

DISABILITY AUDIT TOOL

STAGE ONE

STAFF CAPACITY AND TRAINING NEEDS ASSESSMENT

GUIDELINE FOR CARRYING OUT THE DISABILITY AUDIT TOOL

The tool was produced by a collective effort of various disability and child protection NGO partners, led by First Step Cambodia, to help NGOs and other services develop positive responses towards children and people with disabilities.

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INTRODUCTION

This audit tool was produced by a collective effort of various NGO partners, lead by First Step Cambodia, to help NGOs and other services develop positive responses towards children and other people with disabilities. In order to achieve this goal we need to 'mainstream' disability issues within all aspects of our work. This can be a long process and many partners said they wanted to change – but were not sure how - so this DAT has been produced to help people achieve that.

Why is it important to 'mainstream' disability issues and improve our services?

When we met NGOs working in the field of child protection and also those working with disability issues, we realised that there was a big gap in service responses and that many NGOs knew little about the problems faced by people with disabilities – and therefore they had little contact and are often not able to respond to their needs adequately.

Vulnerability: Research into important issues such as child protection rarely includes children with disabilities so they remain 'invisible' – this contributes to increasing their vulnerability. Research from all over the world also tells us that children and adults with disabilities are far more likely to experience, neglect and physical, emotional and sexual abuse – but far less likely to receive adequate support.

Legal and Ethical Responsibilities: Under Cambodian Law and the United Nations Convention for People with Disabilities and the UN Convention on the Rights of Children, people with disabilities have equal right to support from all services, but currently in many situations are unable to access them. Research also shows that children with disabilities often miss out on services and support as NGOs often forget to include them in their plans.

We now understand that if all people in society are not to benefit from the services available in the NGO sector, we all need to change and 'mainstreaming' disability issues within our work is one way we can achieve that. If we successfully 'mainstream' disability this means that children and adults with disabilities are able to access services and support in the same way that people without disabilities can. Together we can remove the barriers that prevent people with disabilities accessing support and make all NGOs and services more easily accessible.

Benefit all in Society: If we can work together to create positive change we can ensure that all and especially the most vulnerable in society can benefit from the same rights and services.

How to use this DAT: This tool has been designed to assess the needs of all aspects of organisations – from staff learning needs and training, policies and practice. It was designed, tested and piloted with the intention of being easy to use and has step by step instructions to guide those using it.

The DAT is split into two main parts – one to explore the learning and training needs of staff and management (Learning and Training Needs Assessment) – and the second to assess and audit all aspects of the organisation from policies through to the delivery of services.

We are confident that if used properly, this DAT will help your organisation develop a strategy and plans to make positive changes, ensuring that people with disabilities are able to access services and achieve their rights with dignity.

STAGE ONE

CARRYING OUT A LEARNING AND TRAINING NEEDS ASSESSMENT (LTNA)

Brief Introduction: This learning and training needs assessment (LTNA) was developed, piloted and tested so it will be easy to use. It includes step by step instructions of how to carry out the LTNA and once successfully completed will enable the organisation using it to identify key learning needs for all staff and management and develop a strategy to meet the needs.

Simply follow the instructions below.

Carrying out the LTNA: Ideally allow at least one full day with the team or group you plan to work with.

Plan to utilise a range of methodologies (Discussion in pairs, small groups, sharing and discussion in the wider group etc.)

Similarly, take into account the specific roles of those taking part within the organisation – for example the process is likely to benefit from groups of care givers and managers working separately at some stages of the LTNA, as existing power dynamics may restrict openness to sharing. In addition staff with different roles (such as care givers and managers) may also benefit from working in separate groups.

