Module 1: Disability inclusion in HNOs/HRPs
What do we know?

21st July 2020
Facilitators:

Kimberly Lietz (OCHA)
lietz@un.org

Kirstin Lange (UNICEF)
klange@unicef.org

Steve Perry (UNICEF)
sdperry@unicef.org

Ricardo Placorde (UNHCR)
placorde@unhcr.org

Ahmed Ghanem (UNICEF)
aghanem@unicef.org

Organization:

Presentation

Participation

Q&A

Polls

Interactive working groups
### Objectives:
- To learn how disability fits into the HNO and HRP processes
- To share good practices and actionable experience

### Structure:
- Understanding disability & who are persons with disabilities
- Disability inclusion in HNOs
- Disability inclusion in HRPs
- COVID-19 implications
Why is disability inclusion important in HNOs/ HRPs?
Who are persons with disabilities?
Disability is an evolving concept, ... 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.” (UN CRPD 2006)
Why disability inclusion in HNOs/HRPs?

Jordan 21%

Syria 27%

Afghanistan adults
13.9% “severe” – 65% “moderate/mild disability”

Afghanistan children
17.3% “mild / moderate / severe” disability”

Vulnerability Assessment Framework
Population Aging 2019

MODEL DISABILITY SURVEY OF AFGHANISTAN 2019
Do persons with disabilities experience humanitarian context differently?

While the same hazards impact on all members of the community, persons with disabilities may experience them differently.

- due to barriers they face and intersecting structural inequalities

We need to explore the specific disability-related dimensions of vulnerability and other intersecting structural inequalities.

- that contribute to a more nuanced understanding of risks facing persons with disabilities
Analytical model for vulnerability analysis
Disability inclusion doesn’t mean having add-on steps, it means including disability in the already existing steps.
Agree on Scope and Focus of the Analysis

What do we need to know?

• How do persons with disabilities experience humanitarian consequences differently?
• What are the factors contributing to heightened risk for persons with disabilities?
• What are the barriers and facilitators to persons with disabilities accessing assistance?
• What are the views and perceptions of persons with disabilities?

How can we get this information?

• Needs assessment data disaggregated by disability
• Focus Group Discussions and key Informant Interviews with persons with disabilities
• Barriers and facilitators assessments
• Accessible AAP mechanisms
Good Practices : Afghanistan HNO 2020

• Included a specific sub-section on disability (and on mental health) under the section Critical Problems.

• A subsection provided specific, quantified analysis of factors contributing to risks for persons with disabilities (and their families)
## Review and Analyze Data and Information

<table>
<thead>
<tr>
<th>Analytical Insights</th>
<th>Secondary Data Source</th>
<th>Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women had significantly less access to WASH facilities if living in a household headed by someone with a disability</td>
<td>Afghanistan REACH Protection Assessment 2018</td>
<td>Survey data disaggregated by disability can give an indication of barriers to access</td>
</tr>
<tr>
<td>About half people with disabilities surveyed experience discrimination and barriers to accessing health services</td>
<td>Central African Republic Humanity and Inclusion Pilot Survey in Bambari 2019</td>
<td>Small-scale studies on disability by partners can give voice to the affected population</td>
</tr>
<tr>
<td>Health care costs for households with a member with one or more disabilities are twice as high as those without a member with disability</td>
<td>Iraq REACH Multi-Cluster Needs Assessment 2019</td>
<td>Access to big datasets can be helpful to compare different characteristics of the population</td>
</tr>
</tbody>
</table>
### Identify and Address Information gaps

**Washington Group short question set as a tool for disaggregation by disability**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have difficulty seeing, even if wearing glasses?</td>
<td></td>
</tr>
<tr>
<td>Do you have difficulty hearing, even if using a hearing aid?</td>
<td></td>
</tr>
<tr>
<td>Do you have difficulty walking or climbing steps?</td>
<td></td>
</tr>
<tr>
<td>Do you have difficulty remembering and concentrating?</td>
<td></td>
</tr>
<tr>
<td>Do you have difficulty with (self care, such as) washing all over or dressing</td>
<td></td>
</tr>
<tr>
<td>Using your usual (customary) language, do you have difficulty communicating, for example understanding or being understood?</td>
<td></td>
</tr>
</tbody>
</table>

