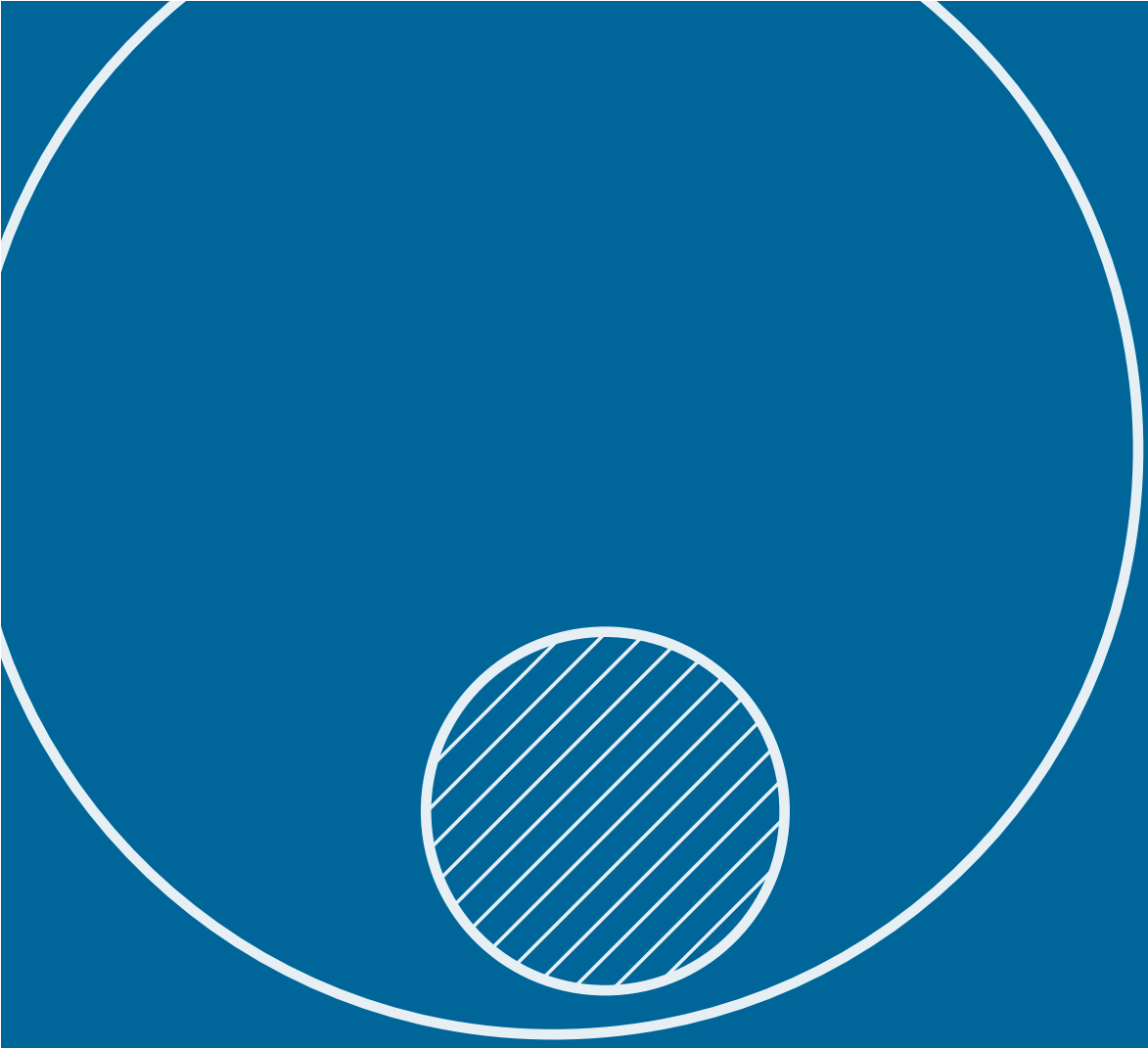

Making Inclusion a Reality in Development Organisations

A manual for advisors in disability mainstreaming

International Disability and Development Consortium

International Disability and Development Consortium (IDDC)

Collaborating globally to promote Inclusive Development

IDDC is a global consortium of disability and development non-governmental organisations (NGOs), mainstream development NGOs and disabled people's organisations (DPOs) supporting disability and development work in more than 100 countries around the world.

The aim of IDDC is to promote inclusive development internationally.
Inclusive development means respecting the full human rights of every person, acknowledging diversity, eradicating poverty and ensuring that all people are fully included and can actively participate in development processes and activities regardless of age, gender, disability, state of health, ethnic origin or any other characteristic.

For more information, visit our website on www.iddcconsortium.net

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List of acronyms

ADDA	Agency for Disability and Development in Africa
ADD	Action on Disability and Development, now called ADD International
CBM	Christoffel Blinden Mission
CHIP	Civil Society Human and Institutional Development Programme
DM	Disability Mainstreaming
EANDM	Eastern African Network on Disability Mainstreaming
EC	European Commission
ECDD	Ethiopian Center for Disability and Development
IAF	International Association of Facilitators
ICE	Identify, Clarify, Extend
IDDC	International Disability and Development Consortium
LCD	Leonard Cheshire Disability
LFW	LIGHT FOR THE WORLD
MIUSA	Mobility International USA
NGO	Non-Governmental Organisation
NORAD	Norwegian Agency for Development Cooperation
OA	Organisational Analysis
OD	Organisational Development
TT	Travelling Together
UN	United Nations
CPRD	Convention on the Rights of Persons with Disabilities
UPHLS	Umbrella of Persons with Disabilities in the fight against HIV/AIDS in Rwanda
VSO	Voluntary Services Overseas
WRD	World Report on Disability
WV	World Vision

Day 2 of Training of Trainers: participants link up in pairs during exercise © Sander Schot/LFW

Introduction

No fewer than 1 billion people in the world have a disability. Vulnerability, disability and poverty are interrelated and elements of the same vicious cycle. This explains why people with a disability are often some of the most marginalised.

Development efforts to enable people to break out of the poverty trap need to be inclusive in order to reach out effectively to people with disabilities. About 80% of people with disabilities are able to participate in society without any specific additional intervention or with low-cost and simple community-based interventions that do not require any specific rehabilitation expertise. Working with people with disabilities in development programmes should therefore not be the exclusive domain of disability specific organisations alone. There is a clear role to play for mainstream development organisations.

However, the question is how disability can become part of the programmatic and policy choices, organisational values and working practices of mainstream development organisations. Good intentions are not sufficient for development organisations to distance themselves from their routine, embrace the opportunities of inclusive development and really embed them in the veins of the organisational culture. That requires commitment, vision, persistence and high-quality facilitation of the change process.

This manual is specifically meant for trainers and advisors in disability mainstreaming that are involved in facilitating the organisational change process for inclusive development. This manual will help you to:

- Acquire a basic overview of disability rights and statistics
- Create a personal vision on inclusive development
- Deliver the message of inclusive development to a sceptical audience
- Design strategies for disability mainstreaming in development organisations
- Become familiar with the wide array of existing tools on disability inclusion
- Assess your own training and facilitation skills

You can select those chapters that are of most interest to you. Each chapter starts with the key objectives of that particular chapter, then discusses the content, poses some questions for discussion and finalises with references for further reading.

We would like to thank all the disability mainstreaming trainers and practitioners worldwide who were willing to share their stories, tools and resource materials with us to develop this manual. Their input is much appreciated and acknowledged in relevant chapters. A word of thanks is also due to the IDDC secretariat in Brussels for their vital support.

We hope that this manual provides you with useful information and reference material and that it will enable you to make inclusion of the rights of people with a disability a reality in the development organisations that you encounter.

1. The World We Live In

Learning objectives:

- ► To become familiar with key statistics on disability.
- ► To become familiar with the three approaches on disability.
- ► To become familiar with prominent disability conventions and legal frameworks.

1.1. Introduction

When we talk about inclusion of people with disabilities we should have a proper idea about the situation of people with disabilities worldwide. Statistics on disability are essential tools in the planning, implementation, monitoring and evaluation of policies and programmes for promoting the rights of people with disabilities, and for examining the impact of policies and programmes. One of the reports most referred to nowadays is the World Report on Disability (WRD), that gives an in-depth overview, in more than 300 pages, of the global disability statistics and figures in both developing and developed countries. This chapter draws extensively on this report.

Being aware of disability figures gives validity to your arguments when talking about disability. However, a good understanding of the different frames of reference that people have about disability is another matter. There are, generally speaking, three approaches that are used to explain these differences. It is important to be aware of these different basic attitudes that underpin people's perceptions, as it informs us about ways these people can be effectively approached.

People with disabilities should not depend on favours, and have indeed their rights clearly stated in conventions, legal frameworks, and agreements which governments have signed up to. We will look into these frameworks that we can use, as trainers/facilitators in disability mainstreaming, as they also affect the responsibilities of the programmatic work and practice of NGOs – even in instances that they are not even aware of these obligations. This includes the Millennium Development Goals framework, as the principal development agenda within international cooperation.

1.2. Disability statistics, barriers and their effects

1.2.1. Statistics

- ► The global statistics:
  - More than a billion people are estimated to live with some form of disability. That is about 15% of the world's population (based on 2010 global population estimates). This is higher than previous World Health Organization estimates, which date from the 1970s and suggested a figure of around 10%.
  - Between 785 and 975 million (15.6% resp. 19.4%) people of 15 years and older live with a disability.

- Of the ≥15 year olds, between 110 – 190 million people (2.2% resp. 3.8%) have very significant difficulties in functioning.
- Childhood disability (≤14 years) is estimated to affect 95 million (5.1%) children of which 13 million (0.7%) have a 'severe disability'.

► The number of people with disabilities is growing. There is a higher risk of disability at older ages, and national populations growing older at unprecedented rates. There is also a global increase in chronic health conditions, such as diabetes, cardiovascular diseases, and mental disorders, which influence the nature and prevalence of disability.

► The disability experience varies greatly. While disability correlates with disadvantage, not all people with disabilities are equally disadvantaged. Women with disabilities experience gender discrimination as well as disabling barriers. School enrolment rates also differ among impairments, with children with physical impairment generally faring better than those with intellectual or sensory impairments. Those most excluded from the labour market are often those with mental health difficulties or intellectual impairments. People with more severe impairments often experience greater disadvantages.

