: Paper/post-its
- Digital workshops: Arrows (if using Webex) or chat box (if using any other platform)
- PowerPoint Presentation

Learning Objectives:

- Recognize four different ways of understanding disability.
- Explain the impact that actions based in these different conceptions of disability can have on the lives of persons with disabilities.

Key Messages:

- Women, girls, men and boys are part of human diversity and, as such, have the same right to participate in all aspects of society as any other persons.
- A disability is realized when people with disabilities find barriers to participate in school, access to employment, protection or any other activity any person has a right to.

ACTIVITY SEQUENCE:

Explain that the way we understand disability has evolved throughout time, both for the whole humanity and in ourselves and our communities. We are going to learn more about 4 different ways of understanding disability. We are going to learn it by practicing, at the same time, a technique for **inclusive facilitation:** describing what is displayed on the screen. This technique helps everybody to understand what we are displaying, and which is the intention we have by displaying those images. It will be as well particularly helpful for persons with a visual disability to have equal access with others to what is shared on the screen.

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1. This activity has been adapted from OHCHR Training Package on the Convention on the Rights of Persons with Disabilities, Module 1 – What is Disability? Available at: https://www.ohchr.org/EN/Issues/Disability/Pages/TrainingmaterialCRPDConvention_OptionalProtocol.aspx [Return to Activity]

MODULE 2

Tip for facilitators:

- Accessibility:

Disability throughout time, through us... PPT Slide 4:

Provide a short example with the introductory slide 4 by describing it or asking a participant to describe it: the slide represents a community centre surrounded by persons of all genders and ages, with and without disabilities.

- Please note that some participants will provide lots of details about the colour, sizes or numbers of objects. If this happens, ask participants to focus on what information may be relevant to understand the *intention* of the slide, so to give accurate but short descriptions that help the listener to focus on the content that is more relevant without being overwhelmed with information. Remember that making this clarification at the end of the description -not interrupting the participant who volunteered -and without any direct judgement or criticism will help this and other participants to feel more at ease to try and learn by doing.

- Explain that this activity is similar to a "guessing" game, where we need to understand a situation depicted in a vignette, or image. We ask the respect of all participants for the situations that will be depicted in the vignettes; these vignettes are used only for a pedagogic purpose, and not with the intention of further stigmatizing persons with disabilities.

- For all vignettes:

    - Ask a volunteer to provide a **short description** of the vignette, focusing on key information.
    - Once described, ask all participants if they want to **complete the description**.
    - Ask the volunteer to select the **type of approach** that they think this vignette represents: charity, medical, social or rights based. Even without much information, encourage them to try to guess. They will learn more about these models today.

Face-to-face workshops:

- Selecting the type of approach can be done by raising hands, raising cards with the different models, or asking participants to stick a piece of paper closer to the vignette, which can be printed in advance.

Digital workshops:

- If the workshop is organized via Webex, participants can use the "arrow/pointer" function to place their arrows closer to the box with the word for each model, they can raise their hands or use the chat function to share the type of model they think it represents. The facilitator should always provide an overview on the number of participants that have selected which model, to share this information with all.

- Sample descriptions:

PPT Slide 5:

"A child with a physical disability who uses a wheelchair and a child with a visual disability who uses a white stick are far from a building where a woman and other children are together. The woman is saying "Poor children, they can't come to our school. It would be better if we had a special place for them to be safe". The building on the back has stairs and no ramp to access it".

PPT Slide 6:

"A child with a physical disability who uses a wheelchair and a child with a visual disability who uses a white stick are far from a building where a woman and other children are together. There is now an additional building with a red cross, representing a health clinic, and an additional character with also a red cross (probably a health worker), saying "Poor children! I wish I could find a way of helping them, so they could go to the school. Both the health clinic and the second building have stairs and no ramp to access".
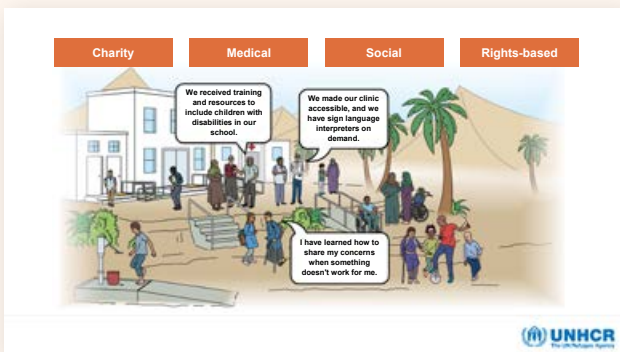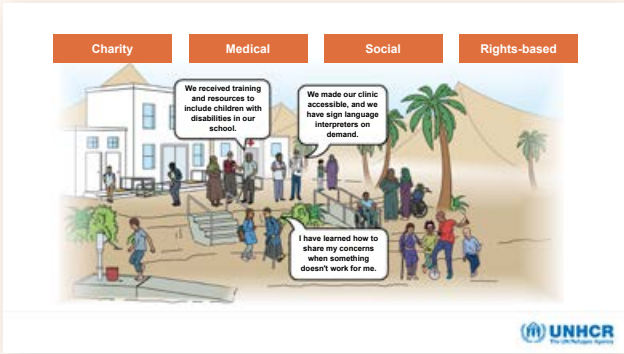

PPT Slide 7:

"Children with and without disabilities gather outside an accessible building, with a ramp for the entrance and an accessible toilet at the back. A woman, probably a teacher, says 'We received training and resources to include children with disabilities in our school.' A girl with crutches says 'I have learnt how to share my concerns when something doesn't work for me'. The health clinic is now accessible, and the health worker says, "We made our clinic accessible, and we have sign language interpreters on demand'. There is an accessible water pump on the slide too."

- Ask participants **why** they think that this model represents a certain way of understanding disability. Gather inputs and ask follow-up questions if required to help participants identify which aspects they think represent a type of model.
- Consolidate feedback on the type of approach that has been selected by most participants, **without providing any "right answer", only reflecting what has been selected**.
- Next, in the same vignette, ask participants to share an example of what type of **programmatic activity** is usually implemented using that type of approach.
- In the absence of answers, consider sharing an example: e.g. 'The woman represented in the vignette seems to think that these children could go to a special school, for example; can you think of any other activity or program that could be done in this way of understanding disability'?
- Ask participants what they think would be the **impact** of this approach and activities on the lives of children with disabilities, if they lived in a community where this type of approach prevailed.

Tips for Facilitators:

Note that many of the answers shared by the participants may not be in line with the approach represented; e.g. some participants may share activities that are based on a social model while the slide represents a charity model. Acknowledge these ideas and ask other participants if they agree or disagree. This will help to generate a discussion and help participants to modify their guesses. At a later stage, the facilitator can go back to previous slides and ask again which type of model participants think it is represented, asking them to adjust their answers based on the vignettes they have already seen.


PPT Slide 7: Social and/or Rights-based Model

In slide 7, there may be divided opinions as to whether this represents a social or rights-based model.

In Slide 7, the facilitator can ask the participants to share their opinions on how these models may be different, and wrap-up by explaining that in the last vignette, children with disabilities go to the school with other children because the barriers that prevented their participation have been addressed. In a social model, the community may have undertaken this responsibility; in a rights-based model, the State and public efforts will have done this by implementing laws, and children and their families will have the possibility of sharing feedback and complaining when they face situations of discrimination.

In case there were too many discrepancies among the group, or some of the slides were not correctly associated with the model that they represent, the facilitator can provide a second opportunity by going back to previous slides to allow participants to change their opinions. After having explored the 3 different slides, it may be easier for participants to identify the model of disability being represented.
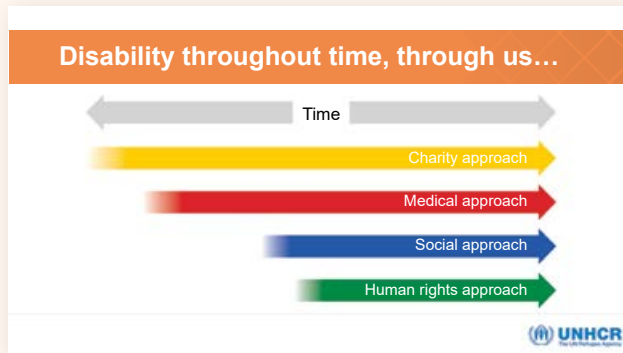
PPT Slides 8-12: Disability throughout time, through us…

Once there is consensus on what type of model each vignette represents, provide additional information around each of the models. This content can be facilitated by using the summary tables available in slides 8-12.

- These tables can be shared as handouts with participants, instead of projecting them as slides. If they are distributed prior to conducting the "guessing" exercise in slides 5-7, they will help participants to identify features of each model in the vignettes; if they are provided after the exercise, they will help participants to consolidate learning and link each type of approach with words that better represent it.
- Explain that the way we understand disability has been evolving over time. There are different approaches to understanding disability, which can influence the way we interact with persons with disabilities. In general, attitudes, assumptions and the perception of disability are generally grouped into four models: the charity, medical, social and rights-based models. These models co-exist in our communities.

Charity model

According to the Charity model, people may view persons with disabilities as not having the capacity to live independently or live together with other people without disabilities, with the implication that they must be 'cared for' in separate facilities from the rest of the community and that they are unable to make their own decisions.

Medical model

According to the Medical model, people may believe that persons with disabilities need to be 'cured' or need to be treated through medical interventions before they can actively join or participate in the community. In practice, this means that most persons with disabilities cannot access equal opportunities for participation in society.
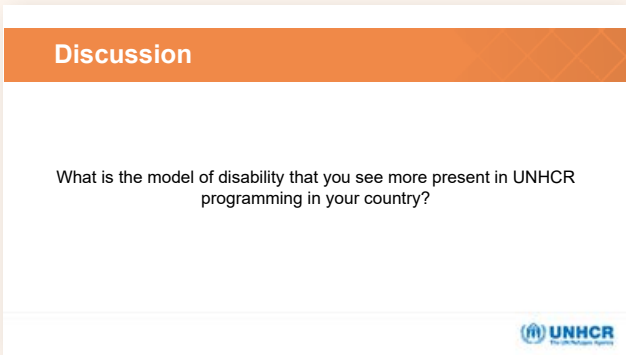
Social model

The Social model introduces a very different thinking: disability is recognized as the consequence of the interaction of the individual with an environment that does not accommodate that individual's differences. Under the Social model, the focus is on removing barriers so that persons with disabilities have the same opportunities to participate as others. Society needs to change to eliminate physical, social and communication barriers that hinder participation in the community. With the Social model, disability is not a "mistake" of society, but rather an element of its diversity.

Rights-based model

The human Rights-based model to disability builds on the social approach by acknowledging persons with disabilities as subjects of rights and the State and others as having responsibilities to respect these persons. It treats the barriers in society as discriminatory and provides avenues for persons with disabilities to complain when they are faced with such barriers. Under the Rights-based model, persons with disabilities are recognised as having the right to equal opportunities and participation in society. Accordingly, everyone has a responsibility to promote, protect and ensure that this right is actualised. Further, persons with disabilities are viewed as having the capacity to claim their rights and make decisions that affect their lives.

- Discussion:

Discussion

What is the model of disability that you see more present in UNHCR programming in your country?

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PPT Slide 13: Discussion

Clear any additional pending question on the models of disability, and lead the group to an open discussion about the following question: "What is the model of disability that you see more present in programming in your country?"

- Ask participants to provide detailed examples on the types of models they have witnessed, referring as much as possible to content shared during the presentations.
- In the digital room, encourage hand-raising or use of the chat box. Acknowledge participants who have their hands raised and ask them to speak. Also read everything that appears in the chat box saying first "Tanya writes that…."

Tip for facilitators - Responding to comments or questions about access to health services

Participants may question whether the Social and Rights-based models enable access to health services needed by persons with disabilities. Similarly, an assumption is often made that a medical approach is needed to facilitate access to health services.

In response to such concerns, it is important to highlight that all individuals (whether or not they have a disability) will have health-related needs at different stages in their life and that all individuals have a right to access health care. For example, girls and boys with disabilities will require access to vaccinations and other interventions related to child health; women and girls with disabilities will require access to sexual and reproductive health, as any other women. Indeed, persons with disabilities have the same health-related needs as all other people, while some individuals will may also benefit from certain types of health interventions, such as rehabilitation.

A social or rights- based approach to disability recognizes that persons with disabilities have an equal right to access needed health services but that barriers to access often exist and need to be addressed. This emphasis on removal of barriers to accessing health services is distinct from a medical model approach, where the focus of intervention is on 'curing' an individual's impairment, rather than on addressing barriers to the enjoyment of all rights.

Wrap-up

Explain that historically, the medical and charity models have guided our understanding of and our interaction with persons with disabilities. However, these models are now outdated because they result in other people making decisions for persons with disabilities and keeping them separate from the rest of society (they are dis-empowering!). Today, at UNHCR, our work is guided by the social and rights-based models, in line with the Convention on the Rights of Persons with Disabilities.

The social and rights-based models are relevant in all of UNHCR's programs and activities, and should guide our work with persons with disabilities, their families and communities.

Break

Photo: UNICEF Syrian Arab Republic/2016/Al-Issa.

Caption: Saja, 12, fled the fighting in Aleppo with her family. She lost her four best friends in a bomb attack over two years ago. She also lost her leg in the attack.

PPT Slide 14: Break

Photo Caption: Two students attend class at the Hormud Primary School's special needs unit. The school provides education to regular students, but also to students with hearing, mental and physical needs. Photo credit: © UNHCR/Sebastian Rich

30 Min

ACTIVITY 3:
A Rights-based Approach to Disability

Summary: Through an interactive game, participants will learn how disability is not an inherent characteristic of persons with disabilities; instead, disability *results* from a negative interaction experienced by persons with impairments when they encounter barriers in the environment. Participants will see different vignettes and be asked to answer a simple, but biased, question: "where is the disability?". The initial situations presented will provoke some participants to identify the disability with the individual, while progressively the vignettes will represent more complex situations and, finally, situations where the interaction between persons with impairments and their environment results in participation. Participants will therefore be asked to shift their attention to the barriers in the environment that may prevent the equal participation of persons with disabilities, as a first step to understanding a rights-based approach to disability.

Material:

- Face-to-face workshops: Paper/post-its
- Digital workshops: Arrow/pointer function (if using Webex) or chat box (if using any other platform)

- PowerPoint Presentation

Learning Objectives:

- Identify key elements to promote the social and rights-based approaches to disability.

Key Messages:

- A disability is *realized* when persons with disabilities find barriers to participate in school, access to employment, protection or any other activity any person has a right to.

- In a human-rights based approach to disability, persons with disabilities are subjects of rights, and the State and the society have responsibilities to respect these persons.

ACTIVITY SEQUENCE:

- Welcome participants to this third activity: Explain that in the previous activity, we explored 4 different ways of understanding disability. We will focus now on the social and rights-based models and learn more in detail how these models are articulated. We will do it through another practical exercise.
- This activity is similar to a "guessing" game, where we need to understand a situation depicted in a vignette. We ask the respect of all participants for the situations that will be depicted in the vignettes; these vignettes are used only for pedagogical purposes, and not with the intention of further stigmatizing persons with disabilities.
- Explain that participants will now see now other illustrations that represent situations often faced by women, girls, men and boys with disabilities. Ask participants to indicate: "Where is the disability?".

Where is the disability?

PPT Slides 16-20: Where is the disability?

Ask a volunteer to describe the vignette. Once described, ask participants to identify where is, in their opinion, the disability.

Face-to-face workshops:

- Participants can raise their hands and express their opinion or approach the screen and identify where they think the disability is apparent in the situation represented.

Digital workshops:

- Participants can describe where they see the disability; if the use of arrows is allowed by the platform (e.g. in Webex), these arrows can be used to identify where the participants find there is a disability.
- The facilitator will interpret what the majority of participants think (where there are more arrows, what is being said), without judging what is a right or wrong answer. Ideally, some participants will point less and less to the individual, and more to barriers in the environment (inaccessible information in slide 16, inaccessible buildings in slide 17, negative attitudes in slide 18).

Where is the disability?

PPT Slide 20: Where is the disability? (continued)

The last vignette represents a situation where UNHCR staff are exchanging information with displaced persons with disabilities using sign language interpretation.

Once participants have shared where they see the disability is, explain that following a rights-based approach to disability, in this situation there would be little or no disability, as this is a conversation between persons with and without disabilities facilitated by sign language interpretation. Transition by explaining that now we will try to understand better how disability can be a **result**, and not a characteristic of the person.
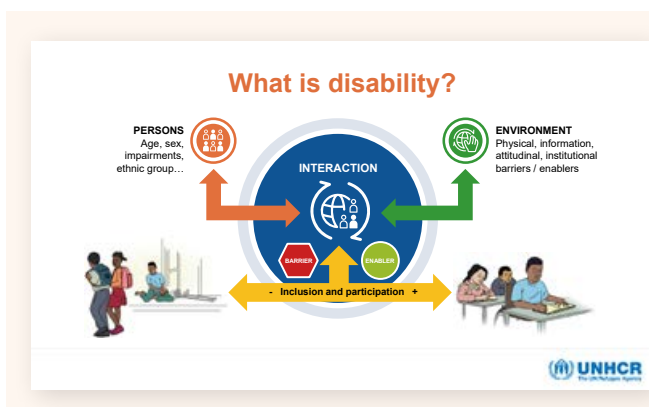
What is disability?

PPT Slide 21: What is disability?

Explain that now we will discuss the "concept" of disability that was developed with the Convention on the Rights of Persons with Disabilities (CRPD). This concept was developed in words, but we will display it in a graphic.

- Ask participants to volunteer and describe what they understand, or provide a description: This graphic represents the "concept" of disability as developed by the CRPD. On one hand, we have persons who have different characteristics: the biological age of a person (date of birth), the sex

assigned at birth, any impairment the person may live with (or loss of function of a body part or system)… On the other hand, we have factors in the environment, such as buildings with stairs and no ramps, information in only one format or in a difficult language, attitudes from staff, lack of attention and policies in institutions… these are environmental barriers, but can be enablers if they are changed. When persons with a diversity of characteristics interact with these barriers or enablers, there can be multiple results. If the person finds barriers, then the result may be lack of participation, and her/his disability will be **realized**. If the person finds enablers, then she/he will participate in an equal basis with others.

- For example, in this representation, Jamir is a boy with a physical impairment who finds barriers to access the school and negative attitudes from teachers, students and his own family as regard to his possibilities to learn as any other child, while on the right he is attending a school that has been made accessible, and where peers and teachers are supportive of his learning.

- Key message: Disability is not something inherent to an individual; rather, disability is a **result**; *it results from the* negative interaction *between persons with impairments and* the environment. What is important is that disability is not attached to the person; it is not a permanent status and can be changed. The same person, Jamir, can study and participate in society, or face discrimination and be isolated at home.

<div>

Convention on the Rights of People with Disabilities

"… disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others"

(())) UNHCR

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PPT Slide 22: Convention on the rights of people with disabilities

Display and discuss the "non-definition" of disability included in the Convention on the Rights of Persons with Disabilities. 'Have you seen this definition before? Do you understand it better now? Why?'.

- Explain that one of the key aspects of this definition is that disability is presented as a result, and that it highlights the importance of the barriers in the environment. Explain that we will now practice how to identify these barriers, changing the question we asked in the situations we saw previously.

- (Slides 22-24). Ask participants to identify what type of barrier these persons are exposed to. Participants can point at the type of barrier, and explain it in their own words.

  Institutional barriers include lack of attention, capacity and resources to address barriers in available services.

PPT Slide 23: Where is the barrier?

Communication barriers, such as information being presented in only one format, restricting participation by not being accessible to everyone.

PPT Slide 24: Where is the barrier? (continued)

Attitudinal barriers include the discriminatory attitudes of others in the surrounding community.

PPT Slide 25: Where is the barrier? (continued)

Physical barriers include environmental barriers, such as obstacles in reaching, entering or moving around in a place. This can be related to the construction of buildings, their location and availability of transport.

- **Slide 24:** Explain that disability arises when the impairments interact with societal and environmental barriers. Could you propose a **solution** to address the barriers you have identified? (e.g. installing a ramp, developing accessible and multiple formats, promoting the acceptance of persons with disabilities). "In your opinion, who would be **responsible** for addressing that barrier?"
- Explain that in a rights-based approach, disability results from a negative interaction (social model), persons with disabilities are rights holders, and should have equal access to all opportunities; it is the responsibility of the **duty bearers** to address these barriers. And who is, among others, a **duty bearer?** What if that poster or centre is run by UNHCR?"
- Explain that the governments we work with, and the services they implement, are the primary duty bearers. However, UNHCR can also be considered as a duty bearer, as the UN is committed to

support the implementation of the CRPD, and it is also obliged to follow the national laws, which should support the rights of persons with disabilities.'

PPT Slide 26: Wrap Up

Close by explaining that under a rights-based approach, being human means having a broad spectrum of possibilities: many ways of walking, seeing, thinking, communicating, interacting.

All these ways are respected, celebrated and supported by addressing social and environmental barriers that may prevent an equal participation of persons with disabilities. Addressing these barriers is an obligation held by the States, enforced by the law, and supported by all, including our communities and ourselves.

Photo Caption: 28-year-old Mohammad used to be a stonemason back in Syria. He was injured during airstrikes on his hometown of Aleppo, which left him paralyzed from the waist down. Photo credit: © UNHCR/Hannah Maule-ffinch

ACTIVITY 4:
Our Current Understanding of Disability – How has it Changed?

15 Min

Summary: This activity aims at comparing the different understandings of disability that participants shared at the start of the session with a new word cloud, produced by participants at the end of the session. Ideally, the words evoked by the participants will evolve and come closer to a rights-based understanding of disability after being exposed to the contents of this module.

Material:

- Face-to-face workshops: Flipchart/paper wall and post-its
- Digital workshops: Menti.com
- PowerPoint Presentation

Learning Objectives:

- Expand current perceptions about disability.

Key Messages:

- Words matter! The way that we and our communities understand disability varies, and is reflected in the words that are used to describe the concept of "disability".

ACTIVITY SEQUENCE:

- Ask participants to recall the "picture" of our understanding of disability at the beginning of this module.
- Project/point at the word cloud developed in Activity 1, and ask participants to comment which type of model of disability they think this world cloud could be sustained in. E.g. if words tended to be negative (e.g. 'incapacity', 'limitation', etc.), the model would represent a charity or medical model, while if the words represented the environment and were positive about disability could represent a social or rights-based approach (e.g. 'barriers', 'diversity').
- Ask participants to make a second world cloud, reflecting the words they have learned through this module. The question is: "Write words you associate **now** with 'disability'." Has anything changed? Have you learned new words and ways of understanding disability?"
- Gather feedback as in Activity 1.
- If possible, project both word clouds, and ask participants to compare the results and share key messages they have learnt during this module. Consider posting this somewhere or including it in a session follow-up.

Key messages

- Women, girls, men and boys are part of human diversity and have the same right to participation.
- Disability is not inherent; it is realized when barriers are encountered.
- In a human-rights based approach to disability, persons with disabilities are subjects of rights, and the State and the society have responsibilities.

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PPT Slide 28: Key messages

Share and discuss key messages summarized.

Questions?

Photo: © UNHCR/Caroline Irby

PPT Slide 29: Questions

Open the floor for any questions before closing the session.

MODULE 3

DISABILITY AND FORCED DISPLACEMENT

Photo Caption: UNHCR's Head of Sub-Office in Aleppo, Takashima Yumiko, helps Subhi, a seven-year-old who is visually impaired, at a centre for the prevention of blindness in the Sabil neighbourhood of Aleppo. Photo credit: © UNHCR/Antwan Chnkdji

Summary:
In this module, participants will reflect on the protection concerns that may impact the lives of persons with disabilities living in forced displacement, and how UNHCR's policies support their protection.

Learning Objectives

- Recognize the importance of considering vulnerability and risks factors beyond individual characteristics, including information from the individual, the community, and the environment.
- Identify a variety of environmental factors that can contribute to protection risks for persons with disabilities in situations of forced displacement.
- Summarize how the protection concerns of persons with disabilities are reflected in UNHCR's policies and guidance.
- [Optional – Activity 4] Discuss protection concerns relevant to the operational context through the sharing of findings from consultations with persons with disabilities.

Key Messages

- Persons with disabilities are not a homogeneous group; rather, they encompass the broad spectrum of human diversity just like any other group.
- The intersection of forced displacement and disability can increase or compound the risks experienced by a particular individual.
- UNHCR policies are informed by the principles of the UN Convention on the Rights of Persons with Disabilities and should guide our work with persons of concern with disabilities.

STRUCTURE & METHODOLOGY

This module has four activities:

- **Activity 1** presents figures on the prevalence of disability in the world and in situations of forced displacement and raises the importance of considering the diverse identities of persons with disabilities when assessing risk factors.
- **Activity 2** challenges potential beliefs among participants about risks faced by persons with disabilities being based only on individual characteristics and not influenced by environmental factors. It then introduces a series of factors and risks faced by persons with disabilities in forced displacement based on existing evidence.
- **Activity 3** analyses how UNHCR and relevant global policies recognize and address the protection concerns of persons with disabilities in forced displacement.
- **Activity 4** is an optional activity that provides an opportunity for local organizations of persons with disabilities to share findings on the protection concerns identified in their particular contexts. While it is an optional activity, it is nevertheless and important one, and facilitators are encouraged to make time for this activity, either within the confines of this module, or at another point during the workshop (e.g. you could start the next morning off with this activity).
- **Activities 2, 3 and 4** include alternative ways of delivering content, including the use of surveys that could be shared with participants in advance so to save time for the discussion of the results. Other activities also include suggested methodologies to support the proactive participation of the audience in presenting the content and evidence. Each of these alternative methodologies is highlighted in each module.

	Materials Needed	Time Allocation
Activity 1: Diversity of Experiences in Forced Displacement	• PowerPoint presentation, Disability Quiz, *Handout 3: Profile Cards, Handout 4: Environmental Cards* (print-outs and/or document that can be shared online)	30 minutes
Activity 2: Protection Concerns Faced by Persons with Disabilities Living in Forced Displacement	• PowerPoint presentation, video and/or *Handout 5: Protection Concerns Profile Cards*	60 minutes
Break		15 minutes
Activity 3: UNHCR's Approach on the Protection of Persons with Disabilities	• PowerPoint presentation, video, UNHCR policies (Executive Committee Conclusion on Refugees with Disabilities and Other Persons with Disabilities Protected and Assisted by UNHCR, UNHCR Policy on the Employment of Persons with Disabilities, UNHCR Policy on Age, Gender and Diversity, UN Disability Inclusion Strategy, Protection Policy Paper – Understanding Community-Based Protection), *Handout 6: 4 Agree/disagree cards* (for workshop)	30 minutes
[Optional] Activity 4: Presentations from Persons with Disabilities on their Experiences in Forced Displacement	• Findings and recommendations	60 minutes
	Total: 135 minutes (195 minutes with Activity 4)	

ACTIVITY 1:
Diversity of Experiences in Forced Displacement

30 Min

Summary: This activity reflects on the prevalence of disability in the world and in situations of displacement, and introduces a discussion about factors affecting vulnerability or risk: as it happens with disability, vulnerability is not inherent to a person's status.

Material:

* *Handout 2: Profile and Environmental cards* (*Handouts 3 and 4*); PPT

Learning Objectives:

* Recognize the importance of considering vulnerability and risks factors beyond individual characteristics, including information from the individual, the community, and the environment.

Key Messages:

* Approximately 15% of the global population has a disability (WHO, 2011). The prevalence of disability is often higher in populations affected by crisis and conflict. For example, 2019 reports from Jordan indicate a prevalence of 21% Syrian refugees with disabilities; in Syria, 27% of the population over 12 years of age have a disability.

* Persons with disabilities are not a homogeneous group. Beyond different types of disabilities, persons with disabilities are women (1 in 5 live with a disability), children (10% have a disability), or older persons (46% have a disability), among other characteristics.

* Vulnerability, capacity and risks are influenced by all aspects of diversity. Similarly, the environment influences enablers, barriers and threats that impact protection risks.

ACTIVITY SEQUENCE:

Module 3
DISABILITY AND FORCED DISPLACEMENT

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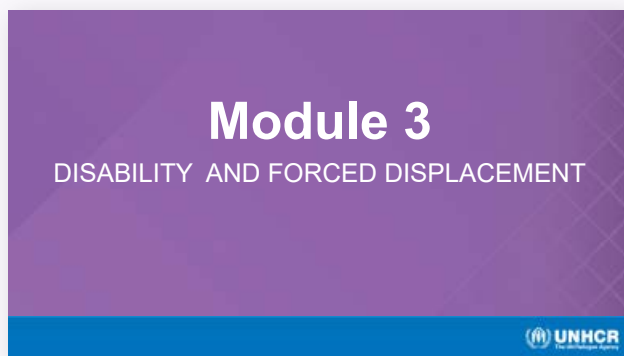
PPT Slide 1: Disability and Forced Displacement

Remind all participants about the accessibility ground rules agreed in Module 1.

* Recap on Module 2 (if conducted). "What key messages do you recall from Module 2?".

What we will cover:

- Diversity of experiences
- Protection concerns during forced displacement
- UNHCR's approach to protection
- Experience sharing

Photo: © UNHCR/Claire Thomas

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PPT Slide 2: What we will cover

Introduce the Objectives of this Module.

DIVERSITY OF EXPERIENCES IN FORCED DISPLACEMENT

Activity 1

PPT Slide 3: Diversity of experiences in forced displacement

Transition to the next part of the session, which is about exploring the diversity of experiences in forced displacement.

Disability Data Quiz

1) _____ (*percentage*) of people in the world have disabilities.
2) One out of ___ (*number*) women is likely to experience disability during her life.
3) One out of ___ (*number*) children is a child with a disability.
4) Almost half of the population of older persons have a disability (*True/False*).
5) The prevalence of disability among displaced populations is lower than in sedentary populations. (*True/False*)

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PPT Slide 4: Disability Data Quiz

Understanding how many persons with disabilities may be living in forced displacement, and learning more about their diversity, can help us appreciate the importance of dedicating efforts to identify and address the protection risks they may face.

Ask participants to find the missing figures and answer the True/False questions in the disability data quiz.

MODULE 3

MODULE 3

Tip for facilitators:

- Accessibility. Read each of the questions twice allowing time for interpretation, when required.
- The questions can be shared in advance with the audience and answered using an online tool such as PollEverywhere, Mentimeter, Kahoot! or Survey Monkey (e.g. this could be given as 'homework'). In this case, the activity could start by analysing the results and projecting charts with the answers shared by the group (the virtual tool will help you to do this).
- Each question can be answered individually or in groups, allowing time for participants to find the answers. Ideally, the use of the internet should be avoided, as generating hypotheses supports learning new information.

PPT Slide 5: Disability Data Quiz (continued)

Share answers to the quiz by presenting statistics on disability. Remember to describe the slides, following the accessibility tips in <u>Module 1</u>.

Emphasize the key messages below:

- According to the World Report on Disability, 2011, fifteen percent (15%) of the world's population, or over a **billion people**, are estimated to be living with disability.
- Persons with disabilities are not a homogeneous group. Beyond different types of disabilities, persons of disabilities are women (1 in 5 live with a disability), children (10% have a disability), or older persons (46% have a disability), among other characteristics.
- The prevalence of disability is often higher in populations affected by crisis and conflict. For example, 2019 reports from Jordan indicate a prevalence of 21% Syrian refugees with disabilities; in Syria, 27% of the population over 12 years of age have a disability.

