



FACILITATOR'S GUIDE

Strengthening Protection of Persons
with Disabilities in Forced Displacement

Cover Photo 1: Nansen Refugee Award Regional Winner for Europe, Tetiana Baransova, attends the ceremony in Kiev. Photo credit: © UNHCR/Anton Fedorov

Cover Photo 2: Fifty-three-year-old Saif Al Zobi is confined to his home in Amman and relies on cash assistance for his medication. Photo credit: © UNHCR/Annie Sakkab

Cover Photo 3: Margetu Dedefi, 14, is a student at Mogadishu Primary School in northwestern Kenya's Kakuma Refugee Camp. She was forced to flee conflict in Ethiopia's Oromia Region with her family, and has lived in the camp ever since. Margetu has been blind since she was a baby, and uses assistive devices including a braille machine in her classroom. Photo credit: © UNHCR/Hannah Maule-finch

Cover Photo 4: Two Syria refugee youth volunteer at an autism center in Motril, CONECTA. Photo credit: © UNHCR/Susan Hopper

Cover Photo 5: Noor Osman Mohamud, a 19-year-old blind Somali refugee student, learns braille at Hormud primary school in Dadaab. Photo credit: © UNHCR/Sebastian Rich

ACKNOWLEDGMENTS

This guidance was developed by the Division of International Protection (DIP) together with the Global Learning and Development Centre (GLDC).

UNHCR would also like to express its gratitude to members of the International Disability Alliance (IDA) and to their *Bridge CRPD-SDGs* alumni for their valuable contributions to the development of this Guide. It is hoped that the roll-out of trainings on working with persons with disabilities in forced migration settings will further strengthen the partnership laid out in the 2020 collaboration agreement.



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

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AGD	Age, Gender and Diversity
CRIs	Core Relief Items
CRPD	Convention on the Rights of Persons with Disabilities
DIP	Division of International Protection
GBV	Gender-based violence
GLDC	Global Learning and Development Centre
IDA	International Disability Alliance
OPD	Organizations of Persons with Disabilities

PSEA	Protection against sexual exploitation and abuse
SOP	Standard Operation Procedure
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children’s Fund
WASH	Water, Sanitation and Hygiene
WHO	World 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 Strategy⁷ (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 four 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 four 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 four 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**).

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	<ul style="list-style-type: none"> • Introduce participants and the objectives of the workshop. • Clarify expectations and establish ground rules on accessibility. 	60 minutes
Module 2: Understanding Disability	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

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 [page 11](#). 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.

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	<ul style="list-style-type: none"> • PowerPoint presentation, paper cut-outs (<i>green circles, red squares</i>) 	30 minutes
Activity 2: Objectives & Expectations	<ul style="list-style-type: none"> • PowerPoint presentation, video, Handout 1 (<i>transcript</i>) 	20 minutes
Activity 3: Ground Rules & Accessibility	<ul style="list-style-type: none"> • Flipchart, paper cut-outs (<i>red triangle, yellow square / virtual Whiteboard</i>) 	15 minutes
		Total: 60 minutes



ACTIVITY 1: Introductions

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

Material:

PowerPoint Presentation: Slides 1-4

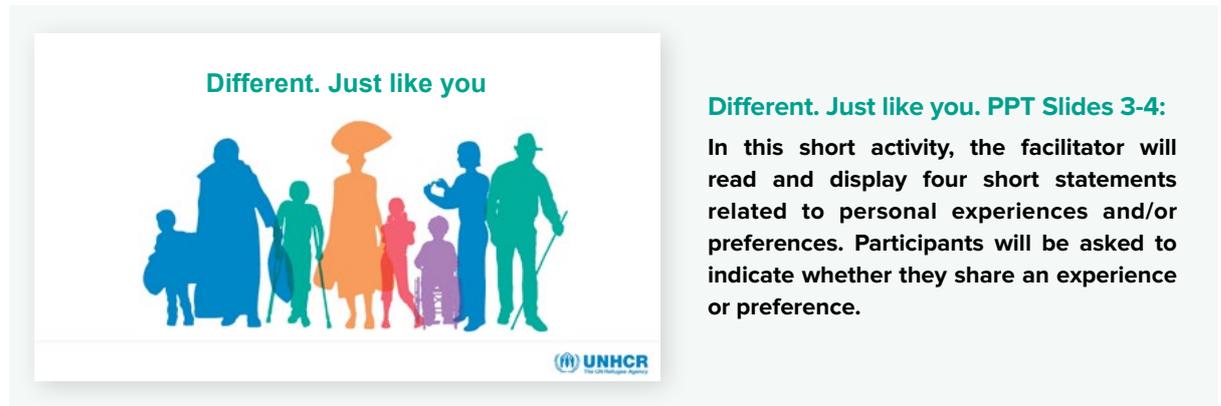
ACTIVITY SEQUENCE:

Module 1 INTRODUCTIONS



Welcome all participants. PPT Slides 1-2:

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.



