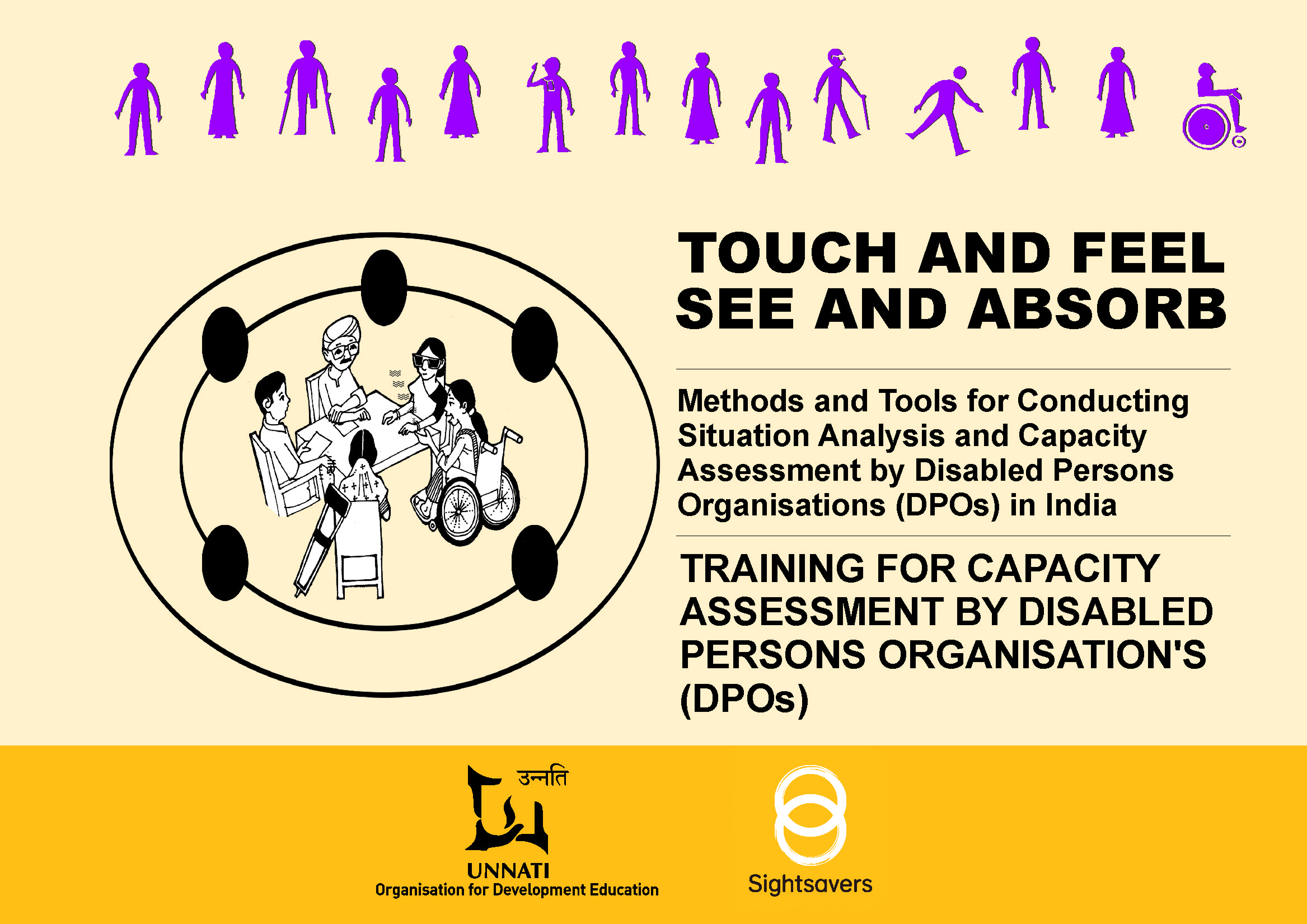
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TOUCH AND FEEL

SEE AND ABSORB

Methods and Tools for Conducting Situation   
Analysis and Capacity Assessment by Disabled Persons   
Organisations (DPOs) in India

3 of 3



**Logo of Sightsavers
**

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# 5. TRAINING FOR CAPACITY ASSESSMENT BY DISABLED PERSONS ORGANISATION’S (DPOs)

In this training on capacity assessment by DPOs an attempt has been made to simplify the tools for capacity assessment by disabled persons organisations (DPOs). It is however essential to do a recap of the previous two phases in order to make a more realistic capacity assessment. The first tool is a simplified version of Marvin Weiseboard’s Six-Box Model of diagnosing a organisation. The Six-Box Model focuses on the six most important elements of an organisation – Purpose, Structure, Helpful Mechanism, Relationships, Rewards and Leader. A set of simplified questions has been developed which could be used for discussion in small groups and then consolidated in the larger group for the organisation. Some examples have been given with the facilitator’s note for older and newly - formed DPOs.

The second tool is on SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) that could be used after using the above tools to devise strategic directions of the organisation. It has been found that for this the participants need to be clear about the environmental or situational analysis, specially clarity is required on the opportunities and threats. A brief lecture could be arranged to be given by an eminent person in the disability sector.

The third section is about Job Analysis or articulating the job specification of the office bearers of the DPO. Most of the times, due to lack of clarity among the office bearers, some perform their roles and take on additional responsibilities and others may not perform due to overlapping roles and lack of clarity between persons at similar posts.

## 5.1 Workshop Design (Suggested)

Spend at least two hours on recap of the previous two trainings as clarity is required on environmental or situation analysis and the purpose of the DPO. In this way if new members have joined in any of the phases then they would also understand the processes and be able to absorb the processes of the current training.

**SIX-BOX MODEL OF CAPACITY ASSESSMENT**

**Time:** 8 hours

**Method:** Small group discussions and large group discussions

**Materials:** Flipcharts, markers, Reading 7 on Six-Box Model and Handout 4 on Questions for group discussion

**Objective:**

The participants from the respective DPOs will be able to collectively assess and articulate their capacity, identify the gaps and means to address the gaps within their institution

**SWOT ANALYSIS**

**Time:** 2 hours

**Method:** Group discussion

**Materials:** Flipcharts, black/white board, markers, relevant visuals for explanation and Reading 8 on SWOT Analysis

**Objective:**

* The participants from the respective DPOs will be able to illustrate the strengths, weaknesses, opportunities and threats confronting their institution
* The participants from the respective DPOs will be able to develop/ identify the strategic areas of intervention for their institution

**JOB ANALYSIS**

**Time:** 2 hours

**Method:** Large group discussion

**Materials:** Flipcharts and markers

**Objective:**

* The participants from the respectiveDPOs will be able to demonstrate and outline the roles and responsibilities of the office bearers of their institution for effective and efficient functioning.

## 5.2 SIX-BOX MODEL FOR CAPACITY ASSESSMENT OF THE DPO

### 5.2.1 The Six-Box Model (Reading)

The six-box model is a diagnostic framework developed by the American analyst Marvin Weisbord to assess the functioning of organisations and for diagnosing organisational problems. It is a generic framework and is intended for use across a wide variety of organisations. It is based mainly on the techniques and assumptions of the field of organisational development. The model represents a particular way of looking at organisational structure and design. It gives attention to issues such as planning, incentives and rewards, the role of support functions such as personnel, internal competitions among organisational units, standards for remuneration, partnerships, hierarchies and the delegation of authority, organisational control, accountability and performance assessment. The model also follows the basic 'systems' approach to organisational functioning, including the well-known inputs and 'outputs' categories. The six-box model comprises the following components (boxes):

### Elements of the Six-Box Model

### Purpose:

*What 'businesses' are we in? What are our mission and goal? Are the members of the organisation clear about, agree with and support them?*

An organisation’s purpose emanates from a negotiation between what we want to do (our belief systems, values, competencies, etc.) and what we have to do (based on external demands and survival needs, etc). This helps determine the organisation’s priorities. The agenda may change from time to time based on resolution of issues taken up. Defining the purpose helps an organisation to cope with uncertainties and help develop a unique identity for it, one that becomes its distinguishing feature. Based on the purpose, an organisation designs its programmes to translate it into action. In the absence of a clearly stated purpose, an organisation cannot be expected to perform coherently and effectively.

Hence it is important to review:

1. Appropriateness of the purpose/mission to the organisation’s external environment
2. Clarity of the stated purpose
3. Extent of agreement of members of an organisation with its mission and reflection thereof in their behaviour.

To assess this aspect:

1. review the documents where the purpose/mission is stated;
2. arrive at an understanding of the formal central mission and its compatibility or relevance to the organisation’s environment.
3. examine the extent to which there is a common understanding of the stated mission
4. examine behaviours that are not in consonance with the stated mission, displaying lack of clarity or agreement with the stated mission

If there is little clarity or agreement of members with the stated mission or the mission is not relevant to the external environment, it requires a review and rearticulation.

### Structure:

*How do we divide the work? How is the organisation organised?*

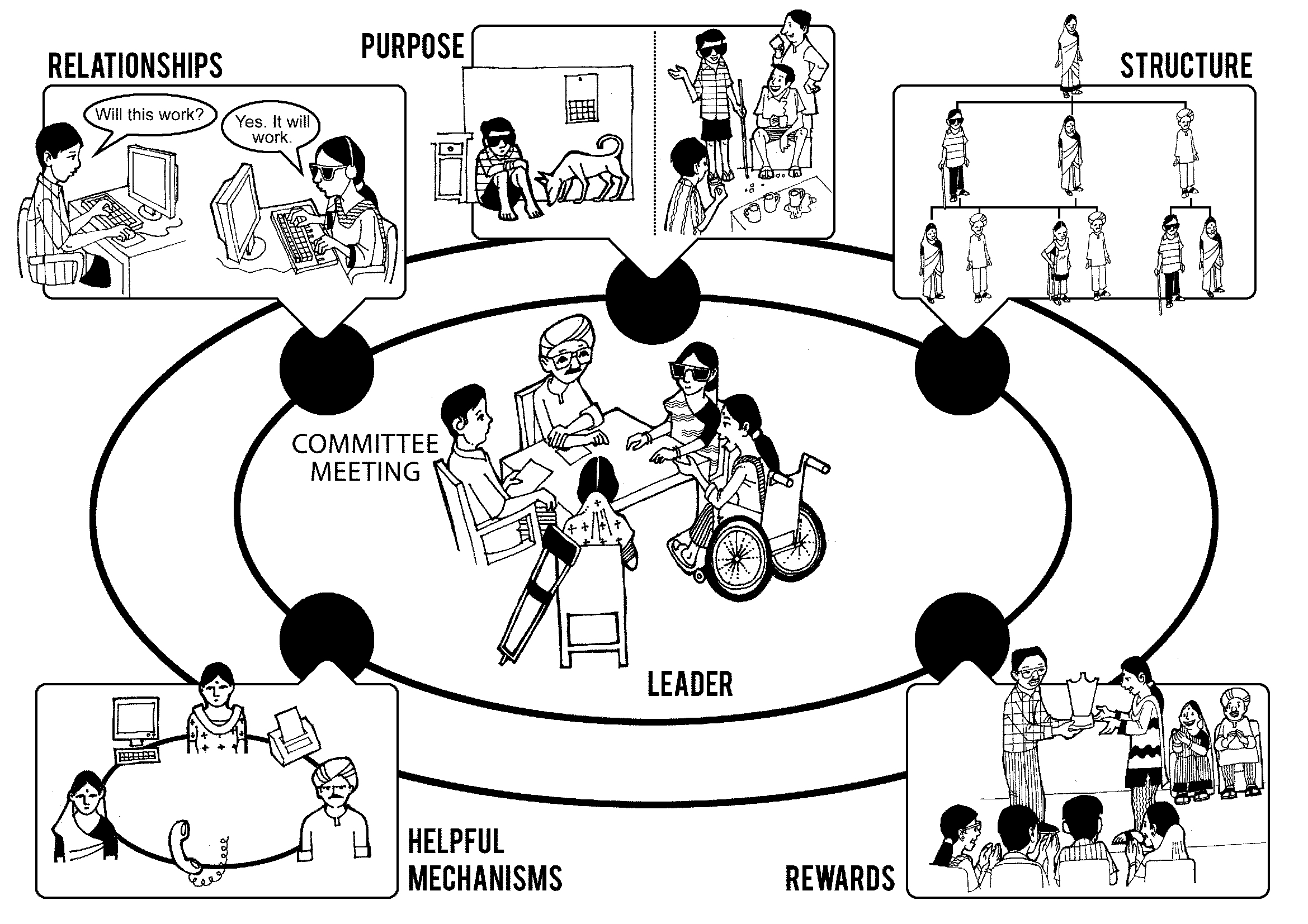
*Are people divided by the function they perform, with specialists working together to perform one function or are they divided to form multi-skill project or programme-based teams? Does the way we are organised help in achieving our goals/mission?*

Organisations decide on their structures based on their purpose. Each has its own pros and cons. Organisations may organise themselves by (a) the different functions they perform (research and advocacy, service delivery, manufacturing aids and appliances, etc.) or (b) the programmes and projects they undertake, using multi-skilled teams or (c) a mix of these.

Function-based organisations consider ‘special competence’ for their functions important; functional goals are accorded a higher priority than organisational goals; few members have an idea of the ‘whole’ picture; members have the scope to optimally perform what they are good at, leaving general coordination to others. Such organisations resist a rapid change.

Programme/project-based organisations are more suited to fast-changing environments and technologies. Members perform multiple tasks to address the issues of a programme or project. In such structures, teams are more likely to get an idea of the ‘whole’ organisational picture; members have the possibilities of performing a wider range of functions and developing varied skills. On the other hand, in-depth competence is difficult to achieve in such teams. Inter-group conflicts are not as high as in function-based organisations.

Mixed organisations are more flexible and have the scope for using and developing special and generic skills and can shrink or expand with need. They require innovating and adapting new procedures and norms. Such organisations require two sets of budget lines, dual reward systems, etc. and are expensive to manage. It is important in such set-ups that the project group has its own budget, its goals are tied to the organisational mission and both functional and programme managers enjoy similar authority.



**SIX-BOX MODEL**

**Relationships**

How do we manage conflict among people? With technologies?

**Helpful Mechanisms**

Have we adequate coordinating technologies?

**Rewards**

Do all needed tasks have incentives?

**Leadership**

Does someone keep the boxes in balance?

**Structure**

How do we divide the work?

**Purpose**

What business are we in?

**Environment**

**Environment**

### Relationships:

*What are the relationships between people, departments /programme teams and between people and the nature of their work? Do people/units function independently or, if there is interdependence, what is its nature? What are the sources of conflict? How do we manage conflict (coordinate) among people?*

It is important to understand how much interdependence is required to achieve the goals/mission. There may be situations where people do not collaborate where they should or try to collaborate even if it is not required. Both these are dysfunctional. Also, it is useful to review the degree of conflict between teams, e.g. conflict between the finance and programme teams is common and inevitable as both have different ways of looking at things and different parameters of what they consider useful output. Such conflicts need to be managed by putting in place effective coordination mechanisms. Relationships are most critical in organisations that require interdependence between teams for the achievement of the goals/mission. It is important that they positively contribute to the self-esteem of individual members.

Some normally used informal styles of conflict management include forcing where the more powerful win, pretending or not according importance to existing conflicts, avoidance, bargaining or negotiating for personal advantage and confrontation. In situations where interdependence is high and the quality of relationships is low, the existing conflict management styles are likely to be inappropriate and need to be revisited. It may be necessary to identify and give responsibility to some people for conflict resolution, helping such persons to develop their conflict management skills, and/or setting up formal mechanisms such as monthly meetings for problem resolution.

### Rewards:

*Is there an incentive for doing all that needs to be done? What rewards does the organisation give? What are the rewards, both intrinsic and extrinsic, that people consider important to their work? Is there a discrepancy between the members’ expectations and organisational provisions? What does the organisation need to do to fit with the environment?*

Formally rewarding individuals in no way guarantees people will appreciate it. Meeting the basic needs, viz. physiological, safety and belongingness (interpersonal supervisor relationships, working conditions, organisation’s policies, etc.) is necessary for boosting the morale but not sufficient to motivate people to creatively perform tasks. Such motivation comes if there are opportunities for personal growth, recognition, assuming responsibility and a sense of achievement. The latter contributes to enhancing the fit between people and the organisation. A reward system that offers fringe benefits and salary alone may not be adequate if their work is not valued and they do not see that it offers an opportunity for them to grow. Another point is that peer-approval and respect that the team informally offers to the individual also plays an important role in motivating individuals.

### Leadership:

*Is someone keeping the boxes in balance? Do the leaders consciously define and pursue the goals and missions and clarify these in the programmes they manage? Do they manage conflict and defend the organisational integrity? What is the normative style of leadership pursued – participative or autocratic? Do the leaders have a task or relationship orientation?*

Effective leadership requires balancing between tasks and people functions. Leaders need to learn how and when to solicit feedback and how to use it. Leaders need to understand the organisation and its requirements and then assess the extent to which their styles and norms hinder or facilitate meeting these requirements and the extent to which new skills can be learnt to address the gaps. Leaders need to assess the formal and informal problems in all the boxes and take corrective action. This can be a shared responsibility, especially in functional organisations, where specialists are focussed mainly on their own tasks and not responsible for the organisation as a whole. It is important for leaders to be able to identify the areas that are problematic and their impact on the organisation. This calls for periodic and systematic monitoring and tracking as well as initiating corrective action.