RESOURCES NEEDED FOR CARRYING OUT THE LTNA:

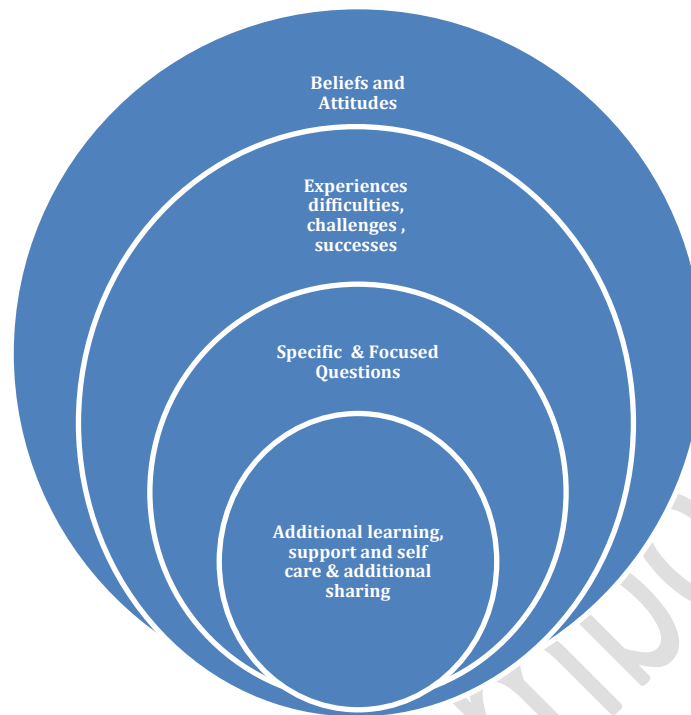
- ✓ Flip chart paper
- ✓ Marker pens
- ✓ Strips of coloured paper (e.g. divide pieces of A4 paper into four)
- ✓ Sticky tape
- ✓ At least two facilitators

The LTNA is divided into four different stages and focuses on different questions and activities, in order for us to gain the maximum benefit from the process.

Each stage focuses on different aspects of the team's work in relation to disability issues, for example:

1. Beliefs and attitudes related to disability issues
2. Experiences, difficulties, challenges and successes in relation to working with people with disabilities and disability issues in general
3. Specific and focused questions in relation to disability issues and working with people with disabilities (and their families and care givers)
4. Additional learning, support and self care needs and additional sharing.

The content of the LTNA is summarised and illustrated in the diagram below.



INSTRUCTIONS FOR CARRYING OUT THE LEARNING AND TRAINING NEEDS ASSESSMENT

Setting ground rules and creating a safe environment:

It is important in any group activity to agree some ground rules to ensure a smooth process and that all participants have an equal opportunity to share and have their voice heard. Ground rules can guide the process and also create a safe environment for participation and sharing.

As a facilitator you may already have some ideas that you wish to include and it is also important that the group has an opportunity to share their own ideas about guidelines.

You can ask the group to contribute their ideas and share some of your own, by writing on a whiteboard (if you have one) or flip chart paper. If some of the group have problems with literacy, you can draw signs or pictures to indicate the guidelines.

insert pictures later

Some useful guidelines and ground rules are suggested below. You do not have to use these, they are just examples.

- ✓ Confidentiality (If people share personal information about sensitive topics – that should remain confidential and stay within the room)
- ✓ Listening – make sure that when others are speaking and sharing that we listen and do not talk over them
- ✓ No laughing or mocking people if they share ideas that participants may not agree with
- ✓ When working in groups – ensuring that all voices are heard – the group does not have to all agree with an idea for it to be included

- ✓ Participation – create a safe space for all participant’s ideas to be included
- ✓ Agreement that there is no ‘right’ or ‘wrong’ in this LTNA
- ✓ Timekeeping – ensure that after breaks and lunch that everyone returns on time
- ✓ Encouragement and valuing others – some people with little experience or confidence also have a voice and should be encouraged to share it

Once you have agreed your guidelines for the workshop, you are ready to go!

Stage One: Exploring Beliefs and Attitudes – Building the ‘Wall of Beliefs’:

The facilitator needs to explain that:

The reason for exploring beliefs and attitudes about disability in society or based on our experiences of knowing or working with people with disabilities, is that our existing beliefs, based on life and work experiences, existing knowledge, research (which may or may not be helpful), or beliefs that other friends or people we know might hold etc. have a powerful influence over our behaviour in work towards people with disabilities, policy development and the services provided.