Different. Just like you. PPT Slides 3-4:

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



20 Min

ACTIVITY 2: Objectives and Expectations

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



Introducing Safak Pavey. PPT Slide 5:

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 (UNCPRD)* 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



Objectives of the Workshop.

PPT Slide 6:

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



UNHCR
The UN Refugee Agency

Accessibility. PPT Slide 7:

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

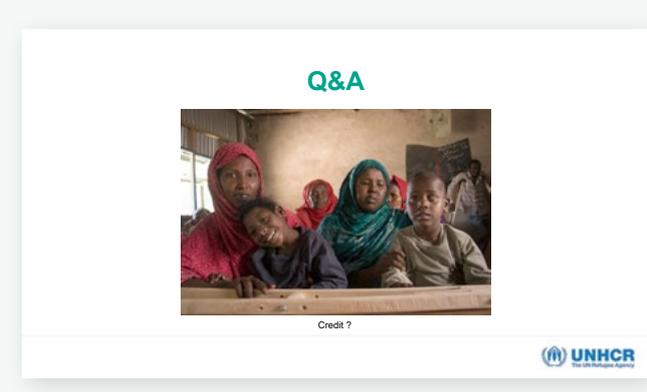


Inclusive language. PPT Slide 8:

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.



Questions and Answer. PPT Slide 9:

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.
- 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.

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”.

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	<ul style="list-style-type: none"> • PowerPoint presentation, Flipchart • If online (or F2F) workshop, use www.menti.com 	20 minutes
Activity 2: Disability Throughout Time, Through Us	<ul style="list-style-type: none"> • PowerPoint presentation, <i>Handout 2: Models of disability</i> 	40 minutes
Break		10 minutes
Activity 3: A Rights-based Approach to Disability	<ul style="list-style-type: none"> • 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?	<ul style="list-style-type: none"> • 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](http://www.menti.com))
- Digital workshops: [Menti.com](http://www.menti.com)
- PowerPoint Presentation

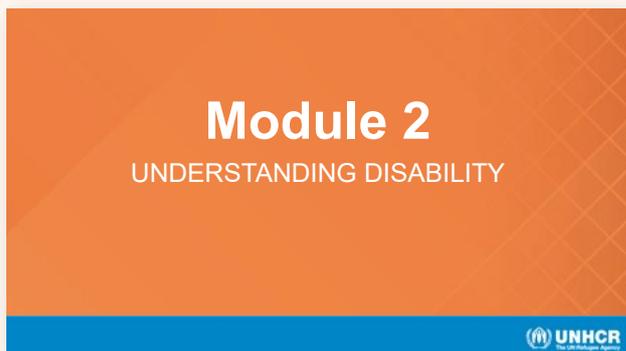
Learning Objectives:

- Expand current perceptions about disability.

Key Messages:

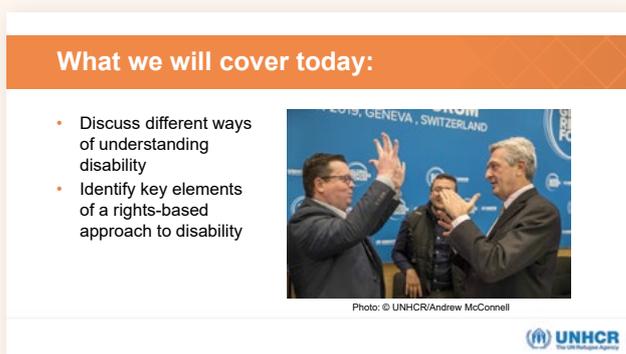
- The way we and communities with whom we work understand disability varies, and it can be deduced from the words we associate with the concept of “disability”.