► Disability disproportionately affects vulnerable populations. There is a higher disability prevalence in lower-income countries than in higher-income countries. People from the poorest wealth quintile, that is women, and older people, have a higher prevalence of disability. The prevalence of disability in lower income countries among people aged 60 years and above, for instance, was 43.4%, compared with 29.5% in higher income countries and 22.4% for the lowest compared to 13.3% for the highest wealth quintile in lower income countries (World Health Survey data in World Report on Disability). People who have a low income, are out of work, or have low educational qualifications run an increased risk of disability. Data from selected countries shows that children from poorer households and those in ethnic minority groups run a significantly higher risk of disability than other children.

1.3. Disabling barriers

The following disabling barriers have been identified by the World Report on Disability:

► Inadequate policies and standards. Policy design does not always take into account the needs of people with disabilities, or existing policies and standards are not enforced.

► Negative attitudes. Beliefs and prejudices constitute barriers when health care workers cannot see beyond the disability, teachers do not see the value of teaching children with disabilities, employers discriminate against people with disabilities, and family members have low expectations of their relatives with disabilities.

► Lack of provision of services. People with disabilities are particularly vulnerable to deficiencies in services such as health care, rehabilitation, or support and assistance.

► Problems with service delivery. Issues such as poor coordination among services, inadequate staffing, staff competencies, and training affect the quality and adequacy of services for people with disabilities.

► Inadequate funding. Resources allocated to implementing policies and plans are often inadequate. Strategy papers on poverty reduction, for instance, may mention disability without considering funding.

- Lack of accessibility. Built environments, transport systems and information are often inaccessible. A lack of access to transport is a frequent reason for a person with a disability being discouraged from seeking work or prevented from accessing health care. The communication needs of people with disabilities are often not met. Information is frequently unavailable in accessible formats, and some people with disabilities are unable to access basic information and communication technologies such as telephones and television.
- Lack of consultation and involvement. Often, people with disabilities are excluded from decision-making in matters directly affecting their lives.
- Lack of data and evidence. A lack of rigorous and comparable data on disability and evidence on programmes that work often impedes understanding and action.

1.3.1. Effects of barriers

These (avoidable) barriers contribute to the disadvantages experienced by people with disabilities, such as the following:

- They have poor health outcomes. Depending on the group and setting, people with disabilities may experience greater vulnerability to preventable secondary conditions and co-morbidities, untreated mental health conditions, poor oral health, higher rates of HIV infection, higher rates of obesity, and premature mortality.
- They have lower educational achievements. Children with disabilities are less likely to start school than their peers without disabilities. They also have lower school attendance and finishing rates as well as lower transition rates to post-school education.
- They are less economically active. People with disabilities have lower employment rates than people without disabilities. Where people with disabilities are employed, they commonly earn less than their counterparts without disabilities.
- They experience higher rates of poverty. Households which include a person with a disability have higher rates of poverty than households without disabled members. As a group, and across settings, people with disabilities have worse living conditions and fewer assets. Poverty may lead to disability through malnutrition, poor health care, and dangerous working or living conditions. Disability may lead to poverty through lost earnings, a lack of employment or underemployment, and the additional costs of living with disability, such as extra medical, housing, and transport costs.
- They cannot always live independently or participate fully in community activities. Reliance on institutional solutions, the absence of community living, inaccessible transport and other public facilities, and negative attitudes leave people with disabilities dependent on others and isolated from mainstream social, cultural and political opportunities.

1.3.2. Recommendations relevant to disability mainstreaming

Although all the nine recommendations of the WRD are important, the following recommendations are most relevant for the purpose of disability mainstreaming.

- Enable access to all mainstream policies, systems and services. People with disabilities have ordinary needs – for health and well-being, for economic and social security, to learn

and develop skills, and to live in their communities. These needs can and should be met in mainstream programmes and services. Mainstreaming not only fulfils the human rights of people with disabilities, it is also more effective. Mainstreaming is the process by which governments and other stakeholders ensure that people with disabilities participate equally with others in any activity and service intended for the general public, such as education, health, employment, and social services. Barriers to participation need to be identified and removed and that may require changes to laws, policies, institutions and environments. Mainstreaming requires a commitment at all levels, and needs to be considered across all sectors and built into new and existing legislation, standards, policies, strategies and plans. Adopting universal design and implementing reasonable accommodations are two important strategies. Mainstreaming also requires effective planning, adequate human resources and sufficient financial investment – accompanied by specific measures such as targeted programmes and services (see recommendation 2) to ensure that the diverse needs of people with disabilities are adequately met.

This recommendation focuses exclusively on disability mainstreaming based on the following arguments: it is just and more effective. To do it well, commitment is required at all levels, and disability mainstreaming should be considered across all sectors.

- Involve people with disabilities. People with disabilities often have unique insights into their disability and their situation. In formulating and implementing policies, laws, and services, people with disabilities should be consulted and actively involved. Disabled people's organizations may need capacity-building and support to empower people with disabilities and advocate for their needs. When suitably developed and funded, they can also play a role in service delivery, for example in information provision, peer support and independent living. People with disabilities are entitled to control over their lives and therefore need to be consulted on issues that concern them directly – whether in health, education, rehabilitation, or community living. Supported decision-making may be necessary to enable some individuals to communicate their needs and choices.

  The recommendation rightly stresses the importance of involving people with disabilities, in accordance with the motto 'Nothing about us, without us'. In terms of disability mainstreaming we will also see that it is extremely important to work closely with representatives of DPOs and/or people with disabilities themselves. It is a matter of credibility and professionalism.

- Improve human resource capacity. The attitudes and knowledge of people working in, for example, education, health care, rehabilitation, social protection, labour, law enforcement, and the media are particularly important for ensuring non-discrimination and participation. Human resource capacity can be improved through effective education, training and recruitment. A review of the knowledge and competencies of staff in relevant areas can provide a starting point for developing appropriate measures to improve them. Relevant training on disability, which incorporates human rights principles, should be integrated into current curricula and accreditation programmes. In-service training should be provided to current practitioners who provide and manage services.

  In order to mainstream disability effectively in sectors like education, health care, etc. it is essential that the capacity of human resources is improved and that a more helpful attitude is adopted.

- Provide adequate funding and improve affordability. Existing public services for people with disabilities are often inadequately funded and this affects the availability and quality of such services. Adequate and sustainable funding of publicly provided services is needed to ensure that they reach all targeted beneficiaries and that good quality services are provided.

  Discussions of disability mainstreaming often focus on the issue of funding. This is legitimate since action is difficult without funding. Disability mainstreaming processes therefore require commitment on the part of management and budget holders. Their involvement in disability mainstreaming strategies is an important factor for success.

- Increase public awareness and understanding of disability. Mutual respect and understanding contribute to an inclusive society. It is therefore vital to improve public understanding of disability, confront negative perceptions and represent disability fairly.

- It is vital to improve public understanding. Disability mainstreaming is often a matter of challenging existing attitudes and behaviour which are also shaped by public perceptions. Awareness training and technical advice are crucial ingredients for disability mainstreaming.

1.3.3. Different perceptions of disability

To understand people's perceptions of disability it is helpful to establish to what extent perceptions belong to one of the following four disability models. These models and their description have been derived from Harris and Enfield [1](2003) and the Travelling Together handbook of World Vision (see appendix 1 for the reference link).

Examples	Young women using a wheelchair	Man with an intellectual disability	Parents with a hearing-impaired daughter
► Charity Model	'What a pity, this beautiful woman is wheelchair bound and she'll never be able to marry, have children or care for her family.'	'Look at this poor confused man. He seems to be mentally retarded. It would be better for him to live in a care home where somebody can take care of him.'	'It must be very sad having a child and knowing that she will never be able to live on her own.'
Medical Model	'Oh, this poor woman. She should go to a doctor and ask him whether therapy is available which could enable her to walk again, like everybody else.'	'Perhaps there is some medicine or treatment which could improve his perception. He should try a psychiatrist.'	'I'm sure in a few years there'll be a hearing aid available which will enable this child to hear better.'
Social Model	'The community really should build ramps in front of public buildings, so that people like her can participate in social life.'	'It's a good idea for him to live with his brother so that he is surrounded by non-disabled people.'	'We should all learn sign language so that we can communicate with this child and all other hearing-impaired people.'
Rights-based Model	'When she gets a job, her employer will have to build accessible rooms. This is her right!'	'Where does he want to live? Let's go and ask him!'	'When this child grows up, she'll be able to go to university if she wants to.'

1 Disability, Equality, and Human Rights : A Training Manual for Development and Humanitarian Organisations by Sue Enfield and Alison Harris (2003, Paperback)

Essentially, both the medical and charity models (known as the 'individual' models since they focus on the disabled person as the 'problem') have targeted people with a disability as a separate group which requires specialist or dedicated services, chosen on their behalf by 'experts'. This is characterised by development initiatives such as the provision of prosthetic limbs, rehabilitation or speech therapy programmes, the setting up of specialist income-generating projects or vocational training centres.

By contrast, the social and rights-based models assume that people with a disability should participate in all development activities. However, they also assume that those actions may need to be adapted for accessibility. This implies taking responsibility to understand how to include people with a disability as stakeholders in all mainstream work and looking for ways to support their participation in community life. In addition to that, the rights-based approach emphasises the ability to claim rights and focuses on both empowerment and accountability.

- Disability mainstreaming is the process which is designed to include people with disabilities in society and perceive disability in the way the social and rights-based models consider. Does this mean that people with disabilities do not have medical needs? No, on the contrary, they often require medical assistance and specialist support. The main issue is 'choice'. Decisions are often made on behalf of disabled people, rather than at their request or in consultation with them. If people with disabilities are perceived according to the medical or charity model, it will be hard for them to grasp the importance of inclusion.