SOURCES OF DATA

- IASC (2019) <u>IASC Guidelines, Inclusion of Persons with Disabilities in Humanitarian Action</u>. (Using the estimates from WHO (2011) <u>World Report on Disability</u>).
- HNAP (2019) <u>Disability: Prevalence and impact. Syrian Arab Republic</u>.
- UNHCR (2019) <u>Vulnerability Assessment Framework – Population Study 2019 Jordan</u>.

Understanding vulnerability

PPT Slides 6-9: Understanding vulnerability[1]

This activity is addressed to facilitate a discussion about factors of vulnerability or risk: just like disability, vulnerability is not an inherent characteristic of a person or a group, and it varies depending on the capacities of this person and her/ his community, and other environmental factors. Understanding how these factors interact can help to identify particular risks this person may face and propose relevant solutions for these risks.

- Introduce the activity to all participants; this activity is intended to facilitate a discussion about factors affecting vulnerability and risk. Persons with disabilities are often considered as "homogeneously vulnerable"; on the other hand, data shows that persons with disabilities are not a homogeneous group and may face diverse risks based on their gender, age, type of disability, and other diversity factors. In many humanitarian programs, persons of concern are prioritized depending on their level of vulnerability or risk, which may be challenging if we do not more broadly assess each individual's situation.

Tips for facilitators:

- Accessibility. Remember to briefly describe all images displayed or distributed (descriptions are included in the slides' comments).

- For the Profile Cards (Handout 3), support persons or volunteers in the room can also support in describing the images to persons with visual disabilities, if required and accepted by them, by working in groups of two.

- The Environmental Information cards can also be printed in Braille upon demand or shared in Word to facilitate digital access to the content.

Face-to-face workshops:

- Distribute the 5 Profile Cards (Handout 3) to participants, dividing them in groups with a minimum of 3 persons. It is important to distribute first only the Profile Cards without the Environmental Cards and ask participants to do the exercise using limited information, as it happens in many situations.

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1. This activity has been adapted from the Global Protection Cluster's Protection Mainstreaming Training Package (2014). The training package is available in multiple languages at: https://www.globalprotectioncluster.org/themes/protection-mainstreaming/ [Return to Activity]
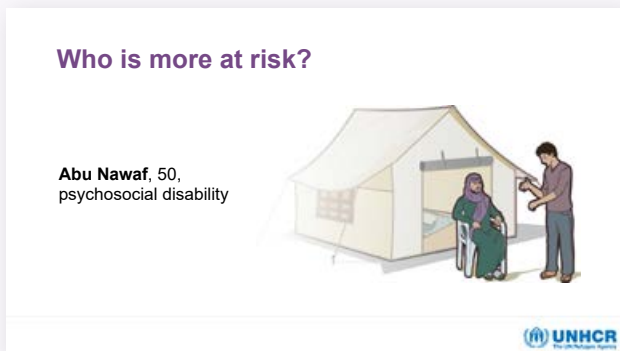
MODULE 3

Activity 1 Sequence

- Ask participants to rank the profiles "from more to less vulnerable" or "from higher to lower risk", using the information available and without sharing additional information about other factors.
- Distribute the additional 5 Environmental Cards (Handout 4).

- Ask participants if they would like to change the ranking based on the additional information received.
- Facilitate a discussion: Ask groups for examples of how they ranked the profiles (there is no right or wrong answer). Why is important not to make assumptions about the vulnerability or risk of an individual based only on demographic characteristics? Emphasize key messages below.

Digital workshops:

- Share the 5 Profile Cards with participants via e-mail or using a link in the chat to download the cards.

PPT Slides 7-12: Who is more at risk?

The cards can also be displayed on the screen using the slides. In this case, consider that it may be challenging for participants to organize the cards without seeing them all at the same time; the facilitator can first introduce the profiles.
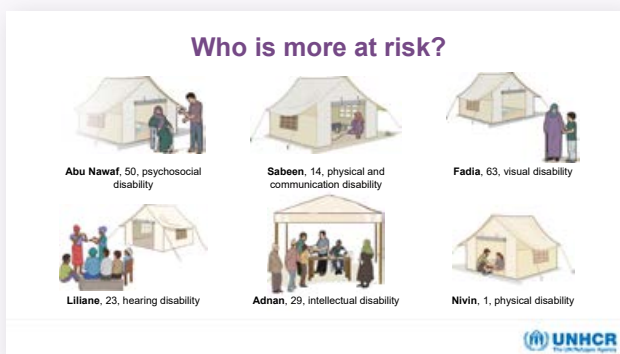
PPT Slide 13: Who is more at risk? (continued)

Use slide 13 to organize the profiles while they see them all at once.

- Ask participants to rank the profiles "from more to less vulnerable" "from higher to lower risk", using the information available and without facilitating additional information about other factors. The

profiles can be ranked asking participants to use the chat box and associating a number (1, more vulnerable, 5 less vulnerable) to each name.

- If some participants raise that more information is required, acknowledge this comment and ask them to follow the instructions with the information they have now.
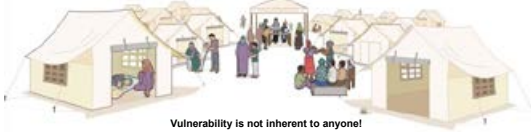

PPT Slide 14: Who is more at risk? (continued)

Display with additional information on the environment.

- Ask participants if they would like to change the ranking based on the additional information received.

PPT Slide 15: Facilitate a Discussion

Why is it important not to make assumptions about the vulnerability or risk of an individual based only on demographic characteristics?

Emphasize key messages below.

Key messages:

- The potential vulnerability of an individual with a disability is not an inherent characteristic. Nobody is vulnerable to *everything and at all times*.

- Each of the five situations is diverse because of the different disabilities of each case, but also because of the **capacities** of these persons and their families, other **diversity factors**, such as age, gender, sexual orientation and ethnic, linguistic and religious identity, and environmental factors such as the presence of **threats** in the community.

- Understanding how these factors interact can help to identify particular risks this person may face. For example:

  - Abu Nawaf can be at risk of prosecution based on his ethnic identity, and this can be compounded by stigma around community perceptions about mental health issues.
  - Sabeen may still be at risk of GBV if her sister is out accessing food or other services.
  - Fadia's grandson is out of school, and both are at risk of isolation and abuse.
  - Liliane may be at risk of GBV if she is targeted based on the assumption that she will have difficulties disclosing her experience of violence.
  - Adnan may be at risk of experiencing risks related to homophobia, compounded by perceptions people may have about persons with intellectual disabilities.
  - Nivin is at risk of profound neglect and future statelessness if her birth is not registered.

- The risks, needs and capacities of each case are therefore different.

- It is important to use a "qualifier" with the words "vulnerability" and "risk": Vulnerability to… what? At risk of… what? This will help us to focus on the risk, identify potential threats and develop relevant prevention and response measures.

- As UNHCR staff and partners, we need to recognise all aspects of diversity in a community. We must ensure participation by diverse groups of people in order to fully understand their needs and capacities.

Photo Caption: Venezuelans arrive to be registered at a newly opened reception site, Nova Canaã in Boa Vista, in partnership with the Federal Government, Brazilian Army and Boa Vista Municipality in late-April 2018. Photo credit: © UNHCR/Reynesson Damasceno

ACTIVITY 2:
Protection Concerns Faced by Persons with Disabilities Living in Forced Displacement

60 Min

Summary: In this activity, participants will learn different factors that can contribute to compound the risks faced by persons with disabilities in forced displacement.

Material:

- 'Leave no one behind: persons with disabilities in crisis' (Human Rights Watch, 2016).[2] The video provides an overview of challenges faced by persons with disabilities in humanitarian contexts. Accessibility: the video includes built-in subtitles. (5:34) https://www.youtube.com/watch?v=1iwTn91W9zQ.

Learning Objectives:

- Identify a variety of environmental factors that can contribute to protection risks for persons with disabilities in situations of forced displacement.

Key Messages:

- Protection risks for persons with disabilities can result from a negative interaction with environmental factors.
- The intersection of forced displacement and disability can increase or compound the risks experienced by a particular individual.

ACTIVITY SEQUENCE:

PROTECTION CONCERNS FACED BY PERSONS WITH DISABILITIES LIVING IN FORCED DISPLACEMENT

Activity 2

PPT Slide 16: Transition

Transition from the discussion to share that now we will explore more in depth the kinds of protection concerns faced by persons with disabilities living in forced displacement. We'll do this by exploring what we mean by 'risk' and then look at how displacement factors into risks.

Understanding protection risk factors

- From your experience, which factors influence the development of a protection risk?

(E.g. which factors can expose a person to the risk of political persecution?)

Photo: © UNHCR/Santiago Escobar-Jaramillo

UNHCR

PPT Slide 17: Understanding protection risk factors

Facilitate a discussion about which factors influence the development of a protection risk, based on the knowledge and experience of participants.

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2. Additional information on Human Rights Watch 'Leave no one behind: persons with disabilities in crisis' campaign can be accessed at: https://www.hrw.org/news/2016/05/19/leave-no-one-behind [Return to Activity]

The objective is to help participants to identify different elements that contribute to a particular risk and consider factors in the environment as well; in particular, actions and behaviours that can result in a threat, and changes in the environment due to forced displacement.

Tips for facilitators:

- Providing an example of a particular protection risk can support participants to focus on which elements can influence exposure to that risk; e.g. ask participants to identify which elements can expose a person to political persecution.
- Examples can be adapted to the audience, soliciting the knowledge and skills of UNHCR staff and partners to facilitate anchoring what they know with the additional points that they can learn.
- Factors can be solicited using a word cloud, like in Activity 1 of Module 1, or through a discussion.
- Providing guiding questions can help participants to focus on factors that go beyond the individual alone and think of environmental factors that contribute to risk; e.g. which changes in the environment can increase the occurrence or impact of a risk such as political persecution? Which behaviours or actions in the society can pose a threat to an individual and result in the risk of political persecution?

Understanding protection risk factors

$$\text{Risk} = \frac{\text{Vulnerability factors (individual + environmental) + Threats (environmental)}}{\text{Capacities (individual + environmental)}}$$

Example:
$$\text{Political persecution} = \frac{\text{Vul. (Diverse political thinking + political instability) + Threats (political repression)}}{\text{Capacities (charisma, socio economic level + strong international/national support)}}$$

PPT Slide 18: The risk equation

Present the "risk equation" as a model to understand which are the different factors that can contribute to risk and identify mitigation measures to enhance the protection of individuals and communities.

Tips for facilitators:

- Providing an example can support participants to understand the model. E.g. political persecution increases in situations with a high political instability, elements of political repression, and a low international support.
- Some of the participants may have seen this model before; asking them to describe the model and their experiences in using it can engage the audience's interest.
- Ask participants to identify mitigation measures in the example given. E.g. supporting the elements that can increase political stability, or reducing the elements that can lead to the occurrence of political repression, or increasing international attention to this situation can all contribute to mitigate the risk of political persecution in a given society.

How would **displacement status** and **disability status** compound these risks?

$$Risk = \frac{\text{Vulnerability factors (individual + environmental) + Threats (environmental)}}{\text{Capacities (individual + environmental)}}$$

Example: | inaccessibility | xenophobia | hate speech | "ableism" |

$$Political\ prosecution = \frac{\text{Vul. (Diverse political thinking + political instability) + Threats (political repression)}}{\text{Capacities (charisma, socio economic level + strong international/national support)}}$$

PPT Slide 19: Displacement and disability status

Facilitate a discussion on how displacement status and disability status can compound the risks for a particular individual.

Tips for facilitators:

- Ask for concrete examples or provide examples based on type of displacement: e.g.

  - In the case of a refugee situation, vulnerabilities may be compounded because of low community support or networks, or additional threats like xenophobia or hate speech.
  - In the case of disability status, risks can be compounded by lack of accessibility (e.g. to flee, to access key information), or threats such as "ableism".
  - Ask participants about the meaning of "ableism", what can it mean? *Able+ism = discriminatory attitudes and social prejudices against persons with disabilities.*

Key messages:

Key messages

- Disability *results* from a negative interaction between individual characteristics of a person and **barriers** in the environment.
- Protection risks also **result** from a negative interaction with **environmental factors**.
- Situations of forced displacement and disability can **increase** or **compound** the risks experienced by a particular individual.

PPT Slide 20: Key messages

Discuss key learning points on identifying protection risks.

- Disability *results* from a negative interaction between individual characteristics of a person and **barriers** in the environment. (Key message from Module 1).
- Protection risks for persons with disabilities can also result from a negative interaction with environmental factors.
- The intersection of forced displacement and disability can increase or compound the risks experienced by a particular individual.

PPT Slide 21: Disability and displacement

Introduce the following activity, where participants will be asked to anticipate some of the risks that these persons may face, and then watch a video from Human Rights Watch presenting the diverse situations and protection risks experienced by different persons with disabilities in situations of conflict and displacement.

Tips for facilitators:

- Accessibility:

PPT Slides 22-26: Disability and displacement (continued)

The profiles can be briefly presented using slides 22 to 26. Remember to provide a brief description of what is displayed on the screen, and to read the profiles of all the persons.

- Hind has a visual disability and lives in war-torn Yemen.
- Wael, a Syrian refugee with an intellectual disability, lives in Lebanon with his mother and brother, and struggles to access education.
- Ambroise and Simplice have physical disabilities and live in a refugee camp, where they arrived after fleeing from deadly sectarian violence.
- Mohammad is an 18-year-old Syrian refugee with a physical disability who now lives in Germany.

Disability and displacement

- What can prevent Wael from accessing education?
  - e.g. Wael is **at risk of** missing school **if** teachers are not ready to facilitate his participation and learning.
- Which protection risks can Hind face in Yemen?
- What protection risks could Ambroise and Simplice have faced when violence started in their country?
- Which additional risks can the experience in the camp they live in?
- Which protection risks could Mohammad face when fleeing from Syria?
- Which protection risks can he face now in Germany?

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PPT Slide 27: Discussion

Ask participants to anticipate some of the risks that these persons may face.

Tips for facilitators:

- Participants can use the guiding questions displayed on the screen. Accessibility: remember to read all questions on the screen to facilitate access to all participants.

  - Which protection risks can Hind face in Yemen?
  - What can prevent Wael from accessing education?
  - What protection risks could Ambroise and Simplice have faced when violence started in his country?
  - Which additional risks can they experience in the camp they live in?
  - Which protection risks could Mohammad face when fleeing from Syria?
  - Which protection risks can he face now in Germany?

- Participants may tend to identify more restrictions or limitations associated with the person (e.g. Hind can't see, so she is at risk) and focus less on which obstacles and threats in the environment can result in a risk for these persons. Suggest that participants use the risk equation discussed in the previous activity to identify **environmental factors** that can contribute to increase the risks faced by these persons.
- Suggest that participants formulate complete sentences with a particular risk and environmental factors that contribute to that risk, following the example provided for Wael: e.g. Wael is **at risk of** missing school **if** teachers are not ready to facilitate his participation and learning.
- Risks can be gathered in a flipchart (face-to-face workshop) or in the chat box (digital workshop), so as to revisit these expectations later, when watching the video.

Disability and displacement

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PPT Slide 28: Video

Watch the video (https://www.youtube.com/watch?v=1iwTn91W9zQ) and ask participants to identify the risks these persons could face in the video.

Tips for facilitators:

- Accessibility. Share in advance the accessibility features of the video and ask participants if they would require any support to access its content: The video includes embedded subtitles, but it does not include sign language or voice-over describing the images. A full transcript of the video can be shared with participants. The transcript is available below.[3]

- Playing videos in workshops can always present technical challenges (e.g. low connectivity, YouTube blocked in some offices, problems in sharing video and audio in digital workshops). Always check the video ahead of the session.

- Alternatively, the facilitators can use the Profile Cards/Slides for each person of the video [*Handout 5: Protection Concerns Profile Cards*].

- Additional information on Human Rights Watch 'Leave no one behind: persons with disabilities in crisis' campaign can be accessed at: https://www.hrw.org/news/2016/05/19/leave-no-one-behind

- **Video transcript:**

"An estimated seven million people with disabilities are displaced by war, persecution or generalized violence. They are especially at risk in crises. Leave no one behind: persons with disabilities in crises. Muhammad, an eighteen-year-old Syrian refugee, now lives in Germany. He lost his legs in a Syrian air strike. In 2015 he sought refuge in Europe. [Muhammad] 'We risked our lives in the rubber boat, but we made it to Greece. My cousin' carried me all the way to Turkey.' [Muhammad's cousin] 'We tried do the impossible: bring him to Germany no matter what it takes.' People with disabilities face added risks of abandonment, neglect, and lack access to food health care and education. Hind has a visual disability and lives in war-torn Yemen. [Hind] 'My life was completely changed by the war. Everything became difficult. Going to school getting treatment or going anywhere is difficult.' Indiscriminate attacks in Yemen killed thousands of civilians. Many of the three million people with disabilities are virtually imprisoned in their homes. [Hind] 'Because of the war and my condition I'm not able to go out anymore.' Ambroise was displaced by deadly sectarian violence in the Central African Republic. [Ambroise] 'The rebels killed people like it was nothing. They beat people, people were suffering. My whole family fled our home. I was alone in the house. A kid had just passed by. I said please help me! If you leave me, I will die. He carried me on his back 23 kilometres to the camp.' People with disabilities continue to face unique challenges in meeting their most basic needs even after they flee to safety. [Ambroise] 'Here it's different than home. Even to get soap to wash our clothes isn't easy. You see how dirty I am from my pants to my feet.' Simplice lives in the same camp as Ambroise. He was a professor a French literature before the conflict. [Simplice] 'We people with disabilities have trouble getting around to find something to eat. In the camp there are enormous difficulties because as you know people with disabilities are often forgotten.' Kawthar, a Syrian refugee in Lebanon, struggles to get accessible education for her son Wael. He has physical and intellectual disabilities resulting from Hunter Syndrome. [Kawthar, Wael's mother] 'He failed a grade at school. Now he's in the same grade as his younger brother. No one at school would give him special care because of his condition. His only weapon is education.' [Wael] 'I like school. I love to read. I love going to school. It's the most important thing.' [Kawthar, Wael's mother] 'I have a nightmare about his

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3. YouTube includes a function to generate transcripts for videos hosted in this platform. To generate a transcript, follow this instructions: click on the "More actions" button (represented by 3 horizontal dots, and located next to the Share button> now click on the Open Transcript option> a transcript of the closed captions will automatically be generated below. [Return to Activity]

future. In my dreams, I see my son sitting in a corner and not doing anything at all. Nothing at all.' [Simplice] 'When this conflict began, we, people with disabilities, we stuck together.' A national para-basketball team in the Central African Republic. [Simplice] 'We all share the experience of living with disabilities. That powerful bond has made us like a family.' Governments, the UN, aid agencies and donors should ensure that people with disabilities are included in humanitarian response. Persons with disabilities and their representative organisations, should be part of the decision-making, planning and monitoring in a spirit of nothing about us without us. Leave no one behind."

Did the protection risks anticipated match?

- Which protection risks can Hind face in Yemen?
- What can prevent Wael from accessing education?
- What protection risks could Ambroise and Simplice have faced when violence started in their country?
- Which additional risks can the experience in the camp they live in?
- Which protection risks could Mohammad face when fleeing from Syria?
- Which protection risks can he face now in Germany?

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PPT Slide 29: Discussion

Facilitate a discussion: Did the protection risks anticipated match with what was presented in the video?

Tips for facilitators:

- Accessibility: remember to read all questions on the screen to facilitate access to all participants.
- Did the protection risks anticipated match with what was presented in the video?
- Suggest participants to use the risk equation discussed in the previous activity to identify environmental factors that can contribute to increase or compound the risks faced by these persons.
- Compare the points shared during the discussions with what was gathered on a flip chart (face-to-face workshop) or in the chat box (digital workshop), to revisit these expectations.
- Participants may still tend to focus on what these persons can't do; in this case, the facilitator can help participants to focus on environmental barriers and risks through guiding questions, e.g.:

  - How could Hind access information about GBV prevention and response, in case this information is helpful for her?
  - What is missing in the school system to include Wael?
  - Would it be easy to walk or use a wheelchair to access basic services in the camp where Simplice and Ambroise live?

Environmental risk factors include…

- Break down of community support structures
- Disruption of social and health service systems
- Changes to the physical environment
- Lack of
  – skills and negative attitudes of humanitarian worker staff
  – physical accessibility to access basic services
  – accessible information on basic services
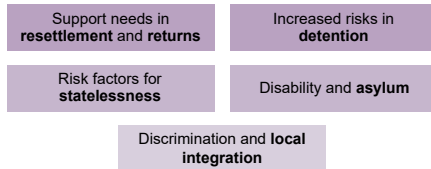 – accessible two-ways communication channels

PPT Slide 30: Presentation

Summarize the main environmental factors that can heighten the risks faced by persons with disabilities in forced displacement. This can be done by asking participants to find common factors in what has been discussed after the video, and then presenting the content of the slide, asking participants to link each factor with examples from the video.

Tips for facilitators:

- Remember to read and explain the content of the slide, linking it to previous points discussed and elements in the video. E.g.

  - **Breakdown of community support structures.** E.g. Wael or Hint may have received support when they were attending their schools before being forcibly displaced.
  - **Disruption of social and health service systems.** E.g. National systems that provide support to persons with disabilities, such as access to assistive devices or allowances may not work, or not be inclusive of refugees with disabilities.
  - **Changes to the physical environment.** Unknown places, camps, or settings destroyed by war are less accessible and present many barriers such as rubble, uneven ground, etc.
  - **Lack of skills and negative attitudes in staff.** Staff may not have the adequate skills to interact with persons with disabilities, or misinformed beliefs about these persons only requiring "specific" interventions related to health (recall the charity and medical models in Module 2).
  - **Lack of physical accessibility to access basic services.** Even in newly built camps, persons with disabilities may be presented with physical barriers if accessibility is not considered.
  - **Lack of accessible information on basic services.** Information on services will not be useful for some persons with disabilities if this information is not presented in multiple and accessible formats. We will learn about this in Module 4.
  - **Lack of accessible communication channels.** If existing communication channels are not diversified and accessible (e.g. using only one mean of communication, like a phone line with no alternative channel) persons with disabilities will find it difficult to reach out for support, share feedback and raise complaints about services in their community.

Risks under UNHCR's protection mandate

Support needs in **resettlement** and **returns**

Increased risks in **detention**

Risk factors for **statelessness**

Disability and **asylum**

Discrimination and **local integration**

PPT Slide 31: Risks under UNHCR's Protection Mandate

Share existing anecdotal evidence on risks faced by persons with disabilities, and ask participants to complement these risks with contextual information from their own experiences.

Key discussion points:

- **Hard evidence regarding the risks faced by persons of concern with disabilities in displacement situations is scarce.**

- **Disability and local integration:** National systems and protection programstargeted at persons with disabilities may not be ready to absorb additional users among internally displaced, refugees and asylum seekers with disabilities. These systems may have restrictive criteria that exclude displaced populations, and services may be not ready or willing to serve additional clients.

- **Disability and asylum:**

  - Numerous reports detail targeted violence against persons with disabilities and other human rights abuses experienced specifically by persons with disabilities. For example, persons with certain characteristics, such as persons with albinism, may be targeted in violent attacks in some parts of the world, based on misbeliefs about them.
  - There has been more limited literature describing disability as a grounds for claiming asylum, as well as the difficulties that persons with disabilities face in accessing the legal protections under the 1951 Refugee Convention. Ask participants if they have any example(s) to share from their context or experience under this category.

- **Disability and statelessness:** There has been limited research specifically on this issue, but some links have been found between disability and risk factors for statelessness. For example, children with disabilities are at heightened risk of not being registered at birth and some countries may deny nationality to people with intellectual or psychosocial disabilities. Ask participants if they have any example(s) to share from their context or experience under this category.

- **Disability and detention:** Disability may also increase risks for refugees and asylum seekers in immigration detention. For example, persons with intellectual and psychosocial disabilities can experience particular challenges regarding understanding proceedings and providing evidence. Ask participants if they have any example(s) to share from their context or experience under this category.

- **Disability and solutions:**

  - While disability is not resettlement submission category, persons with disabilities are likely to fall into other categories due to heightened risk, severe discrimination and medical needs. UNHCR

has a tool for guiding resettlement applications with persons with disabilities, the Resettlement Assessment Tool: Refugees with Disabilities.

- Some resettlement states have restrictive admission policies that may exclude some persons with disabilities.
- There have been a number of requests from UNHCR field offices for guidance on facilitating returns for persons with disabilities, particularly with regards to supported decision-making by persons with intellectual and psychosocial disabilities.
- Ask participants if they have any example(s) to share from their context or experience under this category.

PPT Slide 32: Protection concerns related to disability

Based on the environmental risk factors discussed and the risks mentioned in previous slide, ask participants which additional protection concerns persons with disabilities could face in a displacement context, in addition to the protection risks faced by any other forcibly displaced persons.

Additional content for each of the protection concerns is presented in the following slides.

Tips for facilitators:

- If time allows, the facilitator can distribute each of the 5 additional protection concerns to participants divided in groups and ask them to read the content and present it to the other groups, adding information from their own context and experiences.
- The slides with the 5 additional protection concerns can be printed or shared via link in digital workshops, including the comments in the slide to enrich the information for each risk.
- Alternatively, the facilitator could present these risks in a lecture style, asking participants to complete with comments and examples from their context and experiences.

PPT Slide 33: Invisibility

Present and discuss the content of the slide. Are these issues identified in your operation?

Tips for facilitators:

- Accessibility: Describe the image displayed in each slide. Not all disabilities look like this (a person in a wheelchair); some look like this (a person standing up and not showing any characteristic usually used to depict disability). Not all disabilities are visible; it's important to not be so quick to judge.
- One of the gaps often identified is a lack of reliable data and information on persons with disabilities. Data collection processes, including registration, may miss persons with "hidden" disabilities, such as intellectual and psychosocial impairments, and/or families may not disclose that they have someone with a disability in their household. Further, differing understanding of who is a person with a disability also means that some people (e.g. older persons) might not be identified.
- It is important to note that a lack of quantitative data about persons with disabilities should not prevent UNHCR staff and partners from collecting qualitative information about the views and priorities of persons with disabilities, including the barriers they face to accessing programmes.
- Data collection is done usually based on visual cues. Additional points on data will be discussed in Module 4, and a dedicated module on data collection will be available soon.

Underrepresentation

- Persons with disabilities are often **excluded** from **community leadership** and **representative structures**.

PPT Slide 34: Underrepresentation

Present and discuss the content of the slide. Are these issues identified in your operation?

Tips for facilitators:

- Accessibility. Present the content of the slide and describe the image: Persons with and without disabilities discussing together during a participatory meeting.
- Persons with disabilities are rarely represented through formal community leadership mechanisms. In some places, committees or associations of persons with disabilities are in place; however, they are often not represented in the formal decision-making mechanisms established by UNHCR and its partners.
- Women and youth are particularly excluded, as are people with hearing, intellectual and psychosocial disabilities. Even where community leadership and representative structures do include persons with disabilities, it is important to consider who they are representing and whose voice is not being heard.
- A lack of inclusion of persons with disabilities in representative and leadership structures presents an obstacle to participation in decision-making, hinders communication between UNHCR and displaced communities and also means that persons with disabilities do not have the same access to information as others in their community.

• Provide or ask for examples of issues that could be addressed if persons with disabilities could participate in leadership structures: e.g. identifying barriers and solutions to address them.
• Additional strategies to support participation will be presented in Module 4.

Stigma and isolation

• Negative perceptions and wrong beliefs associated with disability can result in **isolation**, **violence** and **abuse**.

PPT Slide 35: Stigma and isolation

Present and discuss the content of the slide. Are these issues identified in your operation?

Tips for facilitators:

• Accessibility. Present the content of the slide and describe the image: Two girls are staying inside a refugee camp. Sabeen is resting on the floor while her sister is sitting beside her.
• Stigma against persons with disabilities often results in isolation, violence and abuse within communities. Stigma may be a more significant barrier to community participation than physical obstacles and communication barriers.
• In many settings, people with intellectual and psychosocial disabilities experience particularly high levels of stigma, along with resulting isolation from community support networks and heightened risk of violence and abuse.
• Stigma can also extend to family and household members. For example, mothers of children with disabilities may be blamed for their child's disability.
• Additional strategies to promote behaviour change and raise awareness on disability are addressed in Module 4.

Violence, abuse and exploitation

• Experiences of **violence** can be 4 to 10 times more likely
• Profound **neglect**, mercy **killings**
• **Bullying** in school
• Forced **institutionalization**
• Higher risk of **SGBV**
• Targeted **violence** associated with witchcraft practices, disability hate crimes

Photo: L. Masina/VOANews

PPT Slide 36: Violence, abuse and exploitation

Present and discuss the content of the slide. Are these issues identified in your operation?

Tips for facilitators:

- Accessibility: Present the content of the slide and describe the picture: Protestors march in Lilongwe, the capital of Malawi, to protest the continued attacks against people with albinism.

- There is growing evidence to indicate that violence, abuse and exploitation is pervasive in the lives of persons with disabilities. The World Report on Disability[4] cited that persons with disabilities may be 4-10 times more likely to experience violence than persons without disabilities.

- Research in displacement contexts have demonstrated that displaced persons with disabilities report a range of emotional, physical, sexual and economic forms of violence, and that women and girls with disabilities, and those with intellectual and mental disabilities may be at higher risk. Some examples are:

  - Parents may abandon their children or stop feeding them when a disability is identified at a young age; this phenomenon is called "mercy killing".
  - In many contexts, children with disabilities report being teased by other children because of their disability.
  - People with severe psychosocial disabilities are often restrained by their families and the communities or are living in institutions where they face heightened risk of violence and abuse.
  - People with disabilities often report being physically or verbally abused in public spaces and WASH facilities.
  - Women and men with disabilities experience heightened risk of gender-based violence.
  - In some contexts, persons with albinism experience severe violence and killings, as their body parts are used in witchcraft practices. In some contexts, sex with a person with albinism is believed to cure HIV/ AIDS.
  - When a crime is motivated by hate against persons with disabilities, it is called a "disability hate crime" in some countries' national legislation.

Discrimination on the basis of disability

- Actions, or omissions, that result in people **not** having **equal access** to their rights

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PPT Slide 37: Discrimination on the basis of disability

Present and discuss the content of the slide. Are these issues identified in your operation?

Tips for facilitators:

- Discrimination is about actions, or omissions, that result in people not having equal access to their rights.