ACTIVITY SEQUENCE:



Welcome all participants. PPT Slide 1:

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



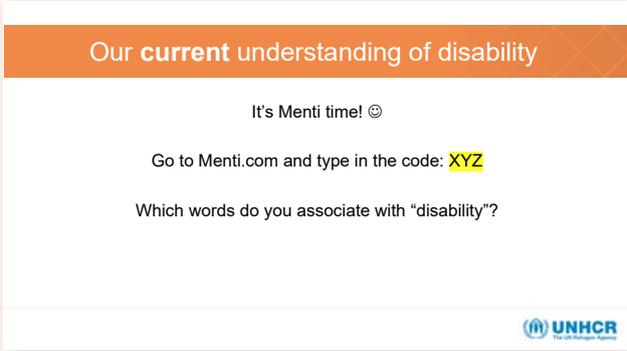
PPT Slide 2:

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:



Project. PPT Slide 3:
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.

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”.

Which words do you associate with disability?

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

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 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 Us¹

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.

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]

Tip for facilitators:

- Accessibility:

**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.

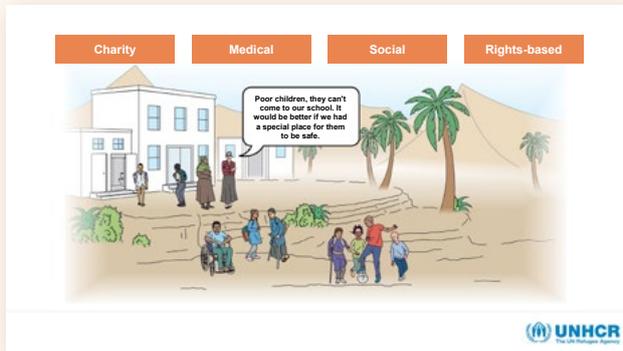
Face-to-face workshops:

- 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:



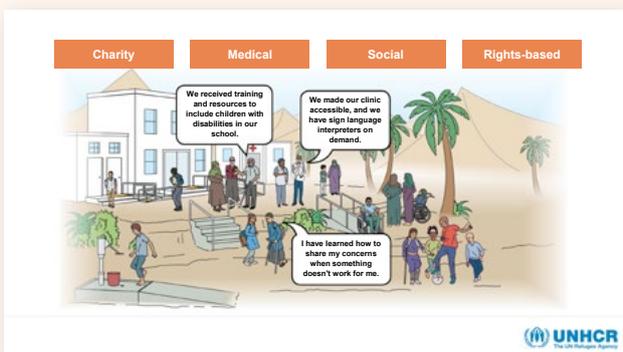
PPT Slide 5:

“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”.



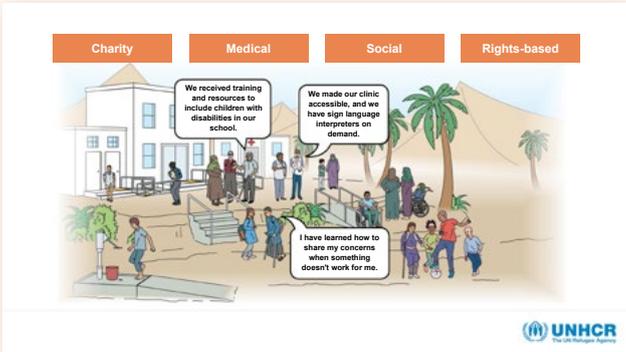
PPT Slide 7:

“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.

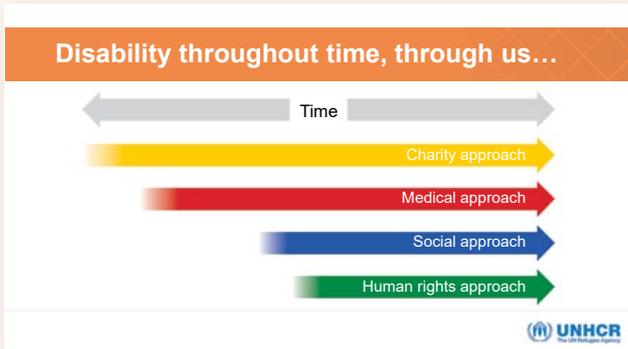


The diagram shows a school building with people, including children with disabilities, and speech bubbles indicating their experiences. The UNHCR logo is at the bottom right.

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



Disability throughout time, through us...

