



Making I-SAF Inclusive of Persons with Disabilities Lessons Learned from “Persons with Disabilities’ Voices and Actions in I-SAF” Project

This report provides an overview of the key lessons learned from the ‘Persons with Disabilities’ Voices and Actions in I-SAF’ project implemented in Takeo Province between 1 February 2019 and February 2021. The project was implemented alongside the Social Accountability Framework (I-SAF) to gain an understanding of how to promote constructive citizen monitoring to improve public service delivery in line with the I-SAF Operational Guidelines.¹ The report is designed around 6 key learning questions to give an insight into the key success of the project, and inform the ongoing inclusion of persons with disabilities in I-SAF implementation overall.

The report has been generated by Agile Development Group with the project team from: 1) Review of project documents; 2) participatory qualitative data gathered by Consultants, Advocacy and Policy Institute (API) staff and volunteers with disabilities during a project consultative meeting held by API in Takeo Province in September 2020; and 3) informed by the Disability Inclusion expertise of Agile Development Group consultants. API staff and volunteers from the target area were trained on qualitative data gathering and lessons learned generation. Notes generated by API staff and volunteers during the consultative meeting were analysed to generate the below lessons learned.

9 ‘Key Lessons Learned’ were generated from the project design and implementation:

1. Preliminary analysis of available data of the needs and barriers to participation of persons with disabilities supports more effective design.
2. Contextualised data on the needs and experiences of persons with disabilities in a target area enables activities to be effectively targeted.
3. Identification of common barriers to participation enables the building of a base-level framework of accessibility for ongoing implementation.
4. The Arts are an innovation and effective way to build the self-confidence and self-empowerment of persons with disabilities.
5. Given enough resources the Arts have the potential to be an innovative, effective, advocacy tool to raise awareness of the barriers faced by persons with disabilities.
6. Disability specific Scorecard meetings are an effective first step in raising the issues persons with disabilities face to accessing local services.
7. If accountability for actions is well explained, disability specific Joint Accountability Action Plans have the potential to resolve priority issues for persons with disabilities.
8. Disability inclusion and awareness training of stakeholders and service providers is a necessary precursor to inclusive services.
9. Transparent information sharing between all stakeholders is necessary to build trust between service providers and persons with disabilities.

¹ Cambodia I-SAF Demand Side Operational Guidelines (2015)
<http://pubdocs.worldbank.org/en/478351434986525732/Cambodia-ISAF-Demand-Side-Operational-Guidelines>

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Project Overview

Project Title	Persons with disabilities' Voices and Actions in I-SAF
Project Dates	01 February 2019 - 28 February 2021
Project Lead	Advocacy and Policy Institute (API)
Co-Implementing Partners	In line with the key disability inclusion concept of 'Nothing About us Without Us' API partnered with 2 key disability organisations: ² <ul style="list-style-type: none"> ● Cambodian Agency Development of Disability and the Poor (CADDP) *first year only ● Epic Arts
Geographic Coverage	<ul style="list-style-type: none"> ● Province: Takeo ● District: Tramkak ● Communes: Kus, Leaybo, Samrong, Tramkok, Cheangtong, Nheng Nhong, Taphem. <p>As well as:</p> <ul style="list-style-type: none"> ● National-level learning and advocacy.

Project Description

API, CAADP and Epic Arts undertook an enquiry into, testing and learning about how persons with disabilities can better use the possibilities provided by the National Social Accountability Framework (I-SAF) to make their voices heard in claiming better access to services and participation in local governance.

Following predominant disability theory, the 'Persons with disabilities Voices and Actions in I-SAF' project applied a 'twin track approach'. This is the concept of integrating disability inclusion into 'mainstream' project design while also undertaking targeted activities aimed at the empowerment of persons with disabilities.³ The project fostered the self-empowerment of persons with disabilities. Building their understanding and confidence to part in 'mainstream' community processes. They "gave space to the Arts as a vehicle for social transformation and empowerment". It was implemented in Tramkak district side by side with the implementation of I-SAF.

The implementation of I-SAF aims to empower citizens, strengthen partnerships between sub-national administrations and citizens and leverage enhanced accountability of SNAs to improve local service delivery. At the start, I-SAF's Phase 2 committed to a deepening of social inclusion but there was no specific focus on persons with disabilities. Persons with disabilities are estimated to make up 10-15% of Cambodia's population, but (where data was available) API found they only constitute 5%, or less, of people involved in the I-SAF process. I-SAF Phase 2 commits to a deepening of social inclusion but there is no specific focus on persons with disabilities.

According to the 2013 Inter-Censal Population Survey only 51.72% of persons with disabilities in Takeo

² Charlton, J (2000) Nothing About Us Without Us - Disability Oppression and Empowerment. <https://www.ucpress.edu/book/9780520224810/nothing-about-us-without-us>

³ CBM (2019) Step by Step practical guidance on inclusive humanitarian fieldwork. <https://hhot.cbm.org/en/card/twin-track-approach>

Province were literate - 34.44% for women with disabilities.⁴

The lack of access to services for persons with disabilities in I-SAF implementation is a systemic challenge. Key to this is the lack of representation of persons with disabilities at all levels of I-SAF implementation.

API et al. identified 3 primary problems:

1. Discrimination and exclusion of persons with disabilities from community life and access to local public services due to barriers.
2. Lack of representation of persons with disabilities at all levels of I-SAF that prevents their voices from being heard and amplified in the citizen monitoring community discussions.
3. Lack of disability-inclusion in the national I-SAF is a systemic challenge that leaves the needs of Persons with disabilities largely unaddressed.

Project Goal: “Amplified voices of persons with disabilities for enhanced access to more equitable, quality public services in target districts”

- 1) Enhanced representation and voices of persons in all new I-SAF stages.
- 2) Enhanced responsiveness to the voices and claims of persons with disabilities.
- 3) Demands of persons with disabilities’ influencing national I-SAF policy and practice improvement.

Primary Actions:

- 1) Inquiry into barriers, needs and potential of persons with disabilities to raise their voices through I-SAF.
- 2) Testing tools and measures to enhance disability inclusion in I-SAF
- 3) Exploring the arts and an ‘Accessible!’ multi-media online dossier of learnings and tools for disability-inclusion as an innovative advocacy channel to amplify persons with disabilities’ voices to shake up the often-technocratic discussions concerning I-SAF.

Expected Project Outputs:

- I-SAF implementers and policy-makers will be able to use the learnings for:
 - a) Increased awareness about how to fulfil disability rights in access to equitable services and participation in local governance
 - b) Integrating steps and tools to put disability-inclusion into I-SAF practice.
 - c) for making I-SAF policy and implementation guidelines disability-inclusive.
- Online dossier and a booklet of key steps to making I-SAF disability-inclusive will be available.
- Project staff (and community volunteers for the snowball survey) will gather data on persons with disabilities’ participation, satisfaction and outcomes regarding their voiced claims.
- The baseline survey will be combined with identifying the households with members with a disability, updating an available database of CADDP from other project activities.

⁴ Cambodia Inter-Censal Population Survey (2013) <https://cambodia.unfpa.org/en/publications/cambodia-inter-censal-population-survey-2013#:~:text=The%20Cambodia%20Inter%2Dcensal%20Population,migration%20and%20other%20population%20characteristics>.

Project Learning Questions

- 1) What improvements in I-SAF process design, methodology and tools does it require to overcome barriers to persons with disabilities participation at all levels?
- 2) Which are the most effective improvements that can be most easily mainstreamed into Cambodia-wide I-SAF?
- 3) To what extent can the interventions in Tramkak district improve disability inclusion compared to other Takeo districts that recently implement I-SAF, with, presumably limited attention to disability inclusion, from 2019?
- 4) What are the most innovative and powerful ways to influence a national framework like I-SAF for better disability inclusion?
- 5) How powerful a tool can the arts be in influencing a national social accountability framework like I-SAF?
- 6) What can the three organisations learn from each other in seeking mainstream disability and disability rights in a national framework like I-SAF?

Key Lessons Learned

Lesson 1: Preliminary analysis of available data of the prevalence, needs and barriers to participation of persons with disabilities supports inclusive design.

A thorough understanding of both the available data and gaps therein of persons with disabilities' access to services supports the design and implementation of a disability inclusive project.

The analysis must, at minimum, take into account any existing data re:

- a) The number and type of impairments.
- b) Barriers to access to services.
- c) Roles of relevant stakeholders for the project and their role (In this case of the provision of services for persons with disabilities).

This analysis paves the way for the effective gathering of contextualised data and targeting of persons with disabilities.