4. WHO, 2011. World report on disability. Available at: https://www.who.int/publications/i/item/9789241564182 [Return to Activity]

- This could be due to treating someone differently or not enabling their participation on an equal basis with others by addressing the barriers they may encounter.
- For example, when a person faces negative attitudes from staff based on wrong perceptions on disability, this is discrimination. But when a person with a disability cannot access a service she/he requires due to barriers in accessing, that can be as well considered as a situation of discrimination on the basis of disability, according to the Convention on the Rights of Persons with Disabilities (CRPD). For example:

  - Information about GBV and PSEA may not be available in formats that persons with disabilities can access.
  - Reporting mechanisms (including for the Prevention of Sexual Exploitation and Abuse, or PSEA) may be inaccessible for persons with disabilities.
  - Basic services such as WASH facilities, health services, or schools may have physical barriers or untrained staff to include persons with disabilities.
  - Women with disabilities are often excluded from sexual and reproductive health services, further increasing their risk of GBV or other important information related to their reproductive health based on wrong assumptions about their need for these services.
  - Persons with disabilities may not be believed when they report violence, exploitation or abuse.

- Exclusion of persons with disabilities from our programs and activities may be either **inadvertent** or **purposeful**; in either case, it is discriminatory.

  - Even if inadvertent, exclusion of persons with disabilities still constitutes discrimination. For example, if programmes do not make suitable adaptations to ensure that persons with disabilities can access assistance, this constitutes discrimination even if persons with disabilities are not explicitly excluded.

- In order to ensure non-discrimination, it is essential that persons with disabilities participate in the design, implementation and monitoring of programmes and activities. Persons with disabilities are the experts on what they need to enable their equal participation!

PPT Slide 38: Discrimination on the basis of disability (continued)

Present and discuss the content of the slide. Are these issues identified in your operation?

Tips for facilitators:

- Discrimination happens when there is an adverse distinction, an exclusion, or a restriction in participation:

  - An **adverse distinction** might be an explicit differentiation or labelling between two people on the basis of disability that results in inequality. For example, if people with disabilities are channelled to certain services only (e.g. referring them only to rehabilitation) may amount to an adverse distinction.
  - An **exclusion** refers to a situation where a person, on the basis of disability, cannot reach and enter a particular space (e.g. a building with stairs and no ramp, information in not accessible formats) or participate in a particular activity (e.g. in a focus group discussion where there is no sign language interpretation).
  - A **restriction** refers to a limitation of the right of people to participate in an equal basis with others. For example, a criterion stating that persons with intellectual disabilities cannot be involved education or livelihood activities, or women with disabilities not being considered for Sexual and Reproductive Health, could amount to a discriminatory restriction.

Recognizing discrimination

- Abdul, a man with a physical disability, is turned away from being interviewed for the job of a volunteer outreach worker because the staff thinks he won't be able to walk long distances.
- **Is this situation discriminatory or not?**

PPT Slides 39-42: Practice - Recognizing discrimination

Ask participants to look at the situations of Abdul, Amla, Marna and Dinyaar. Then decide whether each of the situations is discriminatory or not.

Tips for facilitators:

- Accessibility: describe the images in the slides.
- These situations can be provided to participants as cards to discuss in groups, or shared before or after the training as a survey, so to analyse the results during the session.
- Facilitate a discussion based on the content presented in the activity.
- An analysis of each situation is provided in the comments for each slide.

Your experiences

Do these protection concerns resonate with situations occurring in your context?

Photo: © UNHCR/Antoine Tardy

PPT Slide 43: Discussion

Your experiences. Ask participants: Do these protection concerns resonate with situations highlighted in your context?

Tips for facilitators:

• The discussion could be a good opportunity to recall that these protection concerns may be happening in their programs, even if they have not been highlighted. Providing the avenues for identifying these issues would be a first step.

Photo Caption: UN High Commissioner for Refugees Filippo Grandi congratulates his staff after the final session of the Global Refugee Forum at the Palais des Nations in Geneva. Photo credit: © UNHCR/Andrew McConnell

MODULE 3

ACTIVITY 3:
UNHCR's Approach to the Protection of Persons with Disabilities

30 Min

Summary: In this activity, we will look at UNHCR's policy and how it accounts for the protection of persons of concern with disabilities.

Material:

- 'Community Based Protection' video https://www.youtube.com/watch?v=-jnekaOxz24
- UNHCR's policies and guidance, shared below.
- *Handout 6: 4 Agree/disagree cards* (ideally laminated)

Learning Objectives:

- Summarize how the protection concerns of persons with disabilities are reflected in UNHCR's policies and guidance.

Key Messages:

- Persons of Concern and should guide our work with all persons, including those with disabilities.

ACTIVITY SEQUENCE:

UNHCR'S APPROACH TO THE PROTECTION OF PERSONS WITH DISABILITIES
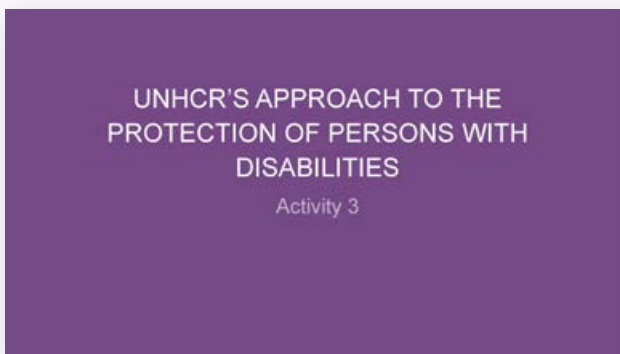
Activity 3

PPT Slide 44: Transition

Welcome all participants to this activity. Share a reminder on the accessibility ground rules agreed in Module 1, if necessary.

Share the objectives of this activity. Explain the importance of knowing which international legal instruments and institutional policies support the protection of Persons of Concern with disabilities, and knowing this information is an important part of advocating for these rights.

Policy Quiz!

Which of the following policies support the protection of persons of concern with disabilities?

- ❏ UN Convention on the Rights of Persons with Disabilities
- ❏ Executive Committee Conclusion on Refugees with Disabilities and Other Persons with Disabilities Protected and Assisted by UNHCR
- ❏ UNHCR Policy on the Employment of Persons with Disabilities
- ❏ UNHCR Policy on Age, Gender and Diversity
- ❏ UN Disability Inclusion Strategy
- ❏ Protection Policy Paper – Understanding Community-Based Protection
- ❏ All of the above

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PPT Slide 45: Policy Quiz

Ask participants to answer using the Handout 6: Agree/Disagree cards (in face-to-face workshops) or with a green tick or a yes/no (in digital workshops) if they think that the following policies promote the protection of persons of concern with disabilities.

Tips for facilitators:

- Accessibility. Remember to read all the policies one by one, giving participants enough time to reflect and formulate an answer.

Face-to-face workshops:

- Facilitators can divide participants in groups where they can discuss what they know about these policies, and if they think they cover provisions for the protection of Persons of Concern with disabilities.

Digital workshops:

- The quiz can be shared in advance with all participants as a survey (e.g. using PollEverywhere or SurveyMonkey) and the module can open with the results represented in a graphic, ready for discussion.
- Recommend to all participants to use their own knowledge and/or generate hypotheses based on the title of the policies, instead of looking for them on the internet; this will help them to acquire new knowledge.
- Correct answers and comments appear in a separate slide. Green ticks and red crosses could be added as well as "Animations" in the same slide; in this case, please note that some digital platforms (e.g. Webex) do not allow for "Animations".
- As an alternative way of facilitating this activity, participants would be provided with a copy of selected content extracted from these policies, and would be asked to identify if the policy includes provisions for the protection of persons of concern with disabilities, and share this information in group presentations.

Policy Quiz!

Which of the following policies provide for the protection of persons of concern with disabilities?

- ✅ UN Convention on the Rights of Persons with Disabilities
- ✅ Executive Committee Conclusion on refugees with disabilities and other persons with disabilities protected and assisted by UNHCR
- ⚠️ UNHCR Policy on the Employment of Persons with Disabilities
- ✅ UNHCR Policy on Age, Gender and Diversity
- ✅ UN Disability Inclusion Strategy
- ✅ Protection Policy Paper – Understanding Community-Based Protection
- ⚠️ All!

PPT Slide 46: Policy Quiz (continued)

Share the correct answers with participants, including short comments on which aspects are covered in each policy.

Tips for facilitators:

- All of the options are correct!
- In Article 11, the 2006 UN Convention on the Rights of Persons with Disabilities calls State Parties "to take all necessary measures to ensure the protection and safety of persons with disabilities in situations of risk, including situations of armed conflict, humanitarian emergencies and the occurrence of natural disasters." This also includes situations of forced displacement; this article lays the foundation for all other articles and provisions of the Convention in humanitarian contexts.
- The 2010 Executive Committee Conclusion on Refugees with Disabilities and Other Persons with Disabilities Protected and Assisted by UNHCR recognizes the Convention, and calls on states, UNHCR and partners to protect persons with disabilities against all forms of discrimination.
- The 2008 UNHCR Policy on the Employment of Persons with Disabilities is addressed to actively promote equal access to employment opportunities within UNHCR for persons with disabilities. It applies therefore to persons with disabilities as part of UNHCR's workforce.
- The 2018 UNHCR Policy on Age, Gender and Diversity recognises the heterogeneity within the population of persons of concern and should guide our work with all persons, including those with disabilities. It aims to ensure that all persons enjoy their rights on an equal footing.
- The 2019 UN Disability Inclusion Strategy includes a policy statement and an accountability framework applicable to all UN entities. Among others, Indicators 9 (Programmes and Projects) and 11 (Country Programme Documents) include requirements to provide for the inclusion of persons with disabilities in UNHCR's programming.
- The 2013 Protection Policy Paper – Understanding Community-Based Protection aims to help UNHCR staff and partners to integrate community-based approaches to protection. It recognizes that persons with disabilities should play a critical role in defining and responding to protection concerns in the community.
- We will learn more practical information on the strategies reflected in these policies, and on how to implement them, in Module 4.
- Discussion. The facilitator could open the floor for participants to share their experiences in applying these policies, which may be many times challenging. as these may not be "friendly" documents. This can be used to share the additional guidance materials in the next slide.

MODULE 3

PPT Slide 47: Guidance on the inclusion of persons with disabilities in humanitarian action

Share the correct answers with participants, including short comments on which aspects are covered in each policy.

Tips for facilitators:

- Applying policies in practice may be challenging, as these are not always "friendly" documents. That is why guidance and trainings are developed, to "socialize" the content including policies.
- **Accessibility.** Describe the titles displayed in the slide.

   - **UNHCR's Guidance:**
     Working with Persons with Disabilities in Forced Displacement (2019)
     UNHCR Emergency Handbook - Persons with Disabilities

   - **Guidance on disability inclusion in UNHCR's processes:**
     UNHCR Resettlement Assessment Tool: Refugees with Disabilities; Refugee Response Plans. Guidance Note – Inclusion of persons with disabilities

   - **UNHCR's e-Learning:**
     GLDC Working with Persons with Disabilities in Forced Displacement e-Learning (available in Learn and Connect).

   - **UNHCR's good practices:**
     UNHCR's approach to persons with disabilities in forced displacement

   - **Interagency guidance:**
     IASC Guidelines on inclusion of persons with disabilities in humanitarian action

PPT Slide 48: Community-based Protection

Briefly introduce the relevance of Community-based Protection as an approach to foster the inclusion of persons with disabilities in UNHCR's work.

Tips for facilitators:

- Accessibility. Share in advance the accessibility features of the video and ask participants if they would require any support to access its content: subtitles are only available using YouTube's automated captioning, which should be activated by clicking in the "Subtitles" icon in the e-player. A full transcript of the video can be shared with participants.
- Play the video: "Community-based Protection". Link to video: https://youtu.be/-jnekaOxz24 (2:22).
- Playing videos in workshops can always present technical challenges (e.g. low connectivity, YouTube blocked in some offices, problems in sharing video and audio in digital workshops). Always check the video ahead of the session.
- Discussion. The facilitator should follow the video by facilitating a discussion on the experiences of participants in using a community-based protection approach in working with persons with disabilities in forced displacement. Which are the key elements that work? Additional strategies will be shared in Module 4.

- **Video transcript:**

"As aid workers all of us the world over strive to help those in need. Those like Dahab, a young Sudanese refugee with a physical disability who wants nothing more than to get his life back to normal. But without community support, even seemingly simple goals like going to school are difficult for him to achieve. So what do we do? We try to help him and others like him by providing solutions like transportation and accessibility ramps for local schools; but these solutions only scratch the surface. Dahab is still bullied and discriminated against due to misconceptions about his disability, leaving him isolated and alone, even worried about going to school. But what if we tried a different approach, and employed the principles of community based protection? By engaging community members in the discussion and identification of their problems, by working to create community driven solutions, and by implementing those programs together as equal partners in the process. We can uncover our problems routes and achieve meaningful lasting results that recognize the community's enormous capacity and resilience. And we with Dahab. He and his friends lead our community driven initiative with an awareness campaign that dispels the myths associated with common disabilities, along with identifying new accessibility solutions for local schools, while local parents and teachers volunteer to broaden our efforts by providing sign language for hearing-impaired students and organizing a Braille textbook share. With this approach everyone involved has incentive to help protect the solutions they've helped to create, and you've enabled a community to utilize its own resources. So that Dahab and his friends are now able to go to school like other kids. We understand that community-based protection takes time and effort, but the lasting protection benefits for people in communities make it a worthwhile investment. So join us today and learn more about community based protection at www.unhcr.org"

PPT Slide 49: Final quiz: The four corners

Ask participants to share their opinions about these 4 statements, highlighting that not all will be absolutely true or false.

Tips for facilitators:

- Accessibility: Read the statement at least twice, providing enough time for sign language interpretation, and for participants to think and make a decision about whether they agree or disagree.
- Each statement can be shared in a different slide to facilitate focusing on one statement at a time.
- Participants can share their opinions using a scale that supports nuances in opinions, as some of the statements will not be completely true or false: agree; partially agree; partially disagree; disagree.
- Once participants have made a choice, ask one volunteer for each opinion to share why she/he has selected it. The idea is to generate debate about what they have learned during this module.

Face-to-face workshops:

- Answers can be collected by placing 4 shapes (Handout 6: Agree/disagree cards) of paper with the 4 response options in the four corners of the training room. Each statement can then be read, and participants will be asked to move to one of the corners; this can create a "group pressure" situation that will generate doubts among participants and more debate. Consider the following accessibility requirements to ensure an equal participation:

  - *Clean the area of all obstacles (chairs, bags), and provide enough space to circulate from one corner to another (e.g. a minimum of 120 cm corridor between them). Sometimes another room or coffee break area can be used for this;*
  - *Once the four corners are established, read aloud (and without a microphone) where they are situated, so persons with visual disabilities can situate them in the space and join them independently;*
  - *Allow for sign language interpreters to be at the centre of the room or in a visible place where they can be accessed by all participants.*

Digital workshops:

- Answers can be collected in the chat box, or using green ticks / red crosses / emoticons expressing doubt, or the arrows function to point at the four boxes in the slide (e.g. in Webex). They can be as well circulated in advance as a Survey, and results analysed during the discussion. Accessibility: Always provide an overview of the answers given by the group, so that it is shared with all participants.

- Once participants have made a choice and expressed their opinions about each statement, share additional thoughts with them:

  - **Statement 1:** *The differences between people play a key role in determining their opportunities, capacities, needs and vulnerabilities.* While this statement is **TRUE**, some participants may somehow agree/disagree as **the environment** is not mentioned as a key element in determining opportunities, capacities, needs, vulnerabilities **and risks**.

  - **Statement 2:** *Women, older persons, children, LGBTI people and persons with disabilities are always exposed to higher and bigger risks than other persons and therefore always need preferential care.* This statement is **FALSE**. As discussed during this module, vulnerability is not inherent to the individual, but rather results from a combination of factors, including the presence of threats in the environment, and as well the capacities of the individual and the community. Aggregating all groups together often results in a vague analysis of risks and poor programme outcomes, as mitigation and response actions should be tailored to the different risks faced.

  - **Statement 3:** *The AGD Policy aims to ensure that persons of concern are able to participate fully in decisions that affect their lives, those of their families and communities.* This statement is **TRUE**; this and other policies, and the guidance that has been developed to support their implementation, include avenues and strategies to ensure that participation is meaningful and effective.

  - **Statement 4**: *Persons with disabilities should enjoy special rights, compared to persons without disabilities.* This statement is **FALSE**. The Convention on the Rights of Persons with Disabilities (CRPD) is not about providing special rights or treatment, but rather inclusive treatment. Special treatment can lead to segregation, and further stigma. The Convention provides strategies to ensure non-discrimination, which may include proactive actions to prevent discrimination that we will discuss further in Module 4.

Questions & Answers

Photo: Darcy Kiefel. Women's Institute on Leadership and Disability

UNHCR

PPT Slide 50: Q&A

Facilitate a Q&A session with participants. Questions could be raised and answered by the participants themselves if time allows. The facilitator can then provide final remarks to ensure key messages are conveyed. This will help the group to gain confidence in using the content shared during the module.

Photo Caption: UN High Commissioner for Refugees Filippo Grandi meets 7-year old Syrian refugee, Mohamed (centre), during a visit to the Father Andeweg Institute for the Deaf (FAID) in Beirut. Photo credit: © UNHCR/Claire Thomas

30 Min

ACTIVITY 4:
Presentations from Persons with Disabilities on their Experiences in Forced Displacement [Optional]

Summary: This space offers an opportunity to share findings and recommendations on consultations made with persons with disabilities in the operational context where the training takes place.

Material:

- Findings and recommendations from local consultations.

Learning Objectives:
- Discuss protection concerns relevant to the operational context through the sharing of findings from consultations with persons with disabilities.

Key Messages:

- To be developed based on findings from consultations and recommendations provided by persons with disabilities.

ACTIVITY SEQUENCE:

- If consultations with persons with disabilities and their families were organized before the workshop, this space offers an opportunity to share some of the key learnings from these consultations.
- Provide space for participants with disabilities and their families to present their concerns and ideas for how programmes can be changed or adapted. Ensure that women, men, boys, and girls with different types of disabilities have equal opportunities to contribute their views. Ensure that those who are presenting are briefed well in advance, including approximate time to share content, particularly if the individual(s) were not part of the workshop.
- Endeavor to create an environment where participation in any form that people with disabilities choose, would be valued.
- Encourage sharing messages in ways preferred by the presenters. For example, some groups may prefer to use artwork and / or theatre to convey what is important to them. People may also choose to present in other creative ways. For example, in Nepal, deaf refugees shared poetry in sign language; and in Zimbabwe, refugees with disability performed a song that they had written entitled "disability is not inability".

MODULE 4

KEY STRATEGIES
to Foster Inclusion of Persons with Disabilities in Forced Displacement

Photo Caption: Refugees wait to cross the border from Greece to the Former Yugoslav Republic of Macedonia. Thousands of refugees, many of them elderly and young children, find themselves in limbo after decisions by Austria and Western Balkan nations to introduce more restrictions on who they allow into their countries. Photo credit: © UNHCR/Achilleas Zavallis

Summary:
This module presents key strategies to foster inclusion of persons with disabilities in forced displacement through a set of case studies.

Learning Objectives
- Recognize the principles and strategies that are reflected in the Convention on the Rights of Persons with Disabilities (CRPD), and what type of human rights issues it aims to address.
- Identify at least three principles and strategies to foster disability inclusion that can be integrated into one's day-to-day attitudes and actions, and into UNHCR's work.
- Design immediate and long-term strategies to mitigate protection risks and promote the inclusion of persons with disabilities in UNHCR programming.

Key Messages
- Strategies for disability inclusion are built around the principles outlined by the Convention on the Rights of People with Disabilities (CRPD), which are applicable to situations of forced displacement and have also informed UNHCR's policies and guidance.
- A combination of strategies are required to address immediate risks, including situations of discrimination.
- Mitigating complex protection risks will require time and multiple strategies including both mainstreaming and empowerment actions, following a twin-track approach.
- The UNHCR Need to Know Guidance on Working with Persons with Disabilities in Forced Displacement recommends that we adopt a "twin-track approach" to inclusion of persons with disabilities. This means that we should:

  - Change the way we run our programs and activities, so they are designed to be inclusive of persons with disabilities (also known as "mainstreaming"); and
  - Plan targeted actions to enable equal participation by persons with disabilities by empowering their capacities and tackling roots of discrimination (also known as "empowerment").

- If only one side of the 'track' is used, persons with disabilities will not be able to 'reach' full inclusion.

STRUCTURE & METHODOLOGY

This module includes two activities with multiple ways of delivering content.

- The **first activity** is a short recap exercise to recall previous learning and familiarize participants with the names of the strategies that will be explored during the module.
- The **second activity** includes two case studies and an additional handout with extended content on the strategies proposed.
- The **first case study** is a guided reflection on the situation experienced by a women with a hearing disability while trying to access UNHCR services. This case study can also be sent as a pre-assignment exercise using an online survey, and then the session can be used to discuss the results.
- The **second case study** presents a more complex situation where a boy with a physical disability is out of school; participants are asked to discuss progressive barriers that he will find on his way to inclusion and select amongst a menu of strategies. To achieve the learning objectives of this module, participants should successfully complete this case study.
- **The Handout**, 'Overview of strategies to foster disability inclusion' can be used as a resource to support the discussion of the case studies included in this module. It can also be shared in advance as pre-reading material, or used during the session as an additional activity to provide an overview on strategies using the slides available in the training package. In this case, it would be preferable to plan sufficient time (ideally an additional session) and to select groups of participants to read and complete each strategy, giving practical and contextual examples from their own experience.

	Materials Needed	Time Allocation
Activity 1: Recap and Introduction to Key Strategies to Foster Disability Inclusion	• Presentation	30 minutes
Activity 2: Building the Path to Inclusion	• Presentation and handouts for Case Studies (*Handouts 7 and 8*); *Handout 10: Overview of strategies on disability inclusion; Handout 9: Twin Track Approach board game* (including green square cards and yellow rectangular cards); *Handout 11: Inclusive budgeting*	90 minutes
		Total: 120 minutes

ACTIVITY 1:
Recap and Introduction to Key Strategies to Foster Disability Inclusion

Learning Objectives:

- Recognize some of the principles and strategies that are reflected in the Convention on the Rights of Persons with Disabilities (CRPD), and what type of human rights issues it aims to address.

Key Messages:

- The CRPD offers a variety of strategies to foster the inclusion of persons with disabilities that are also applicable to situations of forced displacement.

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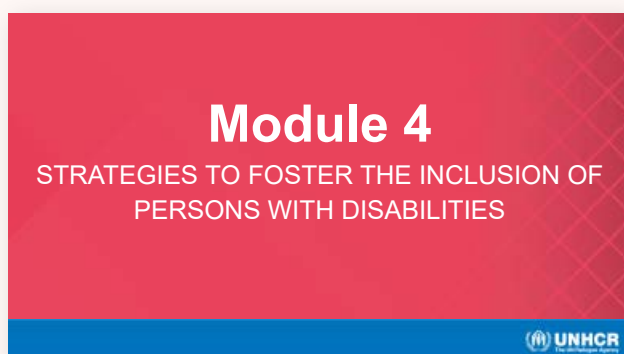
Module 4

STRATEGIES TO FOSTER THE INCLUSION OF PERSONS WITH DISABILITIES

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PPT Slide 1: Welcome all participants

Remind all participants about the accessibility ground rules agreed in Module 1.

What we will cover today:

- Key principles & strategies from the Convention on the Rights of Persons with Disabilities
- Strategies to foster inclusion of persons with disabilities

Photo: © UNHCR/Antwan Chnkdji

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PPT Slide 2: Objectives

Introduce what will be covered during this session.

Recap from previous learning…

- What are the **risks** that this woman may face if she does not receive information?
- What are the **causes** of her not receiving information?
- Which **strategies** can be put in place to mitigate these risks?

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PPT Slide 3: Recap

Ask participants to apply previous learning by answering two scenario-based questions about the types of barriers that persons with disabilities can face when realizing their rights, and the types of risks that they may face in displacement.

The scenario includes a woman with a visual disability who does not access key information on COVID-19 displayed in a poster. The questions are: What are the **risks** that this woman may face if she does not receive information? Which would be the **causes** of her not receiving information? Which **strategies** can be put in place to mitigate these risks?

Tips for facilitators:

- Accessibility: Read the questions and describe the content and illustration on the slide. "A woman and a man on a street are reading a COVID-19 announcement on the wall, while a woman with visual impairment walks past the street announcement without knowing it."
- Solicit answers from participants and, if required, provide a final analysis completing any missing information: e.g. this woman can be further exposed to COVID-19 if she does not access key information displayed in the poster; her disability is *realized* when information is not made accessible to her by not using, for example, other means of disseminating this information, such as audio and radio announcements, SMS campaigns, etc.
- This recap exercise is not about asking participants to recall all the barriers and risks, but to emphasize the focus on environmental factors.

Key message:

- We have learned how the environment, including ourselves and the services we provide or support, can be very important in the lives of persons with disabilities. In this module, we will learn a series of strategies to strengthen the protection and resilience of persons with disabilities. We will also learn how to apply these strategies at different levels, including at the individual level.

PPT Slide 4: Strategies across all the spheres

Ask participants to associate the types of strategies presented (on the left of the screen, in orange) to the level or sphere they could influence (at the centre), and in which type of outcome this strategy may result (on the right of the screen, in green).

Discuss an example and emphasize the key messages below to introduce this module.

Tips for facilitators:

- Accessibility: describe the content of the graphic representation.

  - Concentric circles represent the socioecological model; the inner circle represents the individual (with knowledge, attitudes and skills); the next circle represents interpersonal relations (families, friends); the next level represents the community (social networks, services, organizations), and a final level represents policies (laws and regulations).
  - The circles are surrounded by two orange boxes on the left representing strategies (awareness- rising and accessibility of information), and the three green boxes on the right represent outcomes (equal access, optimal health and individual autonomy).

- Most participants may have seen the central graphic in other trainings, others may be seeing it for the first time. Ask participants if they have seen the model before, and in which context. Then, ask participants about what this graphic represents (the Socioecological model) and why is it important in analysing strategies in the prevention and response of risks. The Socioecological model is a dynamic way of presenting the factors that influence a person's protection and resilience.
- Ask participants to provide a concrete example of one of the strategies, which may help others to understand how these strategies can apply to different levels and generate different outcomes.
- For example, using the illustration on the previous slide: raising the awareness of community service providers about the need to provide information in more formats than just written may result in improved accessibility of information, and in this woman having equal access to important messages (for example through radio, or SMS). It would also allow her to access that information independently (thus reducing her dependence on others), and support her health by reducing her exposure to COVID-19. If policies and laws enforce this type of action, awareness-rising would be less and less required in this regard.

Key message:

- These are only two of the multiple strategies that can foster the inclusion of persons with disabilities. In this module, we will explore different strategies that can apply to multiple levels, from the individual to public policies, with a particular focus on communities.

PPT Slide 5: Strategies across all the spheres (continued)

Introduce the names of additional strategies to foster disability inclusion that will be presented in this module. Ask participants to associate the additional types of strategies presented (on the left of the screen, in orange) to the level or sphere they could influence (at the centre).

Tips for facilitators:

- Accessibility. Describe the slide, highlighting that additional strategies have been added around the Socioecological Model: individual empowerment, access to assistive devices/rehabilitation, targeted support/adjustments, participation, skills development for staff, awareness raising, physical accessibility, accessibility of communication and information, and data collection.
- The slide can be shared in a PDF or Word document with participants, so they can access it in an accessible and expanded format. Apps as Padlet can also be used to allow learners to access it on their devices and draw arrows matching the items.
- Padlet is an on-line app that allows trainers and learners to create white boards with post-its, design maps for all to work on and more. One version of the post-it board can be used for learners to draw

lines between the post-its to connect thoughts or place items in order. The free version is available at padlet.com. Of course there is a more sophisticated paid version as well.

* There is not 'right or wrong' answers: many strategies can be implemented at multiple levels, and a combination of strategies will be required to address complex protection issues.
* Participants will be further introduced to these strategies in this module.

Key messages:

* These strategies are structured around the principles outlined by the Convention on the Rights of People with Disabilities (CRPD), which have also informed UNHCR's policies and guidance.
* Multiple strategies will be required to address immediate risks, including situations of discrimination, and some of them will require different timing and resources.

Photo Caption: Members of a women's wheelchair basketball team train at the International Committee of the Red Cross (ICRC) orthopaedic centre in Kabul, where they also receive physical therapy from a team run by Italian physiotherapist Alberto Cairo – UNHCR's Nansen Refugee Award winner for Asia. Photo credit: © UNHCR/Claire Thomas

ACTIVITY 2:
Building the Path to Inclusion

90 Min

Summary: In this activity, participants will be introduced to strategies to foster disability inclusion through case studies. Different situations of risk will be presented, together with different strategies that could help to prevent, mitigate or respond to particular risks. Participants will be invited to reflect on which of these strategies they think would be more adequate for the situation presented. Additional details on each strategy are available in Handout 10, 'Overview of strategies to foster disability'. This handout can be used as a support material during the discussion of the case studies. It can be shared in advance as pre-reading material, and/or used during the discussion to refer to additional information on a particular strategy.

Material:

- Presentation, Case Studies (*Handouts 7 and 8*) and *Handout 10: 'Overview of disability inclusion strategies'*.

Learning Objectives:

- Identify at least three principles and strategies to foster disability inclusion that can be integrated into one's day-to-day attitudes and actions, and into UNHCR's work.
- Design immediate and long-term strategies to mitigate protection risks and promote the inclusion of persons with disabilities in UNHCR programming.

Key Messages:

- Strategies for disability inclusion are built around the principles outlined by the Convention on the Rights of People with Disabilities (CRPD), which are applicable to situations of forced displacement and have also informed UNHCR's policies and guidance.
- A combination of strategies will be required to address immediate risks, including situations of discrimination.

- Mitigating complex protection risks will require time and multiple strategies with both mainstreaming and targeted actions, following a twin-track approach.
- The UNHCR Need to Know Guidance on Working with Persons with Disabilities in Forced Displacement recommends that we adopt a "twin-track approach" to inclusion of persons with disabilities. This means that we should:

  - Change the way we run our programs and activities, so they are designed to be inclusive of persons with disabilities (also known as "mainstreaming"); and
  - Plan targeted actions to enable equal participation by persons with disabilities by empowering their capacities and tackling roots of discrimination (also known as "empowerment").

- If only one side of the 'track' is used, persons with disabilities will not be able to 'reach' full inclusion.

ACTIVITY SEQUENCE:

- Participants will be introduced to disability inclusion strategies through two case studies. Different situations of risk will be presented, together with different strategies that could help to prevent, mitigate or respond to particular risks. Participants will be invited to reflect on which of these

strategies they think would be more adequate for the situation presented. Additional details on each strategy are outlined in the Handout, '<u>Overview of strategies to foster disability inclusion</u>'

BUILDING THE PATH TO INCLUSION

PPT Slide 6: Building the path to inclusion

Introduce participants to the activity.

- Participants will be introduced to the strategies briefly presented in the previous activity through case studies.
- Two different situations of risk will be presented; participants will be asked to select which of the statements would better express the risk or barrier that the individual is facing in this situation, with a focus on using rights-based terminology that focuses on the environment.
- Once the issues are identified, participants will select from a "menu" of interventions that could help to prevent, mitigate or respond to particular risks. Participants will be invited to reflect on which of these strategies they think would be most appropriate for the situation presented.
- Additional details on each strategy will be shared throughout the case studies and are outlined in the Handout, '<u>Overview of strategies to foster disability inclusion</u>'.

