

Session: Accessibility

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| Learning Objectives | By the end of the session, participants should <ul style="list-style-type: none">• Understand the broader concept of accessibility• Understand the difference between reasonable accommodation and accessibility |
| Key Messages | <ul style="list-style-type: none">• Accessibility and reasonable accommodation are important pillars of disability inclusion and link directly back to barrier and power analyses described in the previous session. Accessibility and reasonable accommodation are foundational and fundamental in determining participation of persons with disabilities in activities and society.• They contribute to removing barriers to information, communication, services, products and devices.• Accessibility and reasonable accommodation benefit everyone and society; and contribute to ensuring that persons with disabilities are able to live independently and participate fully in all aspects of life. |
| Facilitator's Notes | <ul style="list-style-type: none">• Make sure you have a good understanding of access barriers and reasonable accommodation You can refer back to the previous session on barrier analysis.• Make sure you have examples ready to give to participants on accessibility and reasonable accommodation. |
| Duration | 10 minutes |
| Activity | Presentation & Questions |
| Resources | Hand-out on Elements of Disability Inclusion |
| Technology | PowerPoint presentation |

Accessibility and Reasonable Accommodation

Information:

Accessibility and Reasonable Accommodation comprise one of the core elements in disability inclusion and have implications for most aspects of the project implementation. Therefore, both need to be considered at the very beginning of project design and also later for evaluation.

There is no “first” among the core elements. As slide 11 in the Powerpoint demonstrates, it could start with any of the elements and change sequencing. All are crucial. They often overlap and interlink.

Process:

1. Explain to participants when they plan and implement project interventions and facilities to make sure that they plan, budget and apply – where possible – principles of **universal design**¹ to ensure all of the interventions, events, activities and facilities are accessible for everyone including persons with disabilities, older persons, pregnant persons and children.
2. Present power point (slides 12-13). The note section under each slide provides more detail for you as a facilitator.
3. Refer to the Handout which contains a reference to a very comprehensive resource on accessibility.

Supplementary material

- This comprehensive guide by CBM Global and The World Blind Union provides practical support on how to deliver a whole-of-organisation approach towards accessibility to achieve 7 core accessibility commitments across built environments, information and communications, procurement of goods and services, training and capacity development, programmes, meetings and events, recruitment and human resource (HR) management.
<https://worldblindunion.org/wp-content/uploads/2021/12/Accessibility-GO-A-Guide-to-Action-WBU-CBM-Global-Dec2021.pdf>
- Larger organisations have started to ringfence £15-20 K for internal organisational reasonable accommodation

¹ <https://www.washington.edu/doiit/universal-design-process-principles-and-applications>

Session: Budget

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| Learning Objectives | <p>By the end of the session, participants should</p> <ul style="list-style-type: none">• Understand how budget considerations relate to accessibility and reasonable accommodation• Be able to provide examples for cost/budget considerations with an intersectional lens• Understand tracking of disability-inclusive costs |
| Key Messages | <ul style="list-style-type: none">• Without an appropriate budget, inclusion is unlikely to happen• Costing and planning throughout the project cycle are important - ensure they are included in proposal design• If it is difficult to exactly anticipate the costs, allocate an additional 5% of overall programme costs for a general “accessibility and inclusion” budget line |
| Facilitator’s Notes | <ul style="list-style-type: none">• Make sure you have a good understanding of environmental barriers and reasonable accommodation• Remind participants to consult with experts, especially diverse persons with disabilities on accessibility requirements and RA to develop the budget |
| Duration | 20 minutes |
| Activity | <ul style="list-style-type: none">• Review incomplete table of disability-inclusive costs in relation to accessibility and Reasonable Accommodation• Presentation & Questions |
| Resources | Hand-out on Elements of Disability Inclusion |
| Technology | PowerPoint presentation |

Information:

Budget considerations for disability inclusion are needed at the very beginning. Emphasise to participants that this is a common mistake:

Organisations often put a proposal together and do not think of disability inclusion and related costs. Then, when the project is about to be implemented, a reminder appears from donors or a focal point in the organisation to consider persons with disabilities.

While it is not impossible to include a disability perspective later on, it will be limited by budget constraints.

Therefore emphasise: **Without an appropriate budget, meaningful participation and inclusion is unlikely to happen.**

Activity 1: Budget lines

Process:

1. Share screen of the Powerpoint slide (shown on the next page of these notes) which shows a partially completed table on budget considerations for accessibility and reasonable accommodation.
2. Ask participants to make suggestions about what is missing.
3. After brainstorming, share the Powerpoint slide of the completed table
4. Present Powerpoint slide 15 as a summary.

Supplementary material

- UNHCR Inclusive budgeting Tip Sheet: <https://www.unhcr.org/62962a0a4.pdf>

Questions may be asked by participants about how much accessibility and reasonable accommodation costs may be in a budget. There is no definite answer, but it is generally recommended to calculate 3%-7% of the programmatic budget.