Preliminary Needs Analysis.

The project was premised on a needs analysis of existing data generated between 2013 and 2018 collated by API, CADDP and Epic Arts.

Only 51.72 persons with disabilities are literate, dropping to 34.33% for women with disabilities in Takeo province. This low level of literacy was attributed to communication, physical and systemic barriers. Levels were identified to contribute to the lack of voices of persons with disabilities in local governance and citizen monitoring.

Since its inception in 2015, I-SAF has provided a unique opportunity to make citizens voices heard in local conversations concerning the improvement of local public services. Yet, while I-SAF implementation has produced good results, they are not sufficiently delivered to people who are commonly excluded from

services.

From 2015 - 2018 API, CADDDP and Epic Arts noted the exclusion of persons with disabilities inclusion in I-SAF services.

- Lack of disability- inclusion in the national I-SAF presented a systemic challenge that renders the needs of persons with disabilities, one of Cambodia's largest minorities, largely unaddressed.
- The I-SAF framework, technical mechanisms, resources and practices of implementing organizations had not been designed to be inclusive of persons with disabilities.

For example, transportation of persons with disabilities and their family members to join I-SAF activities on an equal basis - except for one instance in the last year of the 2016-18 EU/CARE project for CADDP's implementation in Kampot.

I4C tools and community scorecard tools did not address the communication needs of persons with disabilities.

For example, the following needs:

- Hearing and communication impairments - requirement of sign language interpretation or communication aids e.g., voice to text applications.
 - Vision impairments - Accessibility of documents for people with low vision, cost for assistant's participation for people who cannot see at all.
 - Learning and intellectual impairments - need to explain processes in 'plain language' and/or engaging family members.
 - Mobility impairments - physical accessibility of venues and transportation, need for assistants.
 - Mental health-related impairments/ psychological impairments - considering the needs of people and what they require to feel comfortable/safe.
 - Multiple and severe impairments - involvement of family members and/or assistants to support.
- Lack of representation of persons with disabilities at all levels of I-SAF prevented their voices from being heard and amplified in the citizen monitoring community discussions.
 - Data of participation of persons with disabilities had only been collected in a few target areas of I-SAF Phase 1, leading to reduced representation in Phase 2 if no mainstreaming approach is undertaken.
 - Where data was collected, the experience of persons with disabilities in I-SAF Phase 1 indicated very low participation of persons with disabilities.
 - Persons with disabilities had not benefited from the I-SAF framework objectives of social inclusion and the improvement of public services for most vulnerable groups.

An 2017 API study found that very few persons with disabilities were invited to I-SAF meetings regarding the social accountability project within the district. A lack of representation of persons with disabilities Commune Investment Plan (CIP) and District Development Plan (DIP) meetings. Or, if present their plans or suggestions were not given the same consideration. A lack of accessible venues, despite infrastructural development being a key priority. Despite the ratification of the 'Convention of the Rights of Persons with Disabilities' and comprehensive disability laws and the National Disability Strategic Plan 2014-2018 there are still limited resources provided at the sub-national level to ensure that this plan is implemented.⁵ Available data in 2018 shoes that persons with disabilities made up approximately 5% of people participating in I-SAF activities in Kampot were people, despite constituting an estimated 10-15% of the population. This

⁵ Cambodia ratifies the CRPD (2012) <https://www.internationaldisabilityalliance.org/blog/cambodia-ratifies-crpd>

Cambodian National Disability Strategic Plan (2014- 2018)

<https://www.humanitarianresponse.info/en/operations/cambodia/document/cambodia-national-disability-strategic-plan-2014-2018>

resulted in:

- The lack of representation and participation of persons with disabilities were reflected in outcomes of citizen monitoring in agreement with the “supply-side” of local councils, schools and health centers in the communes. The consortium analysed data and experiences, and identified the following key problems:
- Discrimination and exclusion from community life and access to local public services due to barriers that add the need for a focus on accessibility and inclusiveness to the more general need for more equitable and better-quality service delivery of the mainstream community.
- Lack of representation of persons with disabilities at all levels of I-SAF that prevented their voices from being heard and amplified in the citizen monitoring community discussions. Lack of disability-inclusion in the national SAF as a systemic challenge that left the needs of one of the most disadvantaged minority groups in Cambodia largely unaddressed.

Need for Contextualised Data

Lesson 2: Contextualised data on the needs and experiences of persons with disabilities in a target area enables activities to be targeted to the specific needs of beneficiaries.

Building on an initial data analysis. Undertaking a focused study in the needs, barriers and experiences of persons with disabilities allows the filling of information gaps and a more thorough understanding in a given context. This allows for a more direct and effective twin-track approach, where targeted activities can be implemented taking the context into account, and mainstreaming activities can be adapted to be more inclusive.

SnowBall Survey on Needs of Persons with disabilities in Tramkak

Completed: Report Finalised in December 2019

Responsibility: API in collaboration with CADDP

514 respondents (attention paid to equitable representation of women and men) were interviewed on a one-on-one basis in the 7 target communes of Tramkak district. Surveys were implemented by four volunteers with disabilities (2 women) between April and May 2019. Respondents chosen by existing lists of local authorities, Self Help Groups of Persons with disabilities created by the CADDP and referrals from community representatives.

The purpose of the survey was:

- To identify types of disability in the target district;
- To raise awareness of people with disability about the Disability Voice in Social Accountability Project;
- To further understand the available services that can support people with disability in the target area;
- To increase a wider awareness of the needs of people with disability.

The survey gave good insight into the experiences and needs of persons with disabilities in the target areas.

It was found that a very low percentage of persons with disabilities are satisfied with the current public service delivery. The survey found, that only 8.6% of citizens with disabilities (female=34%; others=6.25%) said they were satisfied with commune councils' performance; 7.5% of citizens with disabilities (female=41.93%, others=3.22%) were satisfied with health centre provision and 7.8% of citizens with disabilities (female=39.13%; others=8.69%) were satisfied with primary school provision. Issues were raised concerning demands for payment for health care services despite their being free, and ongoing discrimination against persons with disabilities.

Identification of Barriers to Persons with disabilities Inclusion in I-SAF

Lesson 3: Identification of common barriers to participation enables the building a base-level framework of accessibility.

Common barriers identified throughout the project highlight the need to ensure best practice accessibility for all services. Identifying common barriers to the inclusion of persons with disabilities in I-SAF processes has the potential to create coherent guidelines of accessibility that can be integrated in on-going implementation (See resources).

Feedback from Consultative meeting

Completed: September 220
Responsibility: Agile Development Group

Both supply side (government, health and education representatives) and demand side (persons with disabilities) were asked what barriers persons with disabilities face accessing I-SAF services (commune, health services and primary schools).

Ongoing barriers to the inclusion of persons with disabilities in I-SAF services

Supply Side	Demand Side
Lack of sign language interpreters at meetings Lack of assistive devices (e.g. wheelchairs) People don't receive the correct information during implementation of I-SAF. Lack of confidence of persons with disabilities/people are embarrassed to access health and education services.	The office is too far away to easily access (Commune Services) Lack of ramps, or standardised ramps Roads are difficult to travel on Lack of seating for students with disabilities (Primary education) Some teachers discriminate (Primary Education) Some services that are supposed to be free are still charged (Health, Commune Services).

Barriers identified by both Supply and Demand Sides

Lack of available and accessible transport for persons with disabilities/lack of resources to access transport (Commune Services, health, primary school).
 Lack of family support for children with disabilities (Primary School).
 Lack of support people/assistants (Commune and Health Services, Primary School).

Potential Solutions to overcome identified barriers.

Supply Side	Demand Side
<i>No unique solutions were identified.</i>	Provide incentives to teachers to not discriminate against children with disabilities Have assistive/support people placed at health centers / provide training to health center staff to act as assistive/support people. Ensure the commune office clearly explains services and fees Request a professional teacher to teach children with disabilities
Solutions identified by both Supply and Demand Sides	
Provide money for transport to and from services. Give priority to persons with disabilities.	

Self-Empowerment of Persons with Disabilities & Use of the Arts as an Advocacy Tool

Lesson 4: The Arts are an innovative and effective way to build the self-confidence and self-empowerment of persons with disabilities.

The Empowerment Workshops provided the space for 2 key concepts of disability inclusion

- 1) Increased confidence and empowerment of persons with disabilities.
- 2) Identification of the views and needs of persons with disabilities in a given context.

The workshops provide a good platform for persons with disabilities to identify their needs and ideate possible solutions, while also increasing their confidence and possibility of the formation of a coherent voice of persons with disabilities. They provide a low-cost and effective advocacy platform that engages people in a non-threatening and inclusive way.