CASE STUDY 1: MARYAM

Case study 1 – Maryam

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PPT Slide 7: Maryam

Share the case study handout and ask participants to work individually or in groups to answer the questions highlighted below.

Tips for facilitators:

- Accessibility. The handout can be printed and shared in digital version (available in accessible formats if needed by participants).

Face-to-face workshops:

- The facilitator can print and distribute copies of the case study handout and organize groups to discuss barriers and strategies. Feedback can be provided at the end of the session in a plenary discussion, highlighting the key messages outlined below.

Digital workshops:

- In digital workshops, the facilitator can use the information in slides 8 to 11 to present each of the barriers faced by Maryam and allow time for participants to discuss and propose a strategy from a menu of options. It is recommended, however, to also share the handout in a digital format to enhance its readability and accessibility.
- Participants can use the Handout, 'Overview of strategies to foster disability inclusion' to access more information on the type of strategy proposed.

Handout – Case study 1 - Maryam

- In your operation, resettlement is used as a durable solution for a small number of refugees at high risk. During the screening and resettlement interviews, identified refugees are counselled and informed about the process and possible outcomes. Maryam, a woman with a hearing disability, receives an invitation for an interview. On the day of the interview, the Resettlement Officer seems very surprised when Maryam signs "Hello" using sign language.

<table>
<tr><td>

Select the statement that best describes the situation

- **Statement 1**. Maryam is facing a situation of discrimination on the basis of her disability.

- **Statement 2**. Maryam cannot hear; that is why she cannot have access to her resettlement interview.

- **Statement 3**. Maryam is facing communication barriers to access her resettlement interview.

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PPT Slide 8: Select the statement that best describes the situation

Ask participants to select which of the statements highlighted in the case study better represent the situation faced by Maryam, and to justify their choice.

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Which of the following statements would most accurately reflect Maryam's situation?

- **Statement 1**. Maryam is facing a situation of discrimination on the basis of her disability.
- **Statement 2**. Maryam can't hear, that is why she cannot have access to her resettlement interview.
- **Statement 3**. Maryam is facing communication barriers to access her resettlement interview.

MODULE 4

- Share additional feedback on situation statements;

- It is important to analyze protection risks, and which terminology we use to define those risks. Using rights-based terminology will support viewing risk beyond the individual characteristics of the person, instead shifting the focus to identifying rights-based strategies to address or mitigate risks:

- **Statement 1**. Maryam is not having the same opportunities as other refugees to access information about resettlement; this situation could indeed amount to discrimination. The response of the Resettlement Officer could change the way this situation started; we will see three different strategies in a moment.
- **Statement 2**. This statement reflects only Maryam's impairment, and does not recognize the responsibility of UNHCR to provide equal access to resettlement opportunities for Maryam.
- **Statement 3**. Maryam's disability results from encountering a Resettlement Officer who is not able to share information in a way she can understand. Both Maryam and the Resettlement Officer are facing a communication barrier.

Select the best strategy in this situation

- **Strategy 1**. Maryam could be automatically included in the resettlement submission as part of her family unit, as she will need additional support in the destination country.

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PPT Slide 9: Select the best strategy in this situation

Ask participants to select which of the strategies highlighted in the slide handout would they apply in this situation.

Which of the following strategies would you undertake if you were the Resettlement Officer in this situation?

- **Strategy 1**. Maryam could be automatically included in the resettlement submission as part of her family unit, as she will need additional support in the destination country which her family could provide.
- **Strategy 2**. The Resettlement Officer could find an alternative way to communicate with Maryam (e.g. in writing) and postpone the interview, sharing that a sign language interpreter will be present in the next interview.
- **Strategy 3**. The Resettlement Officer could cancel the interview and provide information to Maryam about partner organizations providing services for persons with disabilities, such as assistive devices and rehabilitation.

- Share additional feedback on the strategies:

- **Strategy 1**. Resettlement as a family unit may be an option that adults with disabilities wish to take. However, adults with disabilities should also have information about other options available to them, including the possibility of being processed and submitted as a separate case and/or options that maintain their peer support networks. That's why it is critical to consult directly with adults with disabilities about their solutions options and preferences, rather than automatically including them in the resettlement submission as part of their family unit.
- **Strategy 2**. This would be a great strategy. However, the Resettlement Officer should ensure that a next interview with a Sign Language Interpreter, trained in working in displacement issues, is planned and communicated to Maryam. This action may require time if UNHCR had no Sign Language Interpreters identified. The interpreter could as well explore ways of communicating with Maryam (e.g. through writing) and asking her about her preferences in finding a solution for this situation.
- **Strategy 3**. While Maryam could be interested in accessing services specialized for persons with disabilities, her interest at this stage is in resettlement information and processes. Referring her to other unrelated services could be based on assumptions around persons with disabilities not having the same needs and rights than persons without disabilities.

PPT Slide 12: Strategies across all the spheres

Ask participants to identify which of the strategies discussed above could be applied to this particular situation, and if they would have considered any other strategy.

Tips for facilitators:

- Accessibility. Describe the slide if required, highlighting individual empowerment, access to assistive devices/rehabilitation, targeted support/adjustments, participation, skills development for staff, awareness-raising, physical accessibility, accessibility of communication and information, and data collection.
- The facilitator can refer to strategies included in the Handout, 'Overview of strategies to foster disability inclusion'. In particular, accessibility of information and communication, participation and targeted support.
- Which of the strategies would be more relevant in this particular situation? To which levels would it apply?

- In this particular situation, the most immediate strategies would apply to the provision of UNHCR services and could include accessible information and communication through targeted support, in the form of a Sign Language Interpreter.

• Additional strategies could be applied to be better prepared and prevent potentially discriminatory situations from happening in the future; these will be discussed in group in the next slide.

PPT Slide 13: Additional strategies

Ask participants to highlight which strategies could be put in place to prevent any discriminatory situation and ensure that persons with disabilities access resettlement options on an equal basis with others.

Tips for facilitators:

• Which of the following strategies would you undertake to ensure that persons with disabilities receive complete information about resettlement options available to them?
• Participants can reflect in groups and share short statements explaining the strategies they would put in place to ensure equal access.
• Note that some participants may propose unrealistic strategies, such as providing rehabilitation or medical interventions so she can start hearing or planning for Sign Language Interpreters for any interview. The facilitator should guide participants towards solutions that are realistic, relevant and implemented in a timely manner.
• Once feedback is collected and analysed, the facilitator can share additional strategies that could be considered:

- **Participation:**

  - UNHCR could conduct public information sessions to individuals and family members with disabilities to share information about the resettlement programme and process.
  - Young adults with hearing disabilities could be consulted about their communication preferences during interviews to facilitate planning in advance (e.g. facilitating Sign Language Interpretation), and share what additional information they would like to receive to fully understand all aspects and potential outcomes of the resettlement submission of their case.

- **Awareness-raising** of UNHCR staff would be required in case the response of the Resettlement Officer was not adequate and her/his actions did not focus on addressing the barriers faced by Maryam.
- **Skills development for staff:** Staff could be trained on how to plan for the accessibility of persons with disabilities during interviews, and on collecting and sharing additional information about destination countries, including details about support and services available for persons with different types of disabilities. Standard Operating Procedures (SoPs) and other guidance documents at operational level could include specific guidance on how to support the interview process for persons with disabilities.

Photo Caption: Arianna, 24, has a cognitive disability. Now in Ecuador, Arianna's favourite times are her dance classes, when with a big smile, she lifts her arms, and moves across the room. Photo credit: © UNHCR/Jaime Giménez

MODULE 4
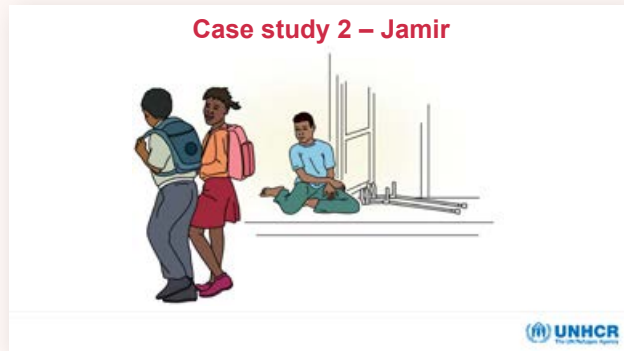
CASE STUDY 2: JAMIR

PPT Slide 14: Jamir

- Share the case study handout (Handout 8)

- Share the Twin-Track Gameboard (Handout 9) and ask participants to work in groups to discuss the barriers Jamir faces and identify adequate strategies to foster his inclusion into school.

Tips for facilitators:

- Accessibility. Accessibility. Describe the image on the screen: Jamir is a young boy with physical disability. He sits in front of his house watching two children passing by on their way to school.
- The handouts can be printed and shared in digital version (available in accessible Word format). They could be as well made available in Braille if needed.
- Explain that in this second case study, participants will discuss the potential strategies to address the multiple barriers faced by Jamir on his path to return to school. Instead of proposing a short selection of strategies for each situation, as done in case study 1, participants will have to select from a longer menu of actions.

- The objective of the activity is to support participants to select adequate strategies at a given time and understand that a combination of strategies will be required to address complex situations. This way of combining strategies that mainstream inclusion in the environment and support a particular individual or individuals at heightened risk by tackling the roots of discrimination is usually called "the twin-track approach". This information can be shared using key messages at the end of the activity.
- Explain that some of these strategies proposed will be more centred on empowering Jamir (e.g providing a wheelchair), while other actions target discrimination based on disability (e.g raising awareness), and other actions will benefit many children and not only Jamir (e.g. improve the road to the school). As in real life, more than one card or action will be applicable for each situation, and some strategies will require more time and resources than others. The challenge will be to address these barriers in a timely manner, while keeping Jamir's dignity and safety as a priority.

Face-to-face workshops:

- The board game and cards (Handout 9: Twin-track approach game) and organize groups to discuss barriers and strategies as in a board game session. The facilitator can explain that the board game represents the barriers that Jamir will face on his path to inclusion in school. As Jamir moves through his path to school (starting from the bottom of the board game in Barrier 1 up to Barrier 5, and finally accessing the school at the top of the board game), participants will discuss each barrier that Jamir is facing and decide which action card best addresses this barrier to "build" the path to inclusion.

Digital workshops:

Case study 2 – Jamir
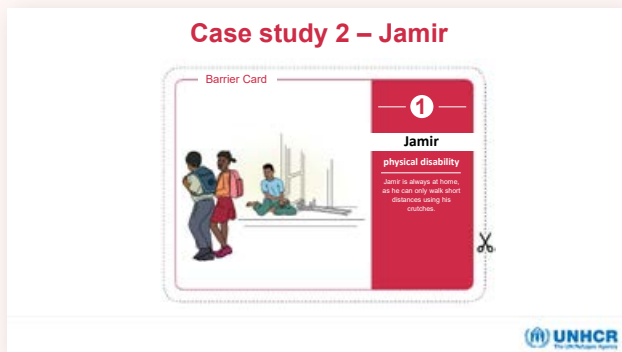
PPT Slides 15: Barrier cards

the facilitator can use the information in slides 13 to 18 to present each of the barriers faced by Jamir and allow time for participants to discuss and propose a strategy using the menu of actions, which can be shared via chat, using Menti.com (where participants can vote which action could be applicable for each barrier), or using the cards in Handout 8.

- Participants can use the Handout 10, 'Overview of strategies to foster disability inclusion' to access more information on the type of strategy proposed.

MODULE 4

PPT Slides 23-35: Additional strategies

Feedback can be provided at the end of the session in a plenary discussion, highlighting the <u>key messages</u> outlined below in slide 22.

Handout 9 – Case study 2 – Jamir

- Jamir, an 8 year-old boy with a physical disability, lives in a displaced community. He used to attend his school when he was at home, but he has not returned to school since he was displaced together with his family following conflict.
- Multiple barriers are progressively mapped out in conversations with him and his parents:
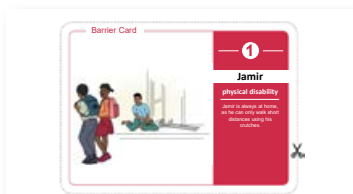
 Barrier #1. *Jamir is always at home, as he can only walk short distances using his crutches.*

 Barrier #2. *Several physical accidents with children going to the school have been reported, as the road to the school is uneven and unsafe. In addition, the school is too far for Jamir to push his wheelchair up to the school.*

 Barrier #3. *When Jamir gets to school, he can access the school buildings, but doesn't yet have the skills to move around independently in his wheelchair. In addition, the toilets have narrow doorways, steps and no lockers, so it is not possible to access them with his wheelchair.*

 Barrier #4. *Other children tease him as he is the only child with a disability in the school, and he wants to drop out.*

 Barrier #5. *Jamir has now made a group of friends, but he has fallen so far behind academically, that it is difficult to keep up with lessons.*

- Strategies to foster the inclusion of Jamir into school:

[Empowerment actions – Green squared cards]
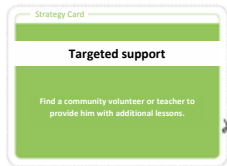
Strategy Card

Targeted support

Find a community volunteer or teacher to provide him with additional lessons.

- **Access to assistive devices.** Provide Jamir with a wheelchair.
- **Individual empowerment.** Provide Jamir training on how to use his wheelchair, including how to negotiate difficult terrain and obstacles.
- **Targeted support.** Find a community volunteer or teacher to provide him with additional lessons.
- **Awareness raising.** Sensitize students on the capacities and skills of children with disabilities.
- **Awareness-raising.** Contact organizations of persons with disabilities to provide community awareness-raising on the rights of all children to education.
- **Skills development.** Train teachers to foster inclusive learning environments.

[Mainstreaming actions – Yellow rectangular cards]
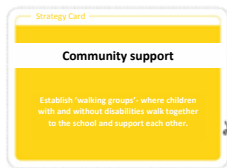
Strategy Card

Community support

Establish 'walking groups'- where children with and without disabilities walk together to the school and support each other.

- **Community support.** Establish 'walking groups'- where children with and without disabilities walk together to the school and support each other.
- **Physical accessibility.** Construction work to improve the road to school.
- **Participation.** Get children with and without disabilities to identify barriers to accessibility in the way to school and within the school environment.
- **Physical accessibility.** Construction work to adapt school infrastructure (e.g. widen latrine doorways, construct ramps).

The Twin-track Approach

Empowerment actions → [classroom illustration] ← Disability mainstreaming actions

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PPT Slide 21-22: Discussion – the Twin-track approach

Facilitate a discussion around the need to combine mainstream and targeted interventions to successfully reintegrate Jamir into school.

- Accessibility. Describe the illustration on the slide. Two arrows in green (empowerment) and yellow colour (disability mainstream actions) point at the centre, where Jamir studies in a classroom. Two of his classmates are sitting a row behind his wheelchair.
- The facilitator can use the following questions to facilitate a discussion:

- **Question**: For Jamir to go to school, is it enough if we only provide a wheelchair? Is it enough if we only run awareness-raising activities in the school? **Potential answer:** It is not just the difficulties Jamir may have while walking and about changing the attitudes in the community. These actions tackle key issues that are root causes of situations of discrimination, but we will need to address other barriers in the environment. Addressing these barriers will benefit not only Jamir, but many other children.
- **Question**: Do you think that the same organization would be responsible for all these solutions? **Potential answer:** Multiple stakeholders and individuals will have to work together, with different roles in promoting inclusion. This includes Jamir and the children he interacts with.
- **Question**: Can anybody guess why some actions are in green and some are in yellow? **Potential answer:** The green actions are targeted at empowering persons with disabilities and tackling root causes of discrimination. The yellow actions relate to actions addressed to bring aspects of disability inclusion to the wider community or our programming, and can have a beneficial impact on other members as well. This is often called the 'Twin-Track Approach'. If only one side of the 'track' is addressed, Jamir would not be able to be fully integrated into school. This approach can enhance the possibilities of success in providing equal opportunities to persons with disabilities in our communities.

Case study 2 – Jamir

- **Assistive devices**. Provide Jamir with a wheelchair.
- **Individual empowerment**. Provide Jamir training on how to use his wheelchair, including how to negotiate difficult terrain and obstacles.
- **Targeted support**. Find a community volunteer or teacher to provide him with additional lessons.
- **Awareness-raising**. Sensitize students on the capacities and skills of children with disabilities. **Awareness-raising**. Contact organizations of persons with disabilities to provide community awareness-raising on the rights of all children to education.
- **Skills development**. Train teachers on how to foster inclusive learning environments.

- **Physical accessibility**. Construction work to improve the road to school.
- **Participation**. Get children with and without disabilities to identify barriers to accessibility on the way to school and within the school environment.
- **Physical accessibility**. Construction work to adapt school infrastructure (e.g. widen latrine doorways, construct ramps).
- **Community support**. Establish 'walking groups'- where children with and without disabilities walk together to the school and support each other.

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PPT Slide 22: Key messages

Review key messages on Slide 22. Facilitate a discussion around which strategy, message or main learning participants have acquired during this training.

The facilitator can ask participants which is the key take-away or strategy they have learned during this training, and if there is anything they would change in the way they work or in a particular programme they are working on. Feedback can be gathered in writing or orally and shared back with all participants.

- Tip for face-to-face or virtual sessions: Set up a Mentimeter and ask participants to share one key word or phrase that is their main takeaway from the training. This can be done by building a word cloud or free text option.

Optional explanation of strategies to foster disability inclusion

• (as per Handout 10: Overview of strategies)

OVERVIEW OF STRATEGIES TO FOSTER DISABILITY INCLUSION

PPT Slide 23: Overview of strategies to foster disability inclusion

This handout includes an introduction to key strategies to foster disability inclusion.

These strategies are inspired by the principles outlined in the Convention on the Rights of Persons with Disabilities (CRPD), and reflected in UNHCR's policies and guidance introduced in Module 3.

Participation

Informing | Consulting | Involving | Collaborating | Empowering
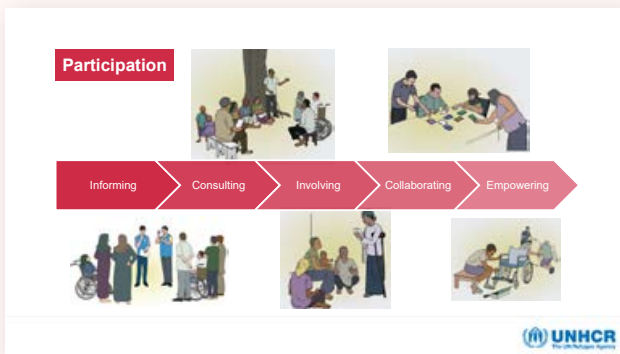
PPT Slide 24: Participation

Tips for facilitators:

• Accessibility: describe the illustrations in the slide; descriptions are available below, when presenting the degrees of participation presented below.

  - Participation is both an outcome and a process. It is key for the inclusion of persons with disabilities, and it contributes addressing a historic situation of inequality, where persons with disabilities have been often objects of decisions made by others.
  - Participation can take many forms, for example by engaging with organizations of persons with disabilities and with women, girls, men and boys with disabilities living in forced displacement as individuals or in Focus Group Discussions.
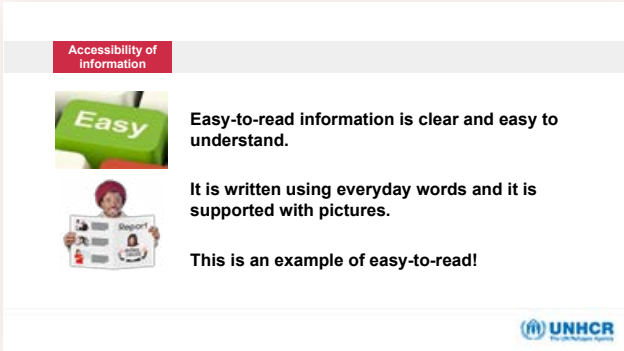
- Participation is not only about asking the opinions of persons with disabilities. It can take many forms, and it should aim at the highest level of ownership possible in both the decision-making process and implementation. The following degrees or modalities of participation can be used to help identify optimal levels of participation at different stages:

  - **Informing**: Information is shared with communities, but they have no authority on decisions and actions taken. E.g. refugees may be told by UNHCR when and where an event or a service takes place, and this information can be provided using accessible ways of communication, like in the first illustration on the left, where a group of persons with a without disabilities access information provided verbally and in sign language. Sometimes, an intermediate degree can include what is called "information transfer": Information on preferences is gathered from communities, but they are not taking part in discussions leading to informed decisions
  - **Consulting:** Communities are asked for their opinions, which may or may not be taken into account. For example, dedicated consultations with persons with disabilities, as the one represented in the top left part of the slide, can be organized, or consultations where persons with disabilities are enabled to participate, ensuring their full and meaningful access (e.g. providing for their accessibility, briefing them in advance when required).
  - **Involving:** Communities are involved in one or more activities, but they have limited decision-making power and other partners continue to have a part to play. For example, persons with disabilities can help to collect information on their communities as peer volunteers, as in the illustration at the center of the slide, where a young man with a disability asks questions to the members of a household.
  - **Collaborating:** Communities are completely involved in decision-making with other partners. For example, persons with disabilities can be part of workshops where decisions are taken, and make part of community committees on a regular basis, like in the top right illustration, where a group of persons with disabilities use cards to assess the information collected from the community and engage in a discussion.
  - **Empowering:** Communities control decision-making and other partners facilitate their ability to utilize resources. There is therefore greater ownership and a stronger sense of belonging and responsibility. For example, in the last illustration on the right side of the slide, a workshop to repair assistive devices was chosen as an income generating activity by refugees with disabilities, the activity would support their community by providing a service required, and allow for more autonomy from specialized services, difficult to access in that location.
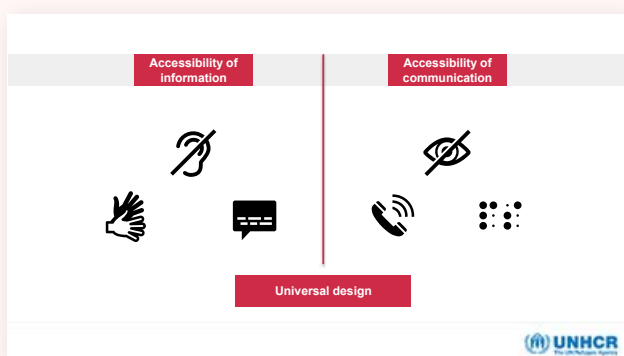
PPT Slide 25: Accessibility of information and communication

Tips for facilitators:

- • Accessibility. Describe the illustrations on the slide. Icons representing hearing and visual disabilities, and icons representing, from left to right, sign language interpretation, subtitles/captioning, audio, and braille formats. Three boxes containing "accessibility of information", "accessibility of information" and "universal design".

  - Accessibility is not only about ramps, handrails and other appliances to facilitate access to the physical space. The concept of accessibility applies as well to means of providing information and facilitating communication, and it follows the principles of Universal Design, where products and services are designed to be usable by the widest part of the population possible, without the need for specialized design.

  - For example, in the illustration, we see that using captioning / subtitles and audio in a video is, in itself, a way of promoting accessibility, as this video will be easier to access for many more people than if it did not have those features: for example, non-native speakers of a language can benefit from subtitles, and having audio as well can help people with visual impairments to still access the messages provided.

  - In addition, there are other ways of extending even more the accessibility of a message; this can be done by using languages and formats particularly accessible for persons with disabilities, such as sign language or Braille.

  - When these solutions are planned and provided in advance without a previous request from persons with disabilities, they are part of accessibility solutions. When these are provided in reaction to a request or a situation of inaccessibility, as in the example reviewed with Maryam, these solutions are called adjustments or "reasonable accommodations", as they are temporary and provided on an individual basis.

PPT Slide 26: Accessibility of information and communication (continued)

Tips for facilitators:

PPT Slide 27: Accessibility of communication

Describe the illustrations: an easy-to-read example of text is displayed on slide 26, and a communication board on slide 27. Both include illustrations and key words to facilitate information and communication, respectively.

• Other formats include easy-to-read text, with simplified messages and pictures, as in slide 26, and communication boards in slide 27, which includes key words and illustrations to communicate basic situations and feelings.
• These formats are also more accessible to people with low literacy, people with intellectual disabilities and people who use other languages.
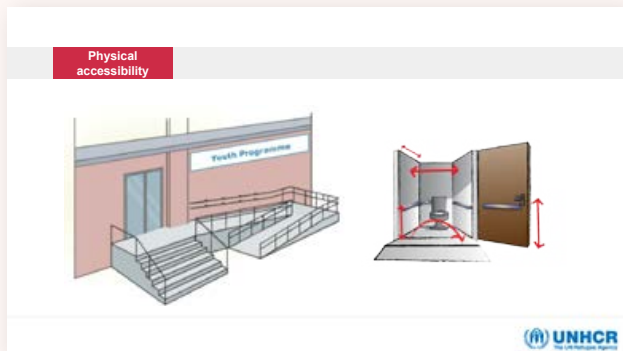
PPT Slide 28: Physical accessibility

Tips for facilitators:

• Describe the illustrations: on the left, the entrance of a building used for a youth program is made accessible by installing ramps and rails. On the right, an illustration represents an accessible toilet.

  - As it happens with the accessibility of communication and information, the accessibility of the physical environment is a precondition for the participation of persons with disabilities. If buildings and facilities within them are not accessible, persons with disabilities will not be able to fully access and use them, and the same applies to roads and transportation.

- As discussed with information and communication, accessible spaces follow the principles of Universal Design, and should benefit all users in this regard: an accessible building is safer as it has less hazards, and it is easier to evacuate in an emergency as exits are adequately signed, doors are wide and without obstacles, etc.
- Accessibility standards are developed and available at national and international level, and very often organizations of persons with disabilities are aware of the accessibility standards applicable in their country.
- Building accessible new infrastructure does not require significant additional costs, it is estimated than only an additional 1% of the overall costs. However, retro-fitting or adding accessibility features in a non-accessible building is more expensive.
- Accessibility features may need to be implemented; that is why the Convention on the Rights of People. with Disabilities (CRPD) proposes an alternative solution, applicable in situations of inaccessibility: 'reasonable accommodation'.

PPT Slide 29: Reasonable accommodation / Targeted adjustments.

- Accessibility: describe the illustrations on the slide. A red sign marks an inaccessible situation, for example for a woman with a physical disability requiring access to a health service that cannot be reached due to the inaccessibility of public transportation. A process is put in place where a dialogue is undertaken with the person to evaluate options and resources, offer a solution and verify with the person that this solution meets the purpose of the support required.
- When persons with disabilities find obstacles to participate or access services and situations on an equal basis with others, a process called "reasonable accommodation", outlined by the Convention on the Rights of People with Disabilities (CRPD), should be put in place.
- This process requires identifying what is needed so that the person can fully participate through an interactive dialogue and so that a solution can be provided relevant for the person. The solution should be achievable given the available resources (including time, skills, services, financial, etc.). If a solution is not found, a justification should be provided.
- In the illustration, a process for the provision of reasonable accommodation is represented; for example, a woman with a physical disability finds a physical barrier to access a Sexual and Reproductive Health referral she requires, as the public transportation that connects his community with that hospital is not accessible. In discussions with the health service providers, a transportation allowance is provided to enable him to access the required services.
- These solutions facilitate immediate access, but are less sustainable over time.

Bridging the gap between accessibility and individual adjustments

Accessibility	Reasonable accommodation
Can be implemented over time	Has to be provided immediately, otherwise there is discrimination
Is a general solution	Is an individual solution
Applies regardless of the need of persons with disabilities to access infrastructure, services or information	Applies from the moment that a person requires access to a non-accessible situation
Is guided by general principles of universal design	Is tailored to the person and designed together with the person concerned
Is ruled by accessibility standards (issued in country, or applicable from other countries)	Is ruled by a proportionality test: is it relevant, available or affordable by the project?

PPT Slide 30: Bridging the gap between accessibility and individual adjustments

- Accessibility: Present the contents of the table. This table represents how both accessibility and reasonable accommodation complement each other, and which are the main differences between these two solutions, which may be sometimes overlapping.
- While accessibility can be implemented over time, as it requires planning and resources. Reasonable accommodation should be provided within a shorter time period to avoid discrimination. This requires planning and flexible budgeting as well.
- Accessibility benefits large portions of the population; reasonable accommodation is provided in response to individual solutions.
- Accessibility should be **always** planned and implemented, in all infrastructure, services or information, as persons with disabilities will be always accessing these places. Adjustments are implemented from the moment that a person requires access to a non-accessible situation, even if that place was made accessible: it is a way of accounting for the wide diversity of experiences that persons with disabilities have, and ensuring equal access.
- Accessibility is guided by Universal Design principles and national or international standards; reasonable accommodation is built through a dialogue with the person, and should be relevant and affordable for the project.

Test: Which strategy is being used?

Accessibility of information

Accessibility of communication

Targeted support/ adjustments

PPT Slide 31: Test - Which strategy is being implemented?

Tips for facilitators:

• This short test can be used to verify that participants have understood the difference between short-term solutions or adjustments ('reasonable accommodation'), and long-term solutions that promote the independence of the individual to access spaces and information.

• Ask participants to shortly describe what is represented: A man is communicating information from the street announcement to a woman with a visual impairment.

• Ask participants which strategy is being used in this particular situation. While many participants may answer that this represents an action of accessible information, *reasonable accommodation* would be more adequate, as the information is still not accessible for this woman (or any other person with a visual disability) if the man is not there sharing that information. Accessible solutions are durable in time and enhance the independence of the person to access information and spaces.
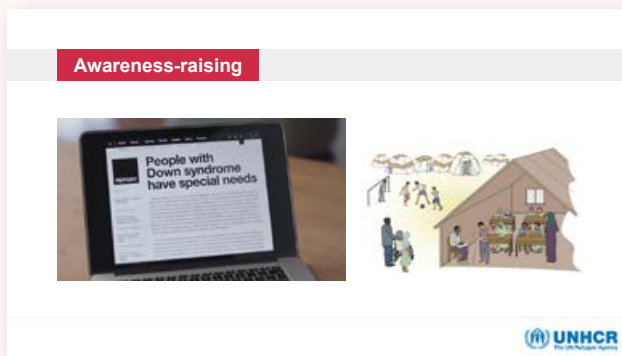
PPT Slide 32: Awareness-raising

Tips for facilitators:

• Accessibility. Describe the content on the slide: an awareness session taking place in a classroom with refugees, where teachers with disabilities work as role models; on the right we see an awareness-rising video developed by young persons with intellectual disabilities.

  - Awareness-raising is one of the most important strategies outlined by the Convention on the Rights of Persons with Disabilities (CRPD) and should not be underestimated: information or spaces can be made accessible, but if there are no changes in the attitudes of families, communities and service providers, situations of discrimination will happen again and again.

  - Awareness-raising can take many forms, including informative sessions, sensitization campaigns, role-modelling (for example through teachers with disabilities, such as in the illustration on the right) radio messages, posters, theatre... or even the development of video campaigns.

  - The facilitator could play this video developed by self-advocates with disabilities, and ask participants which key message(s) they think is being presented, and how it could be applied to UNHCR's use of the expression "specific needs".

  - The video is available at: https://youtu.be/kNMJaXuFuWQ ("People with Down Syndrome Have Special Needs" - 2:00).