- List items relevant for accessibility and reasonable accommodation
- Add further occasions

Table 1- Partially completed table

| Budget for | Item | Occasion | |
|---|-------------------------------------|--|--------------------------|
| <p>Reasonable Accommodation & Accessibility</p> <p>Reasonable accommodation is on a case-by-case basis, often in response to an individual need. These adjustments will be needed in environments that aren't accessible, the more accessible the environment, the less reasonable accommodation is necessary</p> | Travel | Meetings with government and other partners | |
| | | Training for persons w/ dis | |
| | | | |
| | | Consultation | |
| | | Data collection, including...? | |
| | | | |
| | | | Meetings with government |
| | | | |
| | | | |
| | | | Consultation |
| | | | Data collection |
| | | | Meetings |
| | | | Training |
| | | | |
| | | | |
| Language simple and inclusive | | | |
| Specific targeted activities | | Disability awareness raising events | |
| | | | |
| | Training | capacity development of OPD/SHG ² | |
| | Support to activities, for example: | | |
| Human Resources | | Disability expertise for project | |

² Organisations of Persons with Disabilities/ Self-Help Groups

Table 2 - Completed Table

| Budget for | Item | Occasion |
|---|--|---|
| <p>Reasonable Accommodation & Accessibility</p> <p>Reasonable accommodation is on a case-by-case basis, often in response to an individual need. These adjustments will be needed in environments that aren't accessible, the more accessible the environment, the less reasonable accommodation is necessary</p> | Travel costs for persons with disabilities and their assistants as necessary | Meetings with government and other partners |
| | | Training for persons w/ dis |
| | | Training awareness sessions conducted by pers w/ dis |
| | | Consultation |
| | | Data collection, including in evaluations |
| | | recruitment of persons w/ dis for project, including consultants, e.g. evaluations/research |
| | Sign Language Interpreters | Meetings with government |
| | | Training for persons w/ dis |
| | | Training awareness sessions conducted by persons w/ dis |
| | | Consultation |
| | | Data collection, including evaluations |
| | | recruitment of persons w/ dis for project |
| | Accessible venues | Meetings |
| | | Training |
| | Accessible technical material | Material incl diagrams and other visual readable by screen reading software |
| | | Alt Text for photos and visuals |
| | | Language simple and inclusive |
| Different formats, e.g. large print, easy-read versions | | |
| Accessible online events | captions, sign language interpretation, different language translation | |
| Specific targeted activities | Disability awareness raising events | communities and other stakeholders |
| | Meetings | partnership development |
| | Training | capacity development of OPD/SHG ³ |
| | Support to activities, including, for example accessibility audits | implemented by OPDs/ SHG |
| Human Resources | Disability focal point | Disability expertise for project |
| | Inclusive Evaluation Team | Evaluator/consultant with disabilities |

³ Organisations of Persons with Disabilities/ Self-Help Groups

Session: Data

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| Learning Objectives | <p>By the end of the session, participants should</p> <ul style="list-style-type: none">• Understand the importance of disaggregated data collection and analysis• Be familiar with the Washington Group Short Set of Questions (WG-SS)• Be able to formulate inclusive Situation analysis questions and indicators |
| Key Messages | <ul style="list-style-type: none">• Data disaggregation is important throughout the project cycle• Data disaggregation with an intersectional lens needs to be consistent and must find its way into analysis and reporting• Data is not just important for accountability and reporting but also for generating evidence for advocacy, policy, further resource mobilisation• Mainstream research questions for e.g. Situation Analysis and indicators can be rephrased to include a reference to disability, or require specific disability-related questions/indicators |
| Facilitator's Notes | <ul style="list-style-type: none">• Make sure you familiarise yourself with the WG-SS, and with other question sets as an overview of what is available for different contexts. Ideally spend some time to look at the website and especially the Frequently Asked Questions page• Review typical questions for Situation Analysis/survey questions and indicators and prepare potential disability-inclusive adaptations |
| Duration | 30 minutes |
| Activity | <ul style="list-style-type: none">• PowerPoint Presentation & Questions• Activity on situation Analysis and Indicators |
| Resources | Hand-out on Elements of Disability Inclusion |
| Technology | PowerPoint presentation |

Information:

Data is absolutely essential, and its importance cannot be overstated to participants.

Data is an example of what to consider first, if/when mainstream organisations remember that they want to include a disability element but haven't planned for it. Here is the chance to at least make information about disability visible, and to generate evidence that can influence decision makers to act, including at an internal organisational level. Good quality data collection is also a crucial step for monitoring and evaluating programmes. By identifying who does and **who does not** benefit from programmes, organisations can adapt and improve project activities to ensure they are more inclusive. This is important to emphasise to participants.