To be effective workshops must:

- Bring together persons with disabilities of all ages and with different kinds of impairments.
- Think about persons with disabilities with complex needs or communication difficulties for example: include families, as they are often aware of the needs of their members.
- Make sure the environment is a safe space where people feel its OK to talk
- Host the event in a physically accessible place
- Support people who have transport needs
- Involve a strong leader who is living with a disability in the planning, preparation and facilitation of meetings.

Empowerment Workshops for Persons with Disabilities

Completed: April - May 2019

Responsibility: Epic Arts

Epic Arts hosted 7 creative empowerment workshops in Takeo province to encourage persons with disabilities to share their challenges and to hold their local government accountable to their needs. These workshops were based on the premise that creative arts are a powerful tool of self-expression and personal growth and serve to develop connections and relationships with others through shared experiences. It was found that the majority of the 113 participants in the workshops felt depressed, frustrated and discriminated against.

Movement based activities and group work they shared their thoughts and opinions with each other in small groups were used to engage people and found that people were “sad they cannot do anything, feeling angry with myself, feeling regret (about living with a disability)” and “the village and commune don’t take (our) opinions” and “although the government said, allow persons with disabilities to work, officials don’t respect the law”. 99% reported that they enjoyed the workshop and believed it helped them to raise their voices. “I think (the workshop was) very useful because it can make persons with disabilities brave, express their voices, understand about self-value and much more”.

The workshops also gave persons with disabilities the opportunity to express how they thought society needs to change. “We need the community to help, encourage and pay attention to us!”, “I want to have representatives come to meeting once a month to know the problem from persons with disabilities”, “I want the Chief of the Village and Commune to collect citizen (with disabilities) to come to meetings once per month”, “I want the community to think about the disadvantages of persons with disabilities”. 99% of participants said they enjoyed the workshop and felt it had helped them to share their voices “I really like this workshop as it gives us a chance to meet persons with disabilities from my community and share about the obstacles from daily life”.

Feedback from Consultative Meeting

The persons with disabilities who attended the consultative meeting reported that they were very impressed by the workshops, mentioning them as a highlight of the project. They considered activities akin to this to be key to forming relationships with persons with disabilities in their community and were excited to have the chance to identify shared barriers to their inclusion.

Lesson 5: Given enough resources, the Arts have the potential to be an innovative, effective advocacy tool to raise awareness of the barriers faced by persons with disabilities.

The use of art as an advocacy tool has the potential to be greatly impactful, however they need to be widely shared. This speaks to the key advocacy concept that information be disseminated to:

- 1) Those directly impacted to support self-advocacy (here persons with disabilities).
- 2) Individual Advocacy to raise awareness with Key Stakeholders and decision makers (here service providers and NGOs).
- 3) Systems Advocacy - the wider community and national decision makers.

Key messages being delivered to each of these target groups builds a more inclusive environment for disability inclusion, particularly when project activities go from targeted to mainstream.⁶
**see footnote for more information.*

Disability Awareness Art Performances & Videos

Completed: September 2020

Responsibility: Epic Arts

Epic Arts held 6 performances in 2019/20 and produced 2 videos shared on API's Facebook and website. The performances were designed to introduce concepts of disability inclusion through an interactive and engaging medium.

Feedback from Consultative Meeting

The Focus Group Discussions held at the consultative meeting saw that 100% of people surveyed (49) felt that Epic Arts Performances at meetings and their videos were a good way of drawing attention to the needs of persons with disabilities and raising awareness of barriers to access and disability awareness more generally.

One person from a local health center “the performances make people feel emotional, they don't think persons with disabilities can reach that level of performance” and “the videos and performances demonstrate the ability of persons with disabilities because they persons with disabilities can act like ordinary people, this is their right”, while numerous persons with disabilities were impressed that the videos “are lively and engaging”, “make sure the service providers understand that we (persons with disabilities) are people too”.

All people who took part in the focus groups thought that the videos were an effective way of promoting national policy and the implementation of I-SAF nationally, however concern was raised by both service providers and persons with disabilities that the performances and videos were not shared widely enough to enable lasting change.

Inclusion of Persons with disabilities in I-SAF Component #2 Citizenship Monitoring

Lesson 6. Disability specific scorecard meetings are an effective first step in raising the issues persons with disabilities face when accessing local service.

Employing the twin track approach of targeting persons with disabilities to build confidence and capacity to join 'mainstream' activities is an effective way of understanding the needs of persons with disabilities while also ensuring they are not sidelined from community processes. The disability specific scorecard meetings proved an effective way of raising the voices of persons with disabilities to key stakeholders to inform I-SAF processes.

⁶ Centre for Excellence in Disabilities, University of Virginia (accessed December 2020) Types of Advocacy <http://cedwvu.org/resources/types-of-advocacy/>

Citizens with Disabilities Scorecard Meeting

Completed: February 2020

Responsibility: API

7 'Citizen with Disabilities Scorecard' meetings were held in January 2020 - 1 in each target commune. 234 persons with disabilities took part, 100 females, and 45% required a personal assistant. In line with the project's twin track approach, these meetings were designed to target persons with disabilities and give insight into future participation in 'mainstream' scorecard meetings. Information was provided regarding the implementation of I-SAF and the promotion of the rights of persons with disabilities.

It was found that most persons with disabilities were unaware of their rights and "kept themselves separate" from community engagements, it was highlighted that some had never attended any community meetings as they "were not invited". The meetings required extensive explanation of processes and facilitators needed to "stay close" to persons with disabilities to "provide them the chance to score". Given the opportunity most persons with disabilities were confident to score their concerns to reflect the service provision and performance of the supply side and were satisfied that it was a good way to provide feedback. All participants stressed their need to be provided health services free of charge - in accordance with the law - but expressed they were not confident to demand this.

Lesson 7. Provided accountability for actions is well explained and there is a wide catchment of persons with disabilities consulted. Disability specific Joint Accountability Action Plans (JAAPs) have the potential to resolve priority issues for persons with disabilities.

The targeting of persons with disabilities in a specific scorecard meeting and resulting JAAPs for each commune were highly effective in gaining a better understanding of the needs and experiences of persons with disabilities. However, it is clear that these need to be undertaken with:

- a) A wider inclusion of persons with disabilities.
- b) More communication with and information provided to persons with disabilities about the process that the JAAPS will take to resolve the issues raised.

It is not clear if these targeted meetings have increased the likelihood of persons with disabilities participating in 'mainstream' scorecard meetings in the future. Given that persons with disabilities have been typically excluded from service provision, a wider targeting is necessary to ensure buy-in to the process among the population.

Further to work towards an enabling environment for persons with disabilities it is necessary to provide:

- c) Ongoing support to service providers (training on disability inclusion, information dissemination etc.)
- d) Support to persons with disabilities to ensure they are able to attend meetings (transport, support people etc.) there is potential for their inclusion.

Self-Help Group Advocacy Meetings - Joint Accountability Action Planning.

Completed: February 2020

Responsibility: API

Scorecard results were presented by persons with disabilities to three supply sides: commune administration, primary schools and health centers. The priority needs were presented and reflected on by representatives of the 3 supply sides and door-to-door consultations were undertaken to collect additional information.

These meetings and consultations resulted in the creation of a Joint Accountability Action Plan (JAAP) for each commune. The JAAPs consolidated the priority of persons with disabilities, allocating the responsibility to resolving them to the relevant actors. In total 121 barriers/issues to persons with disabilities' inclusion were raised and consequently included in the commune level JAAP plan, as of February 2020 50.4% (61) of these barriers had been 'solved'.

* Note: There were marked differences between the number of concerns 'solved' the different communes, for example, 63% of the 16 issues raised in Samrong were addressed versus only 30% of the 20 raised in Leaybo. This difference requires further study to gain a comparative understanding.

Feedback from Consultative Meeting

Representatives from the supply side (local government, health services and primary school services) and demand side (persons with disabilities) were asked about existing barriers to vulnerable groups (persons with disabilities, pregnant women and those living in poverty) participating in scorecard meeting, their understanding of JAAP and the effectiveness of the JAAP plans so far.

The supply side representatives stressed that not everyone who should have attended the meetings attended as they were not invited and that others did not attend as there was no one to support them. The lack of transport for vulnerable groups was frequently mentioned as was lack of motivation stemming from "limited understanding of the services and processes". The supply side, as expected, had a good understanding of the JAAP process and were optimistic about its effectiveness. This was particularly true for representatives at the provincial level "...it is effective for persons with disabilities and all service recipients have the chance to ask questions and get answers" while those representing the services themselves reported that the JAAPs are "fairly good" but were not comfortable to go into greater detail.