Model	Characteristics
Charity People think that activities 'help' a person with disabilities who is considered 'helpless' and outside 'normal' society 	► views disability as a problem inherent in the person ► disabled people are regarded as 'unfortunate', 'dependent' or 'helpless' ► disabled people are regarded as people who need pity and charity ► people with impairments are assumed to be unable to contribute to society or support themselves ► they are usually given money or gifts, such as food or clothing ► disabled people become long-term recipients of welfare and support ► aid provided by specialist organisations not mainstream development ► disabled people are viewed and kept as a separate group

Model	Characteristics
Medical People think that activities 'fix' a person with disabilities who is considered 'sick', so they can join 'normal' society. 	► views disability as a problem inherent in the person ► a traditional understanding of disability ► focuses on a person's impairment as the obstacle ► seeks to 'cure' or 'improve' individuals to 'fit' them into society ► defines the disabled person only as a patient with medical needs ► segregates disabled people from the mainstream ► offers only medical help, carried out by specialists ► expensive, tends to benefit relatively few people
Social People with disabilities should be integral part of society, and activities focus on inclusion. 	► focuses on society, not disabled people, as the problem ► regards disabled people as part of society, rather than separate ► sees disability as the social consequence of impairment ► three main barriers in society are attitudinal, environmental and institutional ► activities focus on identifying and removing attitudinal, environmental and institutional barriers that block inclusion ► disabled people's needs are the same as non-disabled people's – e.g. love, education, employment

Model	Characteristics
Rights based Society has to change to ensure that all people – including people with disabilities – have equal opportunities to participate. 	► laws and policies need to ensure that barriers created by society are removed. ► support for equal access is a basic human right that any person can claim. ► the two main elements of the rights-based approach are empowerment and accountability. ► empowerment refers to the participation of people with disabilities as active stakeholders ► accountability relates to the duty of public institutions and structures to implement these rights and to justify the quality and quantity of their implementation.

1.4. Legal frameworks

1.4.1. International frameworks

The principles of the social and rights-based model are also the basis of the UN Convention on the Rights of Persons with Disabilities. The Convention on the Rights of Persons with Disabilities and its Optional Protocol was adopted on 13 December 2006 at the United Nations Headquarters in New York, and came into force on 3 May 2008.

The Convention:

- ► views people with disabilities as ‘subjects’ with rights, who are capable of claiming those rights and making decisions for their lives based on their free and informed consent as well as being active members of society.
- ► Is intended as a human rights instrument with an explicit, social development dimension.
- ► adopts a broad categorization of people with disabilities and reaffirms that all people with all types of disabilities must enjoy all human rights and fundamental freedoms.
- ► clarifies and qualifies how all categories of rights apply to people with disabilities and identifies areas where adaptations have to be made for people with disabilities to effectively exercise their rights and areas where their rights have been violated, and where protection of rights must be reinforced.

Whenever a government signs and ratifies the Convention it is bound to implement the convention as a legal requirement in its country. An up-to-date overview of the signatories is provided on UN Enable website.

References to humanitarian aid and international cooperation are made in articles 11 and 32.

Article 32: International cooperation

1. States Parties recognize the importance of international cooperation and its promotion, in support of national efforts for the realization of the purpose and objectives of the present Convention, and will undertake appropriate and effective measures in this regard, between and among States and, as appropriate, in partnership with relevant international and regional organizations and civil society, in particular **organizations of persons with disabilities.** Such measures could include, inter alia:

(a) Ensuring that international cooperation, including international development programmes, is **inclusive of and accessible to persons with disabilities**;

(b) ….

Article 11: Situations of risk and humanitarian emergencies

States Parties shall take, in accordance with their obligations under international law, including international humanitarian law and international human rights law, 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.

Since 2000 many (national) development programs have been based on the Millennium Development Goals. The Millennium Development Goals (MDGs) established a unifying set of developmental objectives for the global community. Bringing together United Nations agencies, governments and civil society around eight key development issues, the MDGs foster collaborative action to reduce poverty, improve health and address educational and environmental concerns relating to the world's most pressing development problems. The MDGs were specifically designed to address the needs of the world's poorest citizens and the world's most marginalized populations.

Regrettably, people with disabilities were not mentioned in either the MDGs themselves or in the accompanying body of guidelines and policies, programmes and conferences. Without full and effective inclusion of people with disabilities it was obvious that the MDGs could not be achieved. In the past few years policymakers and technical experts have started to take account of disability so that the next phase of the implementation of the MDGs disability can be included as an important component of its core mission.

The aim of the United Nations Expert Group meeting in 2009 on 'Mainstreaming Disability in MDG Policies, Processes and Mechanisms: Development for All' was to develop a 'roadmap' for how disability could be included in the planning, monitoring and evaluation of all MDG related plans, programmes and policies in international development currently in operation or in the planning stage. The Expert Group recommended, among others, mainstream disability in (a) MDG reports, tools and guidelines; (b) specific MDGs and MDG indicators and (c) MDG mechanisms and processes.

1.4.2. Regional and national frameworks

Although some regional frameworks do not imply a legal obligation countries are still required to monitor their actions and report on them. One of the important frameworks in Asia and the Pacific is the Biwako Millennium Framework for Action. This framework aims to achieve an inclusive, barrier-free and rights-based society for people with disabilities in Asia and the Pacific and in force from 2003 till 2012.

At national level, people with disabilities often have their rights enshrined in the national constitution, and there may also be national disability laws. Governments have created or revised national disability laws especially since the adoption of the UNCRPD.

Based on the frameworks and laws, governments have written policies and issued decrees in many different areas ranging from education, health, accessibility and employment to many others besides.

There is still a long way to go! There is a huge gap between laws and policies and the current reality. Obstacles that are often mentioned are that a) the general public, and even people with disabilities themselves, are not aware of these laws and policies and b) that they are not enforced.

Sign language teaching for community members in Haiti © CBM

1.5. Questions for discussion

1) What strikes you most about the data revealed in the World Report on Disability?

2) What do you feel are the most important arguments that arise from the World Report on Disability to promote disability mainstreaming?

3) Do you recognize personally whether your perceptions of disability or people with disabilities have shifted? What made you change?

4) Although there are many international, regional and national frameworks and agreements on disability, why is it that most of the mainstream development organisations seem to be ignorant of them?

5) What is, in your opinion, the crucial missing link between the lofty words and the harsh reality? What concrete strategies do you know from personal experience that can bridge this gap?

1.6. References for further reading

Disability research and statistics:

- http://asksource.ids.ac.uk/cf/keylists/keylist2.cfm?topic=dis&search=QL_DISSTAT05
- http://www.who.int/disabilities/world_report/2011/en/index.html

Approaches to disability:

- http://www.making-prsp-inclusive.org/en/6-disability/61-what-is-disability/611-the-four-models.html
- http://admin.worldvision.boxuk.net/upload/pdf/Travelling_together.pdf
- http://assets.sportanddev.org/downloads/theoretical_approaches_to_disability.pdf

UN Convention on the Rights of Persons with Disabilities:

- UN CRPD
- http://www.un.org/disabilities/index.asp
- http://www.iddcconsortium.net/joomla/index.php/crpd-aow

Disability and the MDGs:

- http://www.includeeverybody.org/
- http://www.cbm.org/MDG-online-resource-251195.php
- http://www.un.org/disabilities/default.asp?id=1470
- http://www.iddcconsortium.net/joomla/index.php/mdgs-aow

Regional and national frameworks on disability and human rights:

- http://test.actionbias.com/disability
- http://www.hrea.org/index.php?doc_id=416
- http://www.iddcconsortium.net/joomla/index.php/united-nations
- http://www.iddcconsortium.net/joomla/index.php/european-union

2. The Impact We Long For

Learning objectives:

- ► To develop a personal, colourful and clear vision of the inclusion of people with disabilities.
- ► To become able to give inspiring examples of successful inclusion.
- ► To become able to discern key elements that are central to all successful cases of inclusion.

2.1. Introduction

Chapter 2 has clearly shown that there is still a huge gap between the lofty words in policy documents and agreements, and the reality on the ground. In order for advisers in disability mainstreaming to facilitate mainstream development organisations to make a move to grant full participation to people with disabilities in their work and organisation, it is important that we are very concrete about what we are trying to achieve. Therefore, this chapter helps to define a personal and concrete vision of inclusion, shares inspiring examples and examines what the key elements are in these stories.

2.2. Personal, colourful and clear vision on inclusion

The clearer the vision, the easier it will be to make plans and stick to them. The vision can act as a compass and facilitate productive planning, ensure that those involved stay focused and that decisions are made in a considered way. At its most basic level, a vision on inclusion is an outline of what would be included in a good life for a person with disability. A vision could also be thought of as a plan or dream for the future.

Most of us have ideas about how we would like our life and the lives of our family members to look like now and in the future. When people are asked to describe what they are hoping for, what a good life would include for them, the list is fairly consistent and includes elements that relate to relationships, home, work and leisure, education, passions, safety/security, health, spirituality, contribution to community and decision-making. Developing a vision for and with a person with disability reflects a desire to embrace ‘ordinary dreams’ for that person, that is dreams that we would have for ourselves and for our other family members.

2.3. Inspiring examples of successful inclusion

As an advisor it is important to have inspiring examples of successful inclusion and how people's lives were changed. These examples can be as close by as personal life experiences, living with a disability, or knowing of experiences of family or friends with a disability. Personal encounters with people with disabilities in development work, can also be very inspiring.