**Including persons with disabilities in focus group discussions and key informant interviews - tips**

- Work with organizations of persons with disabilities from the affected and/or host community
- Budget and plan for accessibility, including training on accessible communication for interviewers
- Provide options for different forms of participation
- Aim to reflect diversity among persons with disabilities - men, women, youth, older persons, and different types of disabilities
- Aim to understand how the crisis is experienced differently, barriers to accessing assistance, and roles/capacities of persons with disabilities
Nearly 63% of HNOs acknowledge the need to strengthen the collection and analysis of data. e.g.:

- There is strong recognition in CAR, which identified as one of the highest priorities of ICCG to collect data on barriers faced by persons with disabilities.
- In Burundi and Niger, the HNOs acknowledge that disability needs to be better integrated and that there are few studies and publications that integrate vulnerabilities linked to gender and disability.
Questions & thoughts
Development of GBV prevention and response information in multiple and accessible formats

Training to teachers on inclusive education

Improve physical accessibility of WASH facilities, in consultation with persons with disabilities

Conduct a detailed assessment of barriers and enablers to access to work for persons with disabilities and their households
Good practices: Somalia HRP 2020

- Increase efforts to identify barriers, risks and enablers for people with disabilities
- Strengthen the inclusion of people with different types of disabilities:
  - Additional resources to be allocated
  - Data collection on disability
  - Build and strengthen partnerships and capacity building with organizations for persons with disabilities (OPDs)
  - Improve monitoring, reporting and learning.
- All projects under the HRP to have identified disability considerations (disaggregate data by disability; consult with people with disabilities; address additional risks; and address barriers)
Identify Response Options

Guided by a twin-track approach

Inclusion of persons with disabilities

Mainstreaming
Design and adapt mainstream interventions so they are accessible to all (e.g. provide information in at least two formats, or make WASH facilities physically accessible)

Targeted
Directly address disability-related needs (e.g. provide assistive devices, meet specific dietary needs in food assistance.)
Monitoring and Accountability

At the output level, actions to address critical problems for persons with disabilities can be reflected through specific indicators:

- # of persons with disabilities receiving health-related rehabilitation services, including assistive technology
- # of staff, partners and communities trained in working with people with disabilities

While outcomes in terms of equal access and inclusion may be better reflected through the disaggregation of all relevant indicators by disability:

- # of girls and boys benefiting from distance learning programmes (Disaggregated by disability)
- # people reached with risk communications (disaggregated by disability)
Questions & thoughts
Related resources and guidance

**Disability & HNOs/HRP**
Guidance on strengthening disability inclusion in Humanitarian Response Plans
Tip Sheet: Integration of Disability in HNO
Tip Sheet: Integration of Disability in HNO
GPC webcast on disability inclusive HNO and HRP

**Disability & humanitarian response**
IASC Guidelines, Inclusion of Persons with Disabilities in Humanitarian Action
UNICEF: Including children with disabilities in humanitarian action

**Disability & COVID-19**
Disability Inclusion: Tip sheet for GHRP update
Note on applying the IASC Guidelines on Inclusion of Persons with Disabilities in the COVID-19 response
Follow-up exercise
Follow-up exercise for country teams

- ‘Homework’ to do as individuals or as Country Teams
  - Self-organized, independent work
  - Participants are encouraged to meet with their HCT team members

- Three topics, try and attempt each one
  - Idea is to localize or contextualize topics covered in today’s session
  - Take four weeks through the end of August, budget about 2 hours time

- Aligned and relevant to the HNO/HRP process, not extra work (?)
  - Provides a context to possibly identify technical assistance needs
  - Completed homework will provide a foundation for Session 2 training
Follow-up exercise for country teams

Three topics, attempt each one

1. Identify 3-5 key questions about the situation, needs and priorities of persons with disabilities, that should be answered by the 2021 Humanitarian Program Cycle needs assessment

2. Reach out to a local organization of persons with disabilities (OPD), or other representative group of persons with disabilities among affected population, to understand their role, membership and opportunities for engagement in the response

3. Describe practically how the ‘twin-track approach’ could be applied to the 2021 Humanitarian Program Cycle response plan