### Helpful Mechanisms:

*Have we adequate coordinating technologies? Are our planning, control, budgeting, information and other systems in place? Do they help in achieving the organisational goals/mission or hinder it? What aspects hinder/help?*

Helpful mechanisms are those that assist in coordination or integration of work and promote joint, collaborative work; assist in monitoring the organisation’s work to keep track of facilitative or hindering factors and help address problems in any of the boxes for which no existing procedure is adequate. Periodic and regular meetings, open information systems, etc. can help in coordination if they try to do what they are set up for.

Helpful mechanisms may include policies, procedures, agendas, meetings, trainings and formal events that help people work together; informal mechanisms, ad hoc solutions, inventions which are used to respond to problems and are not a part of the formal mechanisms; and the traditional management systems, viz. planning, budgeting, control and measurement (information). Existence of such systems does not automatically guarantee that they will be helpful. It requires both skill and the will of people to use them. Appropriate interventions may be required when existing systems and mechanisms are inadequate for dealing with problems. This requires an analysis of which formal and informal mechanisms are unhelpful and why.

A problem in an organisation can be caused by dysfunctional processes in any one of the six boxes. The problems can be due to flawed structures, poor leadership, poor conflict resolution mechanisms, etc.

### Formal and Informal Systems

In addition to the above mentioned six boxes, it is important to examine the **formal and informal systems** in an organisation, i.e. what is supposed to happen in an organisation, as prescribed formally by an organisation for each of the boxes and its appropriateness to achieving the mission and what actually happens in the organisation based on informal systems and processes that usually emerge to overcome the gaps and deficiencies in the formal system. The wider the gap between the formal and informal systems, the lesser will be the organisation efficiency.

|  |  |  |
| --- | --- | --- |
| **Six Boxes** | **Formal Systems** | **Informal Systems** |
| Purposes | Goal clarity | Goal agreement |
| Structure | Functional, divisional or matrix | Work done or not done |
| Relationships | Who should deal with whom, and on what? Which technologies should be used? | How well do they do it?  Quality of relations?  Modes of conflict management? |
| Rewards and incentives | Explicit system  What is it? | Implicit, psychic rewards.  What do people feel about pay-offs? |
| Leadership | What do top people manage?  What systems are in use? | How?  Normative “style” of administration? |
| Helpful mechanisms | Budget system  Management information measures planning and control | What are they used for?  How do they function in practice?  How are systems subverted? |

The formal system can be understood through a review of the organisation’s charts, statements, reports and other documents about how it is organised and how it functions. The diagnosis entails matching this formal system with its environment to see whether it fits. Diagnosing an informal system requires a review of the frequency with which people do certain things in relation to their importance for organisational performance. Such a review will help identify if formal changes are required to change some normative patterns that exist but are not conducive to organisational performance.

Another important dimension to be considered is the **environment of an organisation**. Each organisation functions within a given environment. It is important that the organisation responds to the external demands/needs of stakeholders/context in which it functions. This refers to forces that an organisation needs to respond to but which are difficult to control from inside. It may be difficult for an organisation to respond appropriately to its environment at all times. However, it is important to know what within an organisation is problematic and needs improvement.

This model will help to rapidly expand the diagnostic framework from interpersonal and group issues to the more complicated contexts in which organisations are managed.

### Power Dimensions in Organisations

While using any model, it is important to find out how the results of the diagnosis or identified issues could be converted into actions to be taken. Actions are very much dependent on the central question on who has the ‘power’ or influence on or to take action or the needed changes in the organisation, in the environment in which it is operating and the relationships or stakeholders it is working with. This implies that the organisation must take stock of the influence it has on in the external as well as the internal environment. To take action for initiating change or simply put the ability to do what it wants to do. The sources of power need to be identified and are not necessarily possessed or given but can also be acquired by handling problems in the environment or do tasks that others are not dealing with or performing. Power is used by all individuals or units / departments in an organisation to survive or exist. Power enables an organisation to ally with their realities. This is done by exerting control on critical resources, placing key allies in key positions and defining organisational policies and problems. The processes used to exert influence power determine the ‘fit’ of organisations to their environment or the ‘misfit’.

Those organisations or units that are able to face or adjust with the uncertainties or challenges posed in the environment acquire power. Within organisations power is shared among various persons and units performing different activities. Power is not based so much on the individual but more so on the set of activities performed by the individual or group and is related to the sub-group on which the main group is dependent for completion of the said task or activities. It is very likely that units that contribute to the critical resources of the organisation will gain more influence or power in the organisation. It is this critical influential power centre that bends the course of the organisation’s work in the future. This is, however, not a static position and the power centres within organisations may change, and may change rapidly, with changes in the external environment. The group or unit or leader that continues to adjust to the rapidly changing context will continue to be the individuals or unit to exercise maximum influence and power within an organisation. It may, however, be noted that individuals or groups that are able to retain consistent power or influence in the organisation are able to do so as they are able to retain the belief that they are performing critical tasks even if they may not be doing so.

In summary, Weisbord’s model focuses on internal issues within an organisation primarily by posing "diagnostic questions" which have to do with the fit between "what is" and "what should be." The questions he poses are not predicted by the model; rather, they appear to be based on his OD practice. These questions serve to convolute the model because they do not flow from the logic of the model. Moreover, it omits many interconnections between the boxes of the model. Finally, it addresses the impact of the external environment in the model.

### Steps for Using the Six-Box Model

**Part I: Scanning the Organisation**

1. Begin by defining the organisation’s boundaries. List important units and functions of each unit. Identify who is inside the organisation and who is outside.
2. List 2-3 context/environment-related demands that affect /influence your organisation’s mission (purpose for existence).
3. What are the inputs (funds/resources, human resource, ideas and materials) that your organisation invests and what outputs (services, ideas, etc.) does it lead to? What are your major sources of feedback?
4. Identify what makes your organisation unique.
5. Identify one major output that you wish to examine and use the output congruity matrix (Peter Vaill, 1974) to understand the current situation and gaps. Ask questions like how satisfied are the beneficiaries / target group with the services and how satisfied are the staff members. If the answer is neither cell D then the organisation is in deep trouble. If one is and the other is not either cell B or C then there might be trouble that could erupt at any time.

|  |  |
| --- | --- |
| A | B |
| C | D |

Organisation’s level of satisfaction

**+ -**

**+**

**-**

1. Identify the area that requires an intervention.

**Part II: Diagnosing the Six Boxes**

**Diagnosing Purpose**

1. What documents define the purpose of the organisation and what is it defined as?
2. Examine the stated purpose against the demands and expectations of the target group / community and stakeholders.
3. To what system the core committee members understand the purpose the way the head or leader of the organisation does and note the points of differences or areas of differences.
4. Next consider how the purpose might be reframed to offer a better ‘fit’ with the environment to resolve the differences.

**Diagnosing Structure**

1. List the different units and functions of the organisation.
2. Try and identify the type of structure the organisation would relate to, either function based, programme/project based, or mixed organisation
3. Rate the structure in relation to the ‘fit’ with the environment
4. Has an attempt been made in the recent past to change the structure of the organisation, if so how and what?
5. Are there currently any tasks left undone in the organisation? List the undone/ unattended tasks.
6. Who is attending to the unattended task? What effect is it having on the individual as well as the others?
7. Go back to the list of demands made by the environment in the previous section. For each of the demands locate who in the structure is responding to it and examine if this response is adequate.
8. Take one unit/committee/task force in the organisation and examine:
   * If it has a budget
   * Is its purpose in consistence with the overall stated mission/purpose of the organisation?
   * Do the outputs serve as inputs to the other units, and are they used effectively?
   * Does the head/leader of the unit have similar authority vis-à-vis the leaders of other units?
   * Are the team/staff members in the unit being given enough time to do the work of this unit?
   * Do people recognise multiple boxes?
   * Do the team members working for this particular unit figure in promotion, and salary raise?

**Diagnosing Relationships**

1. Select 2-3 units / teams from the organisation and rate how much they need to relate to each other/ are dependent on each other to meet/ address the environmental demands (High, medium and low interdependence)
2. Then examine how well they get along with each other
3. Are there any differences / conflicts that arise and do they affect performance? Then rate the conflict management normative behaviour as it is in any of the categories described below:
   * Forcing: more powerful people get their way
   * Smoothing: people either pretend that there are no differences or minimise their importance
   * Avoiding: not raising differences openly
   * Bargaining: negotiating, narrowing issues and turning them around to one’s advantage
   * Confronting: tabling the issues openly and effort made to approach the difference in a problem-solving manner
4. Based on the rating now figure out if the conflict management style is appropriate or not and examine the reasons for it not being appropriate
5. Pick a major unresolved conflict between units
6. Examine who had the responsibility to resolve it and who has the skills for conflict management
7. What mechanisms and procedures are available for conflict resolutions between the two units
8. Does the informal system (normative behaviour) support the two units getting together?
9. Summarise the learnings; do the diagnosis of the situation (a) lack of person to do it (b) lack of skills/ knowledge (c) lack of mechanism (d) all or other (The answers to these will guide as to whether training in interpersonal communication skills is required or structural change or both are required.

**Diagnosing Rewards**

* + 1. Measure the existing system – formal and informal – against Maslow’s hierarchy.

Maslow’s Hierarchy

|  |  |  |
| --- | --- | --- |
|  | **Formal System** | **Informal System** |
| Need |  |  |
| Personal growth |  |  |
| Esteem |  |  |
| Belongingness |  |  |
| Safety |  |  |
| Psychological |  |  |

Motivation

|  |  |  |
| --- | --- | --- |
|  | **Formal Example** | **Informal Example** |
| Work itself |  |  |
| Responsibility |  |  |
| Achievement |  |  |
| Advancement |  |  |
| Recognition |  |  |

Hygiene Factors

|  |  |  |
| --- | --- | --- |
|  | **Formal Example** | **Informal Example** |
| Interpersonal and supervisor relations |  |  |
| Technical supervision |  |  |
| Working condition |  |  |
| Policies |  |  |
| Salaries |  |  |

* + List the important activities of the organisation and identify the reward against each.
  + If the gap identified in the structural diagnosis gets rewarded then what would be the implication?
  + Check if there are any pay-offs or punishments for not doing something important / harmful behaviour or any pay-offs for doing any useful behaviour.

**Diagnosing Leadership**

1. Characterise the informal behaviour of the organisation in terms of all the members ‘task oriented’, or ‘relationship oriented’ or both – participative, autocratic
2. How appropriate is their behaviour to the organisation’s purpose?
3. Put down the strengths and weaknesses of the leadership norms of the organisation as perceived by the members and list them down.
4. Rate the extent to which the leadership makes formal attempts to monitor and make the boxes in order (Rate it on a scale of 1-5 from ‘to a great extent’, to ‘no extent’)
5. Rate the extent to which the formal systems or leadership show an interest in relating formal systems and procedures and how well they reflect in the informal behaviours.
6. How well is the leadership informed about the environment and what are the helpful mechanisms available for scanning the environment?

**Diagnosing Helpful Mechanism**

1. Identify examples of formal and informal mechanism available in the organisation for enabling people to meet and list them down.
2. Diagnose the management system-both formal and informal – how is it being done, who is in charge, is the mechanism helpful in enhancing co-ordination and is it adequate?

**References:**

Centre for Youth and Social Development (2003). *Organisational Behaviour: A Framework for Non-government Development Organisations* by Prem Chadha, Jagadananda and Gayatri Lal

Marvin Weisboard (1978). *Organisational Diagnosis: A Workbook of Theory and Practice*, Basic Books

## 5.2.2 Session Plan and Facilitation Note – Six-Box Model

**Time:** 8 hours

**Method: G**roup discussions

**Materials:** Flipcharts, markers, Reading 7 on Six-Box Model and Handout 4 on Questions for Group Discussion

**Objective:**

The participants from the respective DPOs will be able to collectively assess and articulate their capacity, identify the gaps and means to address the gaps within their institution

**Process:**

* Divide the participants into 3 groups and ask them to discuss the questions provided in Handout 4 – Purpose, Relationship, Structure, Helpful Mechanism and Leader. Each of these components are to be discussed and presented one by one
* Divide the participants disability-wise/ village DPO-wise/ mixed group representing all types of disabilities as deemed appropriate by the facilitator.
* After the discussion of each box or element ask all the sub-groups to come back with their findings to the larger group and summarise the findings on a flipchart as a response form the entire organisation. Let the sub-groups clarify the responses, if necessary.

**Facilitator’s Note:**

* For matching the purpose with the activities explain to the participants that if persons with disabilities have to lead a dignified life then some basic necessities should be met first. Hence a DPO should work on how the persons with disabilities would get access to the basic needs - livelihood, health, social acceptance etc.,
* Clearly explain to the participants that if an activity has been carried out once and not followed up consistently then it will be considered an activity/ event and not a programme. We can continue to do programmes but, based on lessons learnt, convert them into activities.
* It needs to be reiterated that the structure of an organisation is like the parts of a body (visible aspects). The helpful mechanisms are like the veins, organs etc. that help the body to function. The systems created in an organisation refer to such mechanisms. Any problems in these mechanisms may affect the effective functioning of the body.
* Once the activities have been listed, ask them that if the programmes / activities are enough to enable them to lead a dignified life. One could lead a dignified life if one is accepted by the society. Hence they should also be contributors to the society.
* Questions for group discussion should be projected in the local language and in large font for the convenience of all participants. Repeat the questions and also explain loudly, especially for participants with visual impairment. Sign language interpreter facilitate the entire discussion in Indian Sign Language.
* For newly formed groups, help them to define certain elements like purpose, structure, etc. of how the DPO should function. Ask the members of this newly formed group to propose a structure and some rules for their group. See examples 7,8, and 9
* The capability of Sign Language Interpreter in understanding the concept and transferring the same information needs to be verified by the facilitators for effective participation of persons with hearing impairment.

### EXAMPLES OF SIX-BOX ANALYSIS OF DPOs

**Example 1: Karnataka Angavikalara Rajya Okkuta (KARO)**

**PURPOSE**

|  |  |
| --- | --- |
| **PROGRAMMES** | **ACTIVITIES** |
| * Forming DPOs | * Survey of persons with disabilities * Orientation for forming SHGs * Form committees at district level * Conduct meetings * Contact local NGOs * Field visits and correspondence * Marriage bureau |
| * Advocacy for Barrier-free Environment | * Conduct meetings with government officials and influence for changes in bylaws of City Municipal Corporation regarding accessibility. * Advocate access audits at public places and tourist spots * Advocacy for 5% of budget utilisation |
| * Advocate Inclusive Education | * Advocate access audit in government primary and secondary schools, * Advocate with Sarva Siksha Abhiyan (SSA) for doing health programmes for children with disabilities instead of focusing on education only. * File RTI applications to check the budgets spent on Inclusive education through SSA * Identification of children with disabilities, provide physiotherapy and other technical support, enroll them back into formal school * School visit and follow - ups * Monitoring of children with disabilities for retention * Advocacy with government to provide special teacher in government schools |
| * Creating Awareness (Family and Society) | * Press meets, street plays, leaflets, posters, rallies * Protests * Collecting and dissemination of information * Celebration of World Disability Day * Celebrating conventions * Polio awareness programmes * Medical camps * Marathon * Sports and cultural programme for persons with disabilities |
| * Capacity Building | * Legal literacy/ training * Training on schemes / programmes * Leadership trainings * Consultations * Training on creating barrier-free environment |
| * Enhancing Women’s Participation | * Leadership training for women with disabilities * Identification of women with disabilities * Stop child marriage * Provide responsible positions to women with disabilities in the DPO * Address violence against women with disabilities |
| * Ensuring Entitlements | * Linking with government departments * Bus pass, railway pass, pensions, loans * Support travel of persons with disabilities |
| * Resource Mobilisation | * Write proposals to funding agencies * Approach local people and communicate the work and raise funds * Identification of persons with disabilities and approach government to fund their self - employment * Approach other NGOs to support small events |

**GAPs in the above listed Programmes / Activities**

|  |  |
| --- | --- |
| **GAPS** | **WHAT NEEDS TO BE DONE** |
| * No system for regular implementation of activities * Limited financial resources * Addressing health issues * No programmatic activities for severely disabled, hearing and speech impaired, cerebral palsy, and mental illness * More focus to be made on Inclusive Development, eg. MGNREGA, Agriculture Department, land rights * Networking with other DPOs, NGOs and other stakeholders for advocacy on common issues * Participating in democratic process, eg. voting * Information to be made available in accessible formats * Register and get Voter ID for all persons with disability * Advocate reservation in electoral process * Prepare persons with disabilities to stand for elections * Prepare persons with disabilities to be responsible citizens | * Regular follow - up with district representatives * Regular communication and monitoring system to implement activities regularly * Make a detailed programme plan and monitor implementation of activities * Take up more advocacy programmes for effective implementation of programmes / schemes * Make an advocacy strategy * Link with other departments for skill development and employment opportunities / economic empowerment * Linkages with government and private institutions * Participate in government programmes,   eg: Aadhar card campaign   * Develop fund - raising strategy and explore support of volunteers for professional support * Approach funding agencies and other donors * Conduct a membership campaign/ drive * Explore and use local resources * Regular engagement with health department to organise disability certification camps * Advocate training of ASHA workers, anganwadi workers on health awareness and disability management * Considering cross disabled persons in all reservations at district- level bodies * Appoint different disabled as office bearers * Build capacity to enhance political participation of persons with disabilities * Monitoring the implementation of government development schemes |