Many existing beliefs may be based on inaccurate information or unhelpful cultural and social beliefs, which may be discriminatory (even if we do not think we discriminate) and they may be unhelpful.

Therefore as a foundation of change and development, we need to understand what beliefs are common in society and spend some time reflecting on where they come from (Originate). The data collected in this part of the LTNA can be very helpful in planning our learning in future.

1. Ask the group to split into pairs or smaller groups. (Make sure each pair has several pieces of paper (A4 paper split into four smaller pieces) and a marker pen in which to write down their ideas; if you are working with groups of care givers, social workers and managers, it may be useful to use different colour paper so that you can later identify what the similar and different learning needs are.
2. Ask them to talk and share ideas about the topic of disability for at least 20 minutes. Ask them to discuss and write down what the common beliefs are that they have, or are common in their organisation, community or society about disability issues (This may also relate to what friends and family may say or believe, traditional ideas and beliefs about the causes of disability, the effects of disability and how people with disabilities should be treated etc. This can include things they have heard or read or also been told in previous training events).

If it will help the group, provide a couple of examples from the list below to help them understand the task, for example, in relation to disability issues:

- If someone has a disability it is because of karma – and therefore they deserve it
- You should always feel pity for someone with a disability
- People with disabilities should be kept separate from normal people
- People with physical disabilities are not very clever – and will never achieve much in life
- Inviting someone with a disability to your wedding brings bad luck
- If someone is born with a bad disability – it is probably better that they die

3. If the groups need more time, allow them to have that – this may be the first time that they have had an opportunity to discuss and share these issues in detail and it will be important for each person to feel that they have been heard.
4. Once completed, ask the group to use the pieces of paper and stick them on a wall space - similar to bricks and build a 'wall of beliefs'. Ask the group to look at what they have created and you can ask questions about things that are not clear, clarify meanings, point out similarities and differences.

What you have produced is the basic foundation of your learning curriculum, which when analysed and categorized later will relate to key areas of learning to focus on – for example, some ideas may be related to understanding the causes of disability; others may be related to how to respond and treat people with disabilities; and more may be related to discrimination and needs related to helping and supporting people with disabilities.

Be prepared for some beliefs not to easily fit into categories and you can create new ones.

5. Provide an opportunity for group members to comment and ask for clarification of the issues that have created the 'Wall of Beliefs'
6. Leave the pieces of paper on the wall for the rest of the day; explain that if anyone thinks of any other ideas throughout the day – they may add more. Leaving the Wall of Beliefs displayed will also enable you as a facilitator to show the links between this exercise and others later in the LTNA.
7. Take a break of at least 15- 20 minutes.

STAGE TWO OF THE LTNA:

Focusing on life and work experiences:

Similarly the next exercise should also be carried out in creative ways, utilising small groups or pairs.

If you are working with a mixed group of men and women, provide opportunities for single sex groups and/or pairs, which will create space for the unique experiences and needs of men and women to emerge, which is vital if your training and capacity building is to be effective.

Importantly, if you are working with a team or organisation that includes managers alongside care givers for example – do create separate groups based on role and status. Not only will this reveal important and different needs but also address any specific power dynamics within groups and encourage safer sharing. (e.g. sometimes care givers or other staff may find it hard to speak freely when managers are present).

In our experiences staff with lower status may often be fearful of openly speaking out within the larger group for a range of reasons, not least that if they express openly their perceived difficulties or weaknesses, this may negatively affect the way managers and others may treat them.