Time

Charity approach

Medical approach

Social approach

Human rights approach

UNHCR
The UN Refugee Agency

PPT Slides 8-12:
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.

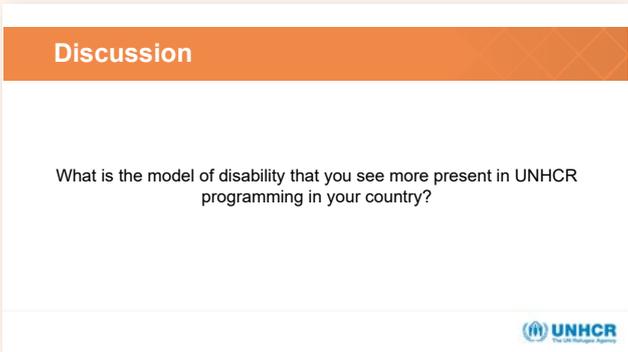
Social model

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:



PPT Slide 13:

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/AI-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.

Break. PPT Slide 14





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



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.

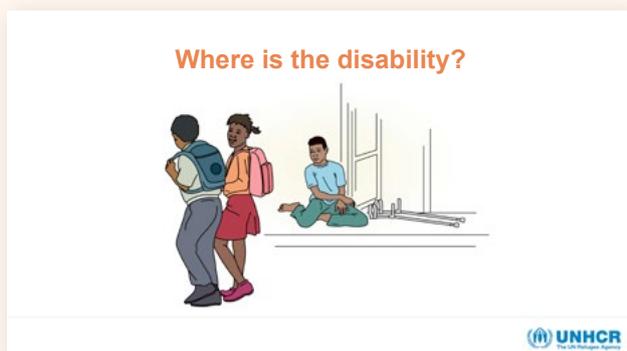
Key Messages:

- 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?”.



PPT Slides 16-20:

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).



PPT Slide 20:

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.



PPT Slide 21:

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.

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"



PPT Slide 22:

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.

Where is the barrier?

- Physical barrier
- Information barrier
- Communication barrier
- Attitudinal barrier
- Institutional barrier



UNHCR

PPT Slide 23:

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

Where is the barrier?

- Physical barrier
- Information barrier
- Communication barrier
- Attitudinal barrier
- Institutional barrier



UNHCR

PPT Slide 24:

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

Where is the barrier?

- Physical barrier
- Information barrier
- Communication barrier
- Attitudinal barrier
- Institutional barrier

How to address this barrier?

Who would be responsible for addressing it?



UNHCR

PPT Slide 25:

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.’

Being human means having a broad spectrum of possibilities



Wrap Up. PPT Slide 26:

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-ffinck



15 Min

ACTIVITY 4:

Our Current Understanding of Disability – How has it Changed?

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

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”.

Learning Objectives:

- Expand current perceptions about 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.



PPT Slide 28:

Share and discuss key messages summarized.

Questions?



Photo: © UNHCR/Caroline Itby



PPT Slide 29:

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 Chnkj

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 an 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	<ul style="list-style-type: none"> • PowerPoint presentation, Disability Quiz, <i>Handout 3: Profile Cards</i>, <i>Handout 4: Environmental Cards</i> (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	<ul style="list-style-type: none"> • PowerPoint presentation, video and/or <i>Handout 5: Protection Concerns Profile Cards</i> 	60 minutes
Break		15 minutes
Activity 3: UNHCR's Approach on the Protection of Persons with Disabilities	<ul style="list-style-type: none"> • 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), <i>Handout 6: 4 Agree/disagree cards</i> (for workshop) 	30 minutes
[Optional] Activity 4: Presentations from Persons with Disabilities on their Experiences in Forced Displacement	<ul style="list-style-type: none"> • Findings and recommendations 	60 minutes
Total: 135 minutes (195 minutes with Activity 4)		



ACTIVITY 1:

Diversity of Experiences in Forced Displacement

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.

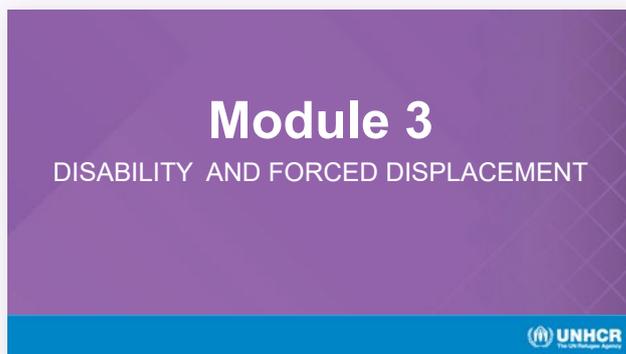
Key Messages:

- 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:



Disability and Forced Displacement. PPT Slide 1:

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



PPT Slide 2:

Introduce the Objectives of this Module.