Similar concerns were reflected front the demand side. Persons with disabilities stressed that there was no motivation to attend because people thought the "meetings were useless" and "people don't understand why they should attend". They also thought that those appeared to be "targeted" to those who had previous experience in commune meetings and were not representative.

Those that had attended scorecard meetings were skeptical that their voices had been heard and reported that the JAAP was "medium effective" as not all the requests had been solved and they had not been told why not. However, they also stressed that they had a better understanding of available services as a result of attending.

Inclusion Training of Key Stakeholders

Lesson 8: Disability inclusion and awareness training of stakeholders and service providers is a necessary precursor to inclusive services.

Training on disability awareness and inclusion of all project stakeholders is key to the success of the inclusion of persons with disabilities.⁷ It supports the creation of an enabling environment where persons with disabilities needs can be understood and addressed. For learning to be effective it must:

- a) Include the voices and experiences of persons with disabilities.
- b) Be an on-going, not a one-off session.

Disability Inclusion Training with Supply Side participants.

Completed: February 2020

Responsibility: Epic Arts

One, two-day training was held with 24 supply-side participants. The training was created and delivered by 2 men, 1 of which has a child with downs syndrome and 1 of which is a wheelchair user. The training was designed to discuss an overall approach towards Persons with disabilities by unpacking 12 identified guiding principles for inclusion. Participants were training to understand keywords to promote inclusion in local development. It was found that 100% of participants understood that Persons with disabilities could learn skills and gain knowledge

Feedback from Consultative Meeting

While all service providers present at the consultative meeting appeared to have an understanding of the fundamentals of disability and have a genuine interest, it was found to be surface level. For service providers this often conversation took the form of the outdated charitable model of disability wherein persons with disabilities are seen as being infant-like and in need of hand outs, this was expressed in terms of “taking care of persons with disabilities” and “encouraging persons with disabilities”. API staff had a more complex understanding however, this understanding did not extend to respectful communication. For example, one stakeholder said “people with disability are not-educated, we learned it in training” while statistically persons with disabilities are less likely to be educated in Cambodia, stating such generalizations in a group that includes persons with disabilities serves to undermine confidence levels. Given that disability is a complex field, this is to be accepted, however moving forward it would be best to have a more intensive training for key stakeholders to avoid the dissemination of half-understood information, as this has the potential to do more harm.

⁷ CBM Disability Inclusive Toolkit (2017) https://www.cbm.org/fileadmin/user_upload/Publications/CBM-DID-TOOLKIT-accessible.pdf

Building Trust between Persons with Disabilities and Service Providers - The Need for Information Sharing

Lesson 9. Transparent information sharing between all stakeholders is necessary to build trust between service providers and persons with disabilities.

Having faced exclusion from services, persons with disabilities must be actively informed of their rights and the processes that are being undertaken, or not undertaken, to address their needs. Ongoing information sharing regarding processes, responsibilities and outcomes is vital to ensure that persons with disabilities trust service providers and stay engaged with I-SAF processes.⁸

Feedback from Consultative Meeting

Completed: September 2020

Responsibility: Agile Development Group

Service providers and persons with disabilities were asked what they thought is the most effective way to influence a national policy like I-SAF. Service providers (including local government, representatives from health centers and primary school education) stressed that information sharing between the 3 service providers to share their experiences and ensure that they actively encourage persons with disabilities to access services was key along with encouraging persons with disabilities to join commune meetings to “raise their needs”. Persons with disabilities stressed the ongoing inclusion of persons with disabilities in commune meetings past those facilitated and supported by the project and the need for a system of accountability to ensure service providers worked to include persons with disabilities. They also discussed the need for persons with disabilities to properly understand their rights under I-SAF to ensure they could effectively advocate for them.

Discussion

1) What improvements in I-SAF process design, methodology and tools does it require to overcome barriers to persons with disabilities participation at all levels?

Contextual understanding of the prevalence and needs of persons with disabilities is vital to overcome the barriers to their participation in I-SAF at all levels. This requires, at minimum:

- a) A preliminary assessment of existing data (Lesson 1) to inform the design of activities.
- b) A thorough needs assessment (Lesson 2) to fill gaps identified and ensure a contextual understanding of the barrier’s persons with disabilities face.

These assessments, supported by information sharing of the assessment outcomes at all levels (lesson 7) is vital to ensure a contextualised understanding of the barriers that need to be overcome. They can be used for design, implementation and advocacy.

⁸ Balliger, C et al (2015) The importance of building trust and tailoring interactions when meeting older adults health literacy needs <https://www.tandfonline.com/doi/abs/10.1080/09638288.2016.1231849>

The project twin-track approach highlighted the need to actively target persons with disabilities to ensure they are able to actively engage persons with disabilities in I-SAF processes. This approach highlights the need to build the confidence and knowledge of persons with disabilities while also creating an enabling environment where their voices will be heard.

This requires:

- a) The self-empowerment of persons with disabilities and supporting them to understand their rights (Lesson 4).
- b) The specific targeting of people with disability to support their inclusion in 'mainstream processes' (Lesson 6).
- c) Ongoing information sharing and consultation between service providers and persons with disabilities to build trust and ensure engagement (Lesson 7 & 9).
- d) Training of service providers to ensure they understand the needs of persons with disabilities (Lesson 8).

The Empowerment Workshops and Disability Scorecard Meetings supported persons with disabilities to raise their voice and gave a platform to score their issues and should be integrated into I-SAF processes.

The actions agreed to in the Joint Accountability Action Planning (Lesson 7) reflected the needs identified in Snowball survey (Lesson 2) and Scorecard Meetings (Lesson 6). This speaks to the potential of including persons with disabilities in National I-SAF. However, persons with disabilities must feel adequately represented and 'listened to' to stay engaged with the process.

This requires:

- a) A more diverse representation of persons with disabilities at action planning meetings
- b) Transparent information sharing and ongoing consultation of identified actions and solutions to build trust (Lesson 7).

The on-going training of stakeholders and service providers in disability awareness is necessary to create an enabling environment. This ensures that once raised the needs of persons with disabilities will be understood and actively addressed.

2) **Which are the most effective improvements that can be most easily mainstreamed into Cambodia-wide I-SAF?**

Creating a disability inclusion guide for Cambodia-wide I-SAF implementation has the potential to leverage this learning and create an enabling environment for the inclusion of persons with disabilities. The project identified common barriers to the inclusion of persons with disabilities that can be easily overcome (Lesson 3).

The common barriers identified in the need's assessment (lesson 1), snowball survey (lesson 2), consultative meeting (lesson 3) and Joint Accountability Action plans (lesson 7) can be broken into the following overarching barrier types:

Attitudinal Barriers: The set of difficulties or challenges experienced by persons with disabilities that result from misunderstanding, confusing or ignoring disability. These are the most basic and contribute to other barriers.

These barriers can be effectively overcome by the training of all I-SAF services of disability awareness and inclusion (lesson 7) and the provision of information resources.

Physical Barriers: Structural obstacles in natural or manmade environments that block mobility (moving around in the environment) or access.

Physical barriers identified by persons with disabilities included, lack of ramps, uneven roads and lack of proper seating. These barriers could be overcome by ensuring that each service point has undertaken an accessibility review (for example using the accessibility checklist provided in the resource section of this report) and ensuring an adequate budget is allocated to ensure service points are enabled to adapt their infrastructure.

Transportation Barriers: Lack of adequate transportation that interfered with a person's ability to be independent and to function in society.

Lack of adequate transport or inability to be able to afford transport was the most common barrier identified during the project. This could be overcome by providing stipends to persons with disabilities to support their transport needs (lesson 3).

3) To what extent can the interventions in Tramkak district improve disability inclusion compared to other Takeo districts that recently implement I-SAF, with, presumably limited attention to disability inclusion, from 2019?

Further research and access to comparative data is needed to understand the impact of the project interventions in Tramkak district compared to other Takeo districts that recently implemented I-SAF. It is presumed given the barriers expressed by persons with disabilities that there would have been markedly less engagement with the I-SAF process and services.

4) What are the most innovative and powerful ways to influence a national framework like I-SAF for better disability inclusion?

The project has provided evidence that the participation of persons with disabilities is possible within the implementation of I-SAF.

To influence a national framework like I-SAF it is necessary to:

- a) Ensure the widespread communication of the presence of and barriers faced by persons with

disabilities.