> In the Netherlands inclusive education is still far from being an integral part of the regular education system. Stichting Perspectief has supported children with disabilities in a programme called 'Ik Leer Ook' (I study too). Twelve children and their families were assisted in making connections with schools, resource organisations, family. Awareness was raised, understanding created and actions taken to place these children in a conducive learning environment
>
> in a school of their choice. One of the children was a boy that needed a walker to get around in school. It is shocking but true that the school did not accept him simply because of that fact. Only through continuous efforts by being persistent, keeping focused on the ambition, seeing possibilities of what does work, and relying on equality of rights, was the door opened for him. When that happened, it was a big success for the boy, and his parents.
>
> **Anouk Bolsenbroek, Stichting Perspectief**

> The Association of Microfinance Institutions in Uganda (AMFIU) and the National Union of Disabled People in Uganda (NUDIPU) have been implementing the 'Microfinance and Disability' project since 2006 with support from the Norwegian Association of Disabled (NAD). The project was designed to create awareness about people with disabilities as a potential market for Microfinance Institutions (MFIs) if actively targeted and it focuses on promoting an all-inclusive microfinance sector. The project was initiated as a result of a survey conducted amongst MFIs and people with disabilities) that indicated the existence of an information gap between the two 'worlds'. Now 6 years down the line, the inclusion of people with disabilities is part of AMFIUs strategy, it is visible on the website and AMFIU is recognized as a promoter worldwide of inclusion of people with disabilities as a social performance indicator in the financial sector. Many people with disabilities have benefited from inclusive financial services in the past years. An example for many is Mr Lukuta, the 2010 platinum winner of the entrepreneurial award, which is granted to the top entrepreneurial person in Uganda involved in microfinance.
>
> The process of embedding inclusion in the work of the MFIs that are members of AMFIU was not an easy one. It required committed and engaged people, a long-term commitment by the donor, and an exploratory project design. The strong documentation and research component inside the project was of particular importance for the creation of a good evidence base[2]. One key lesson was that you need a gate opener, and need to familiarize yourself with the language in use inside MFIs in order for people to embrace inclusion of people with disabilities.
>
> **Bergdis Joelsdottir, Norwegian Association of Disabled**

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2 **Beisland, L. A. & Mersland, R.** (2012): "The use of microfinance services among economically active disabled people – evidence from Uganda", Journal of International Development. Vol. 24 (S), pp. 69-83. http://brage.bibsys.no/hia/bitstream/URN:NBN:no-bibsys_brage_31586/1/Beisland_2012_Use.pdf

"Discrimination by Microcredit Officers: Theory and Evidence on Disability in Uganda", 10 Feb 2010, **Labie, M., Méon, P., Mersland, R. & Szafarz, A.** http://www.microfinancegateway.org/p/site/m//template.rc/1.1.4537

"Access to Mainstream Microfinance Services for Persons with Disabilities: Lessons Learned from Uganda", May 2008, **Bwire, F., Mukasa, G. & Mersland, R.** http://www.microfinancegateway.org/p/site/m//template.rc/1.9.34276

2.4. Key elements that shape inclusion

Inclusion is shaped by:

- The fact that equal opportunity is not just lip service, but is actually practised, as is visible by the opportunities offered to and taken by people with disabilities.
- Social acceptance of people with disabilities.
- Treating people with disabilities as individuals that make their own choices.
- Creating enabling conditions for people with disabilities to live an ordinary life.
- Creating and enabling future possibilities.
- Valuing diversity of people with disabilities and others in the community

2.5. Questions for discussion

1) What motivates you to work to realise inclusion? What life experience or who is your example in your quest to ensure inclusion?
2) What does your vision of inclusion look like? What inspires you as regards the vision of the other examples you have heard about?
3) When is inclusion really inclusion? Is there a stage of satisfactory inclusion? If so, what are the key elements?

2.6. References for further reading

Developing a vision:

- http://www.resourcingfamilies.org.au/images/stories/PDFs/fact%20sheet%201%20-%20developing%20a%20vision.pdf
- http://www.learningtrust.co.uk/special_needs/general_information/docs/vision_for_inclusion.pdf
- http://www.cbm.org/Inclusion-246762.php

Inspiring examples of inclusion:

- http://www.youtube.com/watch?v=-gkXU3k_-Hw
- http://www.inspiringinclusion.com/index.aspx
- http://www.amfiu.org.ug/what-amfiu-does/micro-finance-and-disability.html

Key elements that shape inclusion:

- http://www.make-development-inclusive.org/toolsen/DCDDgoodpractices.pdf

3. Tackling Excuses

Learning objectives:

- To become aware of the main excuses that are used by people in mainstream development organisations.
- To become able to uncover the underlying perceptions of the excuses through Socratic questioning.
- To become comfortable in dealing with these excuses and use them to stimulate inclusion.

3.1. Introduction

Why do most development organisations exclude people with disabilities? People with disabilities are often excluded because there are mechanisms in place that prevent that from happening. It is therefore important to identify what those mechanisms are. This can be done by listing the excuses and by analysing the underlying perceptions and ideas about disability, people with disabilities and the mandate and operational procedures of development organisations.

3.2. Excuses

The Travelling Together training manual (2011) provides a nice way to collect excuses. A few of the excuses are presented here:

'We need to sort out the problems of "normal" people first'.

'It's not cost effective'.

'There aren't many disabled people here, so it's not an issue'.

'We don't "do" disability'.

'We don't have the skills'.

'Let's create a special programme'.

3.3. Socratic questioning

The challenge is to analyse these excuses in more depth. Do they hold true? What are the mental models (on disability) that underpin these excuses? To find out, the art of Socratic questioning can be used. This means that probing questions are asked to stimulate reflection. The Socratic questioning makes use of questions that are intended to:

- Clarify people's thinking; e.g., 'Why do you say that?', 'Could you explain further?'
- Challenge people's assumptions; e.g., 'Is this always the case?', 'Why do you think that this assumption holds here?'
- Reveal evidence as a basis for argument; e.g., 'Why do you say that?', 'Is there reason to doubt this evidence?'
- Expose alternative viewpoints and perspectives; e.g., 'What is the counter argument for?', 'Can/did anyone see this another way?'
- Emphasise the implications and consequences; e.g., 'But if...happened, what else would result?', 'How does...affect...?'
- Question the question; e.g., 'Why do you think that I asked that question?', 'Why was that question important?', 'Which of your questions turned out to be the most useful?'

Participant surrounded by colleagues during team exercise on 2nd training day © Sander Schot/LFW

3.4. How to motivate people to take inclusion seriously

Communication is effective when there is mutual understanding, when it reaches the intended audience and when there is feedback. Effective communication can be realised using two mechanisms: push (arguments) and pull (questions). Many people use arguments and provide information as means of persuasion. Although the 'push strategy' is useful in, for example, situations of imminent danger or high time pressure, in most other situations it is more effective to 'seek' information: the 'pull strategy', as has been demonstrated by the Socratic questioning. The pull strategy recognizes the importance of long-term relationships or interactions and stimulates the other person to talk by asking questions.

It is likely that many of the above-mentioned excuses will be raised in a discussion that advisors will have with mainstream actors. How can you shift the focus from excuses to solutions so that people will take inclusion seriously?

Start by asking questions about potential challenges and problems that people with disabilities face: 'Imagine that you are a potential beneficiary in the food security programme and you are hearing impaired. How would you be able to obtain information about the programme?' Or 'If you are a fieldworker who organises a community meeting, how do you make sure that the location is accessible for wheel-chair users?'

To get this message across it is an advantage if you as an advisor can work together with a person with disabilities, or if you have a disability yourself. Asking these types of questions will enhance the understanding of the situation of people with disabilities.

However, acknowledging the problem is one thing. Doing something about it is another. The key is to continue asking questions about the ideal outcome (inclusion) in a way that the other person internalises it. For example: 'Imagine you are hearing impaired and want to visit the health clinic. Instead of taking a family member to perform sign language you know that the health centre staff can communicate directly with you. What would be the benefits for you?' This will make people formulate their own solution to the problem, or you find a solution together. At that moment you can show how you or your organization can contribute.

Some points to keep in mind while using the pull strategy of asking questions:

- Use 'Active Listening', which means asking specific questions, establishing eye contact (when possible) and rephrasing the questions just to be sure that you understand what the other person is trying to say.
- Make the problem bigger to make the need or wish for a solution bigger by digging deeper and asking about the consequences of not solving the issue:
- ICE-ing the problem, i.e. Identify, Clarify, Extend to social, financial or personal consequences.
- When engaging in interactions and questioning communication always use some examples as this drives the points home much faster.
- Do not propose a solution before the other person has talked about their wishes and needs. They will not be open to solutions as long as they do not see that there is a problem.

In actual fact, what you are trying to do by asking questions is to increase the likelihood that someone may want to do something about a specific situation (exclusion of people with disabilities). We could call this the 'value of change'.

One thing that might prevent people from acting is the costs that people think will be involved in taking action, for example it takes time, it may cost money, it requires changes from other people in the organisation. That is what we call the 'cost of change'. We need to be aware of these concerns and we can reduce the perceived costs by providing evidence of the real costs from other situations.

It is important to note here that we can classify people as 'happy' and 'problem' thinkers. There are people who naturally tend to focus on problems (problem thinkers) and people who tend to focus on the solution or wishes (happy thinkers). Problem Thinkers like to analyse the problem and tend to use arguments to persuade other people. For them, asking questions will be more of a challenge as well as making the step to the solution and possibilities. Happy Thinkers have a natural ability to ask questions. It is their challenge to focus on the problem as well and extend the problem before asking questions about the ideal situation/ the wishes. It is important to find out whether you are a problem of happy thinker. The next step is to identify whether the person you want to convince is a problem or happy thinker so that you know what provides the best incentive for action for that person.

3.5. Questions for discussion

1) Which excuses have you come across that development organisations use to defend themselves for not doing anything about disability and development?

2) What is your experience with a push strategy, and what is your experience with a pull strategy? Are you a happy or a problem thinker?

3) Which of the concepts do you feel are useful in talking with mainstream development actors about inclusion?

3.6. References for further reading

Excuses:

- http://admin.worldvision.boxuk.net/upload/pdf/Travelling_together.pdf

Socratic questioning:

- http://en.wikipedia.org/wiki/Socratic_questioning

Motivating people to take inclusion seriously:

- http://en.wikipedia.org/wiki/Active_listening
- http://www.mindtools.com/pages/article/newCS_80.htm
- http://advancedlifeskills.com/blog/14-very-effective-communication-skills/

4. Key factors of Organisational Change

Learning objectives:

- ► To become aware of disability mainstreaming as a process of change not only at a personal, but also an organisational, level.
- ► To become able to 'read' organizations by making use of different organisational metaphors, and perspectives on change.
- ► To become familiar with various organizational change models.

4.1. Introduction

Many handbooks and guidelines have been written on inclusion and disability mainstreaming, including checklists, interesting tools and assessment forms. We will have a closer look at them in the next chapter. It is remarkable though that so little has been put to effective use. Apparently, it takes more than having a toolbox or providing training to make inclusion of people with disabilities and their full participation in development processes a reality. We have realised that mainstreaming disability in an organisation is in fact a process of change that has implications for many different people in an organisation. It is an organisational change process that needs to be facilitated, either by an external person or by a change agent within the organisation.