**RELATIONSHIP**

|  |  |  |
| --- | --- | --- |
| **POSITIVE** | **NEGATIVE** | **WHAT NEEDS TO BE DONE** |
| * **Incident 1 - Election of New Office Bearers** * **Incident 2 - Local Resources used to arrange 1st quarterly meeting after a long time** * 16 districts visited by office bearers * Strong unity among members * Confidence built among office bearers with district level groups * Strengthened communication linkages from district level to the office bearers * Participation of members increased / commitment * Image of the DPO built among stakeholders / donors * Government officials recognise the potential of the DPO and invite the members to meetings for suggestions | * **Incident 1 - Long Gap in conducting KARO meeting** * **Incident 2 - In 2–3 districts many wanted same post and had a heated discussion** * Increased jealousy and confusion * Mistrust and misunderstanding among stakeholders * Support of members / other stakeholders decreased * Image of DPO decreased * Communication channels broken | To minimise negative impact the following measures need to be taken   * Hold regular meetings * Clarify the roles and responsibilities among office bearers * Dissemination of information on decisions taken at meetings at all levels * Identify and recognise/ reward good work * Monitor the responsibilities assigned to office bearers * Distribution / delegation of tasks and responsibilities at district level * Transparency – sharing of finances * Documentation of programmes / meetings * Office bearers to behave equally with all, maintain relationship with members |

**STRUCTURE**

|  |  |  |
| --- | --- | --- |
| **ENABLING** | **HINDERING** | **WHAT NEEDS TO BE DONE** |
| * Authorised representatives to negotiate with the government * Distribution of tasks and responsibilities required to enable the following:   - Helps in coordination  - Facilitate dissemination of information  - Effective implementation of programmes   * Enable monitoring – quality implementation * Promote effective team work * Help in strengthening the DPO * Enables decision making collectively | * All types of disabilities not represented in the structure * Difference of opinion in the hierarchy affects implementation * No provision for remuneration /delays in activities due to limited time * No professionally qualified persons as office bearers | * Acquire skills on communicating with different types of disabilities * Look for professionally qualified volunteers – explore help of students from social work departments / university / colleges * Create a post at taluka level |

**HELPFUL MECHANISMS**

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| --- | --- |
| **FORMAL** | **DIFFICULTIES** |
| * Office bearers, monthly, quarterly meeting * Change of office bearers every 3 years * Follow - up of resolutions * Review of office bearers * Financial management * Planned activities * Structure * Official correspondence | * No proper auditing of finances * Maintaining records / documentation – MIS * Timely completion of work * No permanent office space or identity * Office bearers have to travel long distances / No provision for reimbursement |
| **INFORMAL** | **WHAT NEEDS TO BE DONE** |
| * Documentation – Reports and minutes * Responding to emergency situation * Attending social events * Casual communication to be maintained to keep in touch * Promote the culture of voluntarism | * Develop DPO Constitution (MOU) * Membership fee drive and raise sponsorship for those who cannot pay the membership fees * Look for government office / NGO space for office space * Link monitoring of activities with documentation |

**REWARDS**

|  |  |  |
| --- | --- | --- |
| **REWARDS** | **ISSUES** | **WHAT NEEDS TO BE DONE** |
| * Appreciation for work done * Encouragement * Opportunity to work * Honour / Acknowledgement * Respect * Giving memento / tokens | * No system for rewarding, so this leads to ego clashes / affects relationships * If there is misconduct / non - performance, then there is no system for taking action | * Articulate rules for misconduct * Make a procedure for rewards * System of conducting performance appraisal of office bearers to be introduced |

**LEADER**

|  |  |
| --- | --- |
| **What do you understand by Leader?**   * Person/s who are well aware and know how to respond to issues * Charismatic – able to lead a large group / give direction to the group * Office bearers are the leaders of the DPO | |
| **What support the leader requires**   * Cooperation of members * Communication of information * Financial support * Guidance from Experts / Advisory / Professional * Expect suggestions | |
| **Do’s**   * Collective decision making * Be fully aware of the purpose * Secularism / Respect for all * Equality – Treat equally / non-discriminatory behaviour * Be encouraging * Patient / be serious about issues * Time commitment * Managerial capacity * Be able to guide / suggest * Accept suggestions * Be able to mobilise resources * Be updated with new trends and developments * Abide by the Constitution | **Don’ts**   * Non-corrupt * Not take individual decisions * No gossip * No favouritism * Non-interference in personal issues * No biases / prejudices / vent to compulsions * Not to share confidential information / privacy * Not have political affiliation * Not misuse power |

**Example 2: Disability Advocacy Group (DAG), Gujarat**

**PURPOSE**

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| --- | --- |
| **PROGRAMMES** | **ACTIVITIES** |
| * Attend trainings: fund raising, preparation of budget, women’s empowerment, Documentation: Prepare project proposal, skill development * Awareness on disability inclusion in census questionnaire * Database on DAG members and persons with disabilities * Documentation of good practices * Suggestions and the RPDB Bill * Capacity building of taluka representative in 18 districts * Celebration of World Disability Day * Information dissemination about the marathon * Inclusion of disability issues at gram-sabha level * Submitting applications for specific issues to different departments – railways, health, etc. * Inclusion of disability in election manifesto * Training to 2 persons on online ration card * Inclusion of disability in Wada Na Todo Abhiyan * Inclusion of disability in MDGs | * Membership drive * Raise awareness about mahakhelkumbh at district level (18 districts) * Information dissemination on Antyodaya card * Prepare newsletter * Website update |

**GAPS**

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| --- |
| * Lack of networking with stakeholders and resources for advocacy; lack of skills to use other resources from the community * Need for advocating inclusive employment * Have not addressed gender discrimination – equal participation of women in DAG processes, women with disabilities leadership is also not built * Unable to maintain a balance between advocacy and services – advocacy should be such that persons with disabilities collectively advocate their rights vis-a-vis getting services for a few people * Documentation not very effective * Difficulty in finding and using resources for continuous interventions/long - term interventions * Advocacy for utilisation of the 3 per cent fund with PRIs * No support for legal guidance/aid * Unable to do equal participation of different kinds of disabilities – especially of intellectual disabilities, hearing impaired, deaf blind, multiple disabilities, mentally ill, low vision, visually impaired, mental retardation, cerebral palsy * Have not been able to disseminate information to persons with disabilities living in interior rural areas – (if they know that they are entitled to these services free of cost, it can curb malpractices and corruption) * Limitation to use new technology – web update, online form filling, accessible formats, etc. * Weak in follow-up, especially on issues raised in other forums, meetings to achieve the purpose |

**STRUCTURE AND HELPFUL MECHANISM**

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| --- | --- | --- |
| **ENABLING** | **HINDERING** | **WHAT NEEDS TO BE DONE** |
| * Ideal MoU * Job description available of office bearers * Committees formed at different levels * Working of Executive Committee helpful * Newsletter published regularly | * Lack of coordination among office bearers/committees * Lack of effective leadership * Executive Committee has not fully studied the MoU * Tasks are not divided / allocated * All types of disabilities are not represented in the structure of the organisation * Lack of implementation of rules and regulations * People in positions think they know it all * No role clarity in sub-committees * Lack of transparency * Lack of conducive environment * People are unable to voice their views and concerns * Lack of proper/accurate information * Lack of control mechanism * Concerns not presented at collective meetings * No system for conflict management and resolution * No action taken against the people who do things against the Constitution although it is specified in the MoU * Rules and regulations not reviewed or modified * No role clarity of committee members | * Proper understanding of MoU among all members needs to be carried out * Make information available in accessible formats to all members * Change the leadership periodically * Capacity linked distribution of tasks * Similar action should be taken against anyone who does not follow the MoU * Conflict resolution/grievance redressal committee should be formed * Gender committee to resolve unequal representation of women in DAG * Appoint a chairperson for all sub-committees and /reduce the number of committees and clarify roles * Formulate committees that have capable representatives * Develop system for dissemination of information * Form an e-group and share all information with them electronically as well as through the website * Committee members should send their reports to the Secretary who should be responsible for coordinating with them * Pursue the finalisation of Vision and Mission of DAG |

**RELATIONSHIP**

|  |  |  |
| --- | --- | --- |
| **POSITIVE** | **NEGATIVE** | **WHAT NEEDS TO BE DONE** |
| * **Incident 1: Managed to get a project for DAG** * **Incident 2: Training on OD** * Formation of Executive Committee helped in establishing relationships with external stakeholders * District-level committees helped reach interior villages and persons with disabilities * Dialoguing at a common platform became possible with stakeholders, including government representatives * Community became clear about the purpose of the DPO * Purpose of DPO commonly understood by members * Learnt how to be practical and communicate clearly * Members came on a common platform and relationships improved * Helped develop common understanding on purpose and MoU * Members/Office bearers became better prepared to present ideas and link actions with the purpose * Enhanced image of DPO clarity built that they adopt a rights-based approach and not be service oriented * Developed skills to build relationships | * **Incident 1: Conflict between President and founding members of DAG** * Created a negative image about the DPO and affected resource mobilisation * Members demoralised * Negative effects on new members * Disrespect to democratic processes and MoU by the designated position holder * Negative purpose of the organisation communicated among stakeholders * Feeling of insecurity among members in presenting their views publicly | * Develop a wider understanding of the MoU * Disciplinary committee to be set up with participation of gender and cross - disability groups * Enhance transparency in public by sharing what members are doing in accessible formats * Members need to take collective responsibility for identifying weaknesses and addressing them * Collective Vision and Mission needs to be developed * Power and responsibilities need to be decentralised and members need to take more pro-active role |

**REWARDS**

|  |  |  |
| --- | --- | --- |
| **REWARDS** | **ISSUES** | **WHAT NEEDS TO BE DONE** |
| * Publishing of activities by members in the Newsletter | * No rules/systems for giving rewards – not documented * Selected members are reviewed and rewarded | * Develop systems for rewards * Mention the rewards system in the MOU and publish it * Follow this system in a transparent way |

**LEADER**

|  |
| --- |
| **What do you understand by Leader?**   * One who is able to take all members along, build mutual support and trust and is able to fulfill the objectives that have been formulated by the collective * Able to respect and emulate the group’s values; respects all equally, and is able to guide the group for its development. |
| **Who is the leader in the DPO?**   * Executive Committee formed as per Constitution – basically people who are in decision-making roles. |
| **What support does the leader require to make the institution effective? The group responded as follows:**   * Requires support and cooperation of all the members * Members attend meetings * Conducive environment for fulfilment of purpose |
| **DO’S** |
| * Fulfill his/her commitments as per Constitution * Distribute roles and responsibilities for effective fulfilment of purpose based on their capabilities; form committees where necessary * Constant coordination with members and motivate members to perform * Listening to members’ views and opinions and use their suggestions * Take action where anomalies are occurring * Equal respect and treatment to all * Include all types of disabilities * Facilitate documentation of processes |

**Example 3: Madhya Pradesh Viklang Manch**

**Purpose**

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| --- | --- |
| **PROGRAMMES** | **ACTIVITIES** |
| Matrimonial | Conduct meeting, counsel the partners, fix the date and place and time, fill form, make a list of things to do/tasks, allocate responsibility, brief the media, invite the dignities |
| Employment Mela | Conduct meetings, meet concerned government officers, fix time, place and date, promote awareness, raise awareness about providing jobs to persons with disabilities according to their skills |
| Mahasabha / Aamsabha | Conduct meetings, list the problems and do analysis and identify issues, meet concerned officers, invite all persons with disabilities, fix the time and place and date, promote awareness, make arrangements to give memorandum to concerned officers for solution of issues |
| Do advocacy by conducting rallies/ dharna | Conduct meetings, take permission from officers, fix date, time and place, fix the route of the rally, inform the media |

**GAPS in the above listed Programmes / Activities**

|  |  |
| --- | --- |
| **GAPS** | **WHAT NEEDS TO BE DONE** |
| * No awareness among persons with disabilities about their rights * No clarity about the purpose of the DPO among members * Lack of financial resources * Detailed programme planning is not being done | * Have faith on one’s ability and work, * Disseminate information about activities of the DPO among members. * Training, spread awareness, dialogue with government officials * Conduct regular meetings, clarify the purpose of the DPO and make a detailed plan through regular meetings * Collect donations every month and invest it in the bank account, * Mobilise persons with disabilities into savings and credit groups, increase members and charge membership fees, collect funds through different kinds of entertainment programmes |

**RELATIONSHIP**

|  |  |  |
| --- | --- | --- |
| **POSITIVE** | **NEGATIVE** | **WHAT NEEDS TO BE DONE** |
| * **Incident 1: Dharna for issuing disability certificate** * **Incident 2: Increase in marriages because of marriage melas** * Increase in membership * DPO is strengthened * Image built with govt officials * Confidence of office bearers increased * Increased faith in the DPO * Recognition and image built among officers * Feeling of brotherhood / unity | * **Incident 1: Organise Mahasabha** * **Incident 2: Woman with locomotor disability fractured her leg and was not supported** * Increase of negative feeling among members of the DPO * Dissatisfaction among members of the DPO * Support of members decreased 3 times (100 members remained out of 400) * Committees were broken at block and village level * Members were not working actively | * Do proper planning (accommodation, transportation, food, etc) * Distribute responsibility for each task * Clearly communicate information to all members * Monitor the implementation of the task distribution * Follow the rules and regulations * Try to reduce mistrust among members * Make home visits, talk to persons with disabilities about their issues and brief them about the DPO * For those who are unhappy make provisions to avail benefits for them and link them as members to the DPO * Meet and discuss with the government officials for their cooperation * Meet other NGOs and seek their cooperation * Take help and support office bearers within the DPO |

**STRUCTURE**

|  |  |  |
| --- | --- | --- |
| **ENABLING** | **HINDERING** | **WHAT NEEDS TO BE DONE** |
| * Leadership * Allocation of responsibility * Support by office bearers * Take responsibility | * Not working in consonance with the Vision and Mission * Work more on locomotor disability, visual impairment and multiple disabilities only * Event-based meetings are held * Focus is more on disability certificate, pension, aids and appliances/service delivery * Regular meetings are not held for planning, review and monitoring * Less work is done for disabilities like quadriplegic and paraplegic, hearing impairment, leprosy cured and mental illness * No work is being done for sports and recreation, accessibility, employment and political participation of persons with disabilities | * Form committees from village to district level * Study the rules and regulations of the DPO * Regularise the planning and review meetings * Focus on self-employment and implementation of 3% reservation * Organise an employment fair * Advocate recruitment/ employment of special educators for enhancing inclusive education and make available suitable aids and appliances * Promote and advocate accessible environment in schools, transport, and public spaces * Create a disability-wise data base and enable them to access health benefits * Take appropriate action against those office bearers breaking rules * Link persons with disabilities above 18 years with voter IDs |

**Helpful Mechanism**

|  |  |  |
| --- | --- | --- |
| **HELPFUL FACTORS** | **HINDERING FACTORS** | **WHAT NEEDS TO BE DONE** |
| * Rules and regulations * Unity * Mutual cooperation * Time management * Mutual understanding * Guidance by office bearers | * Limited information available to all of rules and regulations * Less interest in work * Not abide by rules * Limited financial resources * Transparency – information not communicated to all office bearers * No mechanism to take action against those not following rules | * Re-examine the rules and regulations, update them and circulate and share with all members * Instead of focusing on ‘I’, focus on ‘us’ * Inculcate feeling of commitment and honesty |

**Rewards**

|  |  |  |
| --- | --- | --- |
| **REWARDS** | **ISSUES** | **WHAT NEEDS TO BE DONE** |
| * Acknowledgment of work done/ * Delegated more responsibility   **Kinds of rewards provided in your institution**   * Get information quickly * Get respect from government officials and other stakeholders * Image built in other States among other stakeholders * Opportunity provided to work in other regions of the country * Additional responsibility is given * Appointed as office bearers | * Rewards are not periodically given as for the work done * Due credit is not given * Deserving persons are not appointed as office bearers * No certificate given for work done * Good work is not appreciated but fault finding is practised | * Allocate work, review the task done and reward accordingly * Evaluate the work done by office bearers and take appropriate action against those who do not perform * Appoint office bearers from among those who are working hard * Appreciate individuals who work with commitment in the yearly convention * Award certificates * Give more responsibility |

**LEADER**

**Q-1 What do you understand by leader? Who is the leader in MPVM?**

* Office bearers and committee members

**Q-2 What support does the leader require to make the institution effective?**

* Financial support
* Support from members
* Members share and fulfill the responsibilities allocated to them
* Office bearers obey the decisions taken by the leaders

**Q.3 What should the leader be doing and not doing?**

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| --- | --- |
| **DO’S** | **DON’TS** |
| Well aware of the rules and regulations of the DPO | Not be biased/ prejudiced |
| Distribution/ allocation of work/responsibility among other office bearers | Listen to the opinion of all |
| Should consult all office bearers before taking any decisions | Not take decisions alone |
| Coordinate with all office bearers | Work with a subdued ego/ not be proud |
| Respect all office bearers without any bias | Not misuse power |
| Plan in consultation with all office bearers | Not take commission/ bribe |
| Be aware about the rights of the disabled | He/she should be aware about all the laws and policies. |
| Be aware about how to do advocacy on issues | She/he should get proper legal information |
| Be trustworthy, honest and work with commitment | He/she should be honest and transparent |