DIVERSITY OF EXPERIENCES IN FORCED DISPLACEMENT

Activity 1

PPT Slide 3:

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*)



Disability Quiz. PPT Slide 4:

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.

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.

Disability Data Quiz

15%
An estimated 15% of the world's population have a disability.

1 in 5
One in five women is likely to experience disability during her life.

46%
46% of people aged 60 years and over have a disability.

1 in 10
One in ten children is a child with a disability.

Displacement
Syria 27% Jordan 21%

Infographic: Inter-Agency Standing Committee
UNHCR

PPT Slide 5:

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

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) [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](#).



Understanding vulnerability¹.
PPT Slides 6-9:

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.

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]

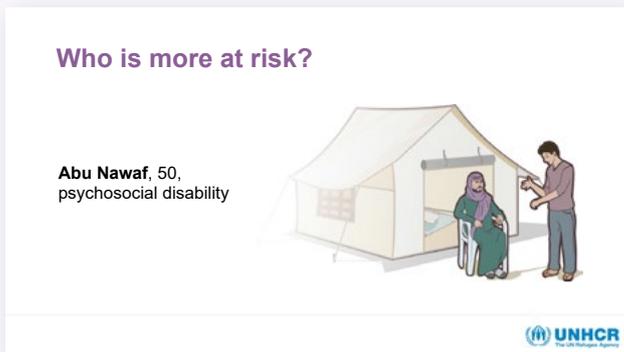


- Ask participants to rank the profiles “from more to less vulnerable” or “from higher to lower risk”, using the information available and without sharing additional information about other factors.
- Distribute the additional 5 Environmental Cards (Handout 4).

- 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:

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:

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.

Who is more at risk?

Abu Nawaf , 50, psychosocial disability. He is from an ethnic minority facing prosecution in the broader community.	Sabeen , 14, physical and communication disability. She receives support from her older sister, and will be soon resettled to a third country.	Fadia , 63, visual disability. She receives support from her grandson, who doesn't go to school anymore.
Liliane , 23, hearing disability. She is a community volunteer and supports UNHCR as Sign Language Interpreter.	Adnan , 29, intellectual disability. He works as an incentive worker. There are rumours in the community around him being homosexual.	Nivin , 1, physical disability. Her father hesitates to register her birth, assuming that she may not live long.



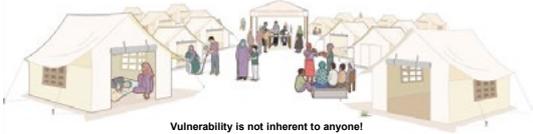
PPT Slide 14:

Display with additional information on the environment.

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

Discussion

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



Vulnerability is not inherent to anyone!
Always focus on the particular threat:
"Vulnerability to..."
"At risk of..."



Facilitate a Discussion. PPT Slide 15:

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

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

Transition. PPT Slide 16:

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



Understanding protection risk factors. PPT Slide 17:

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

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

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

Example:

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



The risk equation. PPT Slide 18:

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

Example:

Political prosecution = $\frac{\text{inaccessibility} \quad \text{xenophobia} \quad \text{hate speech} \quad \text{"ableism"}}{\text{Vul. (Diverse political thinking + political instability)} + \text{Threats (political repression)}} \div \text{Capacities (charisma, socio economic level + strong international/national support)}$



Displacement and disability status.

PPT Slide 19:

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:

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.



Disability and displacement.

PPT Slide 21:

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:

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 Simplex 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 Simplicie 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?



Discussion. PPT Slide 27:

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 Simplicie 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



© Human Rights Watch



Video. PPT Slide 28:

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.’ Simplicie lives in the same camp as Ambroise. He was a professor a French literature before the conflict. [Simplicie] ‘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

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 Simplicie 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?