A widespread awareness raising campaign based on the Arts (as discussed below) provides an innovative technique to ensure the raise the issue of persons with disabilities to national decision makers.

- b) Pursue a 'window of opportunity' where policymakers are motivated to pay attention and provide evidence that an issue can be addressed.⁹

The national roll-out of I-SAF provides the opportunity to amplify the lessons learned by the project. This combined with the above awareness raising campaign and evidence of how to easily include persons with disabilities creates a 'window of opportunity'. Here, decision makers are presented with an issue and methods to overcome it at the same time.

5) How powerful a tool can the arts be in influencing a national social accountability framework like I-SAF?

The arts, here in the form of empowerment workshops for persons with disabilities. Performances by Epic Arts to stakeholders and advocacy videos (lesson 5) were very well received by the project participants. Both service providers and persons with disabilities thought that the arts provided an innovative and informative way to communicate the experiences and needs of persons with disabilities. Provided that adequate resources are dedicated to their wide-spread dissemination have the potential to greatly impact the ongoing roll out of I-SAF.

6) What can the three organisations learn from each other in seeking mainstream disability and disability rights in a national framework like I-SAF?

The combined knowledge of API (advocacy and I-SAF implementation) Epic Arts (Disability Inclusion, performative act based advocacy) and CADDP (disability network and inclusion) allowed for a tailored approach to the project and ensure the that key disability inclusion concept of "Nothing About Us Without Us" was upheld. Ongoing collaboration should be maintained to ensure that persons with disabilities continue to be consulted and their feedback integrated into project design and evaluation.

Key Recommendations for ongoing Inclusion of Persons with disabilities in I-SAF

1) I-SAF implementation should be undertaken in consultation with persons with disabilities.

1. Identify and seek a partnership with local or provincial disability organisations for each target commune in line with Nothing About Us.
2. Ensure ongoing consultation with persons with disabilities throughout implementation:
 - a. Step 1: Hold targeted feedback sessions during the initial implementation to build the

⁹ Evans, D, Ngatia, I (2018) School costs, short-run participation and long -run outcomes: evidence from Kenya (English) <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/719431525101982154/school-costs-short-run-participation-and-long-run-outcomes-evidence-from-kenya>

- confidence of persons with disabilities to raise their voice.
- b. Step 2: Ensure 'mainstream community meetings' are accessible and persons with disabilities are actively supported to attend and contribute.

2) Create a guideline for accessibility to address common barriers faced by persons with disabilities.

1. National I-SAF guidelines should include specific information on creating physically accessible services.
 - a. The implementation of these guidelines should be a necessary requirement to implement I-SAF services and tools.
2. Provide travel stipends for persons with disabilities to access information sessions, meetings and services.
3. Ensure all health services are aware of persons with disabilities right to free healthcare.

3) Ensure that persons with disabilities are specifically targeted, are informed and empowered to raise their voice.

1. Undertake a Needs Assessment of the commune.
2. Hold information sessions for persons with disabilities to inform them of their rights
3. Hold Empowerment workshops similar to those facilitated by Epic Arts to facilitate the self-empowerment of persons with disabilities.
4. Undertake a twin-track approach to scorecard meetings and Joint Accountability Action Planning.

4) Support the widespread dissemination of advocacy videos to engender understanding about the barriers faced by persons with disabilities.

1. Creation of a series of Advocacy videos detailing the common barriers to the participation of persons with disabilities
2. Advocacy videos to be shared by all I-SAF implementing partners to ensure reach.
3. Follow up meetings between I-SAF implementing partners and key decision makers at the national level.

Ensure all Key stakeholders attend disability training and receive on-going information.

1. All stakeholders and service providers to attend at least 2, 2-day training sessions on disability inclusion facilitated and/or supported by disability organizations from the target province.
 - a) The trainings should be spaced 6 months apart and be accompanied by on-going learning.
- 7) Create an easily accessible disability resources library both on-line and hardcopy where possible to facilitate on-going learning.
- 8) Create on-line learning modules/videos for service providers to support on-going learning.

5) Ensure there is at least 1 disability focal point at each I-SAF service provider location.

Disability focal points are key to ensuring ongoing community and organizational change towards disability inclusion.

These people should:

- 1) Attend the aforementioned disability awareness training
- 2) Ensure their service point is abiding by the fundamental disability inclusion concepts of accessibility and non-discrimination.
- 3) Act as a contact point for disability inclusion activities.

Conclusion

The “Persons with Disabilities’ Voices and Actions in I-SAF” project has provided solid examples and footing to inform the strengthening of disability inclusion of the Social Accountability Framework. API, Epic Arts and CADDPs combined expertise in policy, advocacy and disability inclusion allowed the implementation of a twin-track approach to programming. This ensured the targeting of people with disabilities in Takeo and worked towards their inclusion in ‘mainstream’ processes by:

1. Supported the self-empowerment of people with disabilities and enabled the gathering of detailed data of the barriers to people with disability inclusion in I-SAF and their needs.
2. Training of primary stakeholders and service providers on disability inclusion and the innovative use of the arts at an advocacy tool to foster an enabling environment.
3. Consultation between people with disabilities, key stakeholders and service providers.

The capacity building of API staff and people with disabilities volunteers to gather qualitative data from project beneficiaries enabled a tailored and contextualized approach to generated lessons learned. This resulted in the 9 key lessons learned and enabled the creation of the above 5 key recommendations on how to strengthen disability inclusion in the national roll-out of I-SAF. I-SAF presents an exciting opportunity to ensure that people with disabilities, one of Cambodia’s largest and most vulnerable minority groups, are able to equitably access basic services and be included in commune life.

Resources

Methodology for Generating Lessons Learned - Participatory Approach

Agile Development Group undertook a participatory data collection process to generate lessons learned from the project using a meeting in Takeo Province as the opportunity to collect. This approach was aimed to upskill API and project volunteers with disabilities (VwD) on qualitative data collection and generation of lessons learned.

Step 1: 5 volunteers with disabilities (VwD) from the target province and 3 API staff attended a one-day training on Documentation.

The training included:

Importance of Monitoring and Evaluation

1. Importance of creating questions suited to projects

2. How to create a Google Form & enter data
3. How to extract data from Google Form
4. How to facilitate a focus group
 - a. How to ask questions
 - b. The importance of taking notes
5. Training delivered in a pragmatic and engaging way combining knowledge and skills building with active participation and activities.

Step 2: VwD delivered a paper-based pre- and post-survey to all participants at the workshop to assess participants' understanding of I-SAF.

Step 3: VwD and API staff facilitate focus groups at the stakeholder meeting. Participants are broken into 5 groups. 2 Supply-Side (Services) groups and 3 Demand-side (Persons with disabilities) groups. Agile facilitated 1 group, the remaining 4 were facilitated by 1 API staff member and 1 VwD. Each group was recorded and handwritten notes were taken on a documentation template provided by Agile.

Step 4: VwD entered data gathered from focus groups into a Google Form, Agile entered data from pre & post surveys. Focus Group facilitators recorded their perceptions of each group.

Step 5: Agile collated and reviewed the data taking into account the aims of the project and best practice for disability inclusion.

Pre Survey Questions¹⁰

English	Khmer
D1: Organization	D1 អង្គការ
D2: Position	D2 តួនាទី
D3: Gender	D3 ភេទ - ប្រុស - ស្រី - មិនចង់និយាយ
D4: Do you Identify as living with a disability? a) Yes b) No c) Prefer not to say	D4 តើអ្នកគិតថាអ្នកមានពិការភាពដែរ ឬ ទេ - បាទ/ចាស

¹⁰ *Note all text and translations of pre/post survey and focus group questions provided in the Resources are those edited and agreed upon by API.