- Accessibility. Share in advance the accessibility features of the video and ask participants if they would require any support to access its content: The video includes automated subtitles (activated by clicking the "Subtitles" icon in YouTube's player), but it does not include sign language or voice over describing the images. A full transcript of the video can be shared with participants.
- Playing videos in workshops can always present technical challenges (e.g. low connectivity, YouTube blocked in some offices, problems in sharing video and audio in digital workshops). Always check the video ahead of the session.

Key messages for awareness-raising campaigns:

- All needs are human needs.
- While the expression "specific needs" may be reflected in UNHCR's data management system, proGres, as a way of identifying additional support needs, human rights terminology recommends avoiding the use of "specific/special needs" when talking directly about persons.
- For operational purposes, it would be more efficient to differentiate the name of a code from talking about persons with disabilities and their requirements and refer to them as such, or as persons who face barriers to access, vulnerable to [a particular risk], at risk of [a particular risk].
- UNHCR is working on improving the way proGres can identify persons with disabilities through the use of the questions of the Washington Group on Disability Statistics. Additional information will be shared in 2021.
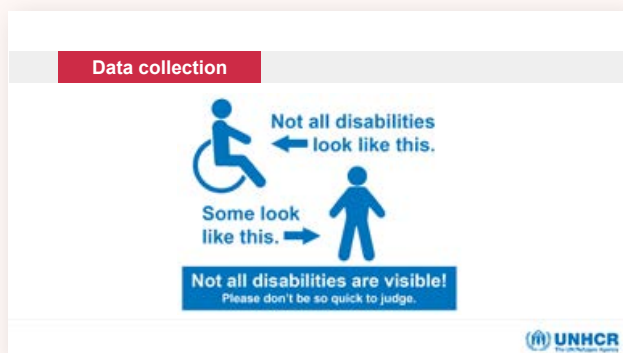
PPT Slide 33: Data Collection

Tips for facilitators:

- Data collection requires a dedicated training, given the complexity and richness of content required.

However, two introductory messages important to highlight are:

- Not all disabilities are visible, and therefore data collection cannot rely on visual cues alone. The image on the slide represents this issue: "Not all disability looks like this (a person in a wheelchair); some look like this (a person standing up and not showing any characteristic usually employed to depict disability). Not all disabilities are visible; please don't be so quick to judge. There are

available tools to support the identification of persons with disabilities in demographic data, which are explored below.

- There are two types of data that would be important to collect:

  - **Individual / demographic data** (e.g. in school registers, in ProGres): The Washington Group Questions on Disability and the module on Child Functioning developed with UNICEF would be the most applicable tools.[1] This data can be used to monitor access, and sometimes, to identify strategies that could be useful for certain difficulties.

  - Data on barriers: Qualitative data efforts can collect information on which barriers persons with disabilities face. This type of data can help us to jointly identify solutions for these barriers.

Inclusive budgeting

- Funds to remove barriers, promote participation and provide targeted activities for persons with disabilities
- Physical accessibility, accessible communications, reasonable adjustments, specialized items and assistive devices are often factored in

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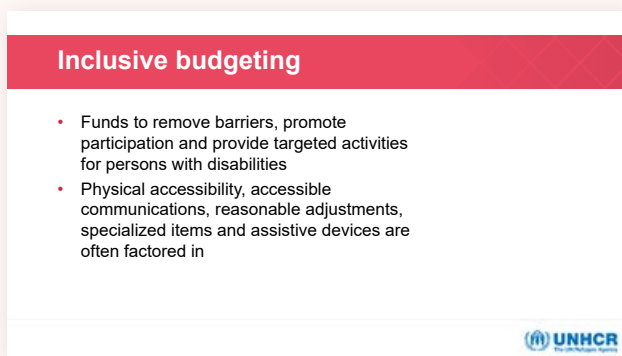
PPT Slide 34: Inclusive budgeting

Handout 11: Inclusive Budgeting Tip Sheet.

- Funds to remove barriers, promote participation and provide targeted activities for persons with disabilities.
- Physical accessibility, accessible communications, reasonable adjustments, specialized items and assistive devices are often factored in.

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1. All questions sets developed by the Washington Group are available here: https://www.washingtongroup-disability.com/ [Return to Activity]

Resources - UNHCR

- Policy on Age, Gender and Diversity 2018;
- Conclusion on refugees with disabilities and other persons with disabilities protected by the UNHCR.
- Working with Persons with Disabilities in Forced Displacement (2019);
- UNHCR Emergency Handbook - Persons with Disabilities;
- Working with Persons with Disabilities in Forced Displacement E-Learning (available in Learn and Connect).

UNHCR

PPT Slides 36-39: Resources

Review some of the available resources if participants want further information on the different topics covered during the session.

MODULE 5

COLLECTING DATA FOR THE INCLUSION OF PERSONS WITH DISABILITIES

Photo Caption: Ecuador. Disability proves no obstacle for this refugee committed to making Ecuador more accessible. Photo credit: © UNHCR/Jaime Giménez

Summary:
This module will introduce you to the basics of collecting, analysing and using data on persons of concern with disabilities.

Learning Objectives

- You will learn why collecting data on persons with disabilities is important, what types of data can be collected, and which actions can be put in place to act upon data collected for the inclusion of persons with disabilities.

Key messages

- Data on persons with disabilities can include a wide variety of data.
- Collecting data on persons with disabilities should have a well-defined purpose, related to their protection, and use relevant tools.
- Data should be used to plan interventions focusing on mitigating barriers and risks and enhancing the capacities of persons with disabilities.

OVERALL STRUCTURE

This module includes three interconnected activities with objectives, learning points, activity descriptions and tools to support UNHCR Country Office staff and partners to facilitate workshops on collecting and using data for the protection of persons with disabilities.

- **Activity 1** introduces the importance of collecting data on persons with disabilities, what types of data can be collected and for what purpose. (55 minutes)
- **Activity 2** introduces tools to identify persons with disabilities at registration and during other data collection efforts. (115 minutes)
- **Activity 3** focuses on recommendations to utilize data to promote the inclusion of persons with disabilities. (100 minutes)

While completing all three activities is strongly recommended to acquire both an understanding of the basics on disability data and strategies to promote the inclusion of persons with disabilities through data collection, the module is designed so that each activity can be used independently, depending on the context and needs of the target audience. Using each activity in independent workshops can help to space learning over time, or raise awareness and strengthen the knowledge of participants in a particular area where learning gaps have been identified following a learning needs analysis.

This module complements and builds on existing UNHCR capacity building materials on the inclusion of persons with disabilities, such as:

- UNHCR Need to Know Guidance: Working with Persons with Disabilities in Forced Displacement
- Persons with disabilities - UNHCR|Emergency Handbook
- Working with Persons with Disabilities in Forced Displacement E-Learning (csod.com)

As a minimum, participants in this activity should be familiar with UNHCR's approach to the inclusion of persons with disabilities reflected in the materials shared above, and have completed the introductory learning modules.

	Materials Needed	Time Allocation
Activity 1		
Part 1: Data on persons with disabilities in situations of forced displacement and statelessness: What do we know and what are the gaps?	• PowerPoint presentation and *Handout 2* (Quiz)	45 minutes
Part 2: A tool for each purpose.	• PowerPoint presentation *and Handout 3 (*A tool for each purpose)	45 minutes
Evaluation:	• Course Evaluation (Annex)	10 minutes
		Total: 55 minutes

	Materials Needed	**Time Allocation**
Activity 2		
Part 1: An introduction to the Washington Group Questions.	• PowerPoint presentation, *Handout 4* (Washington Group Questions), *Handout 5* (WGQs, What do they do)	45 minutes
Part 2: UNHCR Specific Needs Codes Entity – Disability.	• PowerPoint presentation; access to proGres V4 training environment (recommended only); *Handout 6* (FAQ)	60 minutes
Evaluation:	• Course Evaluation (Annex)	10 minutes
		Total: 115 minutes
Activity 3		
Part 1: Analysing and using data for the inclusion of persons with disabilities.	• PowerPoint presentation, *Handout 8* (Individual cases)	90 minutes
Evaluation:	• Course Evaluation (Annex)	10 minutes
		Total: 100 minutes

AUDIENCE

Activity 1
UNDERSTANDING THE IMPORTANCE OF COLLECTING DIVERSE DATA ON PERSONS WITH DISABILITIES

Activity 1 *includes a* first part *that can be delivered to any type of audience and level of responsibility, as it aims at increasing awareness around data on persons with disabilities. The* second part *is relevant for all audiences, and it includes alternative scenarios adapted to different areas of work within UNHCR's mandate: reception; registration; protection (including Gender-Based Violence and Child Protection); Accountability to Affected People; resettlement and local integration.*

Activity 2
COLLECTING DATA ON PERSONS WITH DISABILITIES IN PRACTICE

Activity 2 *focuses on the use of proGres v4 and can be particularly relevant for Identity Management and Registration colleagues, UNHCR Protection colleagues and partners involved in the identification of persons with disabilities for case management purposes.*

Activity 3
ANALYSING AND USING DATA FOR THE INCLUSION OF PERSONS WITH DISABILITIES

Activity 3 *focuses on applying strategies for disability inclusion into protection case management and is particularly relevant for UNHCR Protection colleagues and partners.*

A model learning needs assessment with recommendations for the selection of the activities is available below and in Handout 1. This learning needs assessment can be circulated in advance with all participants to assess the relevance of conducting all 3 activities or focused activities and tailored parts. The needs assessment also includes questions about accessibility measures to participate in the training.

LEARNING NEEDS ASSESSMENT:

1. On a scale from 1 (low) to 5 (high), how would you rate your experience in collecting data on persons with disabilities? Mark as relevant:

   1 – 2 – 3 – 4 – 5

Analysis: Respondents with a high level of experience may not require <u>Activity 1.</u>

2. In which area or areas do you work?
   a. Identity Management and Registration – UNHCR
   b. Protection – UNHCR
   c. Refugee Status Determination – UNHCR
   d. Refugee Resettlement – UNHCR
   e. Accountability to Affected People
   f. Other [Specify]:

Analysis: Answers to these questions could be used to propose relevant scenarios in <u>Activity 1 - Part 1</u>. Respondents answering (a) would benefit from <u>Activity 2</u>, and respondents to (b) would benefit from <u>Activity 2 and 3</u> in particular.

3. Are you a UNHCR's proGres v4 user?
   a. Yes
   b. No
   c. I have access, but I am not a frequent user

Analysis: Respondents with access to proGres v4 would particularly benefit from <u>Activity 2</u>. Other users may benefit only from <u>Part 1.</u> to understand the approach of the Washington Group Questions on Disability.

4. Do you have any accessibility needs to facilitate your participation in the training?
   a. I require live captions
   b. I require sign language interpretation [specify type]:
   c. I would require an accessible venue (including accessible entrance and toilets)
   d. Other [specify]:
   e. Please share your contact detail for planning purposes:

Analysis: Answers to this question can help to identify potential accessibility and support requirements. Please note that these measures should be discussed and agreed in advance with the user. Please use the following resources to support the participation of persons with disabilities:
- <u>UNHCR_ Supporting_Participation_of_Persons with disabilities</u>
- <u>UNHCR Accessible communication for persons with disabilities</u>
- Promoting the accessibility of virtual events

ACTIVITY 1

Understanding the Importance of Collecting Diverse Data on Persons with Disabilities

Summary:
This activity seeks to raise awareness on the importance of collecting different types of data on persons with disabilities and what type of tools can be used to do so.

Learning Objectives
- Describe four types of data on persons with disabilities: data on the identification of persons with disabilities; data on risks and barriers faced by persons with disabilities; and data on the needs and priorities of persons with disabilities, and capacities for participation and inclusion.
- Identify tools and processes available to collect data on the needs, capacities and barriers that diverse persons with disabilities can face (including age, gender and diversity characteristics).
- Explain how collecting data on persons with disabilities can promote their protection and inclusion.

Key Messages
- Data on persons with disabilities can include a wide variety of data: identification, prevalence, barriers, preferences, disability determination, etc.
- Collecting data on persons with disabilities should have a well-defined purpose, related to their protection, and use relevant tools.
- There are actions on disability inclusion that can be put in place even in the absence of data.
- The UN CRPD mandates Member States to collect and disaggregate data by disability status.
- UNHCR has a key role in supporting the collection of data on refugees and stateless persons with disabilities.

STRUCTURE & METHODOLOGY

This activity includes two activities to raise awareness about different types of data:

- **Part 1** presents in an interactive way, using a quiz, what types of data can be collected on persons with disabilities, and how collecting this data can impact on their protection.
- **Part 2** introduces, through case studies, different purposes for collecting data on persons with disabilities, and what types of tools can be used for each type of purpose.
- **Evaluation.** 10 minutes

	Materials Needed	Time Allocation
Part 1: Data on persons with disabilities in situations of forced displacement and statelessness: What do we know and what are the gaps?	• PowerPoint presentation and *Handout 2* (Quiz)	45 minutes
Part 2: A tool for each purpose.	• PowerPoint presentation *and Handout 3 (A tool for each purpose)*	45 minutes
Evaluation:	• Course Evaluation (Annex)	10 minutes
		Total: 55 minutes

ACTIVITY SEQUENCE:

Activity 1

UNDERSTANDING THE IMPORTANCE OF COLLECTING DIVERSE DATA ON PERSONS WITH DISABILITIES

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PPT Slide 1: Activity 1

Ask participants to share why do they think that the word "diverse" is included in the title of this session.

• Gather responses in a flipchart or notebook, sharing that we will talk about different types of data around persons with disabilities, which explains the word of the use "diverse".

Ground rules and accessibility

• Say your name when speaking
• Allow time for interpretation
• Use captions if available
• Describe images

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PPT Slide 2: Ground rules and accessibility

Ask participants which ground rules they would like to have during the workshop to make it a conducive learning environment for everyone.

What we will cover today

- Describe at least three types of data on persons with disabilities.
- Identify different tools and processes for collecting disability data.
- Explain how data can enhance the protection and inclusion of persons with disabilities.

PPT Slide 3: What we will cover today
Objectives of the activity.

- Describe four types of data on persons with disabilities: data on the identification of persons with disabilities; data on risks and barriers faced by persons with disabilities; and data on the needs and priorities of persons with disabilities, and capacities for participation and inclusion.
- Identify tools and processes available to collect data on the needs, capacities and barriers that diverse persons with disabilities can face (including age, gender and diversity characteristics).
- Explain how collecting data on persons with disabilities can promote their protection and inclusion.

ACTIVITY 1 - PART 1:

Data on Persons with Disabilities in Situations of Forced Displacement and Statelessness. What do we know?

45 Min

Summary: The first activity will introduce what types of data are available in UNHCR's contexts, using a quiz.

Material:

- PowerPoint presentation; _Handout 2 – Quiz_.

PART 1 SEQUENCE:

- Share with participants that answers will be collected anonymously (using paper forms, menti. com or Teams polls), to encourage participation without judgement.
- In face-to-face workshop, facilitators can distribute the _Handout 2 – Data on persons with disabilities in forced displacement – What do we know?_
- If anonymous participation is not possible, avoid sharing opinions around the answers collected, and encourage participants sharing responses via chat or speaking.

Part 1 – Data on persons with disabilities in forced displacement – What do we know?

- Answer 10 questions about different types of data on persons with disabilities!

PPT Slides 5-15: Quiz

Slides can be skipped if a digital form is used.

1. For planning purposes, it can be considered that ___% (*percentage*) of people in the world have disabilities.

   a) 3%
   b) 7%
   c) 15%

2. One out of ___ (*number)* women is likely to experience disability during her life, and one out of ___ (*number*) children is a child with a disability.

   Almost half of the population of older persons have a disability. (*Agree / Disagree*)

3. The prevalence of disability among forcibly displaced populations is lower than in non-displaced populations. (*Agree / Disagree*)
4. Persons with disabilities can be easily identified using visual cues, like the use of assistive devices. (*Agree / Disagree*)
5. Persons with certain types of disabilities can face direct persecution on the basis of their disabilities in some contexts. (*Agree / Disagree*)
6. With which statement would you agree more?

   a) Persons with disabilities have specific needs that are different from other persons.
   b) Persons with disabilities have similar needs to those of other persons, but they face additional barriers to have their needs met.

7. In some countries, refugees with disabilities can access social protection services targeted at nationals with disabilities if they meet eligibility criteria. (*Agree / Disagree*)
8. If an UNHCR staff member finds it difficult to gather information from a person with a disability, it is recommended to take a best interests decision on their behalf. (*Agree / Disagree*)
9. There are actions to ensure disability inclusion that you can put in place even before having data on persons with disabilities. (*Agree / Disagree*)
10. UNHCR does not have any policy commitment towards ensuring identification and registration of refugees with disabilities. (*Agree / Disagree*)

Feedback

- How did you do?
- What types of data were referred to in the quiz?

PPT Slides 16-24: Feedback

Quiz analysis.

- Feedback to the questions can be provided after each question is answered, allocating more time to questions that require more discussion because they were not correctly answered.
- If questions have been gathered using menti.com or any other poll, share a visual of the results for the whole group. It can be compared as well with a "correct answers" version of the graphic, if that is available.
- Keep a screen-shot of this information, as it can be used if the same quiz is used at the end of the activity or the training as an evaluation.
- Ask participants to share the types of data they may have identified during the quiz: e.g. data on the prevalence of disability, data on barriers...
- Ask participants to be attentive of the types of data that are behind each question, and share this information while providing feedback.
- Use the following slides to provide feedback on the questions.

Questions 1-3: Prevalence data

Displacement

Syria 27%   Jordan 21%

PPT Slide 17: Questions 1-3 – Prevalence Data

This slide summarizes the answers for the first 4 questions of the quiz, and relates to prevalence data.

- **Disability prevalence data** is the number or proportion of the population living with disability at a given time. Prevalence rates can be global, or national, and age and gender specific or age and gender – standardized.
- Ask participants why prevalence data can be important? Share feedback: Prevalence data can be very useful **for planning purposes:** e.g. to ensure there are sufficient resources to respond to the accessibility of a service.

Key Messages:

- Accessibility (briefly describe the percentages displayed in the screen, associating them with previous questions):

  - According to the World Report on Disability, 2011, fifteen percent of the world's population, or over a **billion people,** are estimated to be living with disability. This was asked in **Question 1.**
  - Persons with disabilities are not a heterogeneous group. Beyond different types of disabilities, persons of disabilities are women (1 in 5 live with a disability), children (10% have a disability), or older persons (46% have a disability), among other characteristics. This was asked in **Question 2.**
  - In the absence of data, these estimates should be the **minimum recommended for planning purposes.**
  - The prevalence of disability is often higher in populations affected by crisis and conflict. For example, 2019 reports in Jordan and Syria confirm a prevalence of 21% and 27%, respectively. **This was asked in Question 3,** which was *false/disagree*.
  - It is not only an issue of a higher prevalence: persons with disabilities in displacement contexts will also face additional barriers and risks, and disability results from the interaction with these barriers, as you may have learned in previous trainings (reference existing).

Sources:

- IASC (2019) IASC Guidelines, Inclusion of Persons with Disabilities in Humanitarian Action. (Using the estimates from WHO (2011) World Report on Disability).
- HNAP (2019) Disability: Prevalence and impact. Syrian Arab Republic.
- UNHCR (2019) Vulnerability Assessment Framework – Population Study 2019 Jordan.

Question 4: Identification of persons with disabilities

4. Persons with disabilities can be easily identified using visual cues, like the use of assistive devices (*Agree / Disagree*)

Not all disabilities look like this.

Some look like this.

Not all disabilities are visible!
Please don't be so quick to judge.

UNHCR

PPT Slide 18: Question 4

Persons with disabilities can be easily identified using visual cues, like the use of assistive devices (*Agree / Disagree*).

- Evidence shows that identifying persons with disabilities cannot rely on visual cues, as many disabilities are not "*visible*", so the correct answer to this question would be "*Disagree*".
- **Accessibility:** describe illustration of "Not all disabilities look like this". Not all disabilities are visible, and relying on visual cues may lead to under-identification of persons with disabilities. There are tools and processes that can assist on the identification of persons with disabilities. We will introduce them throughout this module.
- This slide relates to data on **identification of persons with disabilities.**
- Identifying persons with disabilities can be done for multiple purposes, as we will see in this training: for statistical purposes, **to identify individuals at higher risk,** or for eligibility purposes, among other.

- We will discuss these purposes in more detail in the next activity, and this training will have a stronger focus on identifying **individuals at higher risk of discrimination and other protection issues.**

PPT Slide 19: Question 5

Persons with certain types of disabilities can face direct persecution on the basis of their disabilities in some contexts (Agree / Disagree).

- **Accessibility:** Read the content of the slide and describe the picture: Protestors march in Lilongwe, the capital of Malawi, to protest the continued attacks against people with albinism.
- The correct answer to this question is *Agree,* persons with disabilities can indeed face persecution on the basis of disability.
- For example, persons with albinism can be persecuted in certain countries due to misbeliefs around albinism; they can face extreme violence and death.
- This slide refers to collecting **data on the risks** faced by persons with disabilities.
- Collecting information on protection risks related to stigma and discrimination on the basis of disabilities is of vital importance to UNHCR.
- This information should be considered when looking at Country of Origin information during a Refugee Status Determination process, for example; there are activist platforms gathering this information, e.g. Nigeria • Action on Albinism.
- Unfortunately, there is little awareness about how other types of disability can be considered in asylum claims. For example, persons with intellectual or psychosocial disabilities may be considered as having behaviours that are inadequate in certain contexts due to religious beliefs.

PPT Slide 20: Question 6 - Data on needs and barriers faced by persons with disabilities

With which statement would you agree more?

a. Persons with disabilities have specific needs that are different from other persons.

b. Persons with disabilities have similar needs to those of other persons, but they face additional barriers to have their needs met.

- Answers to this question may vary among participants, and **there is not a "correct" answer,** answer **b)** would be slightly more adequate.

- However, there is an extended belief on persons with disabilities having **only different/specific needs** (e.g. assuming that all persons with disabilities require assistive devices), and this would not be correct.

- Believing that persons with disabilities have *only* specific needs can result sometimes in deprioritizing them (e.g. "We should answer first to basic needs, then to specific needs"), or assuming that only specialized organizations can work with persons with disabilities.

- Ask participants to look at the illustration on the slide and think about the following:

  - **Accessibility:** Describe the picture in the slide: A child in a wheelchair is looking at a toilet facility with stairs at the entrance and ask participants: **Which need does this child have? E.g., going to the toilet. Does this need differ from the needs of other persons? Or is the child rather having a similar need, but facing barriers?**

  - Regarding the type of data, this question refers to **data on needs and barriers** faced by persons with disabilities.

  - Most persons with disabilities have the same needs that other persons, but would require an environment that is free from barriers.

  - Having information about these barriers can be very useful to ensure equal access for persons with disabilities.

  - Having additional information on needs of persons with disabilities can as well enhance their independence in accessing services. For example, it is estimated that approximately 5% of all persons with disabilities require assistive devices.

Question 7: Data on disability determination for eligibility purposes

7. In some countries, refugees with disabilities can access social protection services addressed to nationals with disabilities if they meet eligibility criteria. (*Agree / Disagree – depends on context*)

PPT Slide 21: Question 7

In some countries, refugees with disabilities can access social protection services addressed at nationals with disabilities if they meet eligibility criteria. (*Agree / Disagree - depends on context*).

- The answer to this question depends on the context is asked: in some countries refugees with disabilities will find administrative barriers to access these benefits even if they qualify as persons with disabilities, for example because they would require proof of nationality, or be addressed to nationals only.

- This slide focuses on data on **disability determination for eligibility purposes.**

- Identifying persons with disabilities for statistic, planning or monitoring purposes (e.g. monitoring how many persons with disabilities participate in a service) is different from processes where persons with disabilities are identified for **eligibility purposes** to access certain types of programmes (e.g., accessing social protection programmes in the country).
- Some countries have processes in place for this purpose, they are called "disability assessment and determination" processes.
- Accessing these processes and programmes can allow accessing certain entitlements, such as transportation and accessibility allowances, access to assistive devices, etc.
- Identity cards are often provided as proof of entitlements; **(accessibility)** in the screen there are some examples of "disability cards" from EU, France, India and Ecuador.
- However, it is important to note that these processes are regulated by laws in country and often require undertaking long and costly medical and socio-economic assessments, conducted very often by Health and Social Protection ministries.
- There is not a card or process valid or applicable at an international level.
- It will be important that refugees with disabilities can access these processes and services, and to identify whether inclusion criteria are compatible with refugee status.
- On the other hand, UNHCR may include disability as an eligibility criteria to access programmes. This generates a challenging need for accurate data on disability determination, which is often difficult to address at country level.
- This will be further discussed in the following activities.

Question 8: Data on preferences and capacities

8. If a UNHCR staff finds it difficult to convey information from a person with a disability, it is recommended to take a best interests decision on their behalf. (*Agree* / *Disagree*)

(ⁿ) **UNHCR**

PPT Slide 22: Question 8

If a UNHCR staff finds it difficult to convey information from a person with a disability, it is possible to take a best interests decision on their behalf. (*Agree* / *Disagree*).

- The correct answer to this question is ***disagree:*** according to UNHCR Procedural Standards (Unit 2.9, Applicants with Mental Health Conditions or Intellectual Disabilities), UNHCR staff should find alternative ways to convey information, including by using alternative ways of communication, or engaging sign language interpreters, among others.
- **Accessibility:** Describe the image on the slide. A UNHCR staff is working on a Registration facility. Maryam, a woman with a hearing disability, is accessing the office where she has a registration interview. The staff seems surprised when Maryam signs to say hello using sign language.
- The process of collecting data is not exempted from the barriers that persons with disabilities often face, including information and communication barriers, or negative attitudes and wrong assumptions from staff.
- In situations like the one represented in the slide, UNHCR staff should make every possible effort to convey the information directly from persons of concern. This can involve sign language interpreters and other alternative ways of communicating.

- For more information, see for example: Refworld | UNHCR RSD Procedural Standards Unit 2.9: Applicants with Mental Health Conditions or Intellectual Disabilities in UNHCR RSD Procedures.
- This slide is brought as an example on the importance of collecting **data on preferences and capacities** of persons with disabilities, including during data collection processes.
- In this module, we will learn how we can ensure that persons with disabilities can express their preferences and participate in decisions that concern their lives.

Question 9: Data on preferences and capacities

9. There are actions to ensure disability inclusion that you can put in place even before having data on persons with disabilities. (*Agree* / *Disagree*)

PPT Slide 23: Question 9

There are actions to ensure disability inclusion that you can put in place even before having data on persons with disabilities. (*Agree / Disagree — and suggest an action*).

- The correct answer to this question is *agree:* there are actions that can be put in place for the inclusion of persons with disabilities even in the absence of data.
- **Accessibility.** Describe the image on the slide: The entrance of the Youth Programme's building has both stairs and ramps to ensure accessibility.
- While being aware of the prevalence of disability in a given population or having information on the types of barriers they face is very important for planning purposes, there are some actions to ensure disability inclusion that can be applied from the beginning.
- For example, accessibility is a pre-condition to inclusion, and minimum accessibility requirements can be applied when we are building a new infrastructure (like the Youth Centre represented in the slide) or developing a communication campaign.
- This slide is related to collecting **information on enablers** that can be put in place regardless of the need of other data on persons with disabilities.
- Collecting additional information on the preferences of persons with disabilities, potential adjustments to ensure access for all, and monitoring their access on an equal basis will help to ensure services provided respond to their needs.

Question 10: UNHCR's commitments

CRPD Article 31 – 2006 – only Treaty requesting data disaggregation

UNHCR Conclusion on Refugees with Disabilities - 2010

Global Compact on Refugees - 2019

Global Disability Summit - 2019

UN Disability Inclusion Strategy - 2019

UNHCR PRIMES

proGres Workplace

UNHCR Global Focus Insight

PPT Slide 24: Question 10

UNHCR does not have any policy commitment towards ensuring identification and registration of refugees with disabilities (*Agree / Disagree*).

- **Accessibility:** This slide represents a series of policy frameworks against which UNHCR is committed to collect data on persons with disabilities, and some of the tools UNHCR has in place where data on persons with disabilities can be collected and reflected.
- Therefore question 10, which said that UNHCR has not commitments in this regard, is *false*.
- International treaties and policy commitments require the adequate identification and registration of refugees with disabilities, and the collection of additional data to identify and address the barriers they face. Among others, we could mention:

  - **Article 31 of the Convention on the Rights of Persons with Disabilities** requires States to "to collect appropriate information, including statistical and research data, to enable them to formulate and implement policies to give effect to the present Convention". "The information collected in accordance with this article shall be disaggregated, as appropriate, and used to help assess the implementation of States Parties' obligations under the present Convention and to identify and address the barriers faced by persons with disabilities in exercising their rights".
  - In addition, the **Conclusion on refugees with disabilities and other persons with disabilities protected and assisted by UNHCR No. 110 (LXI) – 2010** "*Recommends* that States, UNHCR and relevant partners ensure where appropriate a swift and systematic identification and registration of refugees and other persons with disabilities".
  - Similar commitments about disaggregating data by disability are reflected in the Global Compact on Refugees (GCR).
  - UNHCR shared a commitment during the **Global Disability Summit** to integrate the Washington Group Questions into data registration systems to enhance the registration of refugees with disabilities.

- This question talks to how collecting data on persons with disabilities can support **monitoring human rights mechanisms,** among other.
- UNHCR's data management systems provide tools to meet these commitments and report on the issues faced by persons with disabilities, as well as their access to protection and assistance.
- We will introduce in detail how proGres has enhanced its capacity to identify persons with disabilities for protection purposes, and briefly introduce as well which other tools can help monitoring and reporting on disability inclusion.
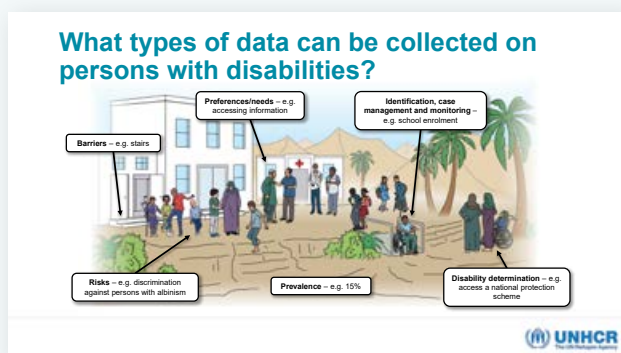
PPT Slide 25: What types of data can be collected on persons with disabilities?