**Example 4: Anna Theresa Disability Development Trust (ATDDT, Tamil Nadu)**

**PURPOSE**

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| --- | --- |
| **PROGRAMMES** | **ACTIVITIES** |
| Awareness raising | * World Disability Day * Rally * Presenting memorandum * Street plays * School awareness activity * Care givers training * Providing medicine * Raise awareness among stakeholders on mental illness * Accessing schemes and entitlements |
| Promote and protect the rights of women with disabilities | * Training women with disabilities on rights * Health and education, sanitation * Forming women’s groups * Vocational training and support self-employment * Conduct office bearers, training on rights of women with disability |
| Promote and protect child rights | * Physiotherapy for severely disabled children * Early intervention for 0 to 14-year children with disabilities * Formation of parents group * Aids and appliances * Children’s summer camp * Parents meeting and training * Inclusive education, home-based education |
| Capacity building | * Form gram panchayat - level DPOs * Office bearers/ leaders training on disability rights * Exposure visits |
| Fund raising and local resource mobilisation | * Contacting business community * Seeking donors * Utilisation of 3% funds at gram - panchayat level * Collecting membership fee from members * Charging resource persons’ fees |
| Network and alliance building | * Network other CBOs , Govt, NGOs |
| Economic empowerment | * Forming SHGs /groups * Bank linkages * Campaign (rally, hunger strike) to avail 3% reservation from government |

|  |  |
| --- | --- |
| **GAPS** | **WHAT NEEDS TO BE DONE** |
| * ­­Not able to communicate with different types of disabilities * No capacity to conduct access audits * Need to lobby and advocate to improve inclusive education * Addressing discrimination and violence against women and girls with disabilities * Shortage of funds * How to increase political participation of persons with disabilities * Capacity building of office bearers | * Learn how to use technological and assistive devices and create awareness * Learn sign language * Pressurise government departments to provide information in accessible formats * Training on universal design and conduct access audit * Access audit report should be prepared based on which evidence - based advocacy to be done * Advocate change in building by-laws * Ensure / identify children with disabilities for enrolment in school * Lobby for all schools to be made barrier free * Advocate training of teachers on how to teach children with disabilities in regular school * Make teaching learning materials and train teachers how to make it * Make available assistive devices for children with disabilities * Build capacity / strengthen women’s groups to address violence against women with disabilities * Increase legal literacy * Improve self - confidence * Increase membership * Local fund raising * Contact funding agencies * Getting 12A, 80G of income tax * Advocate political reservation at all levels, Influence political parties to include disability in their manifesto * Get involved in all community development issues * Voter awareness for persons with disabilities * Advocate accessible voting booths and machines |

**Relationship**

|  |  |  |
| --- | --- | --- |
| **POSITIVE** | **NEGATIVE** | **WHAT NEEDS TO BE DONE** |
| * **Incident 1: Election conducted and new office bearers elected** * **Incident 2: Cricket tournament organised by ADD India and ATDDT become runner up** * value of unity * trust among community members, government and staff increased * community acceptance * increased commitment * bond between one another   strengthened   * decision taken collectively * understanding among one another increased * difference of opinion dealt with easily * other stakeholders are accepted and image of the DPO increased * confidence increased | * **Incident 1: Staff turnover** * **Incident 2: Decision to register the DPO as a Trust or Society. All legal consultants said to register in Trust Act.** * difference of opinion among members * relationship broken / strained / mistrust * no support received from stakeholders/ donors for the time being * misunderstanding created | * Patience in decision making * Take members into confidence while decision making * Inform all members on important decisions * One-to-one discussion * Take guidance from others, avoid confusion |

**REWARDS**

|  |  |  |
| --- | --- | --- |
| **REWARDS** | **ISSUES** | **WHAT NEEDS TO BE DONE** |
| * Encouragement and appreciation   **Types of Rewards**   * Prizes * picnics * dress material * in fund raising 10% of incentives to the person * increments * facilitation in public programmes | * Ego * inferiority complex * low interest in those who do not get awards * job/staff turnover | * Create healthy competition among staff * Encourage those did not get anything * Openly declare who was awarded and for  what / transparency |

**STRUCTURE**

|  |  |  |
| --- | --- | --- |
| **ENABLING** | **HINDERING** | **WHAT NEEDS TO BE DONE** |
| * Unity in structure * Sharing responsibility * Regular meetings and discussions * Planning and implementation * Skill and knowledge * General body members’ support * No change in leader the last 3 years | * All members in executive body are not participating * Group members not punctual * Plan not implemented as per schedules * Subordinates are not able to substitute higher officers * There is more focus on locomotor disability, mental retardation, women with disabilities, multiple disabilities (cerebral palsy, autism etc) | * Job responsibility needs to be clearly worked out * Programme planning to be done based on the needs of the people (after discussing with SHGs) to ensure the participation * Make plans to include mental illness in the programmes. * Advocate district mental health programme (DMHP) |

**HELPFUL MECHANISM**

|  |  |  |
| --- | --- | --- |
| **ENABLING** | **HINDERING** | **WHAT NEEDS TO BE DONE** |
| * By-laws * Objective of the Trust * Rewards | * Information not being communicated on time * Limited guidance when faced with problems in implementation due to limited skill | * Communication through mobile, post - card or SMS * Transportation facilities for participating in meetings needs to be addressed   Capacity building of members on the following:   * Management skills * Report writing * Book keeping and accounts * Proposal writing * Updating knowledge base * Monitoring and follow-up of programme implementation |

**LEADER**

**Q.1 What support does the leader require?**

The leader requires the support of

* Office bearers
* Members
* General
* Participants
* Staff
* Government

|  |  |
| --- | --- |
| **DO’S** | **DON’TS** |
| * Promote love /affection * Be patient * Be Open * Have the skill to lead * Know the by-laws * Obey rules and regulations * Adjusting * Share knowledge * Non - judgmental * Be balanced * Take initiatives * Have facilitation and training skills * Have knowledge of schemes and entitlements | * Decisions to be taken in consultation with others * Not to be rigid * Should not be jealous * Trust when responsibility is given, (not take on others role * Not scold in public /give feedback in person |

**Example 5: Rajasthan Viklang Manch**

**PURPOSE**

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| --- | --- |
| **PROGRAMMES** | **ACTIVITIES** |
| Promote awareness about basic services | * Rally, dharna * Provide legal awareness * Participate in marriage melas organised by other DPOs |

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| --- | --- |
| **GAPS** | **WHAT NEEDS TO BE DONE** |
| * Not able to conduct regular meetings * Need to contact different kinds of persons with disabilities * The purpose (Vision and Mission of the organisation) not clear among members and committee members * Members not aware about their responsibility * Less membership * Limited access to funding resources * Not clear about how to do advocacy * Limited contact with women with disabilities | * Give capacity - building trainings to members on the following * On advocacy * How to mobilise and organise persons with disabilities * Legal literacy * Strategies for fund raising * Learn sign language * How to do programme planning * Do advocacy for different kinds of disabilities – visually impaired, hearing impaired women with disabilities, persons with mental retardation |

**Relationship**

|  |  |  |
| --- | --- | --- |
| **POSITIVE** | **NEGATIVE** | **WHAT NEEDS TO BE DONE** |
| * **Incident 1: Changes in rules of pension scheme** * **Incident 2: Distribution of motorised tricycle** * DPO was strengthened * Confidence increased * Image of the organisation /DPO was built * Able to talk at equal level with government officials * Women with disabilities had opportunity to play a lead role * Increase in membership * Self - confidence of president, office bearers increased * Love and respect for anther increased | * **Incident 1: Protest/staged dharna when money was stolen at a bank from a person with disability** * **Incident 2: Application of motorised wheelchairs given for verification in case of 2 persons with disabilities** * Community members were threatened * Disappointment and distrust among members increased * The administration was disappointed * Confidence of members was shaken * Disappointment among members, office bearers * Distrust * Difference of opinion * Negative incidence * Indifference expressed by society and community | * Protests should only be done after proper situation analysis and discussion among the members about the after - effects * more coordination among members and office bearers require * proper dissemination of information * develop cordial / working relationship with the administration |

**Helpful Mechanism**

|  |  |  |
| --- | --- | --- |
| **ENABLING** | **HINDERING** | **WHATS NEEDS TO BE DONE** |
| * MoU of organisation / DPO * all elected staff have been designated their job responsibility * Work in coordination with one another | * Rules stipulated in MoU are not followed regularly * No proper place identified to conduct meetings regularly * Lack of proper information and coordination * Actions not taken on persons not abiding by rules and regulations | * The office bearers should implement the MoU / the office bearers should study the MoU and implement it * A proper place for those meeting should be identified by the vice president * Make provision for not following or abiding the rules and regulations * Dissemination of information through SMS to all members of the DPO * Mark all copies of the letter to the Secretary of the national - level DPO |

**Rewards**

|  |  |  |
| --- | --- | --- |
| **REWARDS** | **TYPES OF REWARDS** | **WHAT NEEDS TO BE DONE** |
| * Reward means respect for all, promote respect for all and diversity * To encourage * Increase management skills | * Persons with good performance are given additional responsibility and offered a designated post in the DPO * Praise the good actions of members and office bearers in the meeting | * Provide a letter of appreciation on letterhead of the DPO as a token memento |

**STRUCTURE**

|  |  |  |  |
| --- | --- | --- | --- |
| **ENABLING** | **HINDERING** | **Practices applied to units/ persons within the DPO** | **WHAT NEEDS TO BE DONE** |
| * Unity, power * Distribution of work, responsibility * Leadership * Discussion about issues by the working committee / executive committee | * Members do not come together * No mechanism for conflict resolution * Not obeying the decisions of the leader * Not following the rules * Lack of confidence among the executive committee members of the DPO * **No work is being done on** * Employment, Barrier - free environment, * Women with disabilities * Advocating inclusion of disability in the election manifesto of political parties through MLAs | * More focus on activities is on locomotor disability * More focus on availing pension /scheme and media advocacy * Activities revolve around dharna/ rallies/protests | * Persons with visual impairment, hearing impaired and women with disabilities should be given a position in the organisation * Provide information in accessible formats to all persons with disabilities of the DPO * Scope of activities should be broadened on other issues – RTI, employment, women with disabilities, political participation, barrier -free environment |

**LEADER**

**Q-1 What do you understand by leader?**

* The person who takes leadership is a leader.

**Q-2 What support does the leader require to make the institution effective?**

Support is required for all members in all aspects – raising funds, intellectual, conducting activities, support, faith, tolerance, surrender and obey/ fulfil the decisions taken

**Q.3 What should the leader be doing to fulfil the purpose of the DPO?**

**Conduct the activities keeping the purpose in focus**

* Conducting activities with full conscientiousness
* Conduct activities based on programme planning
* Not to be lazy
* Should be honest
* Take speedy decision
* Should be serious and responsible
* Tolerance
* Be aware about rules and regulations and follow them diligently and carry all the members along

**Example 6: National Association for the Blind (NAB)**

**PURPOSE**

|  |  |
| --- | --- |
| **PROGRAMMES** | **ACTIVITIES** |
| * Computer training centre * Learning laboratory to innovate teaching learning methods for persons with disabilities * Chart models for VI, HI, MR, OH children * Resource room * Braille library * Low vision centre * Day care centre * Speech therapy centre * Rehabilitation centre * Physiotherapy centre * Telephone booth * Aids and appliances * Inclusive education scheme * Multiple disability children’s centre * Hearing impaired children’s centre * Interest - free loan | * Identification and certification of persons with disabilities / medical check-up certification * Participation in the Khelmahakumbh * Music competition * Drama competition * Chess competition * Cricket competition * Braille reading and writing * Employment training * Personal development seminar * Parents sammelan/camp * Flag day * Summer camp * Food competition * Solo performance * Felicitation of brilliant students * Felicitation of teachers * Inclusive education scheme * Sammelan of senior citizens |

|  |  |
| --- | --- |
| **GAPS** | **WHAT NEEDS TO BE DONE** |
| * Limited access to financial resources * Disability - wise unequal access and distribution of resources * Limited promotion of activities of the organisation * Braille transcription unit * Technological training for the employees * Limited access to qualified special educator for mathematics, English, computer * Timing of availability of children with disabilities does not match with teachers, work timing * Inability to raise funds for increase in number of activities * Unable to monitor the implementation of activities and follow - up * Evaluation of support service * Advocate policy - level change in SSA from primary school result in drop - out of children with disabilities from schools * Organisational structure is based on funding patterns | 1. **Limited access to financial resources**  * to do charity show (eg given – to do katha of Moraribapu, stalls during these satsangs * to give training to volunteers for fund raising and motivate them * to felicitate and motivate the donors * annual report for organisational building identity/image, advertisement in city news, to develop organisation’s website * to raise awareness about cultural activities like street play, garba * spread awareness about organisational activities in public programmes * Put up stalls at religious places  1. **Inadequate /unequal resources for different kinds of disabilities**  * Coordination among various organisations /stakeholders * Use of accessible material like large print, ICTs * Prepare curriculum and accessible learning material for hearing impaired persons/ students with disabilities in inclusive schools * Preparation of curriculum material for intellectually disabled * Advocate capacity- based evaluation / examination of children with intellectual disabilities. * Follow - up of decisions taken for advocacy in various meetings and seminars * prepare curriculum and publish learning material pertaining to children with disabilities * innovate teaching learning materials and train teachers   **3**. **Study the existing curriculum used in inclusive education, identify the issues faced by different types of disabilities and evolve strategies to address them:**   * Advocate that instead of standards 1 to 8 the education structure should be from standards 1 to 12. * set up a monitoring and evaluation committee * Pre-schooling, pre-primary educational intervention (e. g. early identification, teaching of Braille) |

**RELATIONSHIP AND REWARDS**

|  |  |  |
| --- | --- | --- |
| **POSITIVE** | **NEGATIVE** | **WHAT NEEDS TO BE DONE** |
| * **Incident 1: Flag day** * **Incident 2: Music classes conducted regularly** * Contribution of staff - Rs.3.50 lakh money was collected * Salary was made regular * Staff appreciated the organisation’s gesture in supporting salaries of staff at times due to delayed payment from government departments   + e.g. At times of late salaries the organisation deposits the instalments on behalf of the staff like bank loan instalment, pay LIC premium * mixed group of stakeholders participated in some of the activities like the trustees/working committee / teachers/ students/school/college/ organisation eg. teachers, students – school/college/ org * able to spread awareness of the activities of the organisation during such public events conducted in campaign mode * persons with disabilities get identified * music teacher / special educator - were given responsibility / parents / students – school headmaster supported * parents remained present with their children for music class and they become aware about other works of the organisation. | * **Incident 1: Shifting of stuff from old building to new building where one group felt it worked more– two groups were made comprising persons with visual impairment and the other of speech and hearing impaired** * **Incident 2: Use of land allocated for construction of office building** * Although the daily labourers engage for shifting were being paid more, they took advantage of this conflicting situation/difference of opinion and decided to abandon the work * distribution or allocation of work was not pre-defined and clarified with same level positioned person * changing a premises restricts possibility for modifying the building space for making it accessible * additional burden of work while shifting leads to mental pressure * distribution of work and responsibility | * organise social events in the organisations and get together with family members of staff and working committee * distribution of tasks based on ability/capacity/interest * coordination between staff and working committee * form representative groups to attend/participate in the social functions of staff members * review the work done by employees as well as committee members and accordingly reward them * provide encouragement and motivation to the committee members and staff * collectively try and focus more on completion of task rather than fault finding * to start a staff credit society * to practise respect all * to work with tolerance, faith and patience with respect for others * make efforts to resolve the conflict instead of abiding by rigid rules * constitute a joint management council for feedback |

**STRUCTURE AND HELPFUL MECHANISM**

|  |  |  |
| --- | --- | --- |
| **ENABLING** | **HINDERING** | **WHAT NEEDS TO BE DONE** |
| * More members in working committee included * Distribution of task among the members of working committee * Nominated more persons with disabilities to the working committee * Appointment of in-charge teacher at taluka level * Representation of women with disabilities at the level of the working committee * Appointment of persons with disabilities as special educators near their home * In case of chronic illness flexible work patterns should be considered for staff and monitory help extended * Greater acceptance of persons with disabilities due to presence of the organisation in the community * Employment opportunities increased because of organisation’s structure * Transparent system enable fund raising * Persons with disabilities able to live independently due to vocational training * Service of the organisation is available to all 24 x 7 | * Increase of issues in family because of transfer of teachers * More efficient teachers have to do more work * Working committee meeting is not held regularly * Funding is not regular * Task is distributed unevenly, need of bottom-up planning on regular basis * Fair and just working mechanism / style * Lack of coordination between members of working committee * The structure should not be based donor- wise * Underutilisation of resources * All should receive equal importance * Disability- wise unequal distribution of resources * More importance is given to visually impaired unit in comparison to hearing impaired and intellectual disability * Delay in representing the issues and concerns of persons with hearing impaired and intellectual disabilities * Day care centres have shut down - home science, physiotherapy centre , speech therapy centre, deaf blind - mental disability centres have been closed | * Make a committee representing all types of disabilities * People should take initiative for supporting persons with disabilities and the organisation. These initiatives should be recognised and should be appropriately rewarded. * Broaden the activities to align them with the purpose of the organisation * Do work with faith and get work done with faith |

**REWARDS**

* Positive approach for work
* To reward appropriately
* Provide in-service training
* In case of late salary the instalments are filled by the organisation
* Personal accident insurance premium is paid
* Take help/service of the sports coach in doing cultural activities
* Teachers to encourage students
* Nomination for special awards
* Felicitation of donors, students and parents
* Regular guidance is provided by the secretary of the organisation

**LEADER**

1. **Who is the leader?**

Honorary general secretary / executive council

**2. What support does the leader require to make the institution effective?**

* Acceptance of the authority of the leader
* Autonomy to take decisions
* Freedom to take decisions
* Cooperation and faith of the executive committee
* Provide support to specialists
* To do the assigned responsibility
* Remain in contact with leaders
* Support in fund raising
* Support in Flag Day

1. **What should the leader be doing to fulfil the purpose of the organisation?**

Take decisions on behalf of the organisation based on experience and for the fulfilment of the Vision of the organisation

**Example 7: Prayas Disability Rights Group**

**PURPOSE**

Ensuring right to vote and access to employment for persons with disabilities

|  |  |  |
| --- | --- | --- |
| **ACTIVITIES** | **GAPS** | **WHAT NEEDS TO BE DONE** |
| * Regular monthly meeting * Sensitisation of panchayat members on disability * Meeting with the panchayat members to avail job cards * Establishing rapport with the stakeholders * Poster campaign: create awareness on the voting rights of persons with disabilities * Advocacy with village school to make it accessible by putting up a ramp * Linking members to vocational training * Promote savings in group account * Promote self - employment through loan | * DPO members are not clear about the purpose of their group. * Members are not aware on how to ensure political participation of persons with disabilities * Need to identify employment opportunities for persons with disabilities | * Discuss with all the members of the group to clarify the purpose of the DPO * Division of responsibility as per the ability and skills of group members * Follow-up with the group members to monitor the progress of their work * Capacity- building of group members for ensuring political participation of persons with disabilities like ensuring attendance of all persons with disabilities in the gram sabha. * Motivate and help persons with disabilities in raising their issues at the gram sabha and ensure dissemination of information by panchayat on Annual Budget and Plan for the next financial year. Mobilise political parties to include ‘Disability’ in their Manifesto. |

**RELATIONSHIPS**

* Leader has helped group members in availing entitlements, i.e. disability pension
* Leader took the initiative to maintain good relation with all the members
* Group members have a good relation with panchayat pradhan, village schools and Anganwadi centres. They receive support from them in carrying out group activities to achieve their goal. The group has built its own image within the village and community

***Steps to be taken to maintain good relationship:***

* All members should listen to one another
* They should inform absent members about the discussion and decisions taken in group meeting
* Members should help each other in solving personal problems

**STRUCTURE**

***Benefit of having a Structure:***

This structure helps them in solving problems and dissemination of information among group members.