Different opinions exist about how to go about change management. It is useful to understand our own assumptions about how change can be managed in an organisation in order to ascertain their validity, and compare those with the assumptions others have. A better understanding can often reduce frustration. This chapter provides a brief introduction to key factors of organizational change processes by highlighting organizational change models, five colour print perspectives to understand change and three models to work with change in an organisation. The chapter finishes with the roles played by people in a change process and the most important do's and don'ts.

IDDC training of training participants during team exercise © Sander Schot/LFW

4.2. Organisational metaphors

The thinking of Morgan (2007) on organisational metaphors, or images of organisations, provides a useful way of looking at a range of assumptions that exist about how organisations work. The four most commonly used organisational metaphors are:

- Machine metaphor: Many well-known approaches to organisational change are based on the machine metaphor, especially project management and planning oriented approaches. Central to this metaphor is that organisations are rational enterprises which are focused on pre-set goals. Structure and procedures are important and are expected to be adhered to.
- Political metaphor: Organisations are like political systems where power play, competing interests and conflict are inherent elements which determine many activities in the life of an organisation. Organisations can be described as a democracy, an autocracy or anarchy.
- Organism metaphor: It views organisations as open, interconnected, interdependent eco-systems, where change as a result of adapting to alterations in the environment. The focus is on designing interventions to decrease resistance to change, and increased forces for change.
- Flux and transformation metaphor: Organisations are part of the ebb and flow of the whole environment and to a much lesser extent distinct in themselves. Managers can influence progress, but are never in control of change.

Cameron and Green (2012) compare the four metaphors on their perspective on change as well as how change can be guided (see table).

Metaphor	How change is tackled	Guiding principles
Machine	► Senior managers define targets and timescale. ► Consultants advise on techniques. ► Change programme is rolled out from the top down. ► Training is given to bridge behavioural gap.	► Change must be driven. ► Resistance can be managed. ► Target set at the start of the process defines direction.
Political system	► A powerful group of individuals builds a new coalition with new guiding principles. ► Debates, manoeuvring and negotiations take place which eventually lead to the new coalition either winning or losing. ► Change then ensues as new people are in power with new views and new ways of allocating scarce resources. ► Those around them position themselves to be winners rather than losers.	► There will be winners or losers. ► Change requires new coalitions and new negotiations.

Metaphor	How change is tackled	Guiding principles
Organisms	► There is a first research phase during which data is gathered on the relevant issue. ► Then the data is presented to those responsible for making changes and a discussion takes place about what the data means and then what needs to be done. ► The solution is collaboratively designed and fostered with maximum participation. ► Training and support are given to those who need to make significant changes.	► There must be participation, involvement and an awareness of the need for change. ► The change collaboratively designed as a response to changes in the environment. ► People need to be supported through change.
Flux and transfor-mation	► The initial spark of changes in an emerging topic. ► This is a topic that is starting to appear on everyone's agenda, or is being talked about over coffee. ► Someone with authority takes the initiative to create a discussion forum. ► The discussion is initially fairly loose and unstructured, but well facilitated. ► Questions asked might be 'Why have you come?', 'What is the real issue?', 'How would we like things to be?' ► A plan on how to handle the issue emerges from a series of discussions. More people are brought into the net.	► Change cannot be managed, it emerges. ► Conflict and tension gives rise to change. ► Managers are part of the process. Their job is to highlight gaps and contradictions.

In each of the four metaphors, elements can be found that may apply to organisations. However, it may depend on the specific organisation as to which of the above-mentioned metaphors is more relevant and accurate than others.

4.3. Colour print perspectives on change

De Caluwé and Vermaak[3] (2004) present five different change paradigms, that is five different ways of viewing change. Each paradigm represents different belief systems and convictions about how change works, the kind of interventions that are effective, how to change people, etc. They are labelled by colour. The five colour print change perspectives are the following:

- Yellow print thinking: People change their standpoints only if their own interests are taken into account, or if they are compelled to accept certain ideas. Combining ideas or points of view and forming coalitions or power blocks are favoured methods in this type of change. Change is seen as a negotiation exercise aimed at feasible solutions. Enabling change requires a secure buy-in of the ones that hold power, whether based on formal position or informal influence.
- Blue print thinking: People or things will change if a clearly specified target has been identified. Controlling the change by managing, planning and monitoring the progress is considered feasible. The activities and results are considered more important than people. Management is able to compel and effect the change. Both outcome and process are planned down to the last detail. Change is considered to be a rational process aimed at the best possible solution.
- Red print thinking: Change can only be effectuated by having people change their behaviour. This approach to change is accomplished by stimulating people, by making the change appealing in order to adjust behaviour. This is done by the organization handing out rewards and facilities in exchange for personnel taking on responsibilities and trying their best. The care taken by the management and the level of attention are also important. Red-print thinking tries to develop competencies and make the most of people's talents. The aim is a good match between what individuals want and what the organization needs.
- Green print thinking: Changing and learning are seen as two sides of the same coin. People are motivated to discover the limits of their competencies and to involve themselves in learning situations. They are provided with means for learning more effective ways of acting. The aim is to strengthen the learning abilities of the individual and the learning within the organization. If people learn collectively, the organization learns and this results in different organizational behaviour and the change becomes a fact. The process is characterized by setting up learning situations, preferably collective ones as these allow people to give and receive feedback as well as to experiment with more effective ways of acting. Monitoring is not meant to adjust the change in the direction of some predetermined outcome, but just for planning a follow-up that is in line with what the people involved regard as the most relevant learning goals.
- White print thinking: Change occurs through self-organization and is a process in which people interact according to their own norms without a map of what to do or how to get there. White-print thinking, the dominant image is that everything is changing autonomously, of its own accord. Where there is energy, things change. When this is the case, the time is ripe. Complexity is regarded as the enriching nature of things, not as disruptive chaos. Influencing the underlying dynamics is a favourite approach. White print thinkers try to understand where opportunities lie and search for the seeds of renewal and creativity. Sense-making plays an important role in this, as does the removing of obstacles and explicitly relying on the strength and soul of people.

3 **Léon de Caluwé, Hans Vermaak** (2004): Change Paradigms: an overview. Organization Development Journal. Volume 22, number 4, winter 2004.

4.4. Three organisational change models

Over the decades many different organisational change models have been developed to manage and understand change. The field of Organisational Assessment (OA) and Organisational Development (OD) have also become integrated in development cooperation. None of those models seems to tell the whole story and most of them help to steer the change process up to a certain point. It depends on the skills of the advisor to sift out which of the models is most appropriate for a certain organisation and to what extent it can be used.

Three organisational change models that are widely used are explained below:

- Understanding transition: Bridges' transition model
- Planning and implementing change: Kottler's 8-step model
- Managing resistance to change: Beckhard and Harris's change equation

4.4.1. Understanding transition: Bridges' transition model

William Bridges' transition model focuses less on change itself and more on guiding the transition process for people.

While change is something that happens to people, transition, on the other hand, is internal. It is what happens in people's minds as they go through change. Some changes can happen quickly, but transition usually occurs more slowly.

Bridges model highlights three stages:

Stage 1: **Ending, losing and letting go**. This stage is often characterised by resistance and emotions, as people feel that they are obliged to let go of something that they are comfortable with. If you do not accept the emotions that people are going through, you will very probably encounter resistance throughout the whole process. Open communication and emphatic listening are essential competencies for change agents.

Stage 2: **The neutral zone**. People affected by change are often confused, uncertain, and impatient. Depending on how well you are managing the change, they may also experience a higher workload as they need to learn a new way of working. To make people feel more comfortable with what they do it is important to provide frequent feedback and help them experience success and encouragement.

Stage 3: **The new beginning**. This stage is a time of acceptance and energy. People have begun to embrace the change initiative. They are building their skills to work successfully in a new way.

While the model is useful for implementing change, it cannot substitute other change management approaches, although it can be used alongside them.

4.4.2. Planning and managing change: Kotter's 8-step change model

Kotter's model sympathises with the machine, political and organism metaphors. It places special emphasis on getting the early steps in a change process right. Change in an organization does not occur overnight, but requires hard work. Careful planning and building a solid foundation is vital to make the implementation process of change much easier and it will improve the chances of success. Pitfalls for change agents are impatience and excessively high expectations as regards achieving results too soon.

The eight steps are:

Step 1 - Create urgency: For change to happen, it helps if the whole organisation really wants it. This can be achieved when a sense of urgency is developed around the need for change. To create this sense of urgency:

- Identify potential threats and develop scenarios showing what could happen in the future, in the event that nothing is done about the current situation.
- Examine opportunities that should be, or could be, exploited.
- Start honest discussions, and give dynamic and convincing reasons to get people talking and thinking.
- Build on and request support from beneficiary groups, donors, media and other stakeholders to strengthen the argument for change.
- According to Kotter at least 75% of an organisation's management needs to 'buy into' the change for it to be successful. This means that step 1 is crucial and significant time and energy needs to be invested to achieve this sense of urgency before moving on to the next steps.

Step 2 - Form a powerful coalition: To convince people that change is necessary, strong leadership and visible support from key people within the organization is needed. Therefore, a coalition, or team, of influential people needs to be brought together whose power comes from a variety of sources, including job title, status, expertise, and political importance. The 'change coalition' needs to work as a team and to continue to build urgency as well as momentum around the need for change. To form such a coalition:

- Identify the true leaders in the organization.
- Ask for an (emotional) commitment from these key people.
- Work on team building within the change coalition.
- Check the team for weak areas, and ensure that the team is composed of the right mix of people from different departments and different levels within the organisation.

Step 3 - Create a vision for change: A clear vision of the change that you want to take place can help people to understand why they need to do something differently. When people see it for themselves, the information and instructions they are given tend to make more sense. To create such a vision:

- Determine the values that are central to the change.
- Develop a short summary, an elevator pitch, that captures what you 'see' as the future of the organization.
- Create a strategy to implement that vision.
- Ensure that the change coalition can describe the vision in five minutes or less.
- Practice the 'vision speech'.

Step 4 - Communicate the vision: The vision message will probably be one of many messages that are voiced in the organisation. So the vision needs to be communicated frequently and powerfully and be embedded in everything that you do. If the vision is used daily to make decisions and solve problems, people will remember it and respond to it. It is important to 'walk the talk' since what you do is far more convincing, than what you say. To communicate the vision convincingly:

- Talk often about the change vision.
- Openly and honestly address peoples' concerns and anxieties.
- Apply the vision to all aspects of the organisation, policy and programmes. Tie everything back to the vision.
- Lead by example.