- Accessibility: Mention that this image represents a picture of a community where children and adults with and without disabilities gather outside a school and a health centre.
- Ask participants if they can identify types of data that could be collected around persons with disabilities, based on what they have learned in the quiz. (Note: The slide is animated, so the facilitator should start with the discussion with no text, and then after the brainstorming, bring up the 6 text boxes).
- Show the types of data that are represented in the slide by clicking on the slide to add additional animations, and use feedback points below if time allows:

  - A variety of data around the situations they face can support to enhance their protection and assistance. Data can include, among other:
    - Data on overall **prevalence** of disability in a given population, which can be used for effective planning of resources.
    - Data on **identifying** persons with disabilities and **monitoring** their access and potential protection issues, which can be used to flag individuals at risk of participation restrictions and exclusion from protection, assistance and solutions, and use this information for protection case management purposes.
    - Data on **risks** faced by certain persons with disabilities (e.g. persons with albinism can face extreme violence in certain contexts), which can be used for certain mitigation actions (e.g. awareness raising) and individual interventions (e.g. refugee status determination on the basis of membership to a social group at risk in Country of Origin).
    - Data on **barriers** faced by persons with disabilities, which can be used to mitigate these actions and provide alternative ways of access while these are mitigated.
    - Data on **needs, preferences** and **capacities,** which can be used to ensure that our activities are relevant.
    - Finally, in certain countries there are processes for the **assessment and determination of disability,** which refers to the official decision (following legal processes established in country) about whether someone is identified as a person with a disability. In some countries, this can become an official status, symbolised by a disability card or similar, which can provide access to services and benefits, among others. It is important to note that thees types of assessments tend to be lengthy, and that refugees may find administrative barriers to access these processes (e.g. proof of citizenship).

- Share key message: **Different purposes for collecting data will require different tools and resources.**
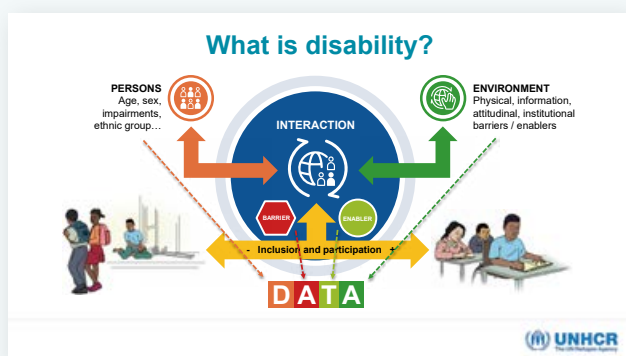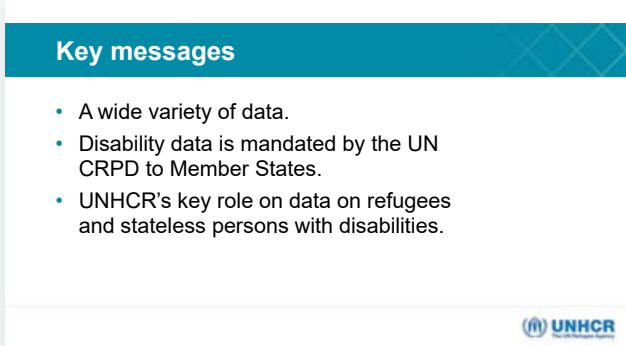
PPT Slide 26: What is disability?

If time allows, and participants have already seen this model (used in Module 2 of the UNHCR - Working with Persons with Disabilities in Forced Displacement Facilitator's Guide), the facilitator can share a reminder on the "CRPD concept of disability", highlighting that data on the different interacting factors can enhance the inclusion and protection of persons with disabilities.

Use the Powerpoint animation to make the word "DATA" appear, with arrows connecting to different aspects of the concept of disability.

Accessibility: The slide represents the "concept" of disability that was developed with the Convention on the Rights of Persons with Disabilities (CRPD). This concept was introduced in Module 2 in the Facilitator's Guide: Strengthening Protection of Persons with Disabilities.

- As shared in previous learning, disability **results** from the interaction between persons with diverse characteristics (including impairments) and barriers in the environment, resulting in either participation and inclusion or discrimination and exclusion.
- Persons with disabilities are not a homogeneous group, and disability itself is a compounded concept that includes both individual characteristics and how they interact with the environment.
- That is why it will be important to collect different types of data.
- Link the colours of the word diverse with the colours of the different factors (personal, environmental, barriers, enablers…).
- In this training we will introduce some of the most relevant types of data that can be collected to ensure the inclusion of persons with disabilities under UNHCR's mandate.

Key messages

- A wide variety of data.
- Disability data is mandated by the UN CRPD to Member States.
- UNHCR's key role on data on refugees and stateless persons with disabilities.

PPT Slide 27: Key messages

Key Messages:

Share the following key messages with participants:

- Data on persons with disabilities can include a wide variety of data: identification, prevalence, barriers, preferences, disability determination, etc.
- The UN CRPD mandates Member States to collect and disaggregate data by disability status.
- UNHCR has a key role in supporting the collection of data on refugees and stateless persons with disabilities.

Photo Caption: Republic of Congo. Thousands of indigenous people at risk of statelessness. Photo credit: © UNHCR/Hélène Caux

ACTIVITY 1 - PART 2:
A Tool for Each Purpose

45 Min

Summary: This part introduces, through a case study, different purposes for collecting data on persons with disabilities, and what types of tools exist, could be developed, or adapted, for each type of purpose.

Material:

- PowerPoint Presentation; _Handout 3 – A tool for each purpose._

PART 2 SEQUENCE:

What we will cover

- Describe different purposes for collecting data on persons with disabilities.
- Identify which types of tools exist for each type of purpose.
- Explore existing tools in practice through case studies tailored to your work.

UNHCR

PPT Slide 29: What we will cover

Introduce the objectives of part 1.

PPT Slide 30: A tool for each purpose

- Accessibility: Describe the image represented in the slide, and previously used in <u>Part 1:</u> a picture of a community where children and adults with and without disabilities gathering outside a school and a health centre.
- Share the **background** for this activity: Persons with disabilities are present in any given population, and they may face additional risks and barriers to meet their needs and protection.
- We have seen in the previous activity that collecting a variety of data around the situations they face, can support to enhance their protection and inclusion in UNHCR's response.
- Explain to participants that in the following exercise, they will be working with the community represented in the picture, where they will be assigned with a task where collecting data on persons with disabilities will be required.
- Selecting the right type of data and the most adequate tool will be the objective of the exercise.

PPT Slide 31: Case study

- Explain that in the following exercise, they will be working with the community represented in the picture, where they will be **assigned with a task** where data on persons with disabilities will be required.
- Explain that they will be asked to find what **types** of data can be collected, for what **purpose,** and using which types of **tools.**
- Provide participants with an **example not related to disability,** represented on the screen.
- The facilitator can either provide the **example** as she/he explains the steps to solve the case study, or introduce only the questions on the left side of the slide and ask participants their inputs on the example: If you are tasked with considering age and gender equality in assessing access to a school

and health centre, what types of data would be required, and which tools could you use? This will facilitate participants' engagement with what they already know and can use for the task.

- Share feedback on the **example:** if you were asked to ensure that age and gender equality are considered in analysing access to a services, you should at a minimum disaggregate data on this community by sex and age to assess whether women and girls have similar access than men and boys do; to do this analysis, you would require individual demographic information on sex assigned at birth and date of birth, which you could collect by asking demographic questions, or requiring identity documents, etc.

Case study

1. Read your task
2. What types of data would you require?
3. For which purpose?
4. Which tool/s would be most adequate?
5. Feedback

PPT Slide 32: Case study

Instructions for case study.

- Divide participants in groups of two or three and assign them with a **task** (see tasks below). Alternatively: read the different tasks and ask participants to select which one is more interesting to them based on their current responsibilities; this method may require additional time.
- After reading their task, participants will receive a series of **cards / handouts** with different types of purposes for collecting data on persons with disabilities and tools that can be used for multiple purposes. Each tool is represented in a card that briefly describes the objective of the tool and how it works.
- Distribute the purpose and tools cards, and ask participants to read their content and identify which purposes would better suit for the task assigned, and which tools would be most appropriate.
- A series of guiding questions will help participants to identify what is required to complete the task:

- What types of data would you require?
- For which purpose?
- Which tool/s would be more adequate?

- Ask participants to look at the **purposes** for collecting data: what types of data do you think would be more relevant to collect to complete the task you have been assigned with?
- First, participants can select the purpose or purposes that would be more adapted for the task you have been assigned with. Then, they will select the most adequate tools to collect the data you need to complete the task.
- Finally, they will have to prepare a short summary to introduce their case study and justify their decision.

Face-to-face workshops:

- Distribute paper or digital copies of the cards to each group. Anticipate potential accessibility requirements, such as Braille copies.

Digital workshops:

- Share the cards in a link (accessible Word or PDF) and create break-out rooms (if possible). Alternatively, the entire group can work on one task.

Tasks - themes

1. Reception / Emergency registration
2. Continuous registration
3. Protection – Gender Based Violence / Child Protection
4. Accountability to Affected People
5. Refugee resettlement
6. Local integration

PPT Slide 33: Tasks - themes

See Handout 3 for details in each case study.

- **Reception / Emergency registration.** You are working as an Identity Management and Registration officer at an UNHCR-supported Reception centre. You have been tasked to ensure persons with disabilities and their needs are identified.
- **Continuous Registration.** You are supporting the development of a country-wide Verification exercise or continuous registration activities for refugees and have been asked to enhance data on persons with disabilities.
- **Protection – Gender-Based Violence / Child Protection.** You are enhancing GBV and Child Protection services within a Community-Based Centre. You have been reminded to ensure equal access for women, girls, and boys with disabilities.
- **Accountability to Affected People.** You are setting up a feedback and complaints mechanism at the school and community health centre and have been asked to enhance data shared by persons with disabilities.
- **Refugee Resettlement.** You are working on resettlement procedures, and you have been asked to ensure that refugees with disabilities have equal access to resettlement opportunities.
- **Local Integration.** You are discussing inclusion criteria for refugees with disabilities in coordination with national partners managing a national social protection programme for persons with disabilities.

PPT Slide 34: Types of data on persons with disabilities

Data on disability status (with / without disability).

- This type of data can help to disaggregate data, and identify people at heightened risk of facing restrictions, and other risk (if combined with other data). It is relatively easy to collect.
- Data on risks and barriers faced by persons with disabilities. This type of data can help identify barriers for equal participation, and risks faced by persons with disabilities.
- Data on capacities of persons with disabilities and support needs. This type of data can help to identify ways of supporting persons with disabilities based on their own capacities and requirements.
- Disability assessment and determination. This type of data should be used only to ensure adequate access to targeted programming. It requires complex processes and costs.

PPT Slide 35: Purposes for collecting data

- Identifying persons with disabilities for **policy and programming** purposes.
- Identifying persons with disabilities for **protection case management.**
- Identifying **risks** faced by persons with disabilities.
- Identifying **barriers** faced by persons with disabilities to access a particular context or service.
- Identifying **preferences** and **capacities** of persons with disabilities.
- Identifying **eligible households** with persons with disabilities (e.g. requiring access to a social protection benefit).
- Identifying **trends** in prevalence / access / impact on persons with disabilities in survey / services data.

Tools

- Tool 1 – Washington Group Questions
- Tool 2 – UNHCR Specific Needs Codes – Disability
- Tool 3 – Barriers & Accessibility assessment tools
- Tool 4 – Disability assessment and determination tools
- Tool 5 – Resettlement Assessment Tool – Refugees with Disabilities

PPT Slide 36: Tools

See Handout 3 for more details.

Task Tool Card 1

Tool 1 – Washington Group Questions

Objective – These questions are designed to identify people who have difficulties in performing basic, universal activities and are at greater risk than persons without such difficulties of **restricted social participation** in an unaccommodating environment. The Short Set is aligned to the rights-based understanding on disability.

Structure - The Washington Group Short Set on Functioning uses six questions that assess universal basic activities or "functions"- seeing, hearing, walking, self-care, cognition and communication. Individuals answer six questions which are used to define whether that person is "with disability" or "without disability". For example: "Do you have difficulty seeing, even if wearing glasses?"
a. No – no difficulty
b. Yes – some difficulty
c. Yes – a lot of difficulty
d. Cannot do at all

Respondents who answer "a lot of difficulty" or "cannot do it at all" to at least one of the six functioning questions should be considered a person with disability for the purpose of data disaggregation.

Use – Collect statistical data disaggregated by disability status. Added as demographic questions to a survey with additional questions, they can be used to compare levels of participation in employment, education, or family life for those with disability versus those without disability to see if persons with disability have achieved social inclusion. In this regard, it can be used to monitor effectiveness of programs and policies to promote full participation.

The Washington Group Questions have been progressively used in humanitarian contexts to flag individuals who may require additional support and benefit from protection case management. The questions have been included for this purpose in UNHCR proGres V4.

Tool 1:

<u>Washington Group Questions</u>

Task Tool Card 2

Tool 2 – UNHCR Specific Needs Codes – Disability

Objective – The codes were designed and recently reviewed to improve identification of persons with disabilities as an entry point to strengthened access to protection, assistance and solutions.

Structure - The revised approach of the Disability entity includes the 6 Washington Group Short Set of questions and 2 additional questions from other Washington Group question sets to help capture additional difficulties (difficulties in upper body and emotions). Each question also includes questions for children extracted from the Washington Group/UNICEF Child Functioning Module.

Use – The primary purpose of identifying persons with disabilities during registration is to flag individuals who may be at heightened protection risk and/ or who may need specific support in order to have equal access to protection, assistance and solutions. Combined with other data, such as access to services, it can provide information on the potential risks faced by a particular individual or group.

Guidance on Enhancements to Specific Needs Entity, Disability codes

Tool 2:

<u>UNHCR Specific Needs Codes – Disability</u>

Task Tool Card 3

Tool 3 – Barriers and accessibility assessment tools

Objective – These tools include a variety of assessments used to identify barriers in the environment, and preferences on finding solutions to mitigate them.

Structure – Currently, there is no standardized way at a global level to collect data on barriers faced by persons with disabilities. Sometimes, data collection is gathered through targeted assessments and consultations involving persons with disabilities, e.g. through "disability transect walks" where persons with disabilities identify the barriers they find to reach, enter, circulate and use a service. Other approaches include "self audits" where service providers identify barriers against a series of minimum accessibility requirements (e.g. how information is made available, whether accessibility standards have been applied to the built infrastructure). Finally, questions on barriers and preferences can be added to existing qualitative data collection efforts (e.g. safety and accessibility audits) as well.

Examples include:
- The IRC Inclusive Client Responsiveness Toolbox, which includes "Questions to collect data on barrier to access and preferences", a "Self Audit" tool with questions on the accessibility measures in place for feedback and complaint mechanisms, and recommendations to mitigate potential barriers identified.
- DTM MSLA for Disability Inclusion | Displacement (iom.int) Includes complementary questions on barriers faced by persons with disabilities, to be used in combination with the Displacement Tracking Matrix.

Use – To identify physical, communication, attitudinal and policy barriers faced by persons with disabilities, and gather feedback on how to mitigate them.

Tool 3:

Accessibility Audit Tools

Task Tool Card 4

Tool 4 – Disability assessment and determination processes

Objective – This data is used to collect information about persons with disabilities for policymaking and planning, budget allocation and to determine eligibility to certain benefits and entitlements. Disability assessments can also be used for the purpose of providing services, such as rehabilitation or education.

Structure

Disability assessment: the process of collecting disability-related information about an individual.

Disability determination: refers to the official decision (using the assessment findings) about whether someone is identified as a person with disability, often sub-classified according to their functionality. In some countries, this can become an official status, symbolised by a disability card or similar, which can provide access to services and benefits, among others.

Use – There are often additional and different processes to determine eligibility for different types of social protection, insurance, health and support services. These processes consider additional information beyond disability, such as income generation activities, education, etc.

The graphic above includes questions that can guide through the processes of assessment, determination and eligibility for social protection schemes (Source: OHCHR | SDG-CRPD Resource Package).

It is important to note that refugees and stateless persons with disabilities may not always meet the eligibility criteria reflected in third box; for example, when these require legal citizenship status. In some cases, UNHCR has supported refugees to access disability support schemes and benefits through advocacy and engagement with Human Rights Mechanisms. See the case of Cyprus in this good practice example:

Tool 4:

Disability Assessment and Determination are Processes

Task Tool Card 5

Tool 5 – Resettlement Assessment Tool – Refugees with Disabilities

Objective – The tool has been developed to enhance UNHCR's effectiveness and harmonize procedures for assessing refugees with disabilities for resettlement.

Structure – The tool includes a User Guide that provides relevant information on the process of resettling refugees with disabilities, and a Resettlement Tool that provides a step-by-step guide for conducting an assessment of refugees with disabilities and determine whether resettlement is the most appropriate durable solution and to identify the resettlement needs of individual refugees with disabilities.

Use – The tool can be used to identify accessibility and support needs throughout the resettlement procedures, to ensure meaningful information on disability is collected and adequately reflected in the Resettlement support needs throughout the resettlement procedures, to ensure meaningful information on disability is collected and adequately reflected in the Resettlement Registration Form, and to identify relevant information for the selection of the resettlement State.

Tool 5:

Resettlement Assessment Tool – Refugees with Disabilities

PPT Slide 37: Feedback

Select one or two groups to provide feedback. Feedback from all groups is not required if there is not sufficient time, as main points would always be reflected in the key messages.

Depending on the availability of time, ask each group to share one **main** point and move to the next group (e.g. which tool they would use and the main reason why). As an alternative, ask one or two groups to **provide feedback.** Consider that there may be no time to go through all the tasks; however, the objective is reiterating the importance of identifying an adequate purpose for collecting data and introducing the existing tools. An analysis of tools recommended to complete each task is provided below. It is recommended to provide feedback to one or two illustrative tasks and share the key messages provided below. The analysis of the rest of the tasks could be shared with all participants for further reading.

Share feedback on the tools selected using the key messages below. Ensure sufficient time to open the discussion: Which limitations and advantages do you see to the tools presented?

[Reception / Emergency Registration]

- **What types of data would you require?** While all types of data could be potentially relevant, data on disability status and on barriers and risks would be most relevant.
- **For which purpose?** Identification of persons with disabilities could help to bring them forward and assess additional risks and support needs. Information on existing barriers in the reception centre could help to address these barriers and/or provide additional support.
- **Which tool/s would be most appropriate?** UNHCR's Specific Needs Codes on Disability include an emergency registration flag, and additional questions to identify persons with disabilities who may require additional support. An additional barrier assessment tool could be useful to identify barriers in the reception area.

— **Task Card 1** —

1. **Reception / Emergency registration**. You are working as Registration Officer at an UNHCR-supported Reception centre. You have been tasked to ensure persons with disabilities and their needs are identified.
   - According to the Standard Operational Procedures on Specific Needs set up in your operation, persons with disabilities are among those prioritized for registration interviews and/or potentially referred to Protection staff to determine urgent or longer-term needs.[1]
   - Personnel situated at the entry/access point are informed about these expedited processes, and there is an assigned team to monitor the overall reception area to actively pre-identify persons with specific needs, including persons with disabilities, and bring them forward.
   - However, with the use of pre-existing Specific Needs Codes on Disabilities, which relied on visual cues only, the identification of persons with disabilities remained low, at 1.2%.
   - There have been complaints shared about the difficulty in accessing the toilets at the reception centre, which are not segregated and have stairs at the entry. Difficulties in understanding the language used registration procedures have also been raised.
   - You have been tasked to ensure persons with disabilities and their needs are identified.

   What types of data would you require?
   For which purpose?
   Which tool/s would be most appropriate?

[Continuous Registration]

- **What types of data would you require?** While all types of data could be potentially relevant, data on disability status, sub-categories and difficulty level would be most relevant.
- **For which purpose?** Data on disability status could be used for planning purposes, and triangulated with other data being collected during continuous registration activities such as socio-economic status and access to basic services.
- **Which tool/s would be more adequate?** The Washington Group Questions could be added to could be added to any data collection form or using the specific needs entity in proGres V4 to record specific needs on Disability. For more information Continuous registration in UNHCR Operations – UNHCR – Guidance on Registration and Identity Management.

[Protection – Gender-Based Violence / Child Protection]

- **What types of data would you require?** While all types of data could be potentially relevant, data on disability status and on barriers and risks would be most relevant.
- **For which purpose?** Integrating questions to identify women, girls and boys with disabilities can help to identify the risks they face and monitor their access to GBV and CP services. Conducting an accessibility audit can help to identify and mitigate barriers to access, such as inaccessible information or facilities.
- **Which tool/s would be more adequate?** The Washington Group Questions could be added to the services registry forms; otherwise, if the services use proGres V4, the Specific Needs Codes on Disability could be used as well. An additional barrier assessment tool could be useful to identify barriers in the reception area.

[Accountability to Affected People]

- **What types of data would you require?** While all types of data could be potentially relevant, data on disability status and on barriers and risks would be most relevant.
- **For which purpose?** Integrating questions to identify men, women, girls and boys with disabilities can help to identify their feedback. Conducting an accessibility audit can help to identify and mitigate barriers to access complaint and feedback mechanisms, such as inaccessible information or feedback channels.
- **Which tool/s would be more adequate?** The Washington Group Questions could be added to feedback registry forms; otherwise, if the services use proGres V4, the Specific Needs Codes on Disability could be used as well. An additional barrier assessment tool (e.g. IRC tools) could be useful to identify barriers in feedback mechanisms.

— Task Card **4** —

4. **Accountability to Affected People.** You are setting up a feedback and complaints mechanism at the school and community health centre and have been asked to enhance data shared by persons with disabilities.
- The current feedback mechanism includes a phone line that works in the local language only, and suggestion boxes placed at the entrance of the school and community health centre.
- Feedback is collected in a feedback registry that includes disaggregation by sex and age only.
- Feedback collected during focus group discussions highlight that there are certain groups who cannot access these channels. Their feedback remains uncollected, including potential cases of exploitation and abuse, and discriminatory practices.
- You have been asked to enhance data shared by persons with disabilities.

What types of data would you require?
For which purpose?
Which tool/s would be most appropriate?

[Refugee Resettlement]

- **What types of data would you require?** While all types of data could be potentially relevant, data on disability status, risks faced, and on capacities and support preferences would be most relevant.
- **For which purpose?** Collecting data on disability status can support to identify applicants with disabilities, and identify additional information on the risks they face, and collect information on support preference for the resettlement process, including the interviews.
- **Which tool/s would be more adequate?** Data from UNHCR's Specific Needs Codes – Disability can support to flag individuals with disabilities. The Refugees with Disabilities Resettlement Tool can help to identify support needs and other relevant information for the resettlement process.

— Task Card **5** —

5. **Refugee resettlement.** You are working on resettlement procedures, and you have been asked to ensure that refugees with disabilities have equal access to resettlement opportunities.
- Recent advocacy messages from civil society organizations and Member States supporting the Global Compact on Refugees have expressed the need for including refugees with disabilities in resettlement opportunities on an equal basis with other refugees.
- Currently, your operation does not have a clear idea of how many applicants for resettlement opportunities are persons with disabilities.
- Staff conducting resettlement interviews have shared questions as regard to relevant resettlement submission categories for persons with disabilities and about the necessary considerations before and during resettlement interviews.

What types of data would you require?
For which purpose?
Which tool/s would be most appropriate?

[Local Integration]

- **What types of data would you require?** While initial data on disability status could help to identify persons with disabilities, further information on the eligibility criteria to access any national disability program would be probably required. In this regard, refugees may have to undergo disability assessment and determination processes according to national regulations.
- **For which purpose?** Identifying persons with disabilities among registered refugees can help to share with them information on programs and processes to access them.
- **Which tool/s would be more adequate?** UNHCR's Specific Needs Codes – Disability can support to identify individuals who could potentially access disability assessment and determination processes. It should be noted that these processes can be lengthy and have associated costs such as medical examinations. Another issue to consider is that not all types of disabilities are legally recognized in all countries.

Key messages

- Identify a well-defined purpose and use relevant tools
- The Washington Group Questions can fit several purposes
- Data on barriers and risks is always recommended
- Disability inclusion can be actioned even in the absence of data

(ↂ) UNHCR

PPT Slide 38: Key messages

Key Messages:

Share the following key messages with participants:

- Collecting data on persons with disabilities should have a well-defined purpose, related to their protection, and use relevant tools.
- The Washington Group Questions can fit several purposes when combined with other tools.
- Data on barriers and risks is always recommended.
- Collecting data on disability determination for eligibility purposes requires time and resources.
- There are actions on disability inclusion that can be put in place even in the absence of data.

Resources

- Guidance on Enhancements to Specific Needs Entity, Disability codes
- The Washington Group on Disability Statistics - Home (washingtongroup-disability.com)
- Inclusive Client Responsiveness - Toolbox | IASC Accountability and Inclusion Resources Portal (alnap.org)
- DTM MSLA for Disability Inclusion | Displacement (iom.int)
- Resettlement Assessment Tool – Refugees with Disabilities
- Supporting participation of persons with disabilities across all cycles of participatory assessments

UNHCR
The UN Refugee Agency

PPT Slide 39: Resources

Evaluation:

See Annex – Course Evaluation

Photo Caption: Sudan. Refugees registration. Photo credit: © UNHCR/Ahmed Kwarte

ACTIVITY 2

Collecting Data on Persons with Disabilities in Practice

Summary:
This Activity introduces the Washington Group Questions on Disability, an internationally recognized tool to identify persons with disabilities, and how they have been integrated into UNHCR's registration system.

Learning Objectives
- Summarize the approach of the Washington Group Questions on Disability.
- Describe their use and added value for collecting data on persons with disabilities.
- Use of UNHCR's Specific Needs Codes on Disability in proGres V4.

Key Messages
- The Washington Group Questions allow the identification of persons with disabilities in a simple and non-stigmatizing way.
- The Washington Group Questions can fit several purposes for collecting data when combined with other tools.
- These questions have been included into UNHCR's registration system with the purpose of identifying persons with disabilities at registration.

STRUCTURE & METHODOLOGY

This activity includes two activities to introduce the Washington Group Questions and how they have been integrated into the UNHCR Specific Needs Codes on Disability.

- **Part 1.** This part introduces the approach used in the development of the Washington Group Questions on Disability Statistics, why these questions were developed, and for which purposes can they be used.
- **Part 2.** This part enhances the use of the UNHCR's proGres V4 Specific Needs Entity on Disability.

	Materials Needed	Time Allocation
Part 1: An introduction to the Washington Group Questions.	• PowerPoint presentation, *Handout 4* (Washington Group Questions), *Handout 5* (WGQs, What do they do)	45 minutes
Part 2: UNHCR Specific Needs Codes Entity – Disability.	• PowerPoint presentation; access to proGres V4 training environment (recommended only); *Handout 6* (FAQ)	60 minutes
Evaluation:	• Course Evaluation (Annex)	10 minutes
		Total: 115 minutes

MODULE 5

ACTIVITY 2 - PART 1:
An introduction to the Washington Group Questions

40 Min

Summary: This part introduces the approach used by the Washington Group of Questions on Disability and how they can be used to collect data on persons with disabilities.

Material:

- PowerPoint presentation, *Handout 4 (Washington Group Questions), Handout 5 (WGQs, What do they do)*.

PART 1 SEQUENCE:

PPT Slide 2: Ground rules and accessibility

Ask participants which ground rules they would like to have during the workshop to make it a conducive learning environment for everyone.

PPT Slide 3: What we will cover today

Introduce the objectives of part 1.

PPT Slide 5: What types of data can be collected on persons with disabilities?

- Accessibility: Describe the image represented in the slide: a picture of a community where persons with and without disabilities are represented. Children and adults with and without disabilities gathering outside a school and a health centre.
- As a **reminder of <u>Activity 1</u>**, or in case that the activity was not conducted, use this slide to highlight that data on persons with disabilities includes a variety of data, and each type of data requires using a different tool.
- Share with participants that there is a variety of data around persons with disabilities that can be collected to ensure their protection. Ask participants to list some of the types of data they have identified.
- Ask participants to answer the question: Based on your experience, what types of data can be collected on persons with disabilities?
- Collect feedback and use it to share feedback below and link what has been mentioned or add what has not been mentioned.
- Show the types of data that are represented in the slide by clicking on the slide to add additional animations.
- A variety of data around the situations they face can support to enhance their protection and assistance. Data can include, among others:

  - Data on overall **prevalence** of disability in a given population, which can be used for effective planning of resources.
  - Data on **risks** faced by certain persons with disabilities (e.g. persons with albinism can face extreme violence in certain contexts), which can be used for certain mitigation actions (e.g. awareness raising) and individual interventions (e.g. refugee status determination on the basis of membership to a social group at risk in Country of Origin).
  - Data on **barriers** faced by persons with disabilities, which can be used to mitigate these actions and provide alternative ways of access while these are mitigated.
  - Data on **needs, preferences** and **capacities,** which can be used to ensure that our activities are relevant.
  - Data on **identifying** persons with disabilities and **monitoring** their access and potential protection issues, which can be used to flag individuals at risk of participation restrictions and exclusion from protection, assistance and solutions, and use this information for protection case management purposes.
  - Finally, in certain countries there are processes for the **assessment and determination of disability,** which refers to the official decision (following legal processes established in the country) about whether someone is identified as a person with a disability. In some countries, this can become an official status, symbolised by a disability card or similar, which can provide access to services and benefits, among others. It is important to note that these types of assessments tend to be lengthy, and that refugees may find administrative barriers to access these processes (e.g. proof of citizenship).
  - Note that participants will most probably have mentioned that "**data on types of disabilities**" is one of the types of data they are used to collect. Share that we will discuss about this type of data in this activity, and explore how challenging it can be to collect.

- Share key message: Different purposes for collecting data will require different tools and resources.
- We will discuss in this activity methods for the identification of persons with disabilities.

PPT Slide 6: Identifying complex realities

- Share with participants that, before discussing directly about disability data, we will take a step back and establish a comparison with efforts to collect data about complex realities, in this case, **data on refugees.**
- This comparison will be only done for learning purposes, and with the objective of demonstrating that both concepts, refugee and disability, are complex concepts that make it difficult to be captured in data collection efforts. These complexities have been addressed at a global level by relevant UN entities in collaboration with Member States.
- Share that, as participants may know, the concept of "refugee" is a complex one, and that collecting information about refugees, including identifying refugees through processes such as **refugee status determination,** require different types of data.
- Ask participants if they would agree with the methods suggested in the screen to identify refugees.
- **Accessibility:**

  - Read the questions on the slide to facilitate access for all.

- Collect feedback on the questions.

  - In a **face-to-face** training, these questions can be printed and distributed on paper.
  - In a **Webinar** trainings, the questions can be distributed using a digital copy of the Handout, displayed in the screen/PPT, or using virtual forms (e.g. Team Polls or menti.com) where participants can vote if they agree or not, and share written inputs in the chat of speaking.

- Share feedback on some of the issues that these methods would find:

  - E.g. the concept of "refugee" is challenging to understand by refugees themselves (e.g. many refugees would not like to identify with this concept, as they perceive stigma around it).
  - Identifying refugees cannot be done by using visual cues such as their physical appearance, as illustrated in UNHCR and Lego's campaign: refugees look like any other person.
  - Describe the image displayed in the screen: UNHCR and Lego campaign poster. It represents multiple Lego figures and the sentence "Spot the refugee".
  - Share that some of the participants may have seen this campaign launched by UNHCR and Lego years ago, addressed at raising awareness about refugees.

- So, in principle, these methods **would not be reliable** for the identification of refugees, unless refugees have been previously identified and issued with documentation.
- Additionally, there are different types of data that can be collected around the concept of "refugee", and participants should know that refugee status determination is not the only way to facilitate access to protection and assistance.