	<ul style="list-style-type: none"> - ទេ - មិនចង់និយាយ
<p>What are your expectations for this reflection workshop?</p>	<p>1. តើអ្នករំពឹងថាអ្នកនឹងទទួលបានអ្វីពីសិក្ខាសាលាផ្តល់ព័ត៌មានត្រលប់នេះ?</p>
<p>On a scale of 1 to 5, 1 being very low and 5 being high, how do you rate your understanding of the following concepts. Please circle the number that represents your understanding.</p> <p>2a) I-SAF 2b) Joint Accountability Action Plan (JAAP) 2c) Disability Awareness and Inclusion</p>	<p>2. ក្នុងលំដាប់ពីនួចាប់ពី១ ដល់ ៥ ដែលមានន័យស្ថិតនៅកម្រិតទាប និង៥មានន័យថាខ្ពស់ ឬយល់ច្បាស់។ តើអ្នកវាយតម្លៃកម្រិតយល់ដឹងរបស់អ្នកលើចំណុចខាងក្រោមយ៉ាងដូចម្តេច? សូមគូសរង្វង់ត្រលប់លេខដែលបង្ហាញពីកម្រិតយល់ដឹងរបស់អ្នក។</p> <p>2. a សេវាកម្មនីយភាពសង្គម /I-SAF? 2. b ផែនការសកម្មភាពគណនីយភាពរួម (JAAP) 2. c ការយល់ដឹងពីពិការភាព និងការរួមបញ្ចូលគ្នា</p>
<p>On a scale of 1 to 5, 1 being very low and 5 being high please rate your level of confidence accessing the following I-SAF services.</p> <p>3a) I-SAF 3b) Joint Accountability Action Plan (JAAP) 3c) Disability Awareness and Inclusion</p>	<p>3. ក្នុងលំដាប់ពីនួចាប់ពី១ ដល់ ៥ ដែលមានន័យស្ថិតនៅកម្រិតទាប និង៥មានន័យថាខ្ពស់។ សូមវាយតម្លៃកម្រិតទំនុកចិត្តក្នុងការទទួលបានសេវាកម្មនីយភាពសង្គមដូចខាងក្រោម៖</p> <p>3a. សេវាសុខភាព 3b. ការអប់រំកម្រិតមូលដ្ឋាន 3c. សេវារដ្ឋបាលឃុំ 1-5</p>
<p>On a scale of 1 to 5 how accessible do you think the following I-SAF services are for persons with disabilities?</p> <p>a) Health Services</p>	<p>4. ក្នុងលំដាប់ពីនួចាប់ពី១ ដល់ ៥ តើអ្នកគិតថាសេវាកម្មនីយភាពសង្គមបានបង្កលក្ខណៈងាយស្រួលដល់ជនដែលមានពិការភាពរបៀបណា?</p>

<p>b) Primary School c) Commune Services</p>	<p>4a. សេវាសុខភាព 4b. ការអប់រំកម្រិតមូលដ្ឋាន 4c. សេវារដ្ឋបាលឃុំ</p>
<p>How Confident do you feel to voice your opinions in this workshop? a) Not confident at all b) Not Very confident c) Confident d) Very confident</p>	<p>តើអ្នកមានទំនុកចិត្តក្នុងការបញ្ចេញយោបល់ក្នុងវគ្គសិក្ខាសាលានេះ កម្រិតណា? - មិនមានទំនុកចិត្តទាល់តែសោះ - មិនសូវមានទំនុកចិត្ត - មានទំនុកចិត្ត - មានទំនុកចិត្តខ្ពស់ - មានទំនុកចិត្តខ្ពស់ខ្លាំង</p>
<p>How do you access information about I-SAF services? Do you find this information easy to find?</p>	<p>តើអ្នកទទួលបានព័ត៌មានអំពីសេវាគណនីយភាពសង្គមដោយរបៀបណា? តើអ្នកយល់ថាព័ត៌មានទាំងនេះមានភាពងាយស្រួលក្នុងការស្វែងរកដែរឬទេ?</p>
<p>On a scale of 1-5, 1 being not confident at all and 5 being extremely confident. Please rate your level of confidence with the following statements. a) The voices of persons with disabilities are/will be represented in the implementation of the JAAP b) Barriers to the inclusion of persons with disabilities to I-SAF services are well understood by service providers</p>	<p>7. ក្នុងលំដាប់ពី១ទៅ៥ ដល់ ៥ ដែលមានន័យមិនសូវមានទំនុកចិត្ត និង៥មានទំនុកចិត្តខ្ពស់ខ្លាំង។ សូមវាយតម្លៃកម្រិតទំនុកចិត្តរបស់អ្នកនូវចំណុចខាងក្រោម a) សម្លេងរបស់ជនដែលមានពិការភាពគឺបង្ហាញប្រសិទ្ធិភាពនៃការអនុវត្តផែនការសកម្មភាពគណនីយភាពរួម។ b) ឧបសគ្គរបស់ជនដែលមានពិការភាពជារួមចំពោះសេវាគណនីយភាពសង្គមគឺបានយល់យ៉ាងច្បាស់ដោយអ្នកផ្តល់សេវា។</p>

Post Survey Questions

English	Khmer
D1. Organization	D1. អង្គភាព
D2. Position	D2. តួនាទី
D3. Gender	D3. ភេទ c) ស្រី d) ប្រុស e) មិនចង់និយាយ
D4. Do you identify as living with a disability?	D4. តើអ្នកគិតថាអ្នកមានពិការភាពដែរ ឬ ទេ
<p>On a scale of 1 -5 please, 1 being don't agree at all, and 5 totally agree. Please rate your agreement with the following statements.</p> <p>a) Today's workshop met my expectations</p> <p>b) The location and time of the workshop suited me</p> <p>c) I felt comfortable expressing my opinions</p> <p>d) The workshop venue was easily accessible for me</p>	<p>ក្នុងលំដាប់ពីន្ទុចាប់ពី១ ដល់ ៥ ដែលមានន័យអ្នកមិនឯកភាព និង៥ មានន័យអ្នកឯកភាពពេញទំហឹង។ សូមវាយតម្លៃកម្រិតនៃការយល់ស្របលើចំណុចខាងក្រោម៖</p> <p>a) សិក្ខាសាលាថ្ងៃនេះដូចក្តីរំពឹងទុករបស់ខ្ញុំ</p> <p>b) ទីតាំង និងពេលវេលារបស់សិក្ខាសាលានេះសមស្របជាមួយខ្ញុំ</p> <p>c) ខ្ញុំមានអារម្មណ៍ថាមានទំនុកចិត្តក្នុងការបញ្ចេញយោបល់របស់ខ្ញុំ</p> <p>d) ទីកន្លែងសិក្ខាសាលាមានភាពងាយស្រួលក្នុងការចេញចូលសម្រាប់ខ្ញុំ</p>
What was something new you learned today?	តើចំណុចអ្វីខ្លះដែលអ្នករៀនបានថ្មីក្នុងថ្ងៃនេះ?
On a scale of 1 -5 please, please rate your understanding of the following topics.	ក្នុងលំដាប់ពីន្ទុចាប់ពី១ ដល់ ៥។ សូមវាយតម្លៃកម្រិតយល់ដឹង

<p>a) I-SAF b) JAAP c) Understanding of Disability inclusion</p>	<p>របស់អ្នកទាក់ទងនឹងប្រធានបទ</p> <p>a) សេវាគណនីយភាពសង្គម/I -SAF b) ផែនការសកម្មភាពគណនីយភាពសង្គម/JAAP c) ការយល់ដឹងពីពិការភាព និងការរួមបញ្ចូលគ្នាខាងក្រោម៖</p>
<p>On a scale of 1 - 5, 1 being totally disagree 5 & totally agree, please rate your level of agreement with the following statements:</p> <p>a) The social accountability plans will be integrated into the commune investment program of 2021 b) The voices of persons with disabilities will be promoted and supported by local authorities and project stakeholders c) The JAAP Committee, Commune / Sangkat Councils and stakeholders understand the priority activities to be implemented in their commune.</p>	<p>ក្នុងលំដាប់ពិន្ទុចាប់ពី១ ដល់ ៥ ដែលមានន័យថាមិនយល់ស្រប ហើយ៥យល់ស្របទាំងស្រុង។ សូមវាយតម្លៃកម្រិតនៃការយល់ស្របលើចំណុចខាងក្រោម៖</p> <p>a) ផែនការគណនីយភាពសង្គមនឹងធ្វើសមាហរណកម្មទៅក្នុងកម្មវិធីអភិវឌ្ឍន៍ឃុំ សង្កាត់ក្នុងឆ្នាំ២០២១ b) សម្លេងរបស់ជនមានពិការភាពនឹងលើកកម្ពស់ និងគាំទ្រដោយអាជ្ញាធរមូលដ្ឋាន និងភាគីពាក់ព័ន្ធនឹងគម្រោង។ c) គណៈកម្មាធិការផែនការសកម្មភាពគណនីយភាពសង្គមក្រុមប្រឹក្សាឃុំ សង្កាត់ និងអ្នកដែលពាក់ព័ន្ធដើម្បីកំណត់ពីសកម្មភាពអទិភាពសម្រាប់អនុវត្តនៅក្នុងមូលដ្ឋានឃុំរបស់ពួកគេ។</p>
<p>On a scale of 1-5,1 being not confident at all and 5 being extremely confident. Please rate your level of confidence with the following statements</p> <p>a) The voices of persons with disabilities are/will be represented in the implementation of the JAAP</p>	<p>ក្នុងលំដាប់ពិន្ទុចាប់ពី១ ដល់ ៥ ដែលមានន័យមិនសូវមានទំនុកចិត្ត និង៥មានទំនុកចិត្តខ្ពស់ខ្លាំង។ សូមវាយតម្លៃកម្រិតទំនុកចិត្តរបស់អ្នកនូវចំណុចខាងក្រោម៖</p> <p>a) សម្លេងរបស់ជនដែលមានពិការភាពគឺបង្ហាញសិទ្ធិភាពនៃការអនុវត្តផែនការសកម្មភាពគណនីយភាពសង្គម។</p>