Step 5 - Remove obstacles: It is more common than not for some people to resist the change, and for processes and structures to block the way. It is therefore important that obstacles are removed so that people are empowered to implement the vision. To remove the obstacles:

- Identify change leaders whose main roles are to deliver the change.
- Examine the organizational structure, policies and performance to ensure that they are in line with the vision.
- Recognize and reward people for making change happen.
- Identify people who are resisting the change, and help them see what is needed.
- Take action to quickly remove barriers.

Step 6 - Create short-term wins: Success is a prime motivating factor. Early in the change process some visible wins should be noticeable to people and that may inspire them. Without these short-term successes, people may lose interest and even acquire negative associations about the change process. To create these short-term wins:

- Look for targets that are guaranteed successes that can be achieved very quickly and easily.
- Do not choose targets that are expensive. You want to be able to justify the investment in each project.
- Thoroughly analyse the potential pros and cons of your targets. If you don't succeed with an early goal, it can have a detrimental effect on the entire change initiative.
- Reward the people who help meet the targets.

Step 7 - Build on the change: As real change takes time, Kotter advises not to declare victory too soon. Quick wins are only the start of what needs to be done to achieve long-term change. Keep looking for improvements, as each success provides an opportunity to build on what went according to plan, as well as what needs to be improved to achieve the vision. Therefore:

- After every win, analyse what went according to plan and what needs improving.
- Set goals to continue building on the momentum that has been achieved so far.
- Keep ideas fresh. This may involve bringing in new change agents and leaders for the change coalition.

Step 8 - Anchor the changes in the organisation: To create sustained change, it should become embedded in and be part of the routine practice of the organization. The values behind the vision must be evident in day-to-day work, and the changes should be visible in all the aspects of the organization. Therefore, the support of leaders for the change should also be sustained. To stimulate this 'engraining' of the changes:

- Talk about progress whenever you get the chance. Tell success stories about the change process, and repeat other stories that you hear.
- Include the change ideals and values when hiring and training new staff.
- Publicly recognize key members of the original change coalition, and make sure the rest of the staff – new and old – remember their contributions.
- Create plans to replace key leaders of change as they move on. This will help ensure that their legacy is not lost or forgotten.

Two young men with disabilities playing football in Ghana © Olivier Asselin/Handicap International

4.4.3. Managing resistance to change: Beckhard's change equation

A powerful but simple change model is the change equation, developed by Beckhard and Harris (1987). The formula reads:

Dissatisfaction x Desirability x Practicality > Resistance to Change

The formula helps to make sure, before the change, that all three elements are built into the change initiative. During the change it can be used as a reminder to analyse why people may be resisting change.

Factors	Description	Guidelines
Dissatisfaction	► Management, staff and others need to feel dissatisfied with the current situation before a successful change can take place. ► Without dissatisfaction, it is unlikely that anyone will feel very motivated to change. Dissatisfaction could include concerns about achieving the goals of the organisation, or reduced interest from funders. ► Dissatisfaction can be any factor that makes people uncomfortable with the current situation.	► Be clear why things need to change ► Articulate why it is unacceptable and undesirable to continue working in the same way ► Managers need to provide organizational cases for change, including the different perspectives of donors, target population, and colleagues.
Desirability	► The proposed solution must be attractive and people need to understand what it is. ► If people do not have a clear vision of what things will be like after the change, and why things will be better, they probably will not be willing to work to make it happen. ► The clearer and more detailed the vision, the more likely it is that people will want to agree with the change and move forward.	► Communicate the vision for the future organization in such a way that it is very clear and easy for anyone in the organization to envision. ► Probe to establish to what extent staff fully understand and can picture the future of the organization and their place in that organization.
Practicality	► People must be convinced that the change is realistic and executable.	► Clarify how the change will affect people's roles, and what it implies for upgrading skills and what support is being provided.
Resistance to change	► Resistance to change includes people's beliefs in the limits of the change ('Will we really be more successful as regards reaching out to vulnerable target groups?'), persistence toward any change ('I do not want to adopt a new way of working'), or general inertia and lack of interest at the beginning.	► Communicate, communicate, communicate…. ► And take the necessary action.

4.5. Other considerations

4.5.1. Roles during a change process

In any change process you will find that people fulfil different roles. The following roles are important for the success of the change process:

- Initiator – aware of need to change
- Change agent - responsible for organising and coordinating the overall change effort
- Champion - builds and sustains strong enthusiasm
- Sponsors –official role responsible for coordinating the change process
- Leaders – clarify, walk the talk, on-going accountabilities, resources and support

It is this group of people that Kotter refers to when he talks about the coalition for change.

4.5.2. Do's and don'ts in managing change

- Organisations don't change. People do - or they don't.
- Spot and encourage the early adaptors but, at the same time, appreciate that people throughout the organisation react differently to change.
- Change triggers emotional reactions - denial, negativity, choice, tentative acceptance, commitment. Transformation is not an event, but rather a mental, physical and emotional process.
- Communicate openly and honestly because, for a change to be a success, people need relevant information.
- 'Set the stage' for change.
- Adopt a communication strategy about the change process that is in line with organisational systems and actions of leadership.
- Trust in the innate intelligence, capability, and creativity of the people. Do not underestimate human potential.

4.6. Questions for discussion

1) Considering your own organisation, which organisational metaphor applies best? Which colour print would be best suited to match the chosen metaphor? Is it also your own personal preferential change colour?

2) Consider a planned and implemented change process in your own organisation. Which elements from the discussed organisational change models were used, and which ones were not used?

3) With which elements of the organisational models do you feel comfortable and why?

4.7. References for further reading

Organisational metaphors:

- Morgan, G. (2007). Images of organization. Thousand Oaks, Calif. SAGE Publ., 505 pages
- Cameron, E. and Green M. (2012). Making Sense of Change Management: A Complete Guide to the Models, Tools & Techniques of Organizational Change. Kogan Page Publishers, 488 pages

Colour print perspectives on change:

- http://www.decaluwe.nl/articles/ChangeParadigms.pdf
- http://www.youtube.com/watch?v=RgEvL0aQxoE

Three organisational change models:

► Bridges' model

- http://www.mindtools.com/pages/article/bridges-transition-model.htm
- http://www.wmbridges.com/
- http://salvos.org.au/scribe/sites/2020/files/Resources/Transitions/SLIDES_-_The_Bridges_Transition_Model.pdf
- http://www.youtube.com/watch?v=WbDNhNXwAfQ

► Kotter's model

- http://www.mindtools.com/pages/article/newPPM_82.htm.
- http://www.kotterinternational.com/kotterprinciples/ChangeSteps/
- http://www.youtube.com/watch?v=7ohEBDLPaTE

► Beckhard and Harris's model

- Beckhard, R. & Harris, R. T. (1987). Organizational transitions (2nd ed.). Reading, MA: Addison-Wesley Publishing Company.

Other interesting change management articles and websites:

- http://www.mindtools.com/pages/article/newPPM_56.htm
- http://www.presencing.com/sites/default/files/page-files/Theory_U_Exec_Summary.pdf
- http://www.barefootguide.org/ (The Barefoot Guide)

5. Selecting Appropriate Tools

Learning objectives:

- ► To become familiar with the most relevant tools for disability mainstreaming.
- ► To become able to apply the tools in relation to the different phases of a disability mainstreaming (i.e. organizational change) process.

5.1. Introduction

We have developed a toolbox for trainers on disability in development cooperation in Europe based on publicly available resources as well as on tools that are being used by advisory organisations, such as the members from the Eastern African Network on Disability Mainstreaming (EANDM). The toolbox (see Appendix 1: Toolbox) is limited to tools that give practical guidance on how to help development organisations to make their own organisations and/or their programmes more inclusive, while tools used for specific thematic sectors are not incorporated.

5.2. Selection of tools

The toolbox is divided into four main sections: marketing, organisation, programmes and policy. It provides a selection of the most relevant tools, guidelines and manuals for advisors and trainers in disability mainstreaming. As an advisor it is important to be able to choose those tools that are relevant for the organisation you work with or are planning to work with. Familiarize yourself with the tools and match the tools with the various phases in a disability mainstreaming process that you have in mind.

5.3. Questions for discussion

1) With which tools or components of manuals have you already worked? What were your experiences on the applicability of these tools and components of manuals?

2) Which tools do you want to study in more detail?

3) Imagine a fictive development organisation that has many similarities with the machine metaphor type of organisation. What colour print on change fits this metaphor? How would you start a disability mainstreaming process? Which phases would you distinguish, and which tools do you consider using?

4) A friend, who is a manager of a development organisation, asks you to give a 1-day awareness training to the programme staff on inclusive development. Which topics will be part of the agenda, and how do you ensure the training itself is accessible and inclusive?

5.4. References for further reading

See the websites in appendix 1.

6. Assessing Advisory Skills and Competencies

Learning objectives:

- To understand your role as an advisor in facilitating a disability mainstreaming change initiative with multiple stakeholders in an organisation.
- To be acquainted with a benchmark on professional facilitation competencies.
- To conduct a self-assessment on the six areas of core competencies.

6.1. Introduction

As has become clear from the previous chapters, we believe that disability mainstreaming implies the facilitation of organisational change processes by facilitators that have good skills and competencies. An advisor or change agent needs to be skilled in 'reading' organisations, has various scenarios for an organisational change model in mind, and can facilitate the change process by using an array of practical and appropriate disability mainstreaming tools. In short, a change agent can handle a varied repertoire of strategies and methods.

6.2. IAF facilitator core competencies

We have taken the International Association of Facilitators' list of core competencies as a benchmark for internationally recognized facilitation competencies. The association has identified six areas of core competencies:

- Create collaborative client relationships.
- Plan appropriate group processes.
- Create and sustain a participatory environment.
- Guide group to appropriate and useful outcomes.
- Build and maintain professional knowledge.
- Model positive professional attitude.

A full list of the competencies and sub-questions are listed for self-assessment in Appendix 2.

6.3. Questions for discussion

1) What are your personal objectives and mission as an advisor/trainer?

2) What are your strengths and what are your challenges in facilitation?

3) What does that mean as regards conducting advisory work in disability mainstreaming?