PPT Slide 7: Identifying complex realities (continued)

- Accessibility: Share with participants that the slide includes the same image used for previous slide with now a question: Which methods have you encountered or used to identify persons with disabilities? For which purpose?
- **Ask** participants which are the most frequent methods they have seen to identify persons with disabilities.
- **Collect** feedback using the chat or raising hand functions.
- Without judging, **share** that many of the methods probably mentioned (e.g. "Do you have a disability", or using previously existing UNHCR's Specific Needs Codes, using visual cues) are similar to those that we did not consider acceptable for refugees. We will discuss this issue in more detail.
- Use the next slide to show some of the methods commonly used to identify persons with disabilities.

PPT Slide 8: Identifying complex realities (continued)

- Share with participants that, as it happens with refugee status, the concept of disability is also an "evolving concept". It is difficult to capture with simple questions, as persons with disabilities are a very heterogenous group and disability is a result from the interaction of persons with impairments and barriers in the environment.
- Share that, in the past, the most common methods for the identification of persons with disabilities included direct questions, lists of impairments, and the use of visual cues to identify persons with disabilities based on the enumerator's own perceptions.

  - The two first questions displayed in the screen were used to identify persons with disabilities in the 1990 Zambia Census. The first one is still used in many questionnaires.

- UNHCR's proGres data system include "Specific Needs Codes" for Disability. The previous codes consisted in a list of impairments (physical, mental, intellectual, etc.) with short descriptions that registration staff would use based on their own perceptions and visual cues. They were reviewed in 2021 to include the Washington Group Questions instead.

- **Ask** the audience if similar **issues** discussed for the identification of refugees would apply when using these methods in identifying persons with disabilities: **Would you agree with these methods?**

  - E.g. Stigma around the word "disability", use of stigmatizing terminology such as "dumb", "crippled", "mentally retarded".
  - Issues in understanding types of impairments, and lists of medical conditions, which are never sufficient to capture all possible situations.

- Collect answers and provide feedback using the 2 following slides.

Issues documented with these methods

- Individual **perceptions** change
- **Stigma** / misunderstandings around the term *disability* (as with *refugee*)
- Use of **negative** terms (e.g. *crippled*, *dumb*)
- Endless / incomplete **lists** of conditions, difficult to understand
- **Hard** decisions> *Yes / No*

Not all disabilities look like this.
Some look like this.
Not all disabilities are visible!
Please don't be so quick to judge.

PPT Slide 9: Issues documented with these methods

Share with participants that, as it happened with the methods proposed to identify refugees at the beginning of the activity, evidence has shown several issues related to traditional methods to identify persons with disabilities.

- Share some of the issues documented in using the methods mentioned in the previous slide:

  - Individual **perceptions** around disability may change from one enumerator to another, making the use of individual perceptions and visual cues unreliable as a method.
  - In addition, many disabilities **cannot be identified using visual cues,** as represented in the image on the right of the screen. Accessibility: Describe the image displayed in the screen: the sentence "not all disabilities look like this" points at the icon of a person in a wheelchair; a second sentence reads "some looks like this", pointing at a person standing up. A final message reads "Not all disabilities are visible! Please don't be so quick to judge".
  - The **understanding** of disability may vary from one person and culture to another, and in some languages this term is directly **derogatory.**
  - Some of the questions included derogatory terms, such as "crippled" or "dumb", which would result in lack of dignity.
  - Some forms have **long lists** of medical conditions, some of which are very difficult to understand and require complex medical training. Many persons who are **not diagnosed** would be as well under-reported.
  - **Response dichotomies,** where someone has to take a hard decision on something (yes/no), could force the respondent into a category they may not want to self-identify with. Given the option, respondents may choose no. It has been shown that scaled responses improve the respondents' ability to report.

PPT Slide 10: Results - Under-identification and exclusion

- Share information represented in the slide:

  - Using questions such as "do you have a disability" or lists of impairments have resulted in low prevalence, often less than 2%, which is below the global estimate: 15% of the population.
  - Accessibility: the slide includes a table with the prevalence of disability in countries using the question "Do you have a disability" (e.g. Nigeria with 0.5%) or lists of conditions (e.g. Colombia with 1.8%). Beyond there is a representation of 15% of the global population having a disability.

- Share with participants that the result of using unreliable methods is that persons with disabilities are under-identified, which can have a strong impact in planning responses and programming.
- **Ask** participants an example of which potential impact could have the fact of under-identifying persons with disabilities, which often results in their exclusion.

  - For example, if we under-estimate the prevalence of disability, we may dedicate fewer resources than required to ensure that programmes are inclusive towards this population. At an individual level, this can result in lack of access to adequate means of support to mitigate barriers.

PPT Slide 11: Understanding the challenge

Share with participants that, as it happened with the methods proposed to identify refugees at the beginning of the activity, evidence has shown several issues related to traditional methods to identify persons with disabilities.

- Ask participants to read the two paragraphs displayed, and **ask** them if they have seen them before. **Where are these reflected? What are they defining?**
- Use slides animations to show to which international treaties they belong to.

- Share with participants that the screen includes the definition of refugee as per the 1951 Convention, and the non-definition or concept of disability as reflected in the Convention on the Rights of Persons with Disabilities.
- The refugee definition is multifaceted and includes multiple elements to ensure that the protections provided by the Convention would apply to a variety of persons who are forced to flee. For more information in this regard, please refer to the Protection Learning Curriculum in Learn & Connect.
- Share with participants that, as it happens with refugee status, the concept of disability is also reflected in an International Treaty, the CRPD, and was left purposefully flexible (that is often called a "non-definition", as it is not included in the "Definitions" of the Convention), recognizing that disability is as well an "evolving concept" that *results* from interacting factors, and to ensure that a wide variety of persons who face barriers to inclusion due to the interaction of impairments and barriers can benefit from the protections provided by the Convention, and that *includes* persons with long term impairments, but without making an exhaustive list of who is included and *who is not.*
- Share with participants that the CRPD, however, explicitly mandates Member States the collection and disaggregation of data on persons with disabilities in its Article 31, as previously discussed in Activity 1.
- Share with participants that, while these definitions can ensure that a wide variety of persons at risk can enjoy the provisions of these Conventions, they pose a **challenge** in regard to data collection efforts.
- We will define this challenge in the next slide.

The challenge

How to measure the broad experience of disability through:
- a limited number of questions,
- in a consistent manner
- and in a cross-culturally comparable way?

(M) UNHCR

PPT Slide 12: The challenge

- Share with participants which was the challenge that the international community had to face to ensure the collection of data on persons with disabilities, which is mandated under the UN Convention on the Rights of Persons with Disabilities, and required for the disaggregation of the Sustainable Development Goals.
- The challenge included developing a limited number of questions to identify a complex reality such as disability; doing it in a way that can produce comparable data at a global level; and using questions that can be easily understood and translated across cultures and languages.

PPT Slide 13: The Washington Group on Disability Statistics

- Accessibility: Describe the image represented in the slide: Logo of the Washington Group on Disability Statistics, which represents a World Globe and the Washington Obelisk in DC.
- Share a brief overview of the Washington Group:

  - To address the challenge presented, the UN Statistical Commission established a working group to work on the subject: the Washington Group, which was named after the first city it met in.
  - It is called the Washington Group as it was established in Washington as a "city group": these groups are settled in cities with resources and willingness to address a particular challenge.
  - The Washington Group Secretariat is still based in Washington, but members of the group are all over the world.
  - The Washington Group was assigned with the task of producing internationally recognized tools to measure and reflect disability in national statistical systems.

- Share with participants that we will discuss how this task was addressed, and what were the results.

PPT Slide 14: Initial source - the International Classification of Functioning, Health and Disability (2001)

- Share with participants that the Washington Group started working on addressing the challenge, and identified an entry point in a model to represent disability that was available before the UNCRPD was developed: the International Classification of Functioning, Health and Disability.
- As reflected in the CRPD, this model presents disability **as a result** from the interaction of persons with impairments and barriers in the environment.
- This model is reflected in the slide.

- Accessibility: provide a brief description of the slide: Disability results from the interaction between personal and environmental factors that result in restrictions in participation. Some of the factors include impairments in body functions and structures that can result in limitations in activities and restrictions in participation in an unaccommodating environment.

- [*USE SLIDE ANIMATIONS to show the red crosses and green ticks*] As discussed, evidence shows that questions focusing on impairments or lists of health conditions tend to under-reporting disabilities. Explain that this is why these factors are marked with a red cross in the slide.
- Share that, from all these potential factors, the Washington Group identified that it would be easier to develop questions about **difficulties in performing activities,** and started developing questions that could capture difficulties in doing certain **universal, basic actions** that could result in restrictions in participation.
- Share with participants that this is why activities are marked with a "green tick" in the graphic.
- The Washington Group started to develop and test questions about these universal activities, and testing them across the world. This is the way in which they arrived to develop a "Short Set", in the next slide.

The result: the Washington Group Short Set of questions

1. Do you have difficulty **seeing** even if wearing glasses?
2. Do you have difficulty **hearing** even if using a hearing aid?
3. Do you have difficulty **walking** or **climbing** steps?
4. Do you have difficulty **remembering** or **concentrating?**
5. Do you have difficulty with (**self-care** such as) washing all over or dressing?
6. Using your usual language, do you have difficulty **communicating** (for example understanding or being understood by others)?

Response categories: **With disability**
No difficulty; Some difficulty; A lot of difficulty; Cannot do at all

(M) UNHCR

PPT Slide 15: The results - The Washington Group Short Set of questions

- Share with participants that the result was **a set of 6 questions** that would help to capture the heterogeneity of persons with disabilities.
- These are called the **Washington Group Short Set of questions.**
- Clarify that they do not ask about **impairments** or **conditions** (even if the first 2 questions could mislead to think that they ask about impairments). They ask about **universal and simple activities** that, in case difficulties are faced, can lead to restrictions of participation.
- For each question there is a **gradual scale** to share answers. As mentioned above, providing a gradual scale for answers facilitates reporting about a difficulty. In addition, having a discrete gradation can as well reflect disability as a continuum. Since disability is a continuum it is necessary to select a **cut-off** that identifies the population with disability. Different **cut-offs** can be chosen for different data collection objectives.
- For purposes of reporting and generating internationally comparable data, the WG has recommended the following **cut-off** be used to define the population of persons with disabilities:

- The sub-population identified as *with disability* includes those with *at least one domain* that is coded as *a lot of difficulty or cannot do it at all.*

Best practice: answer them!

PPT Slide 16: Best Practice: answer them!

- Ask participants to complete a short survey to practice the Washington Group questions by *answering* them directly.
- The Survey is available in Handout 4 – The Washington Group Questions on Disability.
- All surveys should be answered anonymously, to ensure confidentiality of data.

  - In **face-to-face** trainings, the survey can be shared printed on paper, using the Handout 4 completed and data analysed in small groups.
  - In **webinar** trainings, the survey can be shared via menti.com or using Microsoft Teams Forms.

- Give sufficient time for participants to answer the survey, reading the questions displayed on the screen to ensure accessibility.
- Once answered, the facilitator can directly show the results on the screen, or ask participants to **analyse** results of the question "Is this the first time you are answering these questions?" by disaggregating results by disability.

  - Share with participants that data can be analysed by selecting first who have answered "A lot of difficulty" or "Cannot do at all" to at least one question (disability status = yes), and then divide in groups who have answered yes or not to the question "Is this the first time you are answering these questions?".

- Share with participants that this simple questionnaire can give information on the following points:

  - A disability prevalence number for participants.
  - Information on participants who have answered these questions before.

- Be sure to treat all answers with **respect.**

  - Some participants may have shared incorrect answers with the purpose of challenging the credibility of the Washington Group Questions.
  - If this is raised by participants, the facilitator can answer that the questions are indeed based in **self-identification,** as many other demographic questions, and inclusion errors and purposefully incorrect answers are possible.
  - However, if they are used to assess additional support needs, or with similar purposes, the credibility and relevance of this information may be key to assess whether answers have been or not accurate.

- Share with participants these questions will be more frequently used in the future in many demographic tools, and people will get used to answering them without much attention or thinking, such as other frequently asked demographic questions.
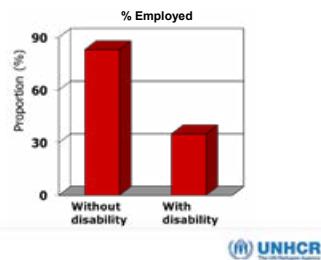
PPT Slide 17: Example

- Share that this slide represents one of the potential ways of using the questions: in surveys like the one participants have answered, we can:

  - Establish a prevalence of disability in context. For example, in the context where the sample results of the slide are represented, the prevalence would be 16% of the population surveyed having a disability.
  - From those, only one third are employed, as represented in the graphic on the right, against almost 90% of persons without disability.

- Share with participants that it is always recommended to add age and sex disaggregation to disability data. **Sex, age and disability disaggregated data** is indeed the minimum standard reflected in **Sphere** and other global guidance.
- There are other uses for these questions that we will explore in the following slides.

PPT Slide 18: Uses of the Short Set

- Share with participants that, as any other tool to collect data, the Washington Group Questions have been designed for a specific purpose, which can be read on the left.

  - Accessibility: describe the images in the slide, which represent an infographic with the Short Set, and disability cards issued by different countries (India and Ecuador) or regions (EU) on the right). Read the objective on the right so it is accessible for all.

- It is important to note that, in origin, the questions were designed for statistical purposes and to support policy making.
- However, they can be used to **flag persons at risk,** monitor their **protection** and their **access** to assistance.
- On the other hand, these questions were **not designed** to be used **for eligibility** purposes.
- As discussed in Activity 1 (or as new information if that activity was not conducted) some Member States have in place detailed **disability assessment** and **determination processes,** which are much more complex and still not well defined in all countries.
- The Washington Group Questions are not designed for this purpose, as we do not assess the performance of these activities, or ask the person to perform them, but rather collect answers on how they understand they perform them.
- Share with participants that disability assessment and determination processes often require engaging with national Social Protection and Health services, and should comply with existing national laws. In some countries, persons with disabilities are granted with "Disability ID Cards" like those represented in the slide from EU, India and Ecuador.
- They are linked to certain entitlements on transportation or support programs.
- In some countries, refugees may access these processes, but in other countries there may be administrative barriers, such as proof of citizenship, or be addressed to nationals only.
- Note that it is not recommended to conduct these assessments through other methods than those established in the country.
- Other types of assessments can be useful for access to specific health interventions, such as access to rehabilitation, assistive devices, prosthetics. In this case these are disability assessments, but no official certification is provided.
- However, there is a grey area: when operations may want to target individuals with disabilities to access targeted interventions, such as cash-based assistance, and the Washington Group Questions are the only method available.
- That is why there are green and red dotted lines linking the questions and this action: questions could be used to monitor access and assess socio-economic status, but would entail risks if used for eligibility purposes.
- In these cases, it has to be considered that dedicated interventions should never consider disability alone as the eligibility criteria, otherwise we are following a rather charitable approach to disability. Disability should be considered only to flag individuals and ensure equal access and potential impact on socio-economic factors such as access to income generating activities, etc.

**The Washington Group Short Set
What does it do and doesn't?**

- Provide diagnosis, impairment type or proof of disability
- Provide international data comparability
- Change difficulties in accessing registration
- Identify without stigma

- Flag individuals at risk of facing restrictions
- Estimate additional needs (e.g. assistive devices)
- Provide demographic-level data on disability status (with/without disability)

UNHCR

PPT Slide 19: The Washington Group Short Set: What does it do?

- As a short **check-up,** share with participants that this slide (and the Handout 5 that can be distributed) contains statements of actions that the Washington Group Short Set does and does not as a tool.
- Ask participants to put in order these statements as regard to what the Washington Group Short Set of Questions **does** and **doesn't.**

  - In **face-to-face** trainings, participants can use the Handout 5, and assign green ticks or red crosses to the statements.
  - In **webinar** trainings, participants can read one by one and share in the chat if the Short Set does or doesn't what is said in the statement; the statements can be also shared as a Teams Form (right or wrong) or menti.com (sort out exercise).

The Washington Group Short Set
What it does | **and doesn't**

What it does:
- ✓ Flag individuals at risk of facing restrictions
- ✓ Identify without stigma
- ✓ Provide demographic-level data on disability status (yes/no) + most common difficulties
- ✓ Provide international data comparability

and doesn't:
- ✗ Provide diagnosis, impairment type or proof of disability
- ✗ Change difficulties in accessing registration
- ✗ Estimate additional needs (e.g. assistive devices – WHO Assistive Tech tool)

UNHCR

PPT Slide 20: Feedback

This slide represents the solutions to the question asked in the check-up. Solutions can be as well-presented using Teams Forms or menti.com.

- Two columns represent some of the uses and added values that the Washington Group Questions bring, and some of the issues that remain unsolved as they were not amongst the objectives established within the scope of work.
- Share with participants information on both columns representing what the Short Set does and does not do.
- Among the latter, while the questions are easy to understand, and are translated in multiple languages, additional accessibility requirements may be needed to ensure persons of concern access both registration processes and the content of these or other questions. They can help, though to identify additional support needs if difficulties are flagged.
- They do not provide a type of impairment, even if there could be a misleading tendency to associate vision with visual impairments, or hearing with hearing impairments and so forth.

  - For example, questions on mobility would not capture all physical impairments (which would be captured by other questions, such as self-care, that at the same time capture many other impairment types such as visual or intellectual). It is not recommended therefore to extract conclusions on types of impairments.

- In any case, knowing the type of impairment is a very common a "*false*" data need, as there tends to be an association of certain types of needs with some types of impairments, for example all persons with physical disabilities requiring assistive devices, which is not true. The questions focus on functioning as the intervention to improve the interaction with the environment relates to the functional characteristics and not the impairment.
- Questions like estimating additional needs, as assistive devices, should be asked separately, and there are a number of tools that are being developed for these purposes: e.g. WHO Assistive Tech tool.

Photo Caption: Mozambique. UNHCR provides assistance devices to people living with disabilities from displaced and host communities in Cabo Delgado. Photo credit: © UNHCR/Martim Gray Pereira

ACTIVITY 2 - PART 2:
UNHCR Specific Needs Codes Entity - Disability

60 Min

Summary: This activity improves users' understanding and use of the UNHCR's proGres V4 Specific Needs Entity on Disability.

Material:

- PowerPoint presentation; access to proGres V4 training environment (recommended only); *Handout 6 (FAQ)*.

PART 2 SEQUENCE:

What we will cover

- Specific Needs Codes – Disability
- How to use them

(M) UNHCR

PPT Slide 22: What we will cover

Share with participants that, now that we have introduced the Washington Group Questions and how they can be used, we will discuss how they are included in UNHCR's registration system, proGres v4, as of July 2021, and how to use them.

PPT Slide 23: ProGres v4

- Participants to this activity should have access to ProGres v4; if they do not have access to the application, or they are accessing it for the first time, this activity can be used as an introduction to the disability codes and the specific needs entity.
- Ask participants about their experiences using ProGres v4 and specifically what they use it for.
- Gather inputs and share what is "ProGres in Partnership" or proGres version 4: UNHCR's corporate, centralized, web-based case management software application. ProGres v4 supports operational functions ranging from the registration of individuals to a wide range of UNHCR case management functions including assistance, protection case management, protection interventions and the provision of documentation and cash-based assistance.
- **For more information:** Registration tools – UNHCR – Guidance on Registration and Identity Management.

PPT Slide 24: What are the Specific Needs Codes used for at Registration? And beyond?

- Share with participants that the questions are included within the Specific Needs Codes, replacing the previous codes for disability.
- **Ask** participants if they have seen this and other Specific Needs codes before, and if they can share what they are used for in their operation.
- **Collect** answers using the raising hand function and / or chat.
- **Share** feedback on what are the Specific Needs Codes **using the animations** in the slide and the key messages below, in accordance to the Guidance on Registration and Identity Management (chapters 3.4 and 5.1) :

- A specific need is an attribute or situation that requires particular notice, intervention or follow-up.
- Depending on the scale and structure of reception activities, individuals who approach reception with any of the above specific needs may, in accordance with clearly defined procedures, be **prioritized** for registration interview (e.g. using different colour tokens in a large registration centre context, or by issuing a fast-tracked appointments for registration interview in other contexts) and/or **referred** to Protection staff to determine urgent or longer-term needs.
- Only if asked, share that individuals in the following general categories should be invited to advance to the front of the queue during reception: unaccompanied and separated children; child-headed households or child spouses; persons with disabilities and their families; persons with serious medical needs; older refugees, particularly those unaccompanied; persons with urgent protection needs, as well as those for whom long waiting times may expose them to high risk (e.g. LGBTI individuals); single parents and families with small children. Source: Reception – UNHCR – Guidance on Registration and Identity Management – Prioritization of persons with specific needs at Reception.

- Ask participants if these codes are used for any other actions, beyond expedited registration and referral for further assessment of needs.
- As answers may include the use of the codes for targeted interventions, clarify that, while these codes were developed to identify persons who may benefit from additional support to access assistance and solutions, persons with disabilities have as well **basic needs,** such as accessing food, or water, and may face **heightened protection risks,** such as **GBV** for women and girls with disabilities. There may be a tendency of referring persons with disabilities to specialized services only.

Why were the codes for Disability changed?

- Previous codes used visual cues to identify persons with disabilities > unreliable method
- Resulted in under-reporting of disability
- UNHCR made a public commitment on integrating the Washington Group Questions at registration

PPT Slide 25: Why were the codes for Disability changed?

- This slide will be unnecessary as of mid-2022, but it can be used to discuss the reasons why UNHCR committed to change the previous codes used to identify persons with disabilities, if training is taking place in a context where the previous codes where used.
- Ask participants why were the codes for disability changed. (Note: The slide is animated to facilitate discussion.)
- Encourage participants to think of what they have learned about the Washington Group Questions above.

- Collect answers using the chat and raise hand function.
- Share with participants the following key points:

  - The previous codes used visual cues to identify persons with disabilities, which is an unreliable method as not all disabilities are visible.
  - This resulted in under-identification of persons with disabilities at registration.
  - UNHCR made a public commitment during the Global Disability Summit in 2018 to integrate the Washington Group Questions at registration to improve identification and protection of persons with disabilities, particularly continuous registration and non-emergency contexts.
  - It is expected that this change will lead to more reliable and comparable data.

Spot the adaptations!

- Identify at least three adaptations made to integrate the Washington Group Questions into UNHCR's Specific Needs Codes – Disability
- Why do you think these adaptations were made?

(⋔) UNHCR

PPT Slide 26: Spot the adaptations!

- Share with participants that integrating the Washington Group Questions into proGres required certain adaptations.
- Share that it is important to understand these adaptations well, and why they were necessary, to better use the Disability codes.
- Participants will learn about these adaptations through an exercise where they will have to find them and answer questions on the reasons for these adaptations.
- Distribute *Handout 7 – Specific Needs Codes – Disability, and Handout 4 – Washington Group Questions.*

  - In **face-to-face** trainings, handouts can be distributed on printed paper.
  - In **webinars,** handouts can be distributed in digital copies.
  - **Accessibility:** the questions can be accessed using the digital Word file (accessible for screen readers), or read with the support of another participant or support person.

- Ask participants to identify at least three adaptations between both tools, and answer why do they think these adaptations were required.
- Provide feedback on the differences using slides 27-29.
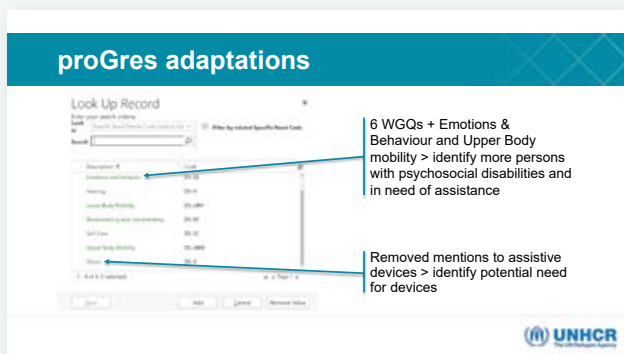
PPT Slide 27: proGres adaptations

- **Accessibility:** Share that we will discuss now how the Washington Group Questions have been included in proGres v4, and which changes were introduced.
- This slide reproduces a screenshot of the SNC-Disability entity with tags reflecting the features incorporated, highlighting key aspects of this integration:

1st question – The Washington Group Short Set has 6 questions, while there are 8 codes for Disability. Which are the additional two codes, and why do you think they were necessary?

- While the 6 questions of the Short Set were included, 2 additional questions adapted from other sets were as well included (Extended Set and Child Functioning Set): upper body function (**to identify persons who may require support due to difficulties using upper body**) and emotions / behaviours (**to improve the identification of persons with psychosocial disabilities,** who may be as well identified through other codes such as Remembering Concentrating and Self Care).

2nd question – The Washington Group questions on Vision and Hearing have mentions to the use of assistive devices. Why do you think they were removed?

- Mentions to assistive devices were removed in questions for vision and hearing, acknowledging that some of these devices may not be easy to access in displacement contexts, or lost during displacement, and therefore requiring both support and potential referral to access these services.
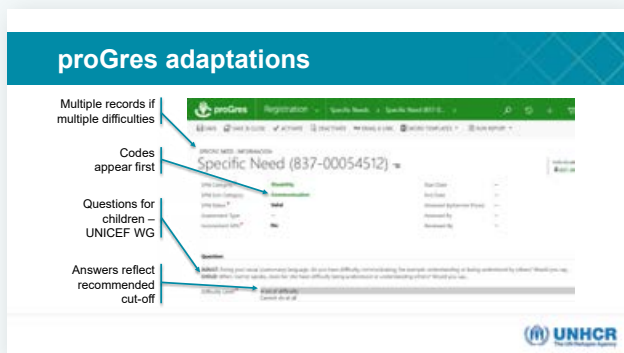
PPT Slide 28: proGres adaptations (continued)

- **Accessibility:** This slide reproduces a screenshot of the SNC-Disability entity with tags reflecting the features incorporated, highlighting key aspects of this integration:

  3th question – The Washington Group questions have four response categories (*No difficulty; some difficulty; a lot of difficulty; cannot do at all*), while the Disability codes have only 2 response categories (*a lot of difficulty; cannot do at all*). Why do you think this adaptation was made?

  - Answers reflect the 2 threshold categories recommended to identify persons with disabilities: only *a lot of difficulty / cannot do at all.* Other answers could not be included as they would activate the record, even if the individual would not be considered as a person with a disability following the standardized cut-off.

- Ask participants if they found any other adaptation while they were looking at the questions (**4th question**). Additional adaptations include:

  - The codes in proGres include **questions adapted to identify children with disabilities,** extracted from the UNICEF-WG Module on Child Functioning. Questions are addressed to a parent or caregiver.
  - **Codes appear first,** not questions. This is a small difference as regard to the Washington Group methodology, but our teams should get used to asking questions first, not assigning codes without asking questions.
  - Finally, it is important to note that **multiple records** will be required if multiple difficulties are identified. If an individual has more than one difficulty (e.g. persons who are deaf blind may have difficulties hearing, seeing, and with communication), multiple records would be required.

PPT Slide 29: proGres adaptations – Languages

Share with participants that the integration also includes validated translations to four languages (English, Arabic, French and Spanish) are available.

- Teams are not encouraged to translate questions on the spot; other languages are available at Translations of WG Question Sets - The Washington Group on Disability Statistics (washingtongroup-disability.com) ; if translations are not available for certain language, please contact DIP for support or the WG_Secretariat@cdc.gov.

PPT Slide 30: Emergency Registration ONLY

- Share with participants that there was a request to have a shortened method to identify persons with disabilities in the context of emergency registration, where a reduced question set is developed.
- Registration is one of UNHCR's primary activities at the onset of an emergency.
- It may start within seven days of an initial influx.
- A reduced data set is defined due to the need for a quick response.
- A shorter and compounded question could be used in these contexts **only,** and it has been included in the accompanying guidance for the use of the Disability codes.

  - For the purpose of **emergency registration only,** use the following question to identify persons with disabilities:

    - 'Does anyone in the family/group have a lot of difficulty with walking, seeing, hearing, or remembering? Would you say... [Yes]'.

  - Check sub-categories and use guiding questions in SNC-DS entity **as soon as possible.**

- It may not identify all persons with disabilities, as it is a compounded question with a yes/no answer (recall limitations of these types of questions).
- The record will be set as "pending review" and should be reviewed as soon as possible by asking the questions in the sub-categories.
- The regular codes should be applied in continuous registration and new arrivals registration in a more stable context depending on capacity.

PPT Slide 31: Walkthrough

- At this stage, and depending on the training needs of the group, the facilitator may decide to:

  - Play a recorded video that shows the main features of the Disability Entity.
  - Share her/his screen and show these features.
  - Ask participants to log-in into their training environment (if they have access) and explore the entity to ask any question about how it functions. Consider that this option may require additional time in case participants find difficulties accessing the training environment.
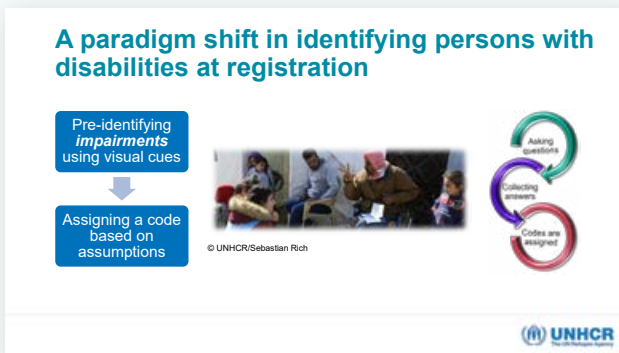
PPT Slide 32: A paradigm shift in identifying persons with disabilities at registration

- Accessibility: Read the title and describe the image on the screen, which represents UNHCR interviewing a family, including a man in a wheelchair.
- Share with participants that using the Washington Group Questions requires an effort in changing our understanding of disability. This slide will explain how the way in which UNHCR will identify persons with disabilities has changed.
- With the previous codes, the way in which staff identified persons with disabilities is represented in a graphic on the left side of the screen:

  - Staff would use visual cues to pre-identify persons with disabilities and assign them a code based on their own assumptions.
  - This method reinforced understandings of disability where staff could recognize and assign codes based on own perceptions of impairments.
  - As discussed, this produces unreliable data.

- With the new codes, the process is different, and represented on the right side of the screen:

  - Colleagues will be asking questions during registration processes, and collecting answers that will result in codes being assigned.
  - This will help to identify information on difficulties that can require additional support, such as accessing information in accessible formats, or receiving support to access distributions in case physical barriers are faced.

- However, collecting additional data on which types of support are more relevant will also be required, as no assumptions should be made on types of support more relevant to certain difficulties, as was not the case for certain types of impairments.

Tips on using the questions

- **Ask** the questions as they are **written.**
- **Don't** assume a response by **observation.**
- Be **familiar** with the material – and **relax.**
- **Be aware** that the **questions aren't sensitive.**
- **Practice** interviews in advance.

PPT Slide 33: Tips on using the questions

- Share with participants that this slide summarizes the basic advice on using the Washington Group Questions that are as well applicable to how they should be used in UNHCR.
- **Ask the questions as they are written.** Do not improvise – use an approved translation.
- Make sure the respondent answers each question. **Don't assume a response by observation.**
- If the **interviewer** is uncomfortable, the respondent will be so too – so they **need to be familiar with the material** – and relax.
- **Be aware** that the **questions aren't sensitive** – they concern universal basic activities that all people, regardless of nationality or culture, should understand.
- **Prepare:** practice interviews if possible before going into the field.
- Invite participants to check the e-Learning on Communication, Interviewing and Counseling as a resource on Learn & Connect: https://unhcr.csod.com/ui/lms-learning-details/app/curriculum/ac85b20d-cb9b-4675-9b8a-48bac25901e5.