Discussion. PPT Slide 29:

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 Simplicie 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



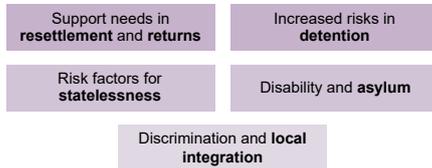
Presentation. PPT Slide 30:

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



Risks under UNHCR's Protection

Mandate. PPT Slide 31:

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 programs targeted 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.

Protection concerns related to disability

Which are some **additional** protection concerns resulting from confronting these barriers in the environment?

- Invisibility
- Underrepresentation
- Stigma and isolation
- Violence, abuse and exploitation
- Discrimination on the basis of disability



Protection concerns related to disability. PPT Slide 32:

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.

Invisibility

- Persons with disabilities are often **under-identified** in **data collection** processes.



Invisibility. PPT Slide 33:

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**.

**Underrepresentation. PPT Slide 34:**

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**.



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Stigma and isolation. PPT Slide 35:

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

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Violence, abuse and exploitation.

PPT Slide 36:

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 Disability⁴ 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. PPT Slide 37:
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!

Discrimination on the basis of disability (continued)



- **Adverse distinction:** differentiation or labelling resulting in inequality
- **Exclusion:** not accessing a space, service or activity due to barriers
- **Restriction:** limitation to rights



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

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?**



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Practice: Recognizing discrimination.**PPT Slides 39-42:**

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



Discussion. PPT Slide 43:

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



ACTIVITY 3:

UNHCR's Approach to the Protection of Persons with Disabilities

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

Transition. PPT Slide 44:

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



Policy Quiz. PPT Slide 45:

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!



Policy Quiz. PPT Slide 46:

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.



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

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



Community-based Protection.

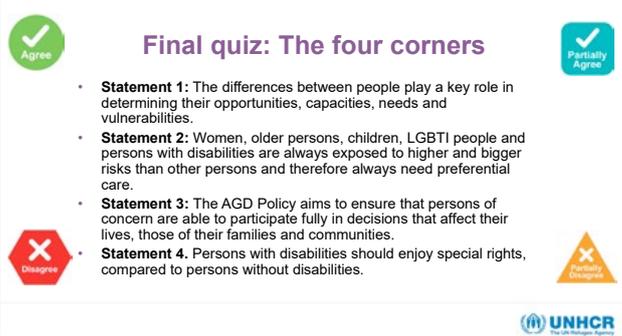
PPT Slide 48:

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"



Final quiz: The four corners

- **Statement 1:** The differences between people play a key role in determining their opportunities, capacities, needs and vulnerabilities.
- **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.
- **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.
- **Statement 4:** Persons with disabilities should enjoy special rights, compared to persons without disabilities.

**Final quiz: The four corners.
PPT Slide 49:**

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



Q&A. PPT Slide 50:

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 Andrew Institute for the Deaf (FAID) in Beirut. Photo credit: © UNHCR/Claire Thomas



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 woman 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	<ul style="list-style-type: none"> • Presentation 	30 minutes
Activity 2: Building the Path to Inclusion	<ul style="list-style-type: none"> • Presentation and handouts for Case Studies (<i>Handouts 7 and 8</i>); <i>Handout 10: Overview of strategies on disability inclusion</i>; <i>Handout 9: Twin Track Approach board game</i> (including green square cards and yellow rectangular cards); <i>Handout 11: Inclusive budgeting</i> 	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.

ACTIVITY SEQUENCE:



Welcome all participants. PPT Slide 1:

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



Objectives. PPT Slide 2:

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?



Recap. PPT Slide 3:

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.

Strategies across all the spheres.
PPT Slide 4:
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-raising 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.

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

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

Activity 1 Sequence

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

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 redesigned 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, '[Overview of strategies to foster disability inclusion](#)'



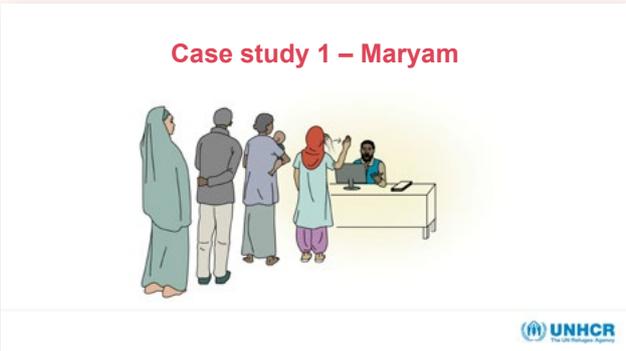
BUILDING THE PATH TO INCLUSION

PPT Slide 6:

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, '[Overview of strategies to foster disability inclusion](#)'.