6.4. References for further reading

Competencies:

- http://www.iaf-world.org/Libraries/Certification_documents/Competencies.sflb.ashx .

Facilitation tools and techniques:

- http://portals.wi.wur.nl/msp/?page=1249 (overview of facilitation resource books)
- http://portals.wi.wur.nl/msp/?page=1211 (overview of facilitation tools)
- http://www.extension.umn.edu/distribution/citizenship/DH7437.html (facilitation resources)
- http://tobe.net/DF/dynamicfacilitation.html (dynamic facilitation)
- http://www.aidsalliance.org/includes/Publication/ene0502_Energiser_guide_eng.pdf (100 ways to energize groups)
- http://www.treegroup.info/topics/B11-facilitation_points.html (principles of facilitation)
- http://sschuman.blogspot.nl/ (blog on facilitation, linked to IAF)
- http://tech.groups.yahoo.com/group/onlinefacilitation/ (online community)

IDDC training of training participants during team exercise © Sander Schot/LFW

7. Appendix 1: Toolbox

Title Subtitle	Developed by	Link	Description (short)	How to use (for DM advisors)	(*)	Sub-category	Keywords
Marketing							
Disability mainstreaming questionnaire within NGOs and INGOs	ADDA Kenya	https://docs.google.com/open?id=0B2y01Kvl8Q5iN3FXZU11OEJvemM_	The questionnaire is used in Kenya to explore the level of interest NGOs have in making their organisation more inclusive.	It could be used to explore the potential market (the ToR for the baseline survey could be sent on request).	2	Potential clients	Market, clients, Interest
Employers questionnaire	ADDA Kenya	https://docs.google.com/open?id=0B2y01Kvl8Q5iWTVXRlpLLWU5bW8_	The questionnaire is used in Kenya to explore the level of interest Corporate enterprises have in making their organisation more inclusive.	It could be used to explore the potential market for disability and employment (less relevant for the European context).	3	Potential clients	Market, clients, Interest
Checklist for service providers	UPHLS	https://docs.google.com/open?id=0B2y01Kvl8Q5id01QYm1KNzlaaGM_	This questionnaire was developed by a local organisation in Rwanda that is working in the area of HIV-Aids and disability.	The questionnaire could be used by advisors to assess the willingness of organisations to provide (better) access to their services to people with disabilities.	2	Potential clients	Market, clients, access, HIV-Aids
Organisation – Awareness							
Travelling Together How to include disabled people on the main road of development	World Vision	www.worldvision.org.uk/travellingtogether_	Travelling together is a handbook for trainers that provides a one day training course to raise the awareness of staff in aspects of disability, inclusion and inclusive programming.	It contains 7 practical and funny exercises that can easily be organised for groups that have little or no knowledge in the area of disability.	1	Awareness	Awareness, Attitude, commitment

(*) Relevance

Title Subtitle	Developed by	Link	Description (short)	How to use (for DM advisors)	(*)	Sub-category	Keywords
Disability, Equality and Human Rights A Training Manual for Development and Humanitarian Organisations	Oxfam, ADD	http://policy-practice.oxfam.org.uk/publications/disability-equality-and-human-rights-a-training-manual-for-development-and-huma-115363	This is an online training manual for the 'Disability Equality training' of field workers from development and humanitarian organisations.	The manual contains many practical exercises that could be used for training courses and planning sessions to raise the awareness of staff and to take concrete steps in inclusive programming. It also gives practical advice for facilitators.	1	Awareness, Disability action plans	Facilitation, exercises, group work, awareness, assessment
Disability Equality training	CHIP, SSI Pakistan	http://www.lightfortheworld.nl/docs/dm-asia/det-20book-part1.pdf?sfvrsn=2	Introduces an educational process to assist internal critical reflection within the participants on disability	Helps you to design an awareness training for employees of mainstream organisations on equality and inclusion.	1	Awareness	Training, awareness raising, equality, social model
Organisation - Disability Assessment							
Self Assessment	LIGHT FOR THE WORLD	https://docs.google.com/open?id=0B2y01Kvl8Q5iWVY0Q3gzYkRBZzQ	This tool was developed for mainstream organisations to assess their organisation, policies, programmes.	Advisors could encourage organisations to carry out a (guided) self-assessment on aspects of disability and inclusion.	1	Assess-ment	Government, Management Practices, Financial Resources, Human resources, Accessibility, External relations
Criteria Inclusion award	LIGHT FOR THE WORLD	https://docs.google.com/open?id=0B2y01Kvl8Q5iOXN6M1hDU2NkMDA	This is a set of criteria for inclusive organisations. The original purpose was an Inclusion award in the Netherlands, but it can also be used for assessments.	Advisors could use the criteria to assess organisations. The four levels of the matrix help to identify the next steps. This could provide input for Disability action plans.	1	Assess-ment, Disability action plan	Assessment, Action plan

Title Subtitle	Developed by	Link	Description (short)	How to use (for DM advisors)	(*)	Sub-category	Keywords
Disability audit questionnaire	ECDD	https://docs.google.com/open?id=0B2y01Kvl8Q5iSWktVFZxVUhiVWs_	The Audit Questionnaire was developed for mainstream NGOs to assess the accessibility of their organisation for people with disabilities at the level of policy, staff, programs, services, information and facilities.	The advisor could use this questionnaire to assess organisations or to encourage organisations to carry out a self-assessment.	1	Assess-ment	Assessment
Checklist for inclusion	MIUSA	http://www4.worldbank.org/afr/ssatp/Resources/HTML/Gender-RG/Source%20%20documents%5CTool%20Kits%20&%20Guides%5CParticipatory%20Project%20Approaches/TLPAR11%20Checklist_for_Inclusion%20%20disabilities.pdf_	This is a checklist to help development organisation to do a self-assessment on inclusion of people with a disability in their organisations	The advisor could use this questionnaire to assess organisations or to encourage organisations to carry out a self-assessment.	1	Assess-ment	Assessment
Organisation - Action plan							
Count Me In. Include people with disabilities in development projects. A practical guide for organisations in North and South.	LIGHT FOR THE WORLD	Available on website of Light for the World Netherlands: www.lightfortheworld.nl/en/home	Count Me In is a guide for mainstream organisations on how to make their programmes and their organisation more inclusive. It gives practical tips (simple steps to take) and examples of other organisations that took similar steps.	Count Me In is not a training guide but it can be used as a guideline to help organisations to take their own steps. The practical examples and the list of resources helps the advisor to give concrete advice (N.B. LFTW is considering, developing a training based on the guide)	1	Disability action plan	Awareness, policies, programmes, organisation, monitoring, examples

Title Subtitle	Developed by	Link	Description (short)	How to use (for DM advisors)	(*)	Sub-category	Keywords
A Handbook on mainstreaming disability	VSO	http://www.vso.org.uk/Images/A_Handbook_on_Mainstreaming_Disability_tcm79-21046.pdf_	This handbook aims to provide practical guidance to support development organisations to mainstream disability into their work.	The guidelines provide practical advice on how to raise the awareness of staff, get commitment within organisations, and on how to make organisations and programmes more inclusive. This handbook could be used by advisors to guide mainstream organisations in making a disability action plan and in taking the first steps towards making their organisations more inclusive. The examples from VSO in different countries could help to design training programmes and workshops with managers and staff.	1	Disability action plan	Sensitisation, commit-ment, Orga-nisation, Programme, Examples, Lessons learnt
Checklist on Disability and Inclusive Development Practices & Sources of Verification	CBM	https://docs.google.com/open?id=0B2y01Kvl8Q5iSEZYb0hiTDVRTXM_	The purpose of this checklist is to suggest possible and simple disability inclusive practices any individuals or organizations could incorporate into their management and development work.	Advisors could use the checklist to help organisations make a disability action plan and take concrete steps towards making their organisations and programmes more inclusive.	2	Disability action plan	Organisation, project
Organisation - Accessibility							
Key Accessibility standards	ECDD	https://docs.google.com/open?id=0B2y01Kvl8Q5iN05iYk9PVWZDSkE_	Checklist for accessibility of buildings.	Could be used to assess the accessibility of an office or a venue.	3	Accessi-bility	Accessibility, building, venue, office

Title Subtitle	Developed by	Link	Description (short)	How to use (for DM advisors)	(*)	Sub-category	Keywords
Access for all helping to make participatory processes accessible for everyone	Save the Children	http://www.savethechildren.org.uk/resources/online-library/access-all-helping-make-participatory-processes-accessible-everyone_	This manual draws attention to different aspects of the accessibility of meetings, written documents, visual communications, presentations, environment and accommodation. It provides an overview of the major issues relating to accessibility for disabled people and presents practical adaptations to enable disabled people to be included in participatory activities.	The manual could be used in a later process (when organisations are committed to inclusion) to make their meetings and information material accessible.	2	Accessibility	Meetings, venue, Information, Accessibility
Organisation - Participation							
Addressing attitudes to disability a collection of resource materials	Hazel Jones	http://www.lcd-enar.org/files/Jones_addressing_attitudes_to_disability.pdf_	This resource pack presents participatory activities and exercises for use in workshops. It is designed for trainers with participatory facilitation skills and includes handouts that can be photocopied.	Could be handy for advisors when they want to organise workshops that include people with disabilities or when they address issues around participation (focussing more on the grassroots level).	3	Participation	Workshops, participation, facilitation

Title Subtitle	Developed by	Link	Description (short)	How to use (for DM advisors)	(*)	Sub-category	Keywords
Organisation - Human resources							
Creating an Inclusive Society Mainstreaming Disability Based on the Social Economy Example	European foundation center	http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1435&context=gladnetcollect	The guide aims to raise awareness and promote the integration of people with disabilities and disability issues in society as a whole and in social economic enterprises and organisations in particular.	The guide gives practical advice on how to make organisations inclusive, with the main focus on human resource policy and practice: i.e. employment, training, health care, but also on how to deal with customers with a disability. It has been mainly written for commercial enterprises in Europe, but could be more widely applicable because of the practical checklists. I.e. the European Foundation Center has been involved. This could be used to promote disability mainstreaming among foundations in Europe.	2	Human resources	Employment, training, goods and services
An employer's guide to creating an inclusive workplace	Equality and Human Rights Commission	https://docs.google.com/open?id=0B2y01Kvl8Q5iVDlQMWFyTUlTOWs	This guide will be useful for human resources professionals and contains a range of practical ideas to help you create an inclusive workplace.	Advisors could use the guide to help organisations make their human resource policies and practices inclusive.	2	Human resources	Employment, training, goods and services
Programmes							
European Disability Action for Mainstreaming Assessment Tool (EDAMAT)	Leonard Cheshire Disability	http://www.edamat-europe.org/	A toolkit for designing and assessing disability inclusion in policies and programmes, which contains an introduction, fact sheet and three manuals.	Advisors could use this assessment tool to help organisations to assess the inclusiveness of their policies and programmes to help them make concrete steps for improvement.	2	Assessment	Programme, policies, assessment

Title Subtitle	Developed by	Link	Description (short)	How to use (for DM advisors)	(*)	Sub-category	Keywords
Inclusion Made Easy A Quick Program Guide to Disability in Development	CBM	http://www.cbm.org/Inclusion-Made-Easy-329091.php	This provides specific information and practical steps for mainstreaming disability into a range of program areas and sectors.	This is a very practical guide that could be used for advisors to NGOs in various sectors to help them to make concrete steps towards making their programmes inclusive. The checklists are very helpful for the planning of the advisory sessions.	1	Planning	Planning, monitoring, evaluation, Advocacy, Child rights, Education, Environment, Health, HIV-Aids, Livelihood, Wash, Women
The Inclusion of Disability in Norwegian Development Cooperation Planning and monitoring for the inclusion of disability issues in mainstream development activities	NORAD	http://www.miusa.org/idd/resources/dispolicies/norwegiandevelop/view	This document describes the policy of the Norwegian government on the inclusion of people with disabilities in development cooperation. It contains some practical guidelines.	For advisors the checklist for inclusive project cycle management (chapter 6) and the list of indicators for inclusive programmes (chapter 7) is the most concrete tool to help organisations make their projects more inclusive.	3	Planning	Programme, indicator, Norwegian
Make Development Inclusive How to include the perspectives of people with disabilities in the project cycle management guidelines of the EC	CBM	http://www.make-development-inclusive.org/toolsdetail.php?nb=8&spk=en	Part II, A Practical Guide, goes through the steps of the project cycle. At each point reasons are given and approaches are suggested on how to include people with disabilities at each stage. Case studies and practical tools are also proposed for each stage.	DM advisors could use this manual to help mainstream organisations to plan and monitor inclusive programmes. A (one-day) training for institutional fundraisers and programme staff could be developed based on these materials(no off the shelf training available).	1	Planning	Planning, monitoring, evaluation, Programme

Title Subtitle	Developed by	Link	Description (short)	How to use (for DM advisors)	(*)	Sub-category	Keywords
Disability checklist for Emergency response	Handicap International	http://www.handicap-international.de/fileadmin/redaktion/pdf/disability_checklist_booklet_01.pdf	Guidelines for the inclusion of people with disabilities in emergency response programmes.	Advisors could use the guidelines to help actors in emergency response to make their services (i.e. health, education, livelihood, etc in emergencies) more inclusive. Very practical to make concrete steps.	2	Emergency	Emergency, check list, guideline, disaster
Policies							
Training tool on the UN Convention on the rights of people with disabilities	Handicap International	http://www.handicap-international.fr/kit-pedagogique/indexen.html	A training tool with presentations explaining the contents and implementation of the UN Convention.	Parts could be used if you work with governments or with NGOs that work in the area of Human rights to explain the basics of the rights of people with disabilities.	3	Information provision	UN Convention , Rights
The disability dimension in Development Action Manual on inclusive planning	UN	http://www.un.org/esa/socdev/enable/publications/FF-DisalibilityDim0103_b1.pdf	The manual is mainly intended to assist national senior policymakers and planners. Somewhat theoretical.	Advisors to national governments will find this manual very useful and it could well be used to design presentations and develop training trajectories. Only some parts are relevant to advisors to (smaller) NGOs. The most concrete are the checklist (i.e. the checkpoints in the Rapid Disability Assessment).	3	Design	National policies, National programmes, govern-ment, Plan-ning

8. Appendix 2: Self-assessment criteria on facilitation core competencies

	SELF-ASSESSMENT FACILITATION SKILLS (IAF)	1	2	3	4	5
	(rating: 1 = big challenge, 2 = improvement necessary, 3 = reasonable, 4 = good, 5 = excellent)					
1	Create collaborative client relationships					
1.1	Develop working partnerships					
1.1.1	Clarify mutual commitment					
1.1.2	Develop consensus on tasks, deliverables, roles & responsibilities					
1.1.3	Demonstrate collaborative values and processes like those in co-facilitation					
1.2	Design and customize applications to meet client needs					
1.2.1	Analyse organizational environment					
1.2.2	Diagnose client needs					
1.2.3	Create appropriate designs to achieve intended outcomes					
1.2.4	Predefine a quality product & outcomes with client					
1.3	Manage multi-session events effectively					
1.3.1	Contract with client for scope and deliverables					
1.3.2	Develop event plan					
1.3.3	Deliver event successfully					
1.3.4	Assess / evaluate client satisfaction at all stages of the event / project					
2	Plan appropriate group processes					
2.1	Select clear methods and processes that					
2.1.1	Foster open participation with respect for client culture, norms and participant diversity					
2.1.2	Engage the participation of those with varied learning / thinking styles					
2.1.3	Achieve a high quality product / outcome that meets the client needs					
2.2	Prepare time and space to support group process					
2.2.1	Arrange physical space to support the purpose of the meeting					
2.2.2	Plan effective use of time					
2.2.3	Provide effective atmosphere and drama for sessions					
3	Create and sustain a participatory environment					
3.1	Demonstrate effective participatory and interpersonal communication skills					
3.1.1	Apply a variety of participatory processes					
3.1.2	Demonstrate effective verbal communication skills					
3.1.3	Develop rapport with participants					
3.1.4	Practice active listening					
3.1.5	Demonstrate ability to observe and provide feedback to participants					

	SELF-ASSESSMENT FACILITATION SKILLS (IAF)	1	2	3	4	5
	(rating: 1 = big challenge, 2 = improvement necessary, 3 = reasonable, 4 = good, 5 = excellent)					
3.2	Respect and recognize diversity, ensuring inclusiveness					
3.2.1	Create opportunities for participants to benefit from the diversity of the group					
3.2.2	Cultivate cultural awareness and sensitivity					
3.3	Manage group conflict					
3.3.1	Help individuals identify and review underlying assumptions					
3.3.2	Recognize conflict and its role within group learning / maturity					
3.3.3	Provide a safe environment for conflict to surface					
3.3.4	Manage disruptive group behaviour					
3.3.5	Support the group through resolution of conflict					
3.4	Evoke group creativity					
3.4.1	Draw out participants of all learning/thinking styles					
3.4.2	Encourage creative thinking					
3.4.3	Accept all ideas					
3.4.4	Use approaches that best fit needs and abilities of the group					
3.4.5	Stimulate and tap group energy					
4	Guide group to appropriate and useful outcomes					
4.1	Guide the group with clear methods and processes					
4.1.1	Establish clear context for the session					
4.1.2	Actively listen, question and summarize to elicit the sense of the group					
4.1.3	Recognize tangents and redirect to the task					
4.1.4	Manage small and large group processes					
4.2	Facilitate group self-awareness about its task					
4.2.1	Vary the pace of activities according to group needs					
4.2.2	Identify information on the group needs, and draw out data and insight from the group					
4.2.3	Help the group synthesize patterns, trends, root causes, frameworks for action					
4.2.4	Help the group reflect on its experience					
4.3	Guide the group to consensus and desired outcomes					
4.3.1	Use a variety of approaches to achieve group consensus					
4.3.2	Use a variety of approaches to meet group objectives					
4.3.3	Adapt processes to changing situations and needs of the group					
4.3.4	Assess and communicate group progress					
4.3.5	Foster task completion					

	SELF-ASSESSMENT FACILITATION SKILLS (IAF)	1	2	3	4	5
	(rating: 1 = big challenge, 2 = improvement necessary, 3 = reasonable, 4 = good, 5 = excellent)					
5	Build and maintain professional knowledge					
5.1	Maintain a base of knowledge					
5.1.1	Knowledgeable in management, organizational systems and development, group development, psychology, and conflict resolution					
5.1.2	Understand dynamics of change					
5.1.3	Understand learning/ thinking theory					
5.2	Be aware of a range of facilitation methods					
5.2.1	Understand problem solving and decision-making models					
5.2.2	Understand a variety of group methods and techniques					
5.2.3	Be aware of the consequences of misusing group methods					
5.2.4	Distinguish process from task and content					
5.2.5	Learn new processes, methods, & models in support of client's changing/ emerging needs					
5.3	Maintain professional standing					
5.3.1	Engage in ongoing study / learning related to our field					
5.3.2	Continuously gain awareness of new information in our profession					
5.3.3	Practice reflection and learning					
5.3.4	Build personal industry knowledge and networks					
5.3.5	Maintain certification					
6	Model positive professional attitude					
6.1	Practice self-assessment and self-awareness					
6.1.1	Reflect on behaviour and results					
6.1.2	Maintain congruence between actions and personal and professional values					
6.1.3	Modify personal behaviour / style to reflect the needs of the group					
6.1.4	Cultivate understanding of one's own values and their potential impact on work with clients					
6.2	Act with integrity					
6.2.1	Demonstrate a belief in the group and its possibilities					
6.2.2	Approach situations with authenticity and a positive attitude					
6.2.3	Describe situations as facilitator sees them and inquire into different views					
6.2.4	Model professional boundaries and ethics					
6.3	Trust group potential and model neutrality					
6.3.1	Respect the wisdom of the group					
6.3.2	Encourage trust in the capacity and experience of others					
6.3.3	Vigilant to minimize influence on group outcomes					
6.3.4	Maintain an objective, non-defensive, non-judgmental stance					

Success stories

key factors for success

- will – parents + professionals + pre service teachers
- policy & practice
- expertise +
- start small
- document + research
- clear vision
- management support
- demand for change via different layers
- relationship building
- find champion

Hand written poster with success stories by IDDC training of trainers participants © Sander Schot/LFW

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