**Helpful Mechanism**

* Fix date, time and place to conduct monthly meetings on a regular basis
* Prepare the agenda of monthly meetings and keep minutes of the meetings to help in implementation of planned activities and monitoring of the progress of work
* Division of responsibility among group members as per their ability
* Appreciation for good work and success in achieving the objectives

**REWARDS**

**Method adopted:**

|  |  |  |
| --- | --- | --- |
| **Rewards** | **Type of rewards given** | **What needs to be done** |
| * Verbal appreciation * Give more responsibilities | In monthly meeting group members share the achievements and all of them clap for doing good job. This helps in motivating group members and no issues come up from this kind of reward. | * Token gift, i.e. pen could be given to performing members * The decision of giving token gift should be taken with group consensus and all the members should know that if anyone among them will do good job he/she will receive this reward. This will help in resolving issues that come up from this reward system |

**LEADER**

1. ***Who is the Leader?*** President, Secretary and Treasurer are the leaders of the group
2. ***Support needed by the Leader:***

* Members should follow the leaders
* All information regarding group activities should be passed to leaders
* Regular attendance of members in group meetings for effective functioning of the group

1. ***Role of a leader to fulfill the purpose of the group.*** Maintain good relationship with members

* Look after the relationship among members
* Give priority to the group’s needs instead of fulfilling personal needs
* Create an image to effectively run the group and make all the members follow him/her

**Example 8: Nijera Kori - Disability Rights Group**

**PURPOSE**

Purpose of the Group: To make persons with disabilities self-reliant

|  |  |  |
| --- | --- | --- |
| **ACTIVITIES** | **GAPS** | **WHAT NEEDS TO BE DONE** |
| * Helping each other in availing disability certificate * Visit panchayat to avail schemes and facilities, i.e. job card, Indira AwasYojona, etc. * Create awareness among the community members * Receive support from panchayat to avail schemes and facilities * Get financial assistance from panchayat for organising a tour of persons with disabilities to Puja (festival) celebrations | * Need more information on the needs of persons with other disabilities and other disability - related issues like creating barrier - free environment | * To identify one member as Leader * Setting up of rules and regulations of the group |

**RELATIONSHIPS**

* Relationship among group members is good and they help each other in solving problems.
* This is a newly formed group and they have not yet nominated their leader.
* Apart from regular meetings, the members have established rapport with the panchayat. They have got some financial support from the panchayat to organise one of the activities of the group.

***Steps to be taken to maintain good relationship:***

* Regular attendance of group members in monthly meetings will gradually develop a bonding among them which will help them in achieving the purpose of the group.
* A leader could help in maintaining good relationships.

**REWARDS**

|  |  |
| --- | --- |
| **TYPES OF REWARDS GIVEN** | **WHAT NEEDS TO BE DONE** |
| * Clapping and verbal appreciation | * More responsibilities to be given to the members |

**LEADER**

***Leader:*** This newly formed group does not have a leader.

***Support needed by the leader:***

* Members should help the leader to work and carry out group activities
* Members should follow the leaders
* Members should resolve conflict among themselves

***Role of a leader to fulfill the purpose of the group:*** Leader will guide the group to perform well.

**Example 9: Nandabhanga Swanirvar Gosthi (DRG)**

**PURPOSE**

Purpose of the group: Create barrier - free environment, to ensure employment opportunities and right to vote for persons with disabilities

|  |  |  |
| --- | --- | --- |
| **ACTIVITIES** | **GAPS** | **WHAT NEEDS TO BE DONE** |
| * Create awareness in the community on disability through wall writing and announcement * Inter-loaning within the group * Help persons with disabilities in availing entitlements * Availing govt. schemes and facilities (e.g. job card under MGNREGA, availing loan for persons with disabilities) from panchayat and block * Meeting with bus, syndicate, clubs, panchayats and other government departments to create barrier - free environment * Make polling booths accessible (e.g. placing of ramp, name of the candidate to be placed on EVM in Braille, etc.) for persons with disabilities * Engaging persons with disabilities in local trades for income generation | * Group members are not giving enough time for group activities. * It is difficult for them to bear the cost of travel needed to conduct group meetings | * Review of rules and regulations of the group to make them flexible for the group members * Members need to build their own capacity in terms of knowledge and skills to reach more persons with disabilities and to transfer their knowledge and skills. * Need to increase membership of the group * Motivate group members for collective action * Need more information on how to create barrier - free environment, like steps towards making public transport accessible for persons with disabilities * Raising funds through members contribution to carry out group activities |

**RELATIONSHIP**

**Positive experience:**

Some members of the group are engaged in inter-loaning. They have involved themselves in various income - generation activities. This year they have included other members who are not engaged in inter-loaning in short - term skill development workshops. These members actively contributed in production as well as marketing the products.

**Negative experience:**

Some members do not repay the loan on time. This creates conflict with other members and for this they have become irregular in group meetings and other activities.

***Relationship between leader and group members:***

The leader has helped the members in production and marketing of products. She kept the record of expenses incurred on the production and amount received after selling and shared this with all the members to maintain transparency within the group.

***Relationship with external stakeholders:***

**Positive experience:**

* Local shop owners helped in selling the products. They also helped the DPO members in addressing different community issues. The image of the group is positive in the community.
* DRG members have built a good relationship with gram panchayat through regular visits and interaction. Though the panchayat building is inaccessible for wheelchair users, the village head, a Pradhan, organises the meeting at the ground floor for them.

**Negative experience:**

* Some panchayats are not at all supportive to persons with disabilities.

***Steps to be taken to maintain good relationship:***

* Change the rule of inter-loaning among group members
* Help each other in solving personal problems
* Invite group members to family functions
* Invite other stakeholders to group meetings and training to sensitise them on disability

**STRUCTURE**

The President and the Secretary jointly take care of the responsibilities of the Treasurer.

***Benefit of having a Structure:***

* The Secretary takes the responsibility and divides tasks among the group members as per their ability
* Members help the President and the Secretary in carrying out their work
* Difference in opinion among group members regarding distribution of responsibility sometimes hinders their work.

**REWARDS**

|  |  |
| --- | --- |
| **REWARDS** | **TYPE OF REWARDS GIVEN** |
| * When a person does a good job, the kind of appreciation given by others to him/her is a reward. | Group members verbally appreciate for doing a good job and this helps in motivating group members. No issue comes up from this reward system. |

**LEADER**

***The leader:*** The President and the Secretary are the leaders of their group

***Support needed by the leader:***

* Members should perform well to run the group effectively
* Members will help leaders in taking decisions

***Role of a leader to fulfill the purpose of the group:***

* Should have patience
* Should listen to all members
* Should have clear concept of the topic being discussed by the group meeting
* Should maintain good relationship among members

## 5.2.3 Six - Box Model Questions for Group Discussion and Process

In small groups the following questions are to be discussed for assessing the capacity/ diagnosing the issues/ problems and working out an action plan.

**Purpose**

1. Make a list of programmes/ activities being undertaken by the DPO

2. Examine if these are in consistence with the purpose of the DPO and the current context/ situation

(The current situation is that of social exclusion of persons with disabilities due to poverty, discrimination – on the basis of gender and disability, inadequate access to inclusive education and access to health services, limited access to information and low awareness, limited barrier-free environment, limited access to physical and communication, unequal distribution of resources, low access to basic services and aids and appliances, weak access to justice and violation of human rights and limited statistics / census. We need to remember the approaches discussed in the 1st workshop: charity, medical, social and rights based).

3. If the activities are not aligned then what are the gaps and what needs to be done to fill it?

**Relationship**

1. Discuss one critical positive and negative incidents that have occurred in the past six months, examine the effect of relationships: horizontal among DPO members, vertical between the designated posts/ authority and with external stakeholders.

2. List what all needs to be done to minimise the occurrence of negative incidents and strengthen the positive ones.

**Structure**

1. Which aspects of our structure and systems facilitate and hinder our work?

2. Are there any differential practices applied to units/ persons within the DPO?

3. List what needs to be done to streamline anomalies or align the structure with the purpose

**Helpful Mechanisms**

1. Which factors/ formal and informal mechanisms/ processes enable you to do your work and which factors make it difficult?

2. What needs to be done to reduce the difficulties faced?

**Rewards**

1. What is the understanding about ‘rewards’?

2. What kind of rewards are provided in your institution and do these motivate you?

3. What are the issues in the pattern followed in your DPO and what needs to be done to improve it?

Once the above data from the 5 boxes is shared, one by one by, all the sub – groups, then the last one on leader could be discussed.

**Leader**

1. What do you understand by leader?

2. Who is the leader in the DPO

3. What support the leader requires making the institution effective and what should the leader be doing and not doing to fulfil the purpose of the DPO?

# 5.3 SWOT ANALYSIS FOR CAPACITY ASSESSMENT OF THE DPO

## 5.3.1 What is SWOT Analysis?

**SWOT is an acronym for Strengths, Weaknesses, Opportunities and Threats**. By definition, Strengths (S) and Weaknesses (W) are considered to be internal factors over which organisations have some measure of control. Also, by definition, Opportunities (O) and Threats (T) are considered to be external factors over which you have essentially no control.

**SWOT Analysis** is the most renowned tool for audit and analysis of the overall strategic position of the organisation and its environment. Its key purpose is to identify the strategies that will create an organisation - specific intervention model that will best align its resources and capabilities to the requirements of the environment in which it operates. In other words, it is the foundation for evaluating the internal potential and limitations and the probable opportunities and threats from the external environment. It views all positive and negative factors inside and outside the organisation that affect the success. A consistent study of the environment in which the organisation operates helps in predicting the changing trends and also helps in including them in the decision-making process of the organisation.

**An overview of the four factors (Strengths, Weaknesses, Opportunities and Threats) is given below-**

* + 1. **Strengths -** Strengths are the qualities that enable us to accomplish the organisation’s Mission. These are the basis on which continued success can be made and sustained. Strengths can be either tangible or intangible. These are what you are well-versed in or what you have expertise in, the traits and qualities your employees possess (individually and as a team) and the distinct features that give your organisation its consistency. Strengths are the beneficial aspects of the organisation or its capabilities, which include human competencies, process capabilities, financial resources, products and services, customer goodwill and brand loyalty. Examples of organisational strengths are huge financial resources, well-defined programmes, committed employees, etc.
    2. **Weaknesses -** Weaknesses are the qualities that prevent us from accomplishing our Mission and achieving our full potential. These weaknesses deteriorate the organisational success and growth. Weaknesses are the factors which do not meet the standards we feel they should meet. Weaknesses in an organisation may be insufficient staff and facilities, poor planning, poor decision-making, etc. Weaknesses are controllable. They must be minimised and eliminated. Other examples of organisational weaknesses are huge staff turnover, complex decision - making process, inadequate financial resources, etc.
    3. **Opportunities -** Opportunities are presented by the environment within which our organisation operates. These arise when an organisation can take the benefit of conditions in its environment to plan and execute strategies that enable it to become more profitable. Organisations can gain competitive advantage by making use of opportunities. An organisation should be careful and recognise the opportunities and grasp them whenever they arise. Selecting the targets that will best serve the target groups while getting desired results is a difficult task. Opportunities may arise from government, market, competition, and technology. Increasing focus on mainstreaming disability and the new Act to be passed by the government would be a great opportunity for a new organisation to expand its work and services on disability.
    4. **Threats -** Threats arise when conditions in external environment jeopardise the reliability and functionality of the organisation’s work. They compound the vulnerability when they relate to the weaknesses. Threats are uncontrollable. When a threat comes, the stability and survival can be at stake. Examples of threats are: unrest among employees; ever - changing technology; increasing competition leading to excess capacity, controlling laws by the government.

**SWOT ANALYSIS FRAMEWORK**

Environmental Scanning

Internal Analysis

* Strengths
* Weaknesses

External Analysis

* Opportunities
* Threats

|  |  |  |
| --- | --- | --- |
| **Overview of** **SWOT Matrix** | | |
| **SWOT Analysis** | **POSITIVE/ HELPFUL to achieve the goal** | **NEGATIVE/ HARMFUL/ RISKS to achieve the goal** |
| **INTERNAL**  **facts/ factors of the organisation** | **Strengths**  Things that are good now, maintain them, build on them and use as leverage | **Weaknesses**  Things that are bad now, remedy, change or stop them. |
| **EXTERNAL**  **facts/ factors of the environment in which the organisation operates** | **Opportunities**  Things that are good for the future, prioritise them, capture them, build on them and optimise | **Threats**  Things that are bad for the future, put in plans to manage them or counter them |

**Advantages of SWOT Analysis**

SWOT Analysis is instrumental in strategy formulation and selection. It is a strong tool, but it involves a great subjective element. It is best when used as a guide, and not as a prescription. A successful organisation builds on its strengths, corrects its weaknesses and protects against internal weaknesses and external threats. It also keeps a watch on its overall organisational environment and recognises and exploits new opportunities faster than its competitors.

**SWOT Analysis helps in strategic planning in the following manner:**

1. It is a source of information for strategic planning.
2. Builds organisation’s strengths.
3. Reverses its weaknesses.
4. Maximises its response to opportunities.
5. Overcomes organisation’s threats.
6. It helps in identifying core competencies of the organisation.
7. It helps in setting objectives for strategic planning.
8. It helps in knowing past, present and future so that by using past and current data, future plans can be chalked out.
9. SWOT Analysis provides information that helps in synchronising the organisation’s resources and capabilities with the competitive environment in which the firm operates.

**Limitations of SWOT Analysis**

SWOT Analysis is not free from its limitations. It may cause organisations to view circumstances as very simple because of which the organisations might overlook certain key strategic contacts which may occur. Moreover, categorising aspects as strengths, weaknesses, opportunities and threats might be very subjective as there is a great degree of uncertainty in the outer world. SWOT Analysis does stress upon the significance of these four aspects, but it does not tell how an organisation can identify these aspects for itself.

**How to Do a SWOT Analysis?**

To get full benefits of a SWOT Analysis, it is important to use the tool correctly. The first thing to remember is that the analysis should provide you with information that helps in making decisions. As such, laundry-lists of strengths, weaknesses, opportunities and threats are not unto themselves helpful. It is only when the potential implications of this information on the organisation are assessed that you start to get any really meaningful analysis. Secondly, it is most beneficial to look at the strengths and weaknesses only with respect to the organisation, i.e. strengths and weaknesses should be internally focused. In addition, opportunities and threats should be externally focused, i.e. what the opportunities and threats outside of the organisation are.

**The key steps in conducting a SWOT analysis include:**

1. Brainstorming lists of strengths, weaknesses, opportunities and threats (remembering to keep the focus internal for strengths and weaknesses and external for opportunities and threats).
2. Take the laundry-list of ideas within each category and reduce them to the top 5 to 10 ideas (per category).
3. Review each category separately and discuss each of these ideas and the potential implications to the organisation.
4. Remember that the idea of SWOT Analysis is to gain a better understanding of how your organisation can relate to its external environment. As such, the next step is to look at the internal strengths and weaknesses of the organisation and see how they relate to the opportunities and threats external to the organisation.
5. The final step is to look at the following areas:
   1. Those factors that represent both strengths of the organisation and opportunities in the external environment. This represents a potential area for growth.
   2. Those factors that represent weaknesses of the organisation and threats in the external environment. This represents an area that needs to be addressed.

**Example of SWOT Analysis:**

**Strengths:**

* Organisation is able to respond very quickly to emerging needs of community and partners as it has a decentralised decision-making system in management
* Organisation is able to mainstream disability in its entire programme, as it is the core value of organisation’s work and culture
* Organisation has committed and experienced team
* Organisation has experience in working with people with different abilities
* Committed leadership for the cause
* Wide field presence and availability of infrastructure for skill training for people with different abilities

**Weaknesses:**

* Limited outreach with stakeholders
* Inadequate capacities of staff members to work on disability
* High staff turnover
* Lack of regular funding
* Poor documentation and sharing with stakeholders

**Opportunities:**

* Mainstreaming disability is becoming the priorities of government and donors
* New laws, Acts and policies on disability
* New technological support to facilitate the mainstream of people with different abilities

**Threats:**

* Increasing competitions for accessing resources
* More controlling laws of government on CSOs, particularly for accessing foreign funding
* Lack of political willingness to implement the pro - disability programmes and policies.

**How Do You Develop a SWOT Analysis?**

Here's one way to proceed in a gathering to produce your analysis.

1. Designate a leader or group facilitator who has good listening and group process skills, and who can keep things moving and on track.
2. Designate a recorder to back up the leader if your group is large. Use newsprint on a flip chart or a large board to record the analysis and discussion points. You can record later in a more polished fashion to share with stakeholders and to update.
3. Introduce the SWOT method and its purpose in your organisation. This can be as simple as asking, "Where are we, where can we go?" If you have the time, you could run through a quick example based on a shared experience.
4. Depending on the nature of your group and the time available, let all participants introduce themselves. Then divide your stakeholders into smaller groups. If your retreat or meeting draws several groups of stakeholders together, make sure you mix the small groups to get a range of perspectives, and give them a chance to introduce themselves.

The size of these depends on the size of your entire group – breakout groups can range from 3 to 10. If the size gets much larger, some members may not participate.

1. Have each group designate a recorder, and provide each with newsprint or dry-erase board. Direct them to create a SWOT Analysis in the format you choose - a chart, columns, a matrix, or even a page for each quality.

a. Give the groups 20-30 minutes to brainstorm and fill out their own strengths, weaknesses, opportunities and threats chart for your programme, initiative or effort. Encourage them not to rule out any ideas at this stage, or the next.

b. You can provide these tips for listing:

* As you list, keep in mind that the way to have a good idea is to have lots of ideas. Refinement can come later. In this way, the SWOT Analysis also supports valuable discussion within your group or organisation as you honestly assess.
* In the beginning, though, it helps to generate lots of comments about your organisation and your programme, and even to put them in multiple categories if that provokes thought.
* In the end, it is best to limit your lists to 10 or fewer points and to be specific so the analysis can be truly helpful.

1. Reconvene the group at the agreed-upon time to share results. Gather information from the groups, recording on the flip-chart or board. Collect and organise the differing groups' ideas and perceptions.

Decide beforehand how you will gather the input. There are at least two ways to do so:

a. Proceed in S-W-O-T order, recording strengths first, weaknesses second, etc.

b. Or, you can begin by calling for the top priorities in each category - the strongest strength, most dangerous weakness, biggest opportunity, worst threat - and continue to work across each category.

There are also at least two ways to take information from the groups:

a. Ask one group at a time to report ("Group A, what do you see as strengths?"). You can vary which group begins the report so a certain group isn't always left "bringing up the end" and repeating points made by others. ("Group B, let's start with you for weaknesses.")

b. Or, you can open the floor to all groups ("What strengths have you noted?") for each category until all have contributed what they think is needed.

Whichever way you proceed, the facilitator or recorder should keep writing until the input from all groups is recorded. Note repeated items across groups for "weighing" important possibilities.

You might want to discuss some of the items as they come up. In fact, cross connections between categories - "This strength plays into that opportunity"- is what you're pursuing, so a good facilitator will tease out those insights as they arise.

At the same time, you want to keep the process moving until all the chart is complete, so facilitator and recorder should work together to begin a fifth column or a new page for working ideas.

Encourage the participants to also make notes of ideas and insights as you build so the drawing - together process will continue to be creative and collaborative.

1. Discuss and record the results. Depending on your time-frame and purpose:

* Come to some consensus about the most important items in each category.
* Relate the analysis to your Vision, Mission, and goals.
* Translate the analysis to action plans and strategies.

1. If appropriate, prepare a written summary of the SWOT Analysis to give or e-mail to participants for continued use in planning and implementing your effort.

**References:**

\_David, Fred R. (1993). *Strategic Management*, 4th Ed. New York: Macmillan Publishing Company.

\_Jones, Bernie. (1990). *Neighborhood Planning: A Guide for Citizens and Planners*. Chicago and Washington, D.C.: Planners Press, American Planning Association.

**Internet**

* [***SWOT Analysis: A Management Tool for Initiating New Programs in Vocational Schools***](http://scholar.lib.vt.edu/ejournals/JVTE/v12n1/Balamuralikrishna.html)Radha Balamuralikrishna and John C. Dugger describe the use of a SWOT analysis to initiate new programmes in vocational schools; article appeared in *Journal of Vocational and Technical Education.*
* [**Quality Guide: SWOT Analysis**](http://erc.msh.org/quality/ittools/itswot.cfm)Helpful guide from Management Sciences for Health and United Nations Children's Fund.
* [**Mind Tools: SWOT Analysis**](http://www.mindtools.com/pages/article/newTMC_05.htm)A quick overview from Mind Tools Books.
* SWOT Analysis – Matrix, Tools Templates and Worksheets | RapidBI – Rapid Business Improvement

## 5.3.2 Session Plan and Facilitation Note – SWOT Analysis

**Time:** 2 hours

**Method:** Group discussion

**Materials:** Flipcharts, black/white board, markers, relevant visuals for explanation and Reading 9 on SWOT Analysis

**Objective:**

* The participants from the respective DPOs will be able to illustrate the strengths, weaknesses, opportunities and threats confronting their institution
* The participants from the respective DPOs will be able to develop/ identify the strategic areas of intervention for their institution

**Process:**

* Divide the larger group into 2-3 smaller groups of not more than 8 persons per group
* Ask the groups to discuss the following
* What are the strengths, weaknesses, opportunities and threats of your group?
* What could be done to minimise the weaknesses and threats?
* Work out 2-3 strategic choices for the DPO
* After discussing in the small groups is over, summarise the discussions in the larger group and enable the group to collectively evolve the strategic directions

**Facilitator’s note:**

* Explained the SWOT analysis framework, highlighting that strengths and weaknesses are internal to the organisation while opportunities are external to the organisation.
* Prior to the group task a small lecture could be organised/ presented with relevant data on the status of disability. Some of the points to be covered could be as follows:
* Explain to the participants that the panchayat members are responsible for looking after the village development work. If they will not work properly, then DPOs need to do advocacy and lobbying. If their demands are not fulfilled, they can do advocacy at the next level, i.e. block level, for ensuring proper implementation of development programmes. If DPOs visit panchayat individually, then this voice is not heard but if a couple of DPO members meet panchayat representatives and raise their voice collectively for the rights of persons with disabilities, it will be heard.
* The same method should be maintained during the meeting at block, district and State levels. DRG members should not visit individually and should raise their voice collectively.
* More and more persons with disabilities should join the advocacy movement and raise issues of an entire district at State level. She cited some issues which could be raised at State level, i.e. – educational stipend, employment of PWDs, disbursement of job card, etc.
* Like the example of Single Language Option which was one of the national - level advocacy issues, now this option has been passed at the national level but the government of West Bengal has not yet implemented it. So, many parent groups of children with hearing impairment are jointly doing advocacy at State level.
* Emphasise on the capacity building of DPO members with information on the criteria for enrolment under the Below Poverty Line (BPL) Index, documentation of case studies where discrimination occurs, rules and facilities for BPL families, responsible govt. department / personnel for BPL, etc.

Provide examples of advocacy efforts done by various DPOs and their achievements

* There are various legal provisions that support the disability rights movement
* Existence of Disability Acts and other Acts at national level to support the fight against violation and discrimination.
* Existence of NGOs and groups of persons with disabilities at district level to support advocacy initiative. DRGs have formed block - level federation of persons with disabilities to work at both GP and block level. The DPO needs to take the support of other organisations as well to do advocacy at district level.
* District - level groups can come together to work at State level.
* Similarly, there are national - level groups to do advocacy and help the DPO.
* Use visuals, gestures and signs for better understanding of participants with hearing impairment and repeat the major points loudly for participants with visual impairment.

## EXAMPLES OF SWOT ANALYSIS OF DPOs

**Example 1: Disability Rights Group (DRG)**

|  |  |
| --- | --- |
| **Strengths**   * Large number of group members * Group has an identity * Leader and members are eager to work * They have information on relevant issues and the ability to do the work * They have the required knowledge and skills * Leaders are literate and can communicate effectively with stakeholders | **Opportunities**   * Existing Acts, government schemes and facilities * Have the knowledge of concerned government departments * 30% Budget allocation by government for persons with disabilities * Other DPOs are working at district, State and national level * Have the opportunity to know and learn from different sources |
| **Weaknesses**   * Lack of fund * Irregular attendance of members at group meetings * Limited communication and linkages with different government departments | **Threats**   * Influence of political parties * Non-cooperation by government departments * Use of Right to Information Act may create some threat by the group * Non-cooperation from other stakeholders * Barriers in the environment, physical as well as access to information |
| **Steps to minimise weaknesses:**   * Raising funds from community members and other well wishers * Seek support from NGOs working in this field * Do group business to become self-sufficient * Know the process of getting funds from govt. and non-govt. institutes | **Steps to minimise threats:**   * + - * Maintain linkage and good relationship with political parties, government departments and other stakeholders       * Establish linkages with other departments and increase communication with them       * Sort out ways to minimise irregular attendance of some group members at monthly meetings * Establish linkages with other groups of persons with disabilities for advocacy and bringing change in the existing law |
| **Strategic Directions**   * Creating barrier - free environment to ensure access for all * Influencing political parties to include disability issues in political manifesto * Fund - raising strategy to be developed | |

**Example 2: Disability Rights Group**

|  |  |
| --- | --- |
| **Strengths**   * Members understand each other’s problem * Sharing of information on different government schemes and facilities monthly meetings * Group consensus to solve problems and to take major decisions * Loan facility available to improve the economic condition of group members | **Opportunities**   * Good relationship with stakeholders * Some members are associated with NGOs and can take support from them * In their village, other groups are working, i.e. microfinance groups, self-help groups, etc. and DRG can build rapport and take support from them |
| **Weaknesses**   * Irregular attendance of group members at monthly meetings * Delay in repayment of loans * Members are not capable of taking minutes of the meetings * Irregular meetings held * Irregular submission of membership fees at block-level federation by some of the village land DPOs | **Threats**   * Difficulty in travelling by DPO members due to inaccessible road and transport * Family members, neighbours, other community members and political leaders try to influence and create obstacles in the collective actions taken by the DPO * Difficulty in communicating with the members with hearing impairment (Interpreter is needed) and sometimes escort is needed for members with locomotor and visual disability. * Information is not available in accessible format, like Braille, large font, etc. |
| **Steps to minimise the weaknesses:**   * Sustaining membership through ensuring regular attendance of group members * Change in system and rules of the group as per the need * Make a change in the rules of inter-loaning * Capacity building of group members | **Steps to minimise threats:**   * Creating awareness within the family and community through posters, announcements, wall writings, street drama, etc. * Work with different stakeholders to create barrier - free environment * Development of accessible format / mode of communication * Government departments should prepare and make available accessible materials for dissemination of information like Braille maps, signages, printed materials in large font for display * Panchayat pradhan and Block Development Officer (BDO) should sit on the ground floor once in a week for persons with disabilities |
| **Strategic Directions**   * Advocate change in by-law to create barrier - free environment * Sensitisation of community and other stakeholders * Sustaining membership through organising various on-going activities | |

**Example 3: Uttar Pradesh Viklang Manch**

|  |  |
| --- | --- |
| **Strengths**   * Members’ commitment to the cause * Good coordination * Linkage with different organisations | **Opportunities**   * Support from other NGOs/INGOs * Availability of laws for DPOs |
| **Weaknesses**   * Inactiveness of members * Poor knowledge about the law and roles * Ambiguity about functioning and structure * Poor organisational systems | **Threats**   * Limited barrier - free environment * Limited resources * Limited awareness about the rights of persons with disabilities * DPO not registered |

# 5.4 Session Plan and Facilitation Note – Job Analysis for Individual Capacity Assessment

**Time:** 2 hours

**Method:** Group discussion

**Materials:** Flipcharts and markers

**Objective:**

The participants from the respectiveDPOs will be able to demonstrate and outline the roles and responsibilities of the office bearers of their institution for effective and efficient functioning

**Process:**

* Divide the participants in two groups and ask them to first list down the post/office bearers in their DPO
* Against each, ask them to list the qualities and qualifications required and the job responsibilities or job description
* Make sure that overlaps are avoided except wherever necessary

Some examples have been given below:

## EXAMPLES OF JOB ANALYSIS OF DPOs

**Example 1: KARO**

|  |  |  |
| --- | --- | --- |
| **Post/Office Bearer** | **Qualities/ Skills** | **Roles and Responsibilities** |
| Members | * Honesty * Unity concept/ attitude * Above 18 years or represented by parents for below 18 years | * Mobilising people for making groups * Maintain relationships between taluka and district level groups |
| Taluka  Representative | * Honesty * Unity/concept attitude * Above 18 years or represented by parents for below 18 years * Basic literacy * Able to collect information * Able to build relationship with local - level groups / government departments | * Identify persons with disabilities from villages / panchayat and include them as members * Formation of taluka - level groups * Sharing information * Link / coordination between members and district representatives * Able to address the local - level issues / bring it to notice at district level * Linkages for accessing government schemes |
| District  Representative | * Honesty * Unity/concept attitude * Above 18 years or represented by parents for below 18 years * Basic literacy * Able to collect identification * Build relationship with local - level groups / government departments * Have basic communication skills * Be able to do a critical analysis of issues / social inclusion * Commitment to work voluntarily and provide support to taluka groups * Primary level of education | * Regular interaction between and among all the departments of the government * Build rapport with local DPOs, NGOs and donors * Put pressure on District Collector to conduct review meetings * Implement action plans made at the State level * Identify local resources and share information * Regular participation in quarterly State - level meetings * Bring issues to the State - level meetings not addressed at the district levels * Implement the decisions taken * File RTI to collect information at the district levels * Participate and motivate others to participate in district - level programmes of the government |
| Zonal Coordinator | * Qualification – 10th std * Abel to travel from one district to another * Able to strengthen district - level groups * Should know sign language / different methods of communicating with different persons with disabilities | * Ensure that all representatives from district participate at State - level meetings * Ensure participation of persons from cross-disabilities * Organise leadership / capacity - building training for district representatives * Use RTI to collect information at State levels * Bring forth issues not addressed at district levels * Coordinate between district and State - level representative * Facilitate fact finding in cases of violation of rights / inform State - level bodies and government officials * Document inclusive practices and share widely |
| State Coordinator | * Able to travel across the State * Minimum qualification – Bachelor’s degree * Updated about current issues / developments in the country * Basic legal literacy / aware about national, international policies and legal laws * Able to correspond in writing / email * Familiar with Internet usage * Be able to develop advocacy strategies * Documentation and management skills | * Advocacy with government and other stakeholders * Identify resources from district levels * Collect information about activities from district level and compile for sharing * Coordinate and monitor the activities of the Zonal Coordinators * Prepare newsletter (Quarterly) |
| Treasurer | * Minimum qualification – PUC Commerce / B.com * Transparent and accountable * Honest / non-corrupt | * Maintain books of accounts / vouchers * Prepare reports for auditing * Present income and expenditure statements in quarterly meetings * Monitor budgetary spending * Be present in large - scale programmes |
| Joint Secretary | * Able to travel across the State * Minimum qualification – Bachelor’s degree * Updated about current issues / developments in the country * Have basic legal literacy / aware about national, international policies and legal laws * Able to correspond in writing / email * Familiar with Internet usage * Be able to develop advocacy strategies * Documentation skills and management skills | * In absence of Secretary should play his/her role * Be present in large - scale programmes |
| Secretary | * Able to travel across the State * Minimum qualification – Bachelor’s degree * Updated about current issues / developments in the country * Have basic legal literacy / aware about national, international policies and legal laws * Able to correspond in writing / email * Familiar with Internet usage * Be able to develop advocacy strategies * Documentation and management skills | * Organise State quarterly meetings * Prepare the agenda after discussing with office bearers * Correspondence / minutes of meetings * Follow-up with Treasurer for audit * Visit districts regularly to strengthen groups * Resource mobilisation * Link / coordinate with Zonal / District Coordinator * Follow - up on collective decisions taken * Monitor implementation of programmes * Prepare annual report * Approve newsletter with the President of the DPO and core committee members |
| Vice President | * Able to travel across the State * Minimum qualification – Bachelor’s degree * Updated about current issues / developments in the country * Have basic legal literacy / aware about national, international policies and legal laws * Able to correspond in writing / email * Familiar with Internet usage * Be able to develop advocacy strategies * Documentation and management skills | * Assume responsibility in the absence of the President * Ensure participation of women and cross - disability groups * Make a resource mobilisation strategy and visit districts |
| President | * Able to travel across the State * Minimum qualification – Bachelor’s degree * Updated about current issues / developments in the country * Have basic legal literacy / aware about national, international policies and laws * Able to correspond in writing / email * Familiar with Internet usage * Be able to develop advocacy strategies * Documentation skills and management skills * Learn English | * Develop programme plan / advocacy strategy * Visit districts * Prepare proposals / presentations for fund raising * Participate in State / national - level meetings * Linkage with government department for policy - level changes * Initiate and conduct research * Promote innovative inclusive practices |