<p>b) Barriers to the inclusion of persons with disabilities to I-SAF services are well understood by service providers</p>	<p>b) ឧបសគ្គរបស់ជនដែលមានពិការភាពជារួមចំពោះសេវាគណនីយភាពសង្គមគឺបានយល់យ៉ាងច្បាស់ដោយអ្នកផ្តល់សេវា។</p>
<p>Have you got anything else you would like to tell us?</p>	<p>6. មានអ្វីផ្សេងទៀតដែលអ្នកចង់ប្រាប់មកយើងខ្ញុំដែរឬទេ?</p>

Focus Group Questions - Demand Side - Persons with disabilities

English	Khmer
<p>What are some of the barriers that you can think of that prevent Persons with disabilities from participating in I-SAF services?</p>	<p>តើអ្នកគិតថាកត្តាអ្វីខ្លះដែលជាឧបសគ្គបណ្តាលអោយជនមានពិការភាពមិនអាចចូលរួមក្នុងការទទួលបាន (សេវាសាធារណៈទាំងបី) បាន?</p> <p>ក.) សេវាមណ្ឌលសុខភាព</p> <p>ខ.) សេវាបឋមសិក្សា</p> <p>គ.) សេវាសាលាយុវ័យ</p>
<p>What do you think is necessary for Persons with disabilities to overcome barriers to accessing I-SAF services?</p>	<p>តើអ្នកគិតថាកត្តាចាំបាច់អ្វីខ្លះដែលអាចជួយអោយជនមានពិការភាពអាចជម្នះឧបសគ្គទាំងពួងដើម្បីទទួលបានសេវាសាធារណៈទាំងបី?</p>
<p>Do you think the arts, performances, videos etc are an effective way of influencing national policy and the implementation of I-SAF?</p>	<p>តើអ្នកគិតថាសិល្បៈ ការសម្តែង វីដេអូ ។ល។ ជាវិធីសាស្ត្រប្រកបដោយប្រសិទ្ធភាពក្នុងការ ជម្រុញដល់គោលនយោបាយថ្នាក់ជាតិ និងការអនុវត្តគម្រោងក្របខ័ណ្ឌការងារគណនេយ្យភាពសង្គមដែរឬទេ?</p>

	<p>ក.) ប្រសិនបើយល់ស្រប សូមបញ្ជាក់ពីមូលហេតុ</p> <p>ខ.) ប្រសិនបើមិនយល់ស្រប សូមបញ្ជាក់ពីមូលហេតុ</p>
<p>What do you think is the best way to influence national policy and the implementation of I-SAF to be more disability-inclusive?</p>	<p>តើអ្នកគិតថាអ្វីដែលជារិធិសាស្ត្រល្អបំផុត និងប្រកបដោយប្រសិទ្ធិភាពក្នុងការជម្រុញដល់គោលនយោបាយថ្នាក់ជាតិ និងការអនុវត្តគម្រោងក្របខ័ណ្ឌការងារគណនេយ្យភាពសង្គមដែលផ្តោតសំខាន់ទៅលើការធ្វើការបែបបរិយាប័ន្នទៅលើវិស័យពិការភាព?</p>
<p>What do you think the organisations represented in this consortium can learn from each other about disability?</p> <ul style="list-style-type: none"> - What is the best way for them to share information? 	<p>តើអ្នកគិតថាតំណាងអង្គការនីមួយៗនៅក្នុងកិច្ចប្រជុំពិភាក្សានេះអាចរៀនពីគ្នាអំពីវិស័យពិការភាពបានដែរឬទេ?</p> <p>ក.) តើអ្វីជារិធិសាស្ត្រល្អបំផុតសម្រាប់អោយពួកគាត់ចែករំលែកព័ត៌មានអោយគ្នាទៅវិញទៅមក?</p>
<p>What do you think would be the best way to share information about I-SAF services and be sure it can be accessed by a wide variety of people?</p>	<p>តើអ្នកគិតថាអ្វីដែលជារិធិសាស្ត្រល្អបំផុតដែលប្រកបដោយប្រសិទ្ធិភាពក្នុងការចែករំលែកព័ត៌មានអំពីគម្រោងក្របខ័ណ្ឌការងារគណនេយ្យភាពសង្គមក្នុងការប្រើប្រាស់សេវាសាធារណៈទាំងបី និងប្រាកដថាបានប្រជាជនទូទៅ ជាពិសេសប្រជាជនដែលមានពិការភាពបានទទួលបានព័ត៌មានទាំងអស់នោះ?</p>
<p>Can you think of any barriers to attending scorecard meetings for PERSONS WITH DISABILITIES, pregnant women and the poor?</p>	<p>តើអ្នកគិតថាអ្វីខ្លះជាឧបសគ្គក្នុងការចូលរួមក្នុងកិច្ចប្រជុំប័ណ្ណដាក់ពិន្ទុប្រជាពលរដ្ឋមានពិការភាព ស្ត្រីមានផ្ទៃពោះ និងជនក្រីក្រ?</p>
<p>Have you attended a scorecard meeting?</p> <ul style="list-style-type: none"> - What was your experience? 	<p>តើអ្នកធ្លាប់បានចូលរួមកិច្ចប្រជុំប័ណ្ណដាក់ពិន្ទុប្រជាពលរដ្ឋដែរឬទេ?</p> <p>ក.) ចូររៀបរាប់អំពីបទពិសោធន៍របស់អ្នក</p>

	<p>ខ.) តើការចូលរួមរបស់អ្នកក្នុងកិច្ចប្រជុំប័ណ្ណដាក់ពិន្ទុមានភាពងាយស្រួលដែរឬទេ?</p>
<p>What do you understand about the Joint Accountability Action Plan?</p>	<p>តើអ្នកយល់យ៉ាងដូចម្តេចអំពីផែនការសកម្មភាពរួមស្តីពីគណនេយ្យភាពសង្គម?</p>
<p>How effective do you think the JAAP implementation has been in the implementation of the I-SAF?</p>	<p>តើអ្នកគិតថាការអនុវត្តផែនការសកម្មភាពរួមស្តីពីគណនេយ្យភាពសង្គម នៃគម្រោងក្របខ័ណ្ឌការងារគណនេយ្យភាពសង្គមមានប្រសិទ្ធិភាពកម្រិតណា?</p>

Focus Group Questions Supply Side - Government & Service Providers

<p>What are some of the barriers that you can think of that prevent persons with disabilities from participating in I-SAF services with?</p> <ul style="list-style-type: none"> a. Health Services b. Primary Education c. Commune Council Meetings 	<p>តើអ្នកគិតថាកត្តាអ្វីខ្លះដែលជាឧបសគ្គបណ្តាលអោយជនមានពិការភាពមិនអាចចូលរួមក្នុងការទទួលបាន (សេវាសាធារណៈទាំងបី) បាន?</p> <p>ក.) សេវាមណ្ឌលសុខភាព</p> <p>ខ.) សេវាបឋមសិក្សា</p> <p>គ.) សេវាសាលាឃុំ</p>
<p>What do you think is necessary for Persons with disabilities to overcome barriers to accessing I-SAF services?</p>	<p>តើអ្នកគិតថាកត្តាចាំបាច់អ្វីខ្លះដែលអាចជួយអោយជនមានពិការភាពអាចជម្នះឧបសគ្គផងទាំងពួងដើម្បីទទួលបានសេវាសាធារណៈទាំងបី?</p>