Questions and experiences

- Do you have questions about the use of the codes?
- Which is your own experience using them?

PPT Slide 34: Questions and experiences

At this stage, the facilitator may want to open the floor to questions and experiences on the use of the codes.

- A Questions & Answers activity can be facilitated by using previously asked questions by staff, available in *Handout 6*.
- The questions (without answers) can be as well displayed on screen in a menti.com or poll, for example Pigeonhole Live - Unmute Your Audience, where participants can vote for questions they would like to see answered.
- Handout 6 – Frequently Asked Questions, can be distributed with staff, and used as a basis for discussion.

PPT Slide 35: Key messages

Key Messages:

• The Washington Group Questions allow the identification of persons with disabilities in a simple and non-stigmatizing way.

• The Washington Group Questions can fit several purposes for collecting data when combined with other tools.

• These questions have been included into UNHCR's registration system with the purpose of identifying persons with disabilities at registration.

PPT Slide 36: A public commitment

• Integrating the Washington Group Questions into UNHCR data processes has been repeatedly requested from field teams to disability rights activists.

• Read commitments and comments received on the announcement of the changes.

• UNHCR made a formal commitment on incorporating the questions in 2018 and will report progress in 2022 during the Global Disability Summit in Norway.

• You are all part of this change, thank you!

Resources

- The Washington Group on Disability Statistics - Home
- UNHCR Guidance – Identification of persons with disabilities at Registration and other data collection efforts
- Disability Statistics in Humanitarian Action | Humanity & Inclusion (e-learning)
- Resettlement Assessment Tool – Refugees with Disabilities
- Supporting participation of persons with disabilities across all cycles of participatory assessments
- IASC Guidelines, Inclusion of Persons with Disabilities in Humanitarian Action, 2019 | IASC
- Refworld | Need to Know Guidance: Working with Persons with Disabilities in Forced Displacement (EN-AR-FR-SP)
- UNHCR - Working with Persons with Disabilities in Forced Displacement Facilitator's Guide

PPT Slide 37: Resources

Photo Caption: Ecuador. Disability proves no obstacle for this refugee committed to making Ecuador more accessible. Photo credit: © UNHCR/Jaime Giménez

ACTIVITY 3

Analysing and Using Data for the Inclusion of Persons with Disabilities

Summary:
This activity brings into practice some of the strategies for inclusion applied to different case studies.

Learning Objectives
- Take action to improve the accessibility of data collection processes.
- Provide additional support when required to allow equal access to data collection processes.
- Demonstrate actions to promote disability inclusion, including actions that can be put in place regardless of the availability of data on persons with disabilities.

Key Messages
- Interventions should focus on mitigating barriers.
- Persons with disabilities have a variety of needs.
- There are actions that can be put in place even without data.
-

STRUCTURE & METHODOLOGY

This activity includes only one part of 90 minutes.

- **Part 1** re-introduces a series of strategies for disability inclusion and accessibility previously presented in Module 4 of this Facilitator's Guidance, and invites participants to apply them in case studies using data collected from individual cases.

	Materials Needed	Time Allocation
Part 1: Analysing and using data for the inclusion of persons with disabilities.	• PowerPoint presentation, *Handout 8* (Individual cases)	90 minutes
Evaluation:	• Course Evaluation (Annex)	10 minutes
		Total: 100 minutes

ACTIVITY 3 - PART 1:
Analysing and Using Data for the Inclusion of Persons with Disabilities.

90 Min

Summary: This session brings re-introduces some of the strategies for inclusion previously presented in this Facilitator's Guide, and invites to use them in practice for different case studies.

Material:

* PowerPoint presentation; *Handout 8 (Individual cases).*

PART 1 SEQUENCE:

PPT Slide 2: Ground rules and accessibility

Ask participants which ground rules they would like to have during the workshop to make it a conducive learning environment for everyone.

PPT Slide 3: Objectives of the session

Introduce participants to the overall objectives of the training session.

* This session will introduce you to the basics of using data for the inclusion of persons with disabilities, including how to improve the accessibility of data collection processes, how to provide additional support when required, and which actions can be put in place for disability inclusion.

PPT Slide 4: Applying strategies for the inclusion of persons with disabilities using data collected
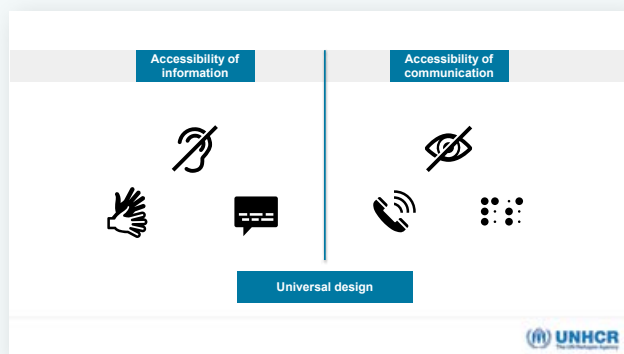
PPT Slide 5: Accessibility of communication and information

- Share with participants that we will re-visit some of the strategies to enhance accessibility and to provide adjustments, using materials from Modules 4 of the Facilitator's Guide.
- **Ask** participants about measures they know to enhance the accessibility of information and communication: How can you increase the accessibility of information and communication?
- **Accessibility.** Describe the illustrations on the slide. Icons representing hearing and visual disabilities, and icons representing, from left to right, sign language interpretation, subtitles/ captioning, audio, and braille formats. Three boxes containing "accessibility of information", "accessibility of information" and "universal design".
- Accessibility is not only about ramps, handrails and other appliances to facilitate access to the physical space. The concept of accessibility applies as well to means of providing information and facilitating communication, and it follows the principles of Universal Design, where products and services are designed to be usable by the widest part of the population possible, without the need for specialized design.
- For example, in the illustration we see that using captioning / subtitles and audio in a video is, in itself, a way of promoting accessibility, as this video will be easier to access for many more people than if it did not have those features: for example, non-native speakers of a language can benefit from subtitles, and having audio as well can help people with visual impairments to still access the messages provided.
- In addition, there are other ways of extending even more the accessibility of a message; this can be done by using languages and formats particularly accessible for persons with disabilities, such as sign language or Braille.

- When these solutions are planned and provided in advance without a previous request from persons with disabilities, they are part of accessibility solutions. When these are provided in reaction to a request or a situation of inaccessibility, these solutions are called adjustments or "reasonable accommodations", as they are temporary and provided on an individual basis. See more information on this concept in slides 9 and 10.

PPT Slide 6: Accessibility of information (continued)

Tips for facilitators:

- Describe the illustrations: an easy-to-read example of text:
  - Easy-to-read information is clear and easy to understand.
  - It is written using everyday words and it is supported by pictures. The illustration represents a key in a keyboard for the word "Easy".
  - This is an example of easy-to-read! The illustration represents a person reading a report written in easy read.

- Other formats include easy-to-read text which uses easy words and illustrations.
- These formats are also more accessible to people with low literacy, people with intellectual disabilities and people who use minority languages.

PPT Slide 7: Accessibility of communication (continued)

Tips for facilitators:

- Describe the illustrations: a communication board including illustrations and key words to facilitate information and communication, respectively.
- Other formats include communication boards, with key words and illustrations.
- These formats are also more accessible to people with low literacy, people with intellectual disabilities and people who use minority languages.
- Source of communication board: UNICEF (2017), Including children with disabilities in humanitarian action – Protection. Available at: https://sites.unicef.org/disability/emergencies/protection.html.
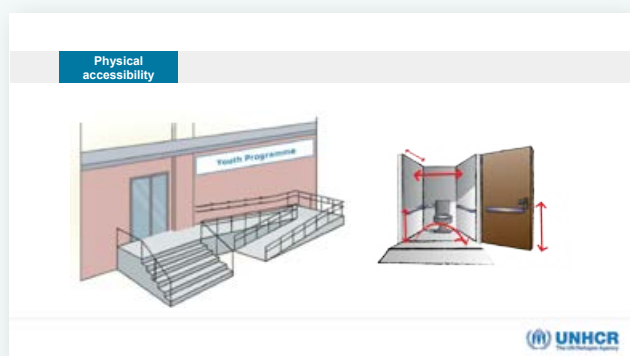
PPT Slide 8: Physical accessibility

- Describe the illustrations: on the left, the entrance of a building used for a youth program is made accessible by installing ramps and rails. On the right, an illustration represents an accessible toilet.
- As it happens with the accessibility of communication and information, the accessibility of the physical environment is a precondition for the participation of persons with disabilities. If buildings and facilities within them are not accessible, persons with disabilities will not be able to fully access and use them, and the same happens with roads and transportation.
- This may happen in registration sites and community services.
- As discussed with information and communication as well, accessible spaces follow the principles of Universal Design, and benefit all in this regard: an accessible building is safer as it has less hazardous, and it is easier to evacuate in an emergency as exits are adequately signed, doors are wide and without obstacles, etc.
- Accessibility standards are developed and available at national and international level, and very often organizations of persons with disabilities are aware of the accessibility standards applicable in their country.
- Building accessible new infrastructure does not require lots of additional costs, it is estimated than only an additional 1% of the overall costs. However, retro-fitting is more expensive.
- Accessibility features may also require time to be implemented; that is why the Convention on the Rights of People with Disabilities proposes an alternative solution, applicable in situations of inaccessibility: reasonable accommodation.
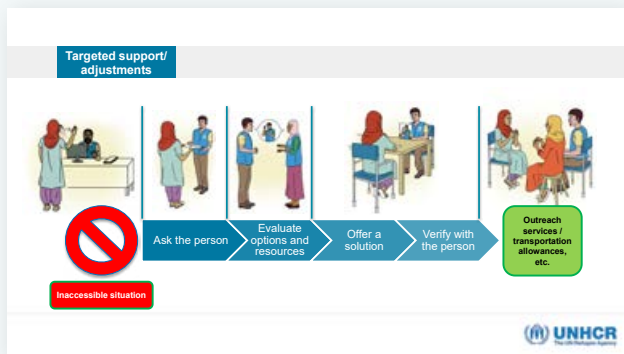
PPT Slide 9: Targeted support and adjustments

- Accessibility: describe the illustrations in the slide. A red sign marks an inaccessible situation, for example for a woman with a physical disability requiring access to a health service that cannot be reached by her due to the inaccessibility of public transportation. A process is put in place where a dialogue is undertaken with the person to evaluate options and resources, offer a solution and verify with the person that this solution meets the purpose of the support required.
- When persons with disabilities find obstacles to participate or access services and situations on an equal basis with others, a process called "reasonable accommodation", outlined by the Convention on the Rights of People with Disabilities, should be put in place.
- This process requires identifying what the person requires to participate through an interactive dialogue, and providing a solution relevant for the person, and achievable within the resources available (including time, skills, services, financial, etc.). If a solution is not found, a justification should be provided.
- In the illustration, a process for the provision of reasonable accommodation is represented; for example, a woman with a physical disability finds a physical barrier to access a Sexual and Reproductive Health referral she requires, as the public transportation that connects her community with that hospital is not accessible. In discussions with the health service providers, a transportation allowance is provided to access the required services; alternative ways of facilitating access could be providing outreach visits.
- These solutions facilitate immediate access but may be less durable in time.

PPT Slide 10: Bridging the gap between accessibility and individual adjustments

- Accessibility. Present the contents of the table. This table represents how both accessibility and reasonable accommodation complement each other, and which are the main differences between these two solutions, which may be sometimes overlapping.
- While accessibility can be implemented over time, as it requires planning and resources, reasonable adjustments should be provided in the short-term to avoid discrimination. This requires planning and flexibility in budgeting as well. Prioritization will likely be needed.
- Accessibility benefits wide extents of the population; reasonable adjustments are provided as individual solutions.
- Accessibility should be always planned and implemented, in all infrastructures, services or information, as persons with disabilities will be always accessing these places. Adjustments are implemented from the moment that a person requires access to a non-accessible situation, even if that place was made accessible: it is a way of accounting for the wide diversity of experiences within persons with disabilities and ensuring equal access.
- Accessibility is guided by Universal Design principles and national or international standards; reasonable accommodation is built into dialogue with the person, and should be relevant and affordable for the project.
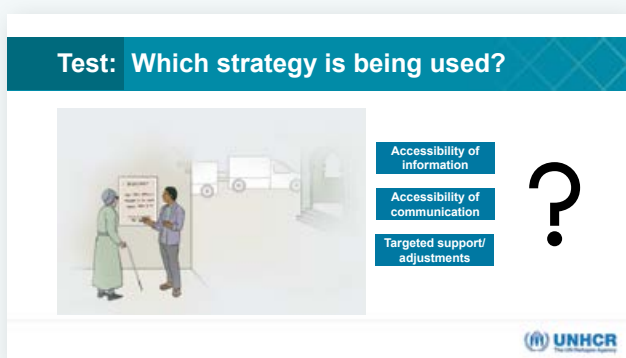
PPT Slide 11: Test - Which strategy is being used?

- This short test can be used to verify that participants can identify the difference between short-term solutions or adjustments, and long-term solutions that promote the independence of the individual accessing spaces and information.
- Ask participants to shortly describe what is represented: A man is explaining information from the street announcement to a woman with a visual impairment.
- Ask participants which strategy is being used in this particular situation.
- While many participants may answer that this represents an action of accessible information, reasonable accommodation would be more adequate, as the information is still not accessible for this woman (or any other person with a visual disability) if the man is not there providing that information.

Strategies in action – Individual data

- Read a case study of a person with a disability
- Discuss accessibility and support requirements
- Select and apply actions for disability inclusion

What would be the expected impact on the protection of this individual?

PPT Slide 12: Strategies in action - Individual data

- Explain to participants that in this exercise, we will focus on individual cases and apply actions for the inclusion and protection of persons with disabilities both through data collection processes and to act upon data collected.
- Distribute Handout 7, and ask participants to select a case study.
- To distribute case studies, participants can be assigned to different groups; alternatively, they can be selected by participants based on their own interests after the facilitator gives them an overview of the cases.
- Ask participants to discuss the following points, reflected in the handout:

  - How could we make information accessible to this person?
  - What types of strategies would be more applicable to enhance their access to protection and assistance?
  - Consider that some actions will take more time and resources. Mid-term actions.
  - Other actions can require less resources or only slight adaptations of existing resources. Short-term actions.
  - Participants can access a menu of actions included in the handout, and / or apply actions based on their own experience.
  - Finally, ask participants to prepare a short presentation of their choices, including answers for the question: What would be the expected impact on the protection of persons with disabilities?

- Give groups 20 minutes to discuss in their groups, and share that they will have approximately 5 minutes to present in plenary their work.
- Provide an example (slide below).

Example – Maryam

PPT Slide 13: Example - Maryam

- Share with participants that we will discuss a short example (covered in <u>Module 4</u>).
- Accessibility. Describe the illustration in the slide: A staff is working on a Registration facility. Maryam, a woman with a hearing disability, is accessing the office where she wants to access Registration.
- Maryam uses sign language to communicate. The Resettlement Officer seems very surprised when Maryam signs "Hello" using sign language.
- Share the two strategies with participants, and ask them to discuss which one would be more appropriate.
- Strategies can be shared using a Microsoft Form, a poll, or reading them.

Which of the following strategies would you undertake if you were the Registration Officer in this situation?

- **Strategy 1**. The Resettlement Officer could find an alternative way to communicate with Maryam (e.g. in writing, using a communication board, trying lipreading), collect basic information to register Maryam and plan an additional interview with Protection staff, sharing that a sign language interpreter will be present in the next interview. **Feedback:** This would be a great strategy. However, the Registration Officer should ensure that a next interview with a Sign Language Interpreter, trained in working in displacement issues, is planned and communicated to Maryam. This action may require time if UNHCR had no Sign Language Interpreters identified.
- **Strategy 2.** The Resettlement Officer could provide information to Maryam about partner organizations providing services for persons with disabilities, such as assistive devices and rehabilitation. **Feedback:** While Maryam could be interested in accessing services specialized for persons with disabilities, her interest at this stage is in registration information and processes. Referring her to other unrelated services could be based on assumptions about persons with disabilities not having the same needs and rights as persons without disabilities.

PPT Slide 14: Plenary

- Ask participants to share the strategies they have identified for each case. Feedback on each of the individual cases is available below. Feedback should focus on identifying and mitigating barriers and enhancing the impact on the protection of the individuals.

[Amina]

- **How could we make information accessible to her?** Information could be shared in easy-to-read formats, with illustrations, and dedicating calm spaces and time.
- **What types of strategies would enable her to enhance her access to protection and assistance?** Amina could benefit from accessing information about prevention of GBV and PSEA, and accessing skills development opportunities.
- **What would be the expected impact on the protection of Amina?** Amina would be able to access skills development trainings, and share concerns if she experiences GBV or exploitation at home or in the community.

—— Card **1** ——

Amina is 20 years old and since birth, she has had difficulties in learning new things. Amina was born in the refugee camp where she still lives with her family and has never accessed education because of fear from her parents about sending her to school. Most people outside the family do not understand her when she speaks due to the way she pronounces words. She helps with basic chores at home.

· Personnel situated at the entry/access point are informed about these expedited processes, and there is an assigned team to monitor the overall reception area to actively pre-identify persons with specific needs, including persons with disabilities, and bring them forward.

· However, with the use of pre-existing Specific Needs Codes on Disabilities, which relied on visual cues only, the identification of persons with disabilities remained low, at 1.2%.

- How could we make information accessible to her?
- What types of strategies would enable her to enhance her access to protection and assistance?
- What would be the expected impact on the protection of Amina?

[Jorge]

- **How could we make information accessible to him?** Checking if Jorge can access written information and dedicating calm spaces and time could benefit Jorge's access to information. It does not seem that Jorge has learned sign language, so engaging a sign language interpreter may not be an adequate approach, but it would be relevant to verify this with him.
- **What types of strategies would enable him to enhance his access to protection and assistance?** Jorge would benefit from accessing information about his rights and about asylum procedures, if this information is made accessible.
- **Which would be the expected impact on the protection of Jorge?** Jorge should have access to information about his rights in the reception facility and on the processes to access asylum procedures on an equal basis with others; this could be achieved if information is made accessible to him.

—— Card **2** ——

Jorge has difficulty hearing and is only able to hear loud sounds. He has learned to lip read so he is able to communicate with others, but is not able to hear announcements made in the reception facility, where he is now.

· Jorge answered 'cannot do at all' to the question, 'Do you have difficulty hearing' and is allocated a DS-H code.

· Jorge is very agitated about the interviews and processes he is going to face at the reception center, as he has not understood much of the information.

- How could we make information accessible to him?
- What types of strategies would enable him to enhance his access to protection and assistance?
- What would be the expected impact on the protection of Jorge?

[Greta]

- **How could we make information accessible to her?** Greta has difficulties seeing, but she may be able to read materials written with big fonts; it would be relevant to check this with her. Otherwise, she would benefit from accessing information in audio formats, probably directly from relevant services.
- **What types of strategies would enable her to enhance her access to protection and assistance?** Greta would benefit from immediate / short-term access to food, probably by engaging home-based support or by accompanying her. Accessing information on how to receive her pension, and supporting her during the process, would be a mid-term strategy.
- **Which would be the expected impact on the protection of Greta?** Greta would require access to basic necessities, but as well protection from potential abuse from other members in the community or service providers. Sharing information on how to raise complaints would be very important as well.

--- Card **3** ---

Greta is 80 years old and has been gradually losing her sight since she was 65. She can still navigate in her home if wearing glasses, but finds it difficult to walk around in unfamiliar places and gets lost easily. She recently fled her home and has been living in a new city within her own country for the past 1 month, but is afraid of leaving her home alone because of losing her glasses.

· Greta answers 'a lot of difficulty' to the question, 'Do you have difficulty seeing', and is allocated a DS-V code.
· Greta still has access to a pension, but she did not receive letters recently as she left her place, which is in a conflict area. Her savings are running out, and she faces difficulties accessing basic food and hygiene supplies.

- How could we make information accessible to her?
- What types of strategies would enable her to enhance her access to protection and assistance?
- What would be the expected impact on the protection of Greta?

[Leisha]

- **How could we make information accessible to her?** It does not seem that Leisha would experience barriers in accessing information, but she may face physical barriers accessing a local school.
- **What types of strategies would enable her to enhance her access to protection and assistance?** It would be relevant to make an accessibility assessment of Leisha's journey to the school and identify and mitigate any potential physical barrier or hazard. Organizations of persons with disabilities can be of help for this purpose.
- **Which would be the expected impact on the protection of Leisha?** Leisha would require access to education, and information on prevention of GBV and PSEA to be able to report any potential situation of abuse, including discrimination due to her disability.

--- Card **4** ---

Leisha is 14 years old and was injured by a bullet when fleeing from conflict. Because of her injury, she uses a wheelchair and has very little mobility in her arms and hands. She can use an adapted spoon and pencils to eat and do her homework, but she requires support to get dressed.

· Leisha answered "cannot do at all" to the DS-Lower Body Mobility code, "a lot of difficulties" to the DS-Upper Body Mobility code and "a lot of difficulties" to the DS-SelfCare code, which were recorded in proGres.
· Leisha's family lives in a one floor house with two stairs at the entrance. Leisha enjoys reading but would like to go back to school.

- How could we make information accessible to her?
- What types of strategies would enable her to enhance her access to protection and assistance?
- What would be the expected impact on the protection of Leisha?

[Yogesh]

- **How could we make information accessible to him?** Yogesh and his brother would benefit from accessing information in a calm space, providing sufficient time to identify strategies for their protection.
- **What types of strategies would enable him to enhance his access to protection and assistance?** While the first concern shared by Yogesh seems to be accessing employment, there may benefit from accessing health support for his brother, and access to Mental Health and Psychosocial Support for both. Accessing information on asylum procedures should also be a priority, ensuring that information is clear and delivered in a calm space.
- **Which would be the expected impact on the protection of Yogesh?** Yogesh and his brother would enhance their health, and access information on international protection. Finding additional information on their access to basic needs would be also important.

> **— Card 5 —**
>
> **Yogesh** has recently crossed the border with his older brother, who is injured but recovering well. Yogesh reports that he sometimes feels overwhelmed by the memories of their experiences in their country of origin and at these times finds it difficult to control his behavior. This is something that already happened to him since he was young, before the conflict, but it is now exacerbated.
> - Yogesh answers 'a lot of difficulty' to the question 'Do you have difficulty controlling your emotions' and is allocated a DS-EB code.
> - Yogesh shares that he used to be a good mechanic back in his country, but has difficulty working outside the home as he frequently becomes very agitated, and he is afraid of leaving his brother recovering at home.
>
> - How could we make information accessible to him?
> - What types of strategies would enable him to enhance his access to protection and assistance?
> - What would be the expected impact on the protection of Yogesh?

[Ali]

- **How could we make information accessible to him?** It does not seem that Ali would experience barriers in accessing information, but he may face barriers accessing information and skills on livelihood opportunities if this is provided in community centres or other places not accessible to him.
- **What types of strategies would enable him to enhance his access to protection and assistance?** It would be relevant to share information on developing digital skills and livelihoods and financial opportunities with Ali. An accessibility assessment of relevant spaces where skills development take place, or where financial resources are accessed, would help to identify and mitigate potential barriers. It may be interesting to check if Ali could benefit from accessing health services, and in particular rehabilitation and assistive devices, in case he could enhance his autonomy.
- **Which would be the expected impact on the protection of Ali?** Ali could benefit from enhanced independence and autonomy, and increase his capacity to generate income.

> **— Card 6 —**
>
> **Ali** was injured when fleeing his country 9 months ago and has not been able to access the healthcare that he needs. Because of his injury, he can only walk about 100 meters without assistance and is not able to work in manual labour, his source of income before being injured.
> - Ali answered 'a lot of difficulty' to the question, 'Do you have difficulty walking or climbing steps' and is allocated a DS-LBM code.
> - Ali lives alone and has started a little shoe repair workshop. He has little financial and digital literacy and would be interested in learning more.
>
> - How could we make information accessible to him?
> - What types of strategies would enable him to enhance his access to protection and assistance?
> - What would be the expected impact on the protection of Ali?
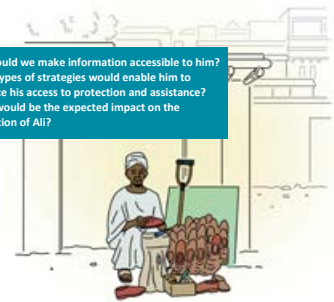
PPT Slide 15: Monitoring disability inclusion

- Share with participants that, as highlighted in previous activities, a variety of data can be collected around persons with disabilities: data on barriers, data on disability status, but as well data on their access to assistance and protection.
- Capturing this data and monitoring their access can be key to ensure their visibility, and highlight additional barriers.
- UNHCR regularly publishes reports where persons with disabilities can be highlighted, and having up to date data is very important to inform these reports.
- proGres v4 and COMPASS provide avenues to share this data, for example by using data collected to inform dedicated indicators, and by using the disability "marker" included in COMPASS.
- The slide includes good practices from different regions, and UNHCR's Global Report, which includes a dedicated section to our progress on the inclusion of persons with disabilities.

  - Discapacidad y Movilidad Humana – Americas.
  - The power of inclusion- Mapping the Protection Responses for Persons with Disabilities Among Refugees in MENA.
  - UNHCR Global Report 2020 - UNHCR Flagship Reports.

- **Ask** participants about reports they have worked on and that included references to persons with disabilities.

PPT Slide 16: Key messages
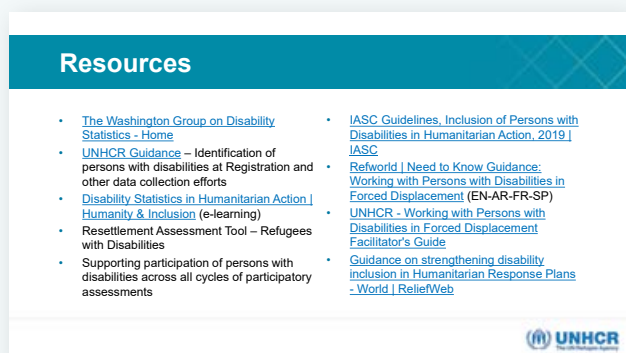
Key Messages:

Share final key messages with participants and open the discussion to address questions and comments.

- Interventions should focus on mitigating barriers.
- Persons with disabilities have a variety of needs.
- There are actions that can be put in place even without data.
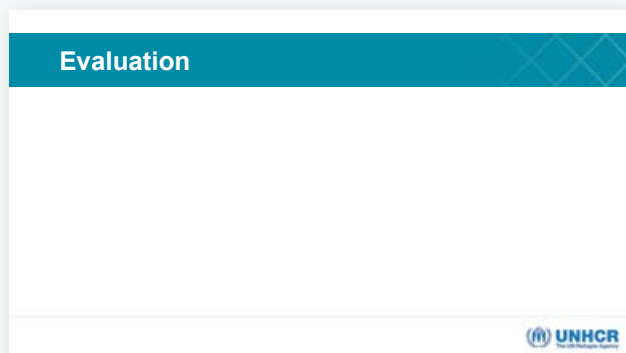
PPT Slide 17: Evaluation

See Annex – <u>Course Evaluation.</u>

PPT Slide 18: Resources

- <u>The Washington Group on Disability Statistics</u> - Home.
- <u>UNHCR Guidance</u> – Identification of persons with disabilities at Registration and other data collection efforts.
- <u>Disability Statistics in Humanitarian Action | Humanity & Inclusion</u> (e-learning).
- <u>Resettlement Assessment Tool – Refugees with Disabilities.</u>
- <u>Supporting participation of persons with disabilities across all cycles of participatory assessments</u> .
- <u>IASC Guidelines, Inclusion of Persons with Disabilities in Humanitarian Action, 2019 | IASC.</u>
- <u>Refworld | Need to Know Guidance: Working with Persons with Disabilities in Forced Displacement</u> (EN-AR-FR-SP).
- <u>UNHCR - Working with Persons with Disabilities in Forced Displacement Facilitator's Guide.</u>
- <u>Guidance on strengthening disability inclusion in Humanitarian Response Plans</u> - World | ReliefWeb.

Annex - Course Evaluation

COURSE EVALUATION

Strengthening Protection of Persons with Disabilities in Forced Displacement

Date: _____   Module(s): _____   Trainer(s): _____

Please answer the following statements regarding the program:

	Strongly Disagree	Disagree	Neither Nor	Agree	Strongly Agree
1. The program materials helped me to clearly understand the subject matter/topic.	O	O	O	O	O
2. The methods used in the program were effective to enable my learning.	O	O	O	O	O
3. The program is directly relevant to my work.	O	O	O	O	O
4. The program is important for my professional success/career.	O	O	O	O	O
5. The program provided me with new information, knowledge and skills relevant to my work.	O	O	O	O	O
6. I know how to apply in my job what I learned in this program.	O	O	O	O	O
7. The program challenged me intellectually.	O	O	O	O	O
8. The program was worth my time.	O	O	O	O	O
9. Would you recommend this program to others?	Yes	O	No	O	

10. What would you recommend improving the program?
11. Any additional comments.

Additional questions to evaluate the trainer(s). Box can be copied and pasted if choose to evaluate each trainer separately. Please answer the following statements regarding the trainer:

Trainer:

	Strongly Disagree	Disagree	Neither Nor	Agree	Strongly Agree
1. The trainer/facilitator communicated his/her/their knowledge of the subject clearly.	O	O	O	O	O
2. The examples provided during the program were relevant.	O	O	O	O	O
3. Time allocated for questions and answers was appropriate.	O	O	O	O	O
4. Time allocated for interaction and group work was appropriate.	O	O	O	O	O
5. The trainer/facilitator stimulated my interest in the subject matter.	O	O	O	O	O

6. Any additional comments on the trainer/facilitator.

Additional questions if the program was facilitated via Webinar:

	Strongly Disagree	Disagree	Neither Nor	Agree	Strongly Agree
1. The Webinar/WebEx is a useful tool for learning.	O	O	O	O	O
2. The instructions on how to use the Webinar tools were clear.	O	O	O	O	O

3. Any comments on Webinar.

Additional questions in case of self-paced e-learning:

	Strongly Disagree	Disagree	Neither Nor	Agree	Strongly Agree
1. I found the modules content easy to navigate.	O	O	O	O	O
2. The modules had the right level of interaction	O	O	O	O	O
3. The pace of the modules was appropriate	O	O	O	O	O
4. The quality of the multimedia (i.e., audio and video, as applicable) was good	O	O	O	O	O
5. There were no technical problems encountered (e.g., connectivity, error messages, links, etc.)	O	O	O	O	O

6. Any additional comments on the e-learning

Photo Caption: South Sudanese refugee Julia Peter, 27, is a single mother of an eight-year-old boy and has a physical disability. Since infancy a knee condition means she uses her arms for mobility and a motorised wheelchair to transport her through Khor Al Waral camp in Sudan, where she lives with relatives. Photo credit: © UNHCR/Roland Schönbauer