The [Washington Group Question Sets](#) are an important tool, and it is highly recommended that you take some time to look at their website.

Process:

1. Present power point slides 16 to 18 to explain the importance of good disability data, including the challenges, and the resulting recommendation that the Washington Group question sets be used.
2. Explain that the Washington Group Questions are constantly reviewed, experiences analysed, and adaptations made. Remind participants that the handout provides some more details and also a link to the Washington Group website that holds all question sets and extensive further information and advice, including frequently asked questions.

Supplementary material

- <https://www.washingtongroup-disability.com>

Activity 1: Situation Analysis and Indicators

Information:

Typical data activities are conducting a situation analysis and developing project indicators.

Remind participants that if we don't ask the right questions, we will not receive all the relevant information. If we don't formulate indicators that include a disability lens, it is unlikely that people will remember to collect data (again ask the right questions, have an appropriate budget, and ensure accessibility etc) if it is not asked about in the indicator.

Process:

1. Present Power point slide 19 as an overview
2. PowerPoint slides 20 and 21 provide examples for typical questions posed in situation analyses and indicators. They are designed that the questions and adaptations appear in a staggered way, so that participants have time to think about and suggest adaptations before you show them potential solutions.

Supplementary material

- <https://www.unicef.org/media/126491/file/General-Suggestions-for-Disability-SITANS.pdf>
- https://esaro.unfpa.org/sites/default/files/pub-pdf/Situational%20Analysis%20SRHR%20YPWD%20ESA_FINAL_0.pdf

Session: Partnership/Collaboration

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| Learning Objectives | <p>By the end of the session, participants should</p> <ul style="list-style-type: none"> • Understand the different types of disability organisations • Understand why partnerships on disability are important and some key considerations to be aware of in establishing and building them |
| Key Messages | <ul style="list-style-type: none"> • Being mindful of the different types of disability organisations is important preparation in programming for deciding who to partner with • “Nothing About Us Without Us” is a mantra of the disability rights movement and important to respect and be mindful of in all disability-inclusive programming • Partnerships need to be prepared and can be time-intensive to develop a functioning and trusting relationship • Especially in humanitarian work/emergencies, preparedness is important to be able to engage immediately when a crisis hits • Investing in knowing potential partners is important in regard to access, language, barriers, identities etc • Investigate different scaling models are helpful for long-term considerations and sustainability |
| Facilitator’s Notes | <p>It is important to be very clear about different types of organizations to clearly distinguish between organisations working for and with persons with disabilities and organisations of persons with disabilities (OPDs and self-help groups) and organisations for persons with disabilities (disability NGOs)</p> |
| Duration | 15 minutes |
| Activity | Powerpoint presentation and questions |
| Resources | Hand-out on Elements of Disability Inclusion |
| Technology | PowerPoint presentation |

Information:

To build truly equal partnerships, programmes should invest in time and training to ensure that people with disabilities have the skills and knowledge to engage in design, analytical input and interpreting data so that the process includes the participants concerns and unique interpretations.

It is often a surprise to mainstream programmers (and others in mainstream organisations) when they encounter some of the practical, historical and political complexities of different types of disability organisations for the first time. This session is an important introduction – especially for mainstream organisations with little previous experience or intentionality towards disability inclusion. It will help them in early stages of implementation of more intentional disability inclusion in their programming work.

Process:

1. Present Powerpoint slides 23 – 29. Information on the slides and in notes section of each slide
2. Point participants for further reading to the handout which has other information and resources.

Session: Participation

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| Learning Objectives | By the end of the session, participants should <ul style="list-style-type: none">• Have a rudimentary understanding of levels of participation• Have some practical ideas on how to promote participation of different persons with disabilities |
| Key Messages | <i>Meaningful</i> participation is a term often used but rarely clearly defined. <ul style="list-style-type: none">• It should, however, not be limited to consultation of persons with disabilities in the form of extracting information about barriers and challenges.• Persons with disabilities, especially women and girls, can and should provide important input into coping strategies and resilience across thematic areas, inclusive ways forward in any given programme, and contribute to feedback on and assessing progress that is being made (or not). |
| Facilitator's Notes | Participation is a huge topic that has little available time in this webinar. Participants are also likely to be experiencing “training fatigue” with the level of content that has been covered. Encourage participants to see this information as a starting point of considering how to meaningfully engage different persons with disabilities in their processes and programmes |
| Duration | 10 minutes |
| Activity | Powerpoint Presentation & Questions |
| Resources | Hand-out Elements of Disability Inclusion |
| Technology | PowerPoint presentation |

Information:

To build truly equal partnerships, programmes should invest in time and training to ensure that people with disabilities have the skills and knowledge to engage in design, analytical input and interpreting data so that the process includes the participants concerns and unique interpretations.

Process:

1. Present Powerpoint slide 30 and take questions in plenary.