<p>How have the Epic Arts performances impacted the way you think about disability?</p>	<p>តើការអនុវត្តរបស់អង្គការ Epic Arts បានជះឥទ្ធិពលដល់ការយល់ឃើញរបស់អ្នកយ៉ាងដូចម្តេចទៅលើវិស័យពិការភាព?</p>
<p>Do you think the arts, performances, videos etc are an effective way of influencing national policy and the implementation of I-SAF?</p> <p>a. If yes, why?</p> <p>b. If not, why not?</p>	<p>តើអ្នកគិតថាសិល្បៈ ការសម្តែង វីដេអូ ។ល។ ជាវិធីសាស្ត្រប្រកបដោយប្រសិទ្ធិភាពក្នុងការ ជម្រុញដល់គោលនយោបាយថ្នាក់ជាតិ និងការអនុវត្តគម្រោងក្របខ័ណ្ឌការងារគណនេយ្យភាពសង្គមដែរឬទេ?</p> <p>ក.) ប្រសិនបើយល់ស្រប សូមបញ្ជាក់ពីមូលហេតុ</p> <p>ខ.) ប្រសិនបើមិនយល់ស្រប សូមបញ្ជាក់ពីមូលហេតុ</p>
<p>What do you think is the best way to influence national policy and the implementation of I-SAF to be more disability-inclusive?</p>	<p>តើអ្នកគិតថាអ្វីដែលជាវិធីសាស្ត្រដ៏ល្អបំផុត និងប្រកបដោយប្រសិទ្ធិភាពក្នុងការជម្រុញដល់គោលនយោបាយថ្នាក់ជាតិ និងការអនុវត្តគម្រោងក្របខ័ណ្ឌការងារគណនេយ្យភាពសង្គមដែលផ្តោតសំខាន់ទៅលើការធ្វើការបែបបរិយាប័ន្នទៅលើវិស័យពិការភាព?</p>
<p>How has the disability awareness training/s you've attended impacted the way you view disability?</p>	<p>តើការបណ្តុះបណ្តាលដែលអ្នកធ្លាប់បានចូលរួមស្តីពីការយល់ដឹងអំពីវិស័យពិការភាព បានជះឥទ្ធិពលលើទស្សនៈរបស់អ្នកយ៉ាងដូចម្តេចខ្លះ?</p>
<p>What do you think the organisations represented in this consortium can learn from each other about disability?</p> <p>a. Have you learned anything so far? Who from?</p> <p>b. Have these lessons impacted the way you understand or treat Persons with disabilities?</p>	<p>តើអ្នកគិតថាតំណាងអង្គការនីមួយៗនៅក្នុងកិច្ចប្រជុំពិភាក្សានេះអាចរៀនពីគ្នាអំពីវិស័យពិការភាពបានដែរឬទេ?</p> <p>ក.) តើអ្នកបានរៀនអ្វីខ្លះហើយមកទល់ពេលនេះ? រៀនពីនរណា?</p>

	<p>ខ.) តើមេរៀននេះបានជះឥទ្ធិពលដល់ការយល់ឃើញ ឬការយកចិត្តទុកដាក់របស់អ្នកចំពោះជនដែលមានពិការភាពដែរឬទេ?</p>
<p>What do you think would be the best way to share information about I-SAF services and be sure it can be accessed by a wide variety of people?</p>	<p>តើអ្នកគិតថាអ្វីដែលជាវិធីសាស្ត្រដ៏ល្អដែលប្រកបដោយប្រសិទ្ធភាពក្នុងការចែករំលែកព័ត៌មានអំពីគម្រោងក្របខ័ណ្ឌការងារគណនេយ្យភាពសង្គមក្នុងការប្រើប្រាស់សេវាសាធារណៈទាំងបី និងប្រាកដឱ្យបានថាប្រជាជនទូទៅ ជាពិសេសប្រជាជនដែលមានពិការភាពបានទទួលបានព័ត៌មានទាំងអស់នោះ?</p>
<p>Can you think of any barriers to attending scorecard meetings for PERSONS WITH DISABILITIES, pregnant women and the poor?</p>	<p>តើអ្នកគិតថាអ្វីខ្លះជាឧបសគ្គក្នុងការចូលរួមក្នុងកិច្ចប្រជុំប៉ុណ្ណោះពិនិត្យជាពលរដ្ឋមានពិការភាព ស្ត្រីមានផ្ទៃពោះ និងជនក្រីក្រ?</p>
<p>What do you understand about the Joint Accountability Action Plan?</p>	<p>តើអ្នកយល់យ៉ាងដូចម្តេចអំពីផែនការសកម្មភាពរួមគ្នាដែលមានពិការភាពសង្គម?</p>
<p>How effective do you think the JAAP implementation has been in the implementation of the I-SAF?</p>	<p>តើអ្នកគិតថាការអនុវត្តផែនការសកម្មភាពរួមគ្នាដែលមានពិការភាពសង្គម នៃគម្រោងក្របខ័ណ្ឌការងារគណនេយ្យភាពសង្គមមានប្រសិទ្ធភាពកម្រិតណា?</p>

Guide for Focus Group Facilitation
ការណែនាំសម្រាប់អ្នកសម្របសម្រួលក្រុមគោលដៅ

មុនពេលអ្នកចាប់ផ្តើមកិច្ចប្រជុំជាមួយក្រុមគោលដៅ/Before you start the Focus Group

- តើអ្នកយល់អំពីប្រធានបទ និងសំណួរដែរឬទេ? Do you understand the topic and questions?

- តើអ្នកមានទំនុកចិត្តក្នុងការសួរពួកគាត់ដែរឬទេ? Are you confident in asking them?
- តើអ្នកមានទំនុកចិត្តក្នុងការប្រាស្រ័យទាក់ទងជាមួយសិក្ខាកាមដែលឬទេ? Are they comfortable with the participants?
 - តើអ្នកមានទំនុកចិត្តក្នុងការសួរសំណួរទៅពួកគាត់ និងហ៊ានបញ្ឈប់គាត់កុំអោយនិយាយបន្តប្រសិនបើគាត់ចាកប្រធាន ឬនិយាយច្រើនពេក? Are you confident to ask these people questions, and to stop them from talking if they try to dictate the conversation?

ត្រូវចេះត្រៀមលក្ខណៈ: Be mentally prepared:

- ត្រូវតែមានស្មារតីគ្រប់ពេល និងចាកឆ្ងាយពីការរំខាន (ទុកទូរស័ព្ទដោយឡែក) Be alert and free from distractions (put your phone away)
- ត្រូវស្តាប់ប្រកបដោយការយកចិត្តទុកដាក់ក្នុងករណីអ្នកត្រូវការសួរសំណួរបន្ត ឬប្រើប្រាស់សំណួរទម្រង់ប្រហែលដើម្បីបញ្ជាក់បន្ថែម/Listen carefully in case you need to ask a follow-up / probing question
- ត្រូវចេះទុកពេលខ្លះក្នុងការសម្រួលស្មារតី Take some time to calm down, focus groups should be casual conversations

បង្កបរិយាកាសដែលមានជាសុខភាព/Create a comfortable environment

- បង្កបរិយាកាសប្រកបដោយភាពកក់ក្តៅ និងភាពជិតស្និទ្ធដើម្បីធានាថាគ្រប់គ្នាមានជាសុខភាព/Create a warm and friendly environment make sure everyone is comfortable
- ពិនិត្យមើលការយកវិការ/ ឥរិយាបថក្នុងការអង្គុយរបស់សិក្ខាកាម ដើម្បីដឹងថាតើពួកគាត់រីករាយក្នុងការបន្តទៀតដែរឬអត់? Look at the participants seating, will they be comfortable for an extended period of time?
- តើសិក្ខាកាមមានអារម្មណ៍ល្អជាមួយសិក្ខាកាមដទៃទៀតដែរឬទេ? តើមានអ្វីដែលយើងអាចធ្វើដើម្បីអោយពួកគាត់កាន់តែមានជាសុខភាពដែរឬទេ? Are the participants comfortable with each other? Is there anything you can do to make them more comfortable?
 - ត្រៀមអោយមានសកម្មភាពល្បែងកំសាន្តខ្លីៗដើម្បីទាញអារម្មណ៍របស់សិក្ខាកាម/Consider having a short ice-breaking exercise.

ពេលចាប់ផ្តើមកិច្ចប្រជុំជាមួយក្រុមគោលដៅ/Starting the Focus Group

ធ្វើការណែនាំខ្លួនអ្នក និងគោលបំណងរបស់ក្រុមការប្រជុំអំពីក្រុមគោលដៅ/Introduce yourself and the purpose of the Focus Group

- កិច្ចស្នាគមន៍ទៅកាន់សិក្ខាកាមគ្រប់ៗគ្នា និងធ្វើការណែនាំខ្លួនអ្នក/Welcome everyone and introduce yourself

- ត្រូវប្រាកដថាសិក្ខាកