

TRIPLE JEOPARDY: Protecting At-Risk Refugee Survivors of Sexual and Gender-Based Violence

UNDERSTANDING DISABILITY

1. AIM

The module seeks to provide a general understanding of disability, and the factors that contribute to disability. It clarifies the difference between “impairment” and “disability.” It also describes forms of disability discrimination and explores various approaches to working with people living with disabilities.

2. USE

This module may be used as part of a half-, one- or two-day training (see *Model Agendas*).

TIME	METHODOLOGY	MATERIALS
1 hour, 30 minutes	PowerPoint Brainstorming Discussion Group work Case study	Flip chart Markers Understanding Disability PowerPoint Projector and Speakers

3. GENERAL BACKGROUND

- According to a 2011 World Health Organization (WHO) and World Bank report on disability, 15% of the world’s population lives with some form of disability. Most live in developing countries.
- The prevalence of disability among refugees is estimated to be higher due to their exposure to violent conflict and limited access to social support and medical services.
- Disability occurs when physical, sensory, intellectual or psychosocial impairments interact with other barriers in society, including exclusionary attitudes, making it difficult for an individual to participate in community life on an equal basis with others.
- Refugees with disabilities are socially isolated not only as foreigners, but as people with disabilities. Women, older people and sexual minorities with disabilities experience multiple and intersecting forms of discrimination. Those who are survivors of SGBV may be further marginalized.
- Service providers should use a social and rights-based approach when designing SGBV programs and activities, addressing barriers and improving accessibility to people with disabilities.

Resources

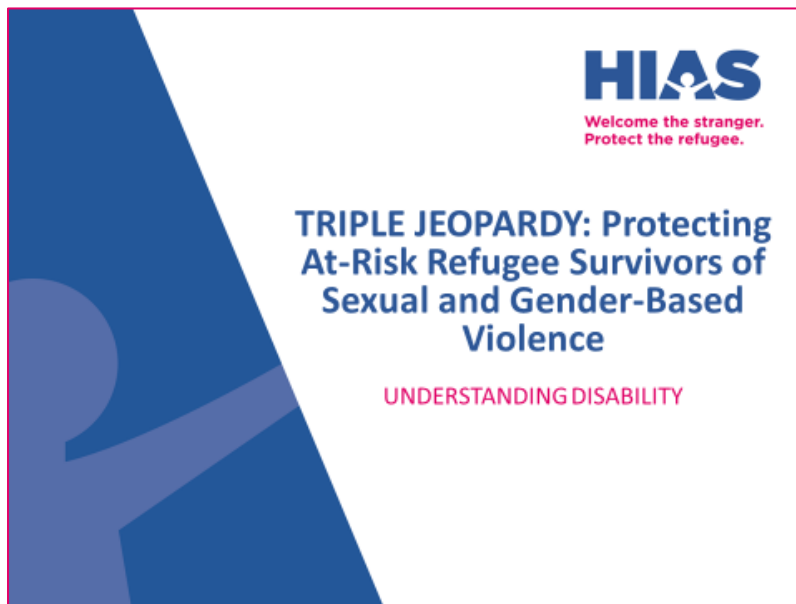
Triple Jeopardy Report, pp. 22-26.

Pearce, Emma (2013) [Refugees and Displaced Persons with Disabilities - From ‘Forgotten’ to ‘Vulnerable’ to ‘Valuable’](#). United Nations Children’s Fund (2005) [Violence Against Disabled Children](#). United Nations High Commissioner for Refugees (2011) [Age, Gender and Diversity Policy](#). United Nations High Commissioner for Refugees (2011) [Working with Persons with Disabilities in Forced Displacement](#). Women’s Refugee Commission (2008) [Disabilities Among Refugees And Conflict-Affected Populations](#). Women’s Refugee Commission (2015) [I See That It Is Possible: Gender-Based Violence Disability Toolkit](#). World Health Organization (2011) [World Report on Disability](#).

4. SLIDES

This section provides you background and resources for each PowerPoint slide in the module. It also gives you instructions to facilitate group discussions and exercises.

SLIDE 1: COVER



SLIDE 2: OBJECTIVES

The slide has a dark blue header with the word "Objectives" in white. Below the header is a photograph of a man and a woman with a child on a bicycle in a refugee camp. To the right of the photo, the text reads: "By the end of the session, participants will understand" followed by a numbered list: 1. The definition of "disability", 2. The difference between "impairment" and "disability", and 3. How discrimination affects people with disabilities. The footer contains "TRIPLE JEOPARDY TRAINING | HIAS" and a small number "2".

Objectives

By the end of the session, participants will understand

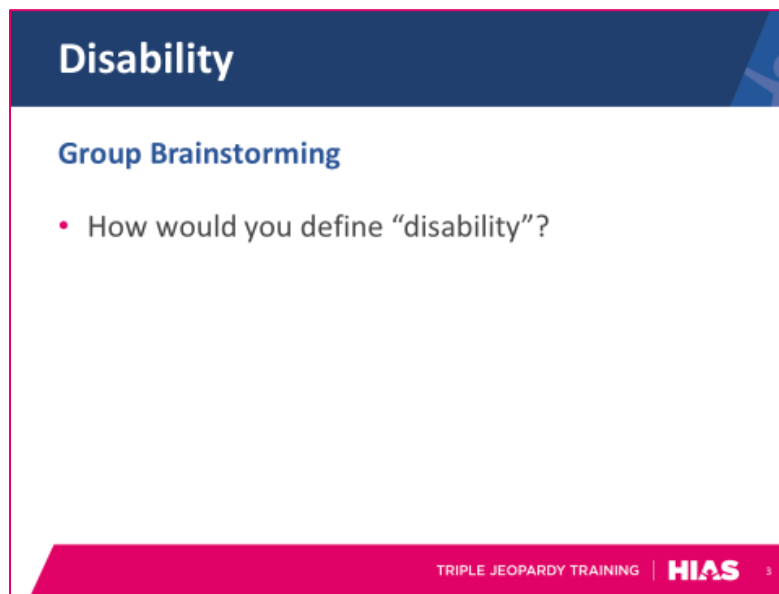
1. The definition of "disability"
2. The difference between "impairment" and "disability"
3. How discrimination affects people with disabilities

TRIPLE JEOPARDY TRAINING | HIAS 2

Background

- Read through the objectives.
- Explain that the module will also help participants reflect on their own ideas, assumptions and, perhaps, prejudices relating to disability.

SLIDE 3: DISABILITY



Disability

Group Brainstorming

- How would you define “disability”?

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Materials

Flip chart and markers

Group Activity (5 minutes)

- Ask participants how they would define “disability.” What words do they relate to “disability?” Encourage diverse participants to respond.
- Record answers on the flip chart.
- Sum up by developing a short definition of “disability,” drawn from the answers provided.
- Write the definition on the flip chart.
- Post the definition of disability on the wall for later reference.

SLIDE 4: DEFINITION OF DISABILITY

Definition of Disability

- *Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairment which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others.*

2006 Convention on the Rights of Persons with Disabilities (CRPD)

TRIPLE JEOPARDY TRAINING | **HIAS** 4

Background

- Compare participants' definition of disability with the one presented on the slide.
- Explain that in order to fully understand the definition of "disability" we have to understand the difference between "impairment" and "disability."

Resources

United Nations (2006) [Convention on the Rights of Persons with Disabilities](#).

SLIDE 5: UNDERSTANDING DISABILITY

Understanding Disability

- **Impairment** is a problem in a body function or structure. Impairments can be of a physical, sensory, intellectual or psychosocial nature
- **Disability** occurs when one or more impairments interact with other barriers, such as attitudinal, physical and communication barriers, making it difficult to participate in community and social life

TRIPLE JEOPARDY TRAINING | **HIAS** 5

Background

- Explain that a person does not become "disabled" because of a health problem or condition alone, also known as an impairment.

- A person can have an impairment, but not necessarily be a person with disabilities. For instance, in many contexts an adult who wears glasses does not usually endure harassment, or encounter discrimination in securing a job or participating in social activities.
- Disability occurs when an impairment interacts with barriers in a particular society, reducing one's opportunities in life. These may be physical barriers in the environment, communication barriers, or attitudinal barriers, such as the community not recognizing a person's skills and capacity.
- There are many different types of impairments and the experience of every individual with a disability will be different. Remind participants that they don't need to be experts on disability to effectively identify and address the barriers that prevent someone from participating in our programs and activities.

SLIDE 6: TYPES OF IMPAIRMENTS

Types of Impairments

- Impairments can be:
 - Physical – difficulty moving, lifting or grasping objects
 - Sensory – difficulty seeing and difficulty hearing
 - Intellectual – difficulty in learning new things or applying this learning to new situations
 - Psychosocial – includes those with mental health conditions
- Some disabilities are visible, others invisible
- Discrimination and exclusion can vary according to the type of disability

TRIPLE JEOPARDY TRAINING | **HIAS** 6

Background

- Ask participants to name any other impairments that are considered disabilities in their communities.
- Clarify that people may have a variety of impairments:
 - Physical, including difficulty moving, lifting or grasping objects.
 - Sensory, including difficulty seeing (even when using glasses) and difficulty hearing (even when using a hearing aid).
 - Intellectual, which includes difficulty in learning new things or applying this learning to new situations.
 - Psychosocial, which includes those experiencing mental health conditions which may make it difficult to function, think clearly, and manage the social and emotional aspects of their lives.
- Remind participants that a “disability” occurs when these impairments interact with other factors, such as attitudinal, physical and communication barriers, reducing a person's participation in society.
- Some impairments and disabilities are visible, while others are not. Examples of disabilities that are invisible include mental health disorders, as well as hearing and vision impairments. People may face greater discrimination and exclusion depending on social attitudes toward the particular type of disability experienced.

Resources

American Association on Intellectual and Developmental Disabilities (2010) [Frequently Asked Questions about Intellectual Disability](#). Centers for Disease Control and Prevention (2010) [Short Set of Questions on Disability](#). Disabled World (2015) [Invisible Disabilities: List & Information](#). Mental Health Council of Australia (2014) [Getting the NDIS Right for People with Psychosocial Disability](#). National Institutes of Health (NIH) (2012) [Intellectual and Developmental Disabilities \(IDDs\): Condition Information](#). United Nations (2006) [Convention on the Rights of Persons with Disabilities](#). World Health Organization [Disabilities](#).

SLIDE 7: THE SCOPE OF DISABILITY AMONG REFUGEES



The Scope of Disability Among Refugees

- 15% of the world's population live with some form of disability
 - World Health Organization, World Bank (2011)
- The rate among refugees, who flee conflict or natural disaster, is estimated to be higher
 - 15% of 60 million forcibly displaced = 9 million
 - 20% of 60 million forcibly displaced = 12 million

TRIPLE JEOPARDY TRAINING | HIAS 9

Background

- Explain that it is commonly understood that 15% of the world population lives with a disability.
- In developing countries, there is often a lack of adequate medical and mental health care or financial and social support for people with disabilities.
- Most of the world's refugees and most of the world's people with disabilities live in developing countries.
- Many refugees have experienced physical and emotional harm in their home countries or during the flight from home. This suggests the rate of impairment is higher among refugees. There are studies from refugee contexts which suggest that as many as 22% of refugees have a disability.
- The lack of medical and mental health services in countries of asylum contribute to increased levels of impairment among refugees. Lack of appropriate services is compounded by xenophobia in many countries of asylum.

Resources

Handicap International & HelpAge International (2014) [Hidden Victims of the Syrian Crisis: Disabled, Injured and Older Refugees](#).

Discrimination

- People with disabilities face discrimination in
 - **Decision-making:** family, community and service providers often make decisions for them
 - **Family:** limitations on their right to have children
 - **Education:** exclusion from school
 - **Housing:** lack of safe, accessible accommodation
 - **Medical care:** limited care, mistreatment
 - **Employment:** misperceptions about their capacity and skills
- Women and minorities who have disabilities face multiple levels of discrimination

TRIPLE JEOPARDY TRAINING | HIAS 8

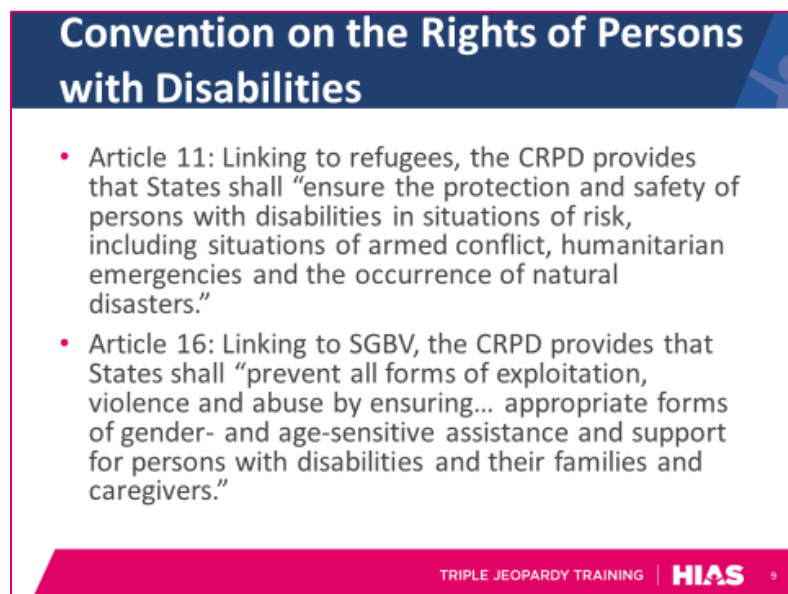
Background

- Explain that discrimination against people with disabilities takes many forms, affects all aspects of a person's life and is carried out by a wide variety of people.
- Family, community members and even staff of services and organizations often don't engage people with disabilities in decision-making, and may even make decisions for people with disabilities.
- People with disabilities may face discrimination in their rights to home and a **family** life. They may not have access to the same information as others on sexual and reproductive health, reducing their opportunities for safe and healthy relationships. Discrimination may prevent him or her from marrying, having children or living outside the home.
- Family members may not send children with disabilities to **school**, either to protect them or because they do not prioritize their education. Schools may exclude children with disabilities because their facilities are physically inaccessible or they feel that they cannot accommodate those with physical, mental or intellectual disabilities.
- Safe, accessible housing is often hard for people with disabilities to secure. Inaccessible housing prevents some from physically leaving home. This makes them reliant on others, limits social connections and prevents them from seeking protection outside the home, if necessary.
- Affordable, appropriate medical and mental health care are often inaccessible for people with disabilities. Some medical professionals are unable or unwilling to serve people with disabilities. Furthermore, access to assistive aids and devices may be limited, which support people with disabilities to be independent in their communities.
- People with disabilities are regularly excluded from employment based on a common misperception that they are unproductive and do not have any skills or capacities. This severely impedes their independence, power and control.
- Societies often fail to recognize the abilities and contributions of people with disabilities.
- Women and girls, older people and other disadvantaged groups with disabilities face multiple forms of discrimination. Their access to information, resources and community are severely limited. They are usually isolated, often dependent on caregivers, and vulnerable to violence, abuse and exploitation. People with intellectual and psychosocial disabilities may also be physically restrained in the home.

Resources

United Nations (2007) [From Exclusion to Equality](#). Women's Refugee Commission (2015) [I See That It Is Possible: Gender-Based Violence Disability Toolkit](#).

SLIDE 9: CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES



Convention on the Rights of Persons with Disabilities

- Article 11: Linking to refugees, the CRPD provides that States shall “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.”
- Article 16: Linking to SGBV, the CRPD provides that States shall “prevent all forms of exploitation, violence and abuse by ensuring... appropriate forms of gender- and age-sensitive assistance and support for persons with disabilities and their families and caregivers.”

TRIPLE JEOPARDY TRAINING | HIAS 9

Background

- Explain that despite the discrimination and exclusion experienced by refugees with disabilities, their rights are protected under international law.
- The Convention on the Rights of Persons with Disabilities promotes the "full and equal enjoyment" of fundamental human rights and freedoms by persons with disabilities (Article 1).
- The CRPD also holds that countries must protect persons with disabilities in situations of risk, including armed conflict and humanitarian emergencies (Article 11).
- It also compels countries to prevent exploitation, violence and abuse against persons with disabilities by ensuring gender- and age-appropriate assistance for persons with disabilities, their families and caregivers (Article 16.2)

Resources

United Nations (2006) [Convention on the Rights of Persons with Disabilities](#).

Working with People with Disabilities

Two key models or approaches to working with people with disabilities:

- **Social model:** Identifying and removing barriers that prevent a person with disabilities from participating in our programs and activities
- **Rights-based model:** Assumes people with disabilities have rights to equal opportunities and participation in all spheres of society

TRIPLE JEOPARDY TRAINING | HIAS | 10

Background

- Clarify that until recently service providers would use a charity- or medical-based approach to working with people with disabilities. The charity approach views people with disabilities as passive and vulnerable recipients of care; the medical approach views them as individuals with medical problems that must be “treated” or “cured” before they can participate in our programs and activities. Both approaches tend to overlook the wider rights of people with disabilities, their capabilities of people with disabilities, or prioritize their social inclusion and empowerment.
- The Convention on the Rights of Persons with Disabilities call for a social and rights-based model when working with people with disabilities.
- The **social model** recognizes that social barriers limit the ability of people with disabilities from fully participating in society. It seeks to mitigate these barriers through a holistic approach addressing social attitudes and other barriers in the community that hinder full and effective participation.
- The **rights-based model** seeks to empower people with disabilities so they can exercise rights to equal opportunities and participation in society, including all social and economic rights. This approach assumes that people with disabilities are key players in their own development and in decisions that are made in their communities, including programs and activities.

Resources

Oliver, Mike (2013) [The Social Model of Disability: Thirty Years On](#). Pearce, Emma (2013) [Refugees and Displaced Persons with Disabilities - From 'Forgotten' to 'Vulnerable' to 'Valuable'](#). UN Practitioner's Portal on Human Rights Based Approaches to Programming (2003) [The Human Rights Based Approach to Development Cooperation: Towards a Common Understanding Among UN Agencies](#).

Case Study: Sharifah

Sharifah is a 15-year-old refugee. She lives in a refugee camp. She was paralyzed from the waist down after being shot by the Janjaweed in Darfur. She has a wheelchair provided by an NGO, but her school is on top of a hill and she cannot push herself up it. On the first day of school, her brother pushed her there. The other children laughed when they saw them and he didn't want to push her the next day. So Sharifah didn't go back to school. Instead, she stays at home to care for a baby sister while both her parents work.

TRIPLE JEOPARDY TRAINING | **HIAS** 11

Background

- Ask one of the participants to read Sharifah's story out loud.

Charitable, Medical, Social, or Rights-Based?

- **Statement 1:** Sharifah cannot move her legs. If she has an operation, she may be able to walk to school
- **Statement 2:** Let's buy Sharifah a donkey so she can ride to school
- **Statement 3:** We asked Sharifah – she thinks that we should form a group of children with disabilities and their families to advocate that schools be accessible for all
- **Statement 4:** We need to talk to Sharifah's family and make sure they have alternatives for the baby's care
- **Statement 5:** Let's conduct a community dialogue on the inclusion of people with disabilities in everyday activities with a focus on their abilities

TRIPLE JEOPARDY TRAINING | HIAS 12

Background

- Ask a participant to read Statement 1. Then ask all participants to discuss and determine whether the statement represents a charitable, medical, social or a rights-based approach, and why? What are the advantages and disadvantages of each approach?
- Repeat the exercise with Statements 2, 3, 4 and 5. Suggested answers follow.
 - Statement 1: Medical. This only focuses on a medical solution. Whilst medical interventions can help to address and / or reduce some impairments, there are other impairments for which there are no medical options. All children with disabilities have a right to education. By relying on the medical model, we fail to look at all the different ways that we can support and promote Sharifah's right to education.
 - Statement 2: Charitable. This solution only provides for Sharifah, leaving her in a passive role, while not fully exploring the social, economic and environmental barriers she may face. Sharifah is not having any role in the decision, which will reduce the effectiveness of the strategies chosen.
 - Statement 3: Rights-based. This focuses on empowering Sharifah and her community, including her peers, to make changes that will ensure equal rights for all.
 - Statement 4: Social. This solution focuses on Sharifah's family, seeking to remove a social and economic barrier to her schooling.
 - Statement 5: Social. This addresses the social and environmental barriers to education that children with disabilities face.

SLIDE 13: WHAT DO PEOPLE WITH DISABILITIES WANT?

What Do People with Disabilities Want?

We want to learn things, we want to go to school, we want to make friends, we want to be productive. Someday, some of us want to be wives and mothers, but people forget about girls with disabilities. They forget we have goals and dreams sometimes ... There is a lot that we can achieve. I can learn, I can work, and I can do professional training. I can be more than just a wife to someone. I can be a better version of myself.

Bolia, 16 years old

TRIPLE JEOPARDY TRAINING | HIAS 13

Background

- Ask one of the participants to read the quote out loud. Explain that to effectively serve people with disabilities, we need to understand and respect their wants and needs, and empower them to make decisions in their own lives.

Resources

Women's Refugee Commission (2015) [Stories of Change](#).

SLIDE 14: SUMMARY

Summary

- Impairments may be physical, sensory, intellectual or psychosocial
- Disability occurs when a person's impairment interacts with other barriers in society, reducing their participation on an equal basis with others
- Women and minorities with disabilities may face multiple forms of discrimination
- As many as 12 million refugees have disabilities
- Service providers should use a social and rights-based approach to design programs that include people with disabilities

TRIPLE JEOPARDY TRAINING | HIAS 14

Background

- Present the summary points.
- Ask participants for any questions or requests for clarification.