**Example 2: Madhya Pradesh Viklang Manch**

|  |  |  |
| --- | --- | --- |
| **Position** | **Qualities/Skills** | **Responsibility** |
| President | Honest, tolerant, conscientiousness, trustworthy, skilled, service oriented, not discriminate between rich and poor;  Ability, decision making power, have good social communication skills, should be educated | * Take decisions after discussing with committee members and office bearers * Monitor and review the activities * Guide the members and the divisional heads * Call meetings * Programme planning * Monitor the budget utilisation * Clarify the purpose of the organisation * Disseminate work among the members |
| Vice President | Honest, tolerant, conscientiousness, trustworthy, skilled, service oriented, not discriminate between rich or poor;  Ability, decision making power, have good social communication skills, should be educated | * Assume responsibility in the absence of the president * Support the president |
| Secretary | Honest, tolerant, conscientiousness, trustworthy;  Ability, decision making power, have good social communication skills, should be educated | * Take minutes of the meeting * Give information to all members * Send minutes to all the members * Provide annual report, narrative and financial reports * Implement the activities |
| Joint Secretary | Honest, tolerant, conscientiousness, trustworthy, decision making power, have good social communication skills, should be educated | * Assume responsibility in the absence of the Secretary * Support the Secretary. |
| Treasurer | Honest, tolerant, conscientiousness, trustworthy, skilled should be educated, knowledgeable about accounts keeping, spend money as per requirement | * Maintain accounts |
| Members | Be a person with disability | * Participate in meetings/ events * Orient other persons with disabilities to become members |

**Example 3: Anna Theresa Disability Development Trust - ATDDT**

|  |  |  |
| --- | --- | --- |
| **Position** | **Qualities and qualifications** | **Roles and responsibilities** |
| General Body Members | * Person with disability, belonging to same block, no educational barrier | * Learn how to sign to be a member of the SHG * Be a member of SHG/Federation * Be able to collect membership fee * Support conflict resolution * Bring unresolved problems to the federation |
| CBR Worker | * Be a person with disability or family member of a persons with a disability * Social service motto * Volunteerism * 10th pass or fail * Belong to the block or district * Punctuality | * Home visit, conducting SHG meetings * Awareness raising in the community * Follow the decision taken by the federation * Abide by rules and regulations * Not take leave without permission from higher authority(President / Secretary) |
| Executive members | * Be a person with disability or family member * Social service motto * Volunteerism * 10th pass or fail * Belong to the block or district * Punctuality * Have cell phone | * Answer and reply missed calls * Regularly attend meetings of federation * Involve in decision making * Information sharing * Fulfill the given /allocated responsibilities |
| Treasurer | * Be a person with disability or family member * Social service motto * 10th pass or fail * Belong to the block or district * Punctuality | * Take responsibility of keeping records of savings, membership fee and financial matters * Keep books of accounts * Promptness * Accounts/ auditing * Fund raising and local resource mobilisation |
| Secretary | * Be a person with disability or family member * Social service motto * 10th pass or fail * Belong to the block or district * Punctuality | * Inform about meetings to all concerned * Keeping reports, minutes of the meetings * Prepare report for donors * Take responsibility in the absence of the President * Monitoring and implementation of plans * Represent at national, State and district programmes * Fund raising |
| President | * Be a person with disability or family member * Social service motto * Volunteerism * 10th pass and above * Belong to the block or district * Punctuality | * Be aware about the rights and Acts * Maintain relationship with the government and other stakeholders * Network and alliance building at all levels: gram panchayat, State and national * Programme planning * Fund raising and local resource mobilisation * Managerial skills * Know English/ willing to learn English |

**Example 4: Uttar Pradesh Viklang Manch**

|  |  |  |
| --- | --- | --- |
| **Position** | **Qualities / Skills** | **Key roles and responsibilities** |
| President | * Leadership qualities * Representation competencies * Communication with stakeholders * Coordination with other DPOs | * Overseeing the programmes * Representing DPO * Linkage and alliance building * Coordination with other DPOs * Resolving organisational problems |
| Secretary | * Good understanding of rights and Acts for the rights of persons with disabilities * Programme management * Documentation * Meeting management * Relationship building | * Overseeing the functioning of the DPO * Inviting meetings and informing meetings * Communication with stakeholders * Managing documents * Implementing the decisions by the board |
| Treasurer | * Mobilising resources * Book keeping * Fund flow management * Monitoring financial transactions | * Mobilising and managing budget * Getting budget approval * Account keeping * Supporting disabled persons |
| Member | * Understanding of their rights * Helping other members to be part of DPO * Communicating the achievements of the DPO with other members * Identification of other members | * Strengthening organisations * Expanding the DPO * Gathering information about disabled persons and linking them to the DPO |
| Executive body |  | * Implementing the decisions of the general body * Designing programmes * Enhancing visibility of the DPO |
| General body |  | * Taking overall decision for the DPO * Policy setting * Taking accounts of progress |

**Example 5: Rajasthan Viklang Manch**

|  |  |  |
| --- | --- | --- |
| **Position** | **Qualities/Skills** | **Responsibility** |
| President | Honest, tolerant, conscientiousness, trustworthy, skilled, service oriented, non- discriminatory between rich or poor, Ability, decision - making power, have good social communication skills, should be educated | * Take decisions after discussing with committee members and office bearers * Monitor and review the activities * Guide the members and the divisional heads * Call meetings * Make a comprehensive programme plan * Monitor the budget utilisation * Clarify the purpose of the organisation * Disseminate work among people |
| Vice President | Honest, tolerance, conscientiousness, trustworthy, skilled, service oriented, not be discriminatory between the rich or poor, ability, decision - making power, have good social communication skills, should be educated | * Assume responsibility in the absence of the president * Support the president |
| Secretary | Honest, tolerance, conscientiousness, trustworthy, skilled, service oriented, not be discriminatory between the rich or poor, decision - making power, have good social communication skills, should be educated | * Take minutes of the meeting * Give information to all members * Send minutes to all the members * Provide annual report, narrative report * Implement activities |
| Treasurer | Honest, tolerance, conscientiousness, trustworthy, skilled, service oriented, not be discriminatory between the rich or poor, decision - making power, have good social communication skills, should be educated, knowledge about accounts keeping, spend as per requirement | * Maintain accounts |
| Unit Heads | Honest, tolerance, conscientiousness, trustworthy, skilled, service oriented, not be discriminatory between the rich or poor, decision - making power, have good social communication skills, should be educated, have information about their own unit | * Assume entire responsibility of their own unit * Address the issues and concerns of their own unit * Make new members * Inform other persons with disabilities about the activities of the organisation |

**Example 6: Disability Rights Group (DRG)**

|  |  |  |
| --- | --- | --- |
| **Position** | **Qualities** | **Responsibility** |
| Leader/  President | * Be patient * Punctuality * Should be able to maintain good relationship * Capable of communicating with others * Ability to communicate effectively and make other people understand * Able to allocate tasks among group members as per their ability * Leadership * Ability to communicate with persons with different types of disabilities * Should have knowledge on relevant issues | * Gathering information on different issues * Maintaining good relationship with stakeholders * Be updated with new things and information * Should not work for personal benefit   Give priority to the needs and demands of the group |
| Secretary | * Be patient * Honest * Literate * Should know different languages and mode of communication with persons with different disabilities | * Should be able to make group members follow his / her instructions * Sharing of information among group members * Be updated about various activities and recent developments |
| Treasurer | * Be patient * Should have concentration in maintaining accounts * Should know the system of accounts maintenance * Minimum education required for this post | * Maintaining accounts in a transparent way * Plan for future activities and keeping records of expenses for planned activities |

## 5.5 Scope and Applicability

Capacity assessment has largely been the domain of organisational development experts. The tools administered for capacity assessment are often elaborate and complicated and time consuming. In this section simplified participatory tools have been elaborated so that the facilitators trained from among the members of the DPOs could administer them and cull out the areas of capacity assessment.

As most of the methods in this training are based on group discussion it is convenient for the participation of persons with visual impairment. For persons with speech and hearing impairment some effort would be required as the concept of an organisation and its components need to be clear to them. Illustration or picture sketches have been developed to explain the elements of the Six - Box Model.

If the tools elaborated in this training are applied to a large number of DPOs, a clear direction of the situation of DPOs and the areas of capacity building in a particular region may emerge. There may be many similarities in this as is evident from the examples provided in the toolkit.

# 6. Challenges and Lessons Learnt

## 6.1 Challenges

### 6.1.1 Extending Hand - Holding Support to Partners:

The main challenge was is in providing hand - holding support to the partners. It was visualised that after providing inputs to the selected deputed participants from the organisation who attended the ToT on OD/ Institution Building one visit to each partner would suffice. Most organisations do not have a culture of training and almost no exposure to participatory training methods and tools. Hence, tremendous effort is required to engage the partners in developing a detailed training design, extending on the spot facilitation support and support for documentation of all the three trainings, including the steps followed and recording the processes of communicating with persons with different types of disabilities. OD experts were assigned as mentors for extending facilitation support to partners. Since OD experts providing support had limited exposure to disability, trends and challenges in adapting to the paradigm shift, constant follow - up was required through email, phone and in person discussions before the commencement of each training. In person facilitation support was extended to all the 8 partners for all the 24 trainings conducted.

It is pertinent to understand that OD interventions need to be addressed by experienced senior-level staff/ consultants with a high sensitivity to the learning needs of different types of persons with disabilities. In such initiative it is an added advantage if the staff or professionals engaged are oriented to disability.

6.1.2 Addressing Diverse Learning Needs:

Maintaining a learning balance among participants from the DPOs is also a challenge especially, when there is a diverse group of persons with disabilities. For example, in a mixed group comprising persons with visual impairment and hearing impaired, when a group of persons with a particular disability is conversing, in this case, persons with hearing impairment, the other group does not know what is happening, in this case persons with visual impairment, and other disabilities have to wait in silence as each group learns at a different pace. For group exercises in certain cases disability-wise sub-groups need to be formed to enable all to participate and voice their thoughts.

Managing the diversity and the politics among DPOs based on disability was a challenge in some groups. Nowadays most DPOs are trying to represent persons with cross disabilities. It was evident that one or two types of disabilities tend to dominate for lack of enough vocal members represented from disabilities like hearing impaired. At times the hearing impaired tend to drop out of trainings.

It was challenging for persons with visual impairment to understand the root cause and link it to the effects. The understanding of the development perspective among the DPOs is less; hence that also posed a challenge. This was communicated using the metaphor of a tactile tree drawn using ropes/ strings of different thickness to depict the roots, trunk, branches, leaves and fruits of a tree. The cause and effects of social exclusion of persons with disabilities were demonstrated using colour-coded cards in Braille and in local language.

### 6.1.2 Managing Diversity of Language and Education:

In India each state has its own language with many dialects. Initially as the OD concepts are not easy to simplify, it was envisaged that the ToT would be conducted in English. It was expected that the participants would convert and simplify the concepts in regional languages while conducting the trainings at the local level. Based on the needs of the participants, the ToT was conducted in two main languages – English and Hindi, with scope for translations in other vernacular languages. An additional day was included for conducting the TOT as language translation would take up extra time.

For field-level trainings, particularly in South India – Karnataka and Tamil Nadu, during the trainings carried out by partners a line-by-line translation support was arranged by the partners and they also took on the responsibility for recording the proceedings and the methodology adopted during the trainings.

Among the participants there was diversity in educational/ literacy levels. Some held a Master’s Degree while some participants were semi-literate and some non-literates. Moreover, each type of disability had a different means of communication with them. The visually impaired required the learning material in Braille or audio. The persons with low vision required material in large print or audio. Persons with locomotor disabilities and cerebral palsy required material in regular print. The semi-literate and non-literate were more comfortable with reading aloud.

Even among the persons with similar type of disabilities there was great diversity as most persons with disabilities in rural areas are non-literates, e.g among the visually impaired there are some who read and understand Braille, especially those who may have been educated in a school for the blind, while there were some who are non-literates and did not know Braille so for them we had to read aloud. There is a variety of sign languages and not all hearing impaired are familiar with Indian Sign Language (ISL) as this facility may not be available at the school level. So in some cases the parents accompanied them. At times it also became necessary for the main facilitator to check with the sign language interpreter how much he/ she understood before communicating to the participants with hearing impairment.

### 6.1.3 Maintaining the Consistency of Participants for All the Three Trainings:

Members of DPOs are mainly contributing their time and energy as volunteers to the organisation/ institution with a commitment to emancipate persons with disabilities in their own communities. Hence many a time it was not possible to ensure the participation of all the members for all the three trainings. Although the three trainings are independent, they are very much interlinked. In some DPOs the turnover was not too high but even then in the 2nd and 3rd trainings a couple of hours used to be spent on recapitulating the previous training so that it was a revision for the participants who had attended the trainings and the new comers would be briefed about what had been discussed and covered in the previous training. The reasons for inconsistency were often genuine as the participants would not have got leave from the employer, or was appearing for an interview for employment or was caught up in some social obligation or was ill. Many of the trainings were thus conducted over weekends to avoid absentee participation.

### 6.1.4 Identifying an Accessible Venue for Trainings:

Most buildings or venues that could be used for training for persons with disabilities in India are not constructed based on the principles of universal design. In residential trainings particularly, the venue needs to be accessible for persons with disabilities. As this is hard to find many times additional expenses would be incurred to find reasonable accommodation in the vicinity that is centrally convenient for all the participants. Wherever possible, temporary modifications or solutions would also need to be made.

### 6.1.5 Eliciting the Participation of Persons with Hearing and Speech Impairment:

In most DPOs the participation and membership of persons with speech and hearing impairment is very limited. For the three trainings it was very difficult to seek the participation of persons with speech and hearing impairment for various reasons. Not many such persons are found to be in a position to conceptually grasp the concepts for want of sign language interpreters. It was seen that most of them are not familiar with ISL. Hence one has to tap local mechanisms of communicating with persons with speech and hearing impairment but, at the same time, their availability also needs to be checked so that they could be present during the trainings. As this was not possible for all the three trainings, some persons with speech and hearing impaired dropped out.

## 6.2 Lessons Learnt

### 6.2.1 Simplify Concept and Use a Variety of Learning Methods:

The facilitator needs to introduce the topic (situational analysis, vision and mission, capacity assessment) and its various methods in a simple way using simple local language instead of using jargons. This process has used a simple and self-explanatory mechanism to demystify the theories. For example, the evolution of models of disability has been explained through a common character in 4 case studies, where the situation of the character changes to reflect the disability model. The pros and cons of each model have been demonstrated through the cases. There is a need to use a mix of methods to address the diverse needs of group members; eg. in one group mikes were used to ensure that some groups can be properly heard, illustrations were used for others; picture cards were used to identify characters of role plays and so on.

Simplification of the application of existing tools for its effective implementation in the context of DPOs is very much required. A variety of methods need to be used to address the diversity of disability, educational background and cultural context of the participants through use of demonstration, mime, skits, role plays, group discussions and presentations or lecture in a question and answer mode. The handouts provided during the trainings need to be provided not only in local language but also be made available in accessible format (Braille, large font, audio, pictorial). Diversity of too many kinds in one group – age, education, rural/urban and diversity of disability – should be avoided. The readiness of the group members should be taken into account before including them as participants. Prior to finally conducting the trainings mock sessions need to be conducted to refine the proposed adaptations for the benefit of all and to guide the trainers how to effectively use the adaptations. The participants were also exposed to some concepts prior to workshops and trainings so that they could also follow the subjects and themes of the trainings.

### 6.2.2 Utilising the Spirit of Voluntarism:

Members of DPOs are sparing their time voluntarily for the cause hence they have limited institutional resources; availability of time and funds. This means we have to make the maximum use of their limited time and cannot expect them to travel long distances. Travel costs are higher in any such initiative.

DPOs are people’s institutions and do not have a fixed structure, system of operation and systems to manage. Most persons devote their holidays and spare time for the activities with a spirit of voluntarism and a deep concern for the issue. However, this has limitations of outputs as the consistency depends on time availability. The structure is loose but mostly they have created posts like President, Vice President, Secretary General, Joint Secretary, Treasurer, members, etc. These form the core committee members and these office bearers provide direction, take decisions and conduct the activities.

There is not much role clarity among the office bearers and members take on leadership roles as per capability and time available. Clarity of essential elements of an organisation helps build effective DPOs. It is important for the DPO to revise and reframe the Vision and Mission statements periodically to remain in tune with the changing scenario. As the membership remains floating, with different members taking on leadership roles at different points of time, it is important to collectivise the Vision and Mission statements with all the members at the grass roots to keep the momentum and participation of members.