An example of how this process should be conducted is described briefly below;

1. Explain that you recognise that working with and supporting people with disabilities is not always easy, it can be very challenging but also rewarding.
2. Do provide examples (e.g. It can be a struggle to know how to help; we may be fearful if people we work with some people who become aggressive and/or concerned for our safety; We may feel embarrassed if we have to provide intimate care for people with severe physical difficulties – e.g. having to bathe older children or young people)
3. Ask the group to discuss and record their likes and dislikes about their job; the things they find challenging and/or enjoyable about working with people with disabilities; things they find easy or difficult in their work and other challenges.
4. Explain that this can be related to any aspect of their current role or work – for example to building relationships and communication, - providing basic care, but including more complex tasks like completing assessments and providing services and support.
5. This task should also include work with children and adults with disabilities – but also their families and care givers (It is very important for us not to neglect families also and pay attention to their needs, so this can be important to discuss)
6. Allow plenty of time for discussion; the participants are talking about their everyday work and this is a crucial part of the LTNA. We would recommend at least 45- 60 minutes. (Allow a little extra time if needed)
7. They can record their ideas on flipchart paper, either by making lists or posters to illustrate their ideas. Encourage them to be as creative as they can be.
8. Once the task is completed ask the groups/pairs to place their work on another wall in the space you are doing the workshop.
9. Encourage the groups to walk around and look at each other's work. Allow and encourage opportunities for discussion and clarifying statements to gain a deeper understanding of specific issues.

As above, this exercise will build on the foundation of beliefs and provide a deeper understanding of the real life experiences of the group. It may help reveal issues that are often hidden and unlikely to be shared by simply asking about training needs.

Once you have analysed and categorized later, natural themes and topics will emerge, some of which are likely to overlap with information and ideas from the previous exercise.

Lunchtime:

STAGE THREE OF THE LTNA:

Seeking specific questions related to the topic of disability and working with people with disabilities

The third stage of the LTNA seeks to inquire yet more deeply into the needs of the group by asking them to identify what focused and specific questions they have about the issue or topic.

1. Simply ask the group to spend time discussing what questions they need answers to in relation to disability and working with people with disabilities. Explain that they are free to ask questions about any aspect of their work and disability and that this is their opportunity to help create the detailed learning curriculum they need.
2. Provide a couple of examples, to help them understand. Encourage use of open and more specific questions related to the 5WH concept:
 - Why? (e.g. Why do people have intellectual disabilities?)
 - Who? (e.g. Who is most at risk for having disabilities?)
 - Where? (e.g. Where can children with disabilities get educated?)
 - What? (e.g. What are the special needs of people with polio?)
 - When? (e.g. When will I be able to tell if a child with disabilities needs help?)
 - How? (e.g. How can I help a family or a child with disabilities?)
3. Allow the group sufficient time to complete this task, at least 30 minutes. Ask the participants to write their ideas on flip chart paper or create posters – whatever you prefer.
4. Similarly, as above - you can share by displaying on the wall and/or asking the group to present their ideas.

This will allow you the opportunity to clarify and discuss the meaning of the information and questions shared and this will provide yet more detailed information to help you design the training curriculum and support systems for the group.

After the first three stages of the LTNA you should have a large list of ideas, beliefs, experiences and questions that cover many different areas related to disability.

STAGE FOUR OF THE LTNA:

This part of the process explores additional learning and training needs not covered by the previous sections, though there may be some overlap.

Learning and Additional Support. The final part of the LTNA process focused on additional learning and supports required. You may be flexible in your approach based on the specific context and requirements of the group.

1. Ask the group to reflect on their work so far and on any gaps that may exist – and/or additional learning and support they think they will need to achieve their goals and work effectively. You can also ask them to share any other thoughts, ideas and questions that they may have.

You can say for example that this may relate to:

- Identifying and sharing ideas and information about preferred learning styles within the group (This may be different for care givers and others such as Managers)
 - Specific learning and other training they may think of (This may be based on previous training experiences)
 - Identify Group and Individual Supervision and Support needs and mechanisms (They may not be at all familiar with the concept of 'Clinical Supervision' so consider providing a couple of examples that are 'jargon free' e.g. group support, self care groups etc.)
 - Identify Individual and Team Self Care needs (e.g. asking the group what they do already and what they need to do, or would like to do in order to promote positive self care)
 - Encourage them to share any additional information, ideas or questions they may have.
2. Ask them to discuss – either in pairs, small groups or the larger group if this is appropriate.