CASE STUDY 1: MARYAM



Case study 1 – Maryam

Maryam. PPT Slide 7:

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.

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.



PPT Slide 8:

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.

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.

- 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.



PPT Slide 9:

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.



Strategies across all the spheres.

PPT Slide 12:

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?

Case Study 1: Maryam

- 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.

Which additional strategies could ensure complete information about resettlement options?

Additional strategies . PPT Slide 13:
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.

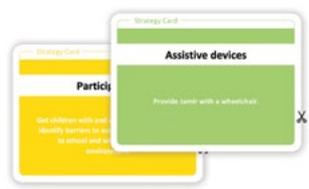


Photo Caption: Arianna, 24, has a cognitive disability. Now in Ecuador, Arianna's favourite times are her dance classes, when with a big smile, she lifts her arms, and moves across the room. Photo credit: © UNHCR/Jaime Giménez

CASE STUDY 2: JAMIR



Jamir. PPT Slide 14:



- 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. 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.

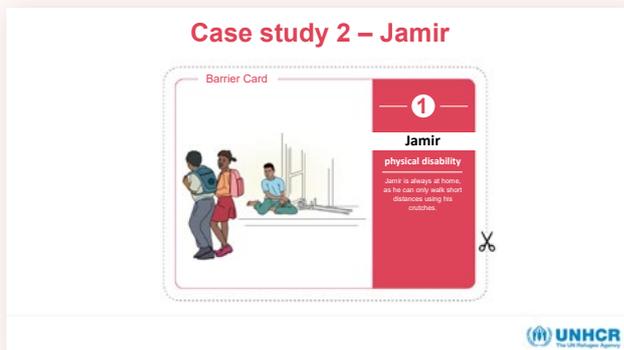
Case Study 2: Jamir

- 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:



PPT Slides 15:

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.



Additional strategies. PPT Slides 23-35:
Feedback can be provided at the end of the session in a plenary discussion, highlighting the key messages 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]



- **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]



- **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

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

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

- | | |
|---|---|
| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. |
|---|---|



Key messages. PPT Slide 22:

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:

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](#).

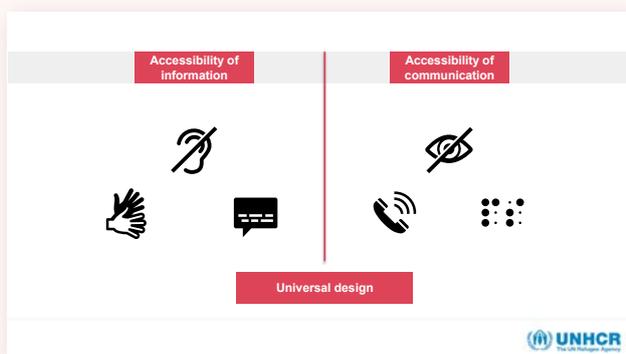


Participation. PPT Slide 24

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.

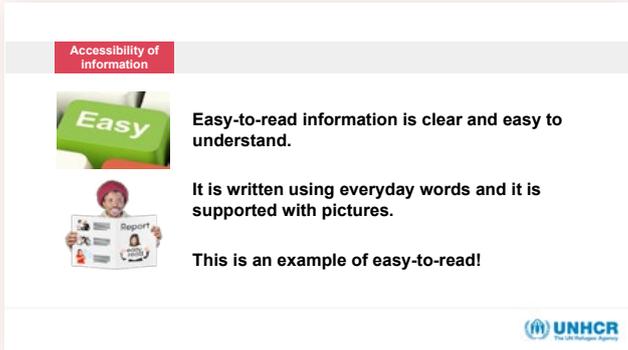
- Participation is not only about asking the opinions of persons with disabilities. It can take many forms, and it should aim at the highest level of ownership possible in both the decision-making process and implementation. The following degrees or modalities of participation can be used to help identify 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.