It is also important to follow, review and revise roles and responsibilities of office bearers periodically for ensuring the efficiency of the institution. For all tasks the principle of RASCI viz. who is Responsible for the task, who is Accountable, who can Support, who needs to be consulted and who should be informed about could be followed. This helps develop role clarity among members. DPOs need to focus more now on the mechanisms required for following and reviewing the roles they have identified as part of this process followed in the third training for different members. Although, clarity in roles is important; however one needs to guard against the attitude that ‘this is not my job’. Extra clarity has to be avoided, especially in DPOs where numbers are few and overlapping of responsibilities is required. It needs to be ensured that even if members are contributing voluntarily to the DPO the output is professional and of a high quality to be effective. With this process a sense of ownership of the DPO by its members has been initiated.

### 6.2.3 Building Capacity of DPOs:

The concept of participatory training as a way of learning is again new for this group of NGOs. Hence, it would help to build a module on participatory training for DPOs while considering the adaptability of participatory training methods and tools to orient/train persons with different types of disabilities for other DPOs if this initiative is to be adopted by others. In this way participants would find it easier to develop a training design and be clear on the use of participatory methods and be equipped as facilitators. The other major areas of capacity building that came up during the third trainings are:

* + Systematically undertaking a programme planning exercise and monitoring the implementation of plans on a regular basis
  + Developing a fund-raising strategy
* Reoriented to the systematic use of various tools to do advocacy instead of using just protests and dharnas (sit ins)
* Evolve ways to increase and sustain / retain the membership base
* Collectivise and clarify the purpose of the DPO among all its members and among the stakeholders
* Be aware of and oriented to the use of latest technology that would go a long way in providing reasonable accommodation to persons with disabilities
* Develop a strategy to address the issue of employment so that more persons with disabilities seek employment to lead an independent life
* Including the participation of more women with disabilities and other marginalised disabilities and sustain their membership and contribution within the groups/ DPOs like the hearing impaired and intellectual disability.
* Be technically aware about the specifications for making the built environment accessible on the principles of universal design so that representatives could conduct access audits
* DPOs expressed a high need to learn sign language so that the members would be able to communicate with persons with hearing impairment
* Making governing systems at the village, taluka, district and state - level more accountable to persons with disabilities
* Enable persons with disabilities to be active citizens that not only demand for their rights but also fulfil their duties and obligations
* Maintain a balance between conducting an array of activities as and when they come up and plan programmes that will have a long - term impact. Most DPOs are engaged in accessing benefits of government schemes, even though they claim to operate on a rights - based approach.

### 6.2.4 Build Understanding on the Paradigm Shift as a Crucial Stepping Stone:

As regards persons with disabilities and their organisations, DPOs have mostly been governed by a charity approach that are always receiving benefits, concessions through government schemes, bus and rail pass, scholarships and pension. Needless to say, that these are essential basic services required by any marginalised population. Most participants admitted that in India 90 % of persons with disabilities subscribe to the charity approach and are isolated/ secluded within the household or community or in residential institutions, due to stigma, no accessible environment, negative attitude of society and limited awareness on rights. About 5 – 7 % receive medical interventions, including certification of disability and another 2 – 4 % get covered through the Community - Based Rehabilitation (CBR) approach practised by disability institutions and less than 1 % are members of DPOs and less than 0.5 % assert their rights for seeking justice.

With low levels of awareness on rights among persons with disabilities as well as the society, a long - drawn process of ‘concentisation’ is required. It may take a couple of decades before persons with disabilities and their representative organisations will truly be able to apply the human rights - based approach. Great efforts need to be made by organisations supporting DPOs in building their capacity and also reorienting their own ideological perspective as they will be instrumental in educating other stakeholders.

It is important to address the structural causes of social exclusion of persons with disabilities**:** It is essential to drive home that by only working on the causes of social exclusion will an impact be made by any intervention. Most often there is a tendency to work on the effects which may bring about only cosmetic changes in the lives of persons with disabilities. Addressing the structural causes of exclusion and the dynamics of power struggle will only lead to minimisation of discriminatory processes.

Clarity is required in engaging stakeholders as all players are in a position to play a positive role for promoting inclusive practices/ mainstreaming disability. This can only be done by strategically devising their role and engagement.

### 6.2.5 Empowering Persons with Disabilities to Claim Their Citizenship Rights:

A stir and rise in political consciousness of persons with disabilities is needed to enable them to assert their rights. For this it is first essential to obtain franchise (right to vote) and the exercise of it. Influencing political parties for including disability on their agenda will enable the disabled to become a vote bank.

The concept of citizenship needs to be understood clearly by persons with disabilities and the DPOs. It is essential that persons with disabilities change their behaviour from being mere beneficiaries or recipients to more responsible citizens contributing to the development process and viewed as consumers by the market. It is then that they will be able to participate on an equal basis with others. Rights will always come with responsibilities and that needs to be propagated. All disability models have their own strengths; they all have their own advantages and disadvantages; rights and charity are both welcome. All models need to go hand in hand to address the needs of the diverse groups. Any intervention by, for and with persons with disabilities would be futile unless and until it is emancipatory – aims to change the position/ status of persons with disabilities in society.

In this context DPOs need to value importance of the OD process and invest in institution building. Widespread leadership of different types of persons with disabilities need to be developed and not be restricted to only one or two kinds of disabilities. The voices of persons with disabilities from the most neglected and not so visibly obvious disabilities need to be raised from the interior regions of the country for the disability rights movement to create space for themselves in the mainstream process as the strongest and largest minority group.

### 6.2.6 Up-scaling Efforts and Replication for Standardisation:

DPOs comprise mostly poor persons with disabilities who are less educated and poorly employed. Hence, it may be difficult to organise DPO-level meetings and then also participate in planning meetings that lead a network of DPOs to advocate their rights. Minimum financial support is required for DPOs to regularly conduct monthly/ quarterly and annual meetings to maintain the membership and some funds to conduct capacity - building activities and advocacy efforts. Initial investments need to be made in building the capacities of persons with disabilities for more than a decade with a rights - based approach before results or outputs could be expected wherein persons with disabilities become active citizens of the country. When the DPOs use a capacity assessment tool like the Six-Box Model, it brings to light the gap between reality and desired situation. At the next level it is important to go beyond the diagnosis/ gaps in capacity to understand the misalignments between the core elements of the organisation – purpose, structure, helpful mechanisms, relationships and rewards, in its action with the larger environment or context to not only be relevant but also pay an influential role in emancipating the lives of persons with disabilities. For effecting changes in the existing system, thinking through and hand-holding is required. Groups have assessed their capacities and for capacity building extra effort is required.

### 6.2.7 Communicating with Persons with Visual Impairment:

Acknowledging diversity requires adaptations. Appropriate use of tactile training materials is very helpful. While facilitating in a group with a high level of diversity the facilitator needs to be very specific while giving instructions. If in any group discussion, visually and hearing impaired participants are together, then the Interpreter should help all the participants to understand one another’s views verbally and through sign language.

As mentioned before, the same format may not be accessible to persons with different disabilities. The demands of different persons in the same group are very different and catering to all is a challenge. Even for the members of the ‘so-called same disability’, different formats are required. For the different types and degrees of visual impairment - low vision and blind, 3-4 formats are required viz. Braille, audio, large print, electronic soft copies, etc. Conveying graphics in these formats is a major challenge; it may be possible in large print but not in other formats. For the hearing impaired, sign language and graphics are helpful.

The solution for such diverse requirements calls for following the standards developed for digital formats. The universally accepted format is DAISY – Digital Accessible Information System popularised by the Daisy Consortium which has developed such common universally applicable standards. It recognises that content developers and format designers need to be separate.

## Some Important Considerations for Developing Accessible Formats:

* E-text is the mother format and, if developed according to standards, all other formats can be developed from it.
* There are two ways of producing e-text formats. Using MS Word and DTP software can both lend themselves to producing accessible software.
* Accessible e-text needs to be produced in Epub format. Using Unicode - compliant font is important in making accessible documents, especially when we are developing content in local Indian languages. The following resources may be consulted:

**Resources for Accessibility Guidelines:**

* **EPUB 3 Accessibility Guidelines**<http://www.idpf.org/accessibility/guidelines/>
* **Tips for Creating Accessible EPUB 3 Files**<http://www.diagramcenter.org/standards-and-practices/54-9-tips-for-creating-accessible-epub-3-files.html>
* **Enabling Technologies Framework Guidelines**<http://www.editeur.org/109/Enabling-Technologies-Framework/>
* **EPUB3 Accessibility Developments**<http://www.daisy.org/daisy-epub-3-developments/>
* There is a need to separate content and presentation of any document. It is important that the computer recognises the styles used in presentation of a document. Visual reading is only one way of accessing content. Do not use visual-only cues such as coloured text, font size or positioning as the only clue to the meaning or importance of a word or section. For example, while demarcating headings in a document, using the styles for headings in MS Word will help to demarcate different levels of headings and help to make sense of the document structure. Do not use tables or pictures of text to control the appearance of the content. The meaning of the content should be the same both with and without any styles or formatting applied.
* Structure the content by marking to each section in the document using appropriate styles (e.g. h1, h2..) and take care to provide correct hierarchy of sections. Use page numbering with automatic bulleting and numbering helps; this helps everyone and also for accessible documentation
* Use image descriptions and Alt text. Every image should have a description, caption or Alt text unless it is solely decorative.
* When rows and columns in a table are not defined in the formatting but are only visually apparent, they will not make sense to a visually impaired. Use the image text as alternate text (Alt text) while making documents and websites. Use ‘Alt text’ to provide for a description of images. This is especially useful for mathematical equations.
* Use images only for pictures, not for tables or text. Any content embedded in an image is not available to visually impaired readers. Use proper and complete mark-up for text and tabular data
* Provide alternative access for media content by making sure that the native controls for video and audio content are enabled by default.
* Provide fall - back options such as captions or descriptions for video and transcripts for audio.
* Captioning in videos makes it accessible for the hearing impaired. Compatibility of documents with assistive technology is important. It is important to differentiate between style and content. Use of multiple formats is important for inclusion. PDF fixes the content. Re-flowable content generated in Epub format lends itself to use in different hardware options.
* For graphic representation, there are two options. For developing a diagram on the spot as in a workshop, tools will differ from when a publication is being made where multiple copies have to be produced. Digital master is required for production of multiple copies. Tactile forms cannot be developed through taking simple photographs. Outlines need to be developed in tactile formats that are not too cluttered. People are not used to understanding through use of tactile graphics. Signs, methodologies used in maps are not comprehensible to most people since they do not learn how to use maps. In the same way, only if tactile formats are used as a teaching tool, will they learn how to make sense of such graphics. The capacity to understand through tactile senses is less than understanding through a visual medium. The use of Thermoforming, swellpaper, parchment paper, rubber pad and welcro board could be made for creation of tactile images on the spot.

So for making documents, visuals and audio-visual learning material compatible to assistive technology means adhering to standards, following best coding practices look into the treatment of non-textual content (images, video and audio)

### 6.2.8 Communicating with Persons with Speech and Hearing Impairment:

Different ways have been used to communicate with persons with speech and hearing impairment. As mentioned earlier, just as with spoken languages there is no uniformity of using sign language. Hence tools were adapted in different ways in the trainings. Some of the examples and learnings for adaptations for the hearing impaired are as follows:

**Paradigm Shift**: Presentation of skit has been proved to be very effective for persons with hearing impairment to understand such abstract concepts. Placards with large font placed on individual help to understand the characters, locations and sequence of the skit.

**Problem Analysis:** Illustrations have been developed on the basis of case studies – Asha’s story and Chandramathi’s story in this Toolkit for analysing the cause and effect relationship of the main problem / situation. Picture cards were also developed to communicate issues like malnutrition, poverty, absence of health services and discrimination.

**Stakeholder Analysis:** Pictures of different stakeholders and graph were used to clarify the importance and influence of each stakeholder.

Some useful tips that have emerged during the trainings are as follows:

* Use of pictures, speech, gestures and sign language simultaneously could be very helpful for participants with hearing impairment to understand any concept
* Sign language interpreter should be placed in front of the participants with hearing impairment to facilitate the discussion in Indian sign language and also to translate their responses verbally to others
* Some processes of the training should be demonstrated for understanding
* Skit and mime help build in understanding on abstract concepts (e.g. paradigm shift from charity to rights - based approach, Vision and Mission); the presentations on the paradigm shift were made in a linear format; however, during the debriefing of the models to the hearing impaired, help them to appreciate the pros and cons of all the 4 models and also enable them to understand why these need to be balanced.
* During enactment of skit, placards, banners, etc. can be used to help them understand the name of the place, name and designation of the characters, etc.
* Simple learning materials like picture story board, picture cards, photographs, etc. should be developed and used to clarify the concepts (problem analysis, stakeholder analysis, structure of an organisation).
* Participants with other disabilities could be instructed to use colour codes in their charts to help participants with hearing impairment follow the presentation
* During group work, participants with hearing impairment should be placed with one sign language interpreter to facilitate the group discussion; if the leaders are also present in groups, they should refrain from interpreting; interpretation should be left to the interpreter. Communication should be only done from one source.
* During presentation, participants with hearing impairment should be present and sign language interpreter should explain those points verbally to others
* The facilitator should cite simple examples from day-to-day life so that they can relate with life experiences and understand the concepts
* The facilitator should draw pictures and charts to explain inter-relations like causes and effects, importance and influence of stakeholders, etc.; the vocabulary of the hearing impaired as compared to non-disabled is limited and hence introduction of picture cards can be useful to illustrate new and abstract concepts; this was amply demonstrated in the explanation of the word ‘panchayat’ during one of the trainings. Another example that was shared was the on-the-spot adaptations made while doing stakeholder analysis. Different stakeholders in a school were drawn and the relationships between them were demonstrated to help the hearing impaired participant to understand.
* The sign language interpreter should not use too many signs, mime and examples
* As a caution the trainer should not assume that the hearing impaired will not understand. Only when they express their inability, then other materials should be used. Persons with speech and hearing impairment should be provided space to express themselves. Communication should be both ways; not that we assume and keep handing down information based on our assumptions. In smaller groups, it is easier to include their voices. Ground rules need to be established to enhance participation.
* All members of a DPO need to learn some basic sign language and Braille to promote inclusion within the DPO.

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# About the Partners

1. Action on Disability and Development (ADD), India supports Annai Theresa Disability and Development Trust (ATDDT), ATDDT is a cross disability DPO operational in three blocks, namely Kunnandarkoil, Gandarvakottai and Viralimalai of Pudhukottai district of Tamil Nadu. ADD India is a cross disability organisation operational for 25 years. ATDDT was informally set up in 2005 and was registered in 2010. It covers 3353 persons with disabilities and their families.

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1. National Association for the Blind (NAB), Sabarkantha district branch in Gujarat has been operational since 1985. Currently it is working in Sabarkantha and Aravalli districts of Gujarat. It is a cross disability organisation with a membership of 391 persons with disabilities and reaches out to more than 7,000 persons with disabilities and families.

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1. Rashtraya Viklang Manch (RVM) was initiated in 2006 and registered in December 2011. It has a membership of 10,000 persons with all types of disabilities. RVM is operational in 10 States of India: Jharkhand, Uttar Pradesh, Madhya Pradesh, Chhattisgarh, Odisha, Maharashtra, Bihar, Karnataka, Andhra Pradesh and Rajasthan.

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1. Sama Foundation, Bangalore, supports Karnataka Angavikalara Rajya Okkuta (KARO) a network of DPOs in 30 districts of Karnataka. Sama Foundation has been operational since 2005 and KARO has been working since 2000 as an informal federation of DPOs in Karnataka. KARO was registered in March 2014. It is a cross disability organisation with a membership of 2,500 persons with all types of disabilities covering 7,000 families of persons with disabilities.

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1. SANCHAR A.R.O.D supports Disability Rights Group (DRG) that is operational in 110 villages of South 24 Parganas district of West Bengal. SANCHAR has been operational for last 25 years and DRG for more than 10 years. DRG is not registered and consists of 179 persons with all types of disabilities as its members reaching out to 850 persons with disabilities and their families.

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1. School for Potential Advancement and Restoration of Confidence (SPARC), India. SPARC - India is a non-profit organisation dedicated to the development of children/ persons with disabilities operational in Lucknow, Uttar Pradesh, since 1996. SPARC-India has supported the formation of Uttar Pradesh Viklang Manch (UPVM) since 2009. UPVM is a cross disability organisation and has a membership of 500 persons with disabilities and their families and is operating in 17 districts of UP.

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1. Unnati Organisation for Development Education is a voluntary non-profit organisation registered under the Societies Registration Act (1860) in 1990. It aims to promote social inclusion and democratic governance so that the vulnerable sections of society – dalits, tribals, women and persons with disabilities – are empowered to effectively and decisively participate in mainstream development and decision - making processes.

It is an issue - based, strategic educational support organisation, working in western India with people’s collectives, NGOs, elected representatives in local governance and the government. Collaborative research, public education, advocacy, direct field - level mobilisation and implementation with multiple stakeholders are the key instruments of our work. The interventions span from the grass root level to policy - level environment to ensure basic rights of citizens. In this, inspiration is drawn from the struggles of the vulnerable and strength from our partners. Presently, all the activities are organised around the following programme centres:

* Social Inclusion and Empowerment
* Civic Leadership, Governance and Social Accountability
* Social Determinants of Disaster Risk Reduction

The learning derived from our field experiences are consolidated and disseminated in print and electronic forms for wider sharing through a Knowledge Resource Centre.