Once this process is complete you will then have a wide and varied list of information, ideas and needs – many of which will overlap. This will enable you to reflect, write up and categorise the data.

3. Thank the group for their participation and before closing the workshop explain that the information will be gathered, recorded and categorised before being written up in a summary report. This will be shared with the group and used to plan training, learning and support opportunities.

Following the LTNA:

Ideally you should then write a summary report, compiling all of the data; this will also enable you to identify gaps, categories, similarities and differences and specific learning needs that may be different within the group – for example care givers, senior management, males and females etc. Once this process has been completed you should ideally return to the organisation or group, share your findings and begin the process of planning your capacity building with the organisation involved.

If you are carrying out the LTNA for your own organisation this can be a very useful process. This can help you plan for providing training for your team and can help you develop your organisational strategy. Ideally the report should be shared with the Management Board and donors, in order that funds and resources can be made available to respond to the needs identified in the assessment.

Hopefully this will be the beginning of a process that will lead to your team or organisation developing more positive and inclusive approaches to working more effectively with people with disabilities.

ANNEX 1 – EXAMPLE OF REPORT CONTENTS

Beliefs and Facts:

Content	Response and Plan
People with disabilities have this problem due to Karma	Teach people real causes of disability
People with disabilities are not abused because they are not attractive	Share accurate knowledge of vulnerability and abuse; accurate information about prevalence of abuse; teach group that abuse is not about being attractive – causes and risk factors of abuse etc.
People with disabilities cannot live a full life, so no need to have them educated	Teach participants about the potential of all people with disabilities; share UNCPWD, UNCRC, Cambodian Government Legal Documentation to help participants be aware of rights of PWDs.

Challenges, Difficulties, Likes, Dislikes:

Content	Response and Plan
Working with PWDs is not part of our core strategy, not our responsibility	Working with PWDs is everyone's responsibility; share UNCPWD, UNCRC, Cambodian Government Legal Documentation to help participants be aware of rights of PWDs and the responsibilities of organisations to respond. Help staff understand how they can improve and develop responses to include PWDs.
Staff thinks that PWDs cannot help themselves and can be a burden for family, community and society.	Need training related to understanding the potential of PWDs and how team can support that; address harmful beliefs in the team that cause the problems and difficulties; help team understand how UNCPWD can be turned into effective action; help team learn about how they can create an accessible service to meet needs of all people, including PWDs. Help parents access parenting skills, knowledge and support; seek help from specialist NGOs working with disability issues.

<p>Their emotional behaviour is not stable and they are over sensitive.</p>	<p>Provide training on understanding emotions and behaviour of <i>all people</i> and help team understand and respond appropriately to all, including PWDs; provide training on communication issues and understanding PWDs without making harmful assumptions; challenge harmful beliefs and attitudes.</p>
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Specific Questions about disability:

Question	Response and Plan
<p>What specific needs do people with disabilities have?</p>	<p>Learn about different types of disabilities, the problems it creates and what needs people with disabilities have; learn to carry out individual assessments of need but most importantly listen! Use your knowledge through assessment to develop a service plan that meets their needs; Network with specialist NGOs working with disability issues to learn more;</p>
<p>How can we promote and empower people with disabilities?</p>	<p>Listen! Ask PWDs what they need and how they want to achieve their rights and ask if and how they would like you to help them; learn about UNCPWDs, laws and how you can advocate for rights; carry out a Disability Audit of your own organisation and develop a strategy to change; review your strategy regularly. Seek support from specialist NGOs working with disabilities and create partnerships.</p>
<p>What are the root causes of disability?</p>	<p>Provide training on root causes and prevention related to disability; network and seek support from specialist NGOs.</p>

Training and Additional Comments

Content	Response and Plan
<p>Communication with deaf people</p>	<p>Contact Deaf Development Program (DDP)</p>
<p>Standards related to accessibility for people with disabilities</p>	<p>Contact Handicap International</p>

How can I carry out a Disability Audit and Child Protection Audit of my NGO?	Contact FSC for details.
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First Step Cambodia