Accessibility of information and communication. PPT Slide 25

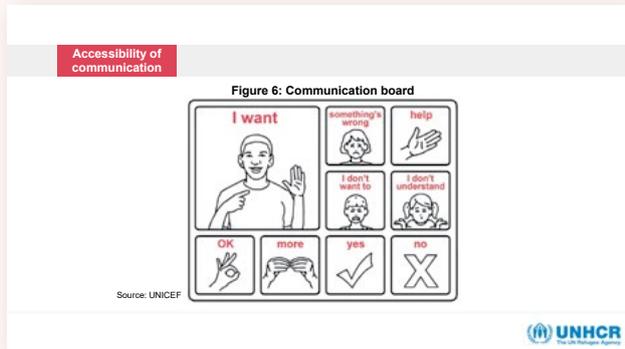
Tips for facilitators:

- **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.



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

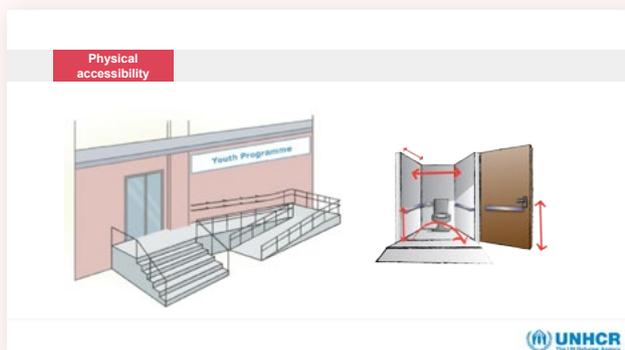
Tips for facilitators:



PPT Slide 27:

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.



Physical accessibility. PPT Slide 28

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’.



- 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?



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

- 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?



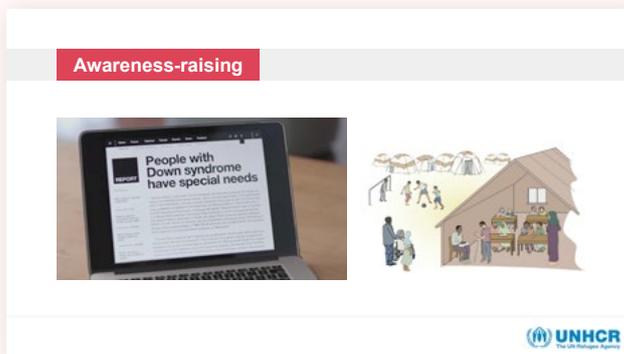
- Accessibility of information
- Accessibility of communication
- Targeted support/adjustments



Test. PPT Slide 31:
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.



Awareness-raising. PPT Slide 32

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-raising 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.



Data Collection. PPT Slide 33

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



Inclusive budgeting. PPT Slide 34:
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.

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](#)).



Resources. PPT Slides 36-39:
Review some of the available resources if participants want further information on the different topics covered during the session.

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

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.	<input type="radio"/>				
2. The methods used in the program were effective to enable my learning.	<input type="radio"/>				
3. The program is directly relevant to my work.	<input type="radio"/>				
4. The program is important for my professional success/career.	<input type="radio"/>				
5. The program provided me with new information, knowledge and skills relevant to my work.	<input type="radio"/>				
6. I know how to apply in my job what I learned in this program.	<input type="radio"/>				
7. The program challenged me intellectually.	<input type="radio"/>				
8. The program was worth my time.	<input type="radio"/>				
9. Would you recommend this program to others?	Yes	<input type="radio"/>	No	<input type="radio"/>	

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.	<input type="radio"/>				
2. The examples provided during the program were relevant.	<input type="radio"/>				
3. Time allocated for questions and answers was appropriate.	<input type="radio"/>				
4. Time allocated for interaction and group work was appropriate.	<input type="radio"/>				
5. The trainer/facilitator stimulated my interest in the subject matter.	<input type="radio"/>				
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.	<input type="radio"/>				
2. The instructions on how to use the Webinar tools were clear.	<input type="radio"/>				
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.	<input type="radio"/>				
2. The modules had the right level of interaction	<input type="radio"/>				
3. The pace of the modules was appropriate	<input type="radio"/>				
4. The quality of the multimedia (i.e., audio and video, as applicable) was good	<input type="radio"/>				
5. There were no technical problems encountered (e.g., connectivity, error messages, links, etc.)	<input type="radio"/>				
6. Any additional comments on the e-learning					

Name of evaluation in Learn &Connect: Level 1 Reaction for E-learning DEFAULT FINAL



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



UNHCR
The UN Refugee Agency