

Activity 3

Handout 8 – Individual Cases

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?



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?



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?



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?

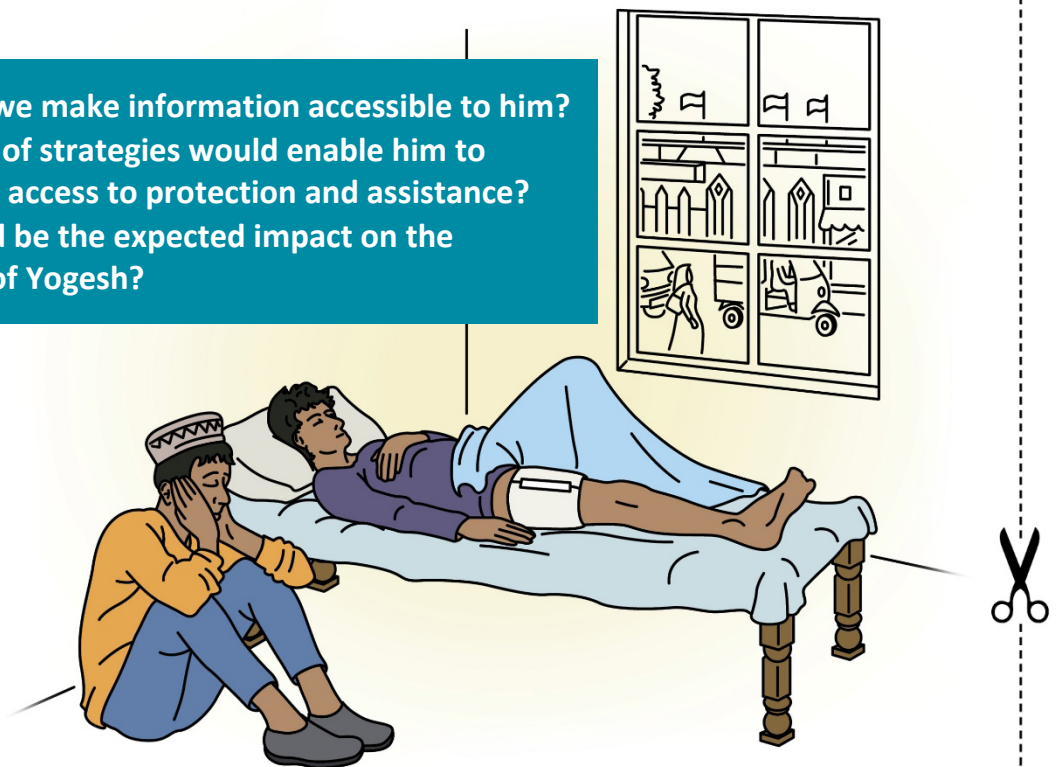


Card 5

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?



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?



— Strategy Card **1** —

Working with Livelihoods programmes to ensure financial support and skills development initiatives are inclusive: accessibility of venues and information (provided in written, audio, easy read forms), skills of trainers to work with persons with disabilities; developing peer support groups.



Providing access to rehabilitation, including access to assistive devices, training on how to use assistive devices, and tips on adjusting the physical environment to become inclusive.



Providing access to grants and/or in-kind support to enhance the physical environment (household, workplace). E.g accessibility fixtures in toilets, entrance to access the household/workplace, etc.



**Providing relevant
information in
easy language.**

**Finding calm
spaces where to
discuss this
information.**



Engaging sign-language interpreters.



Engaging community groups to support accessing basic services (e.g. planning outreach and home distributions, or accompaniment / walk groups to the distribution areas).



**Providing grants
to access
alternative
transportation if
public
transportation is
not accessible.**



**Developing easy to
read information
about Gender Based
Violence and
Protection from
Sexual Exploitation
and Abuse, including
how to raise
concerns.**



**Conducting
frequent visits
to the
household, and
exploring peer
support in safe
spaces.**



Providing access to home-based education materials and support, as a first step for joining learning and skills activities in peer groups or formal education.



**Providing
information about
national disability
assessment and
determination
processes required to
access social
protection
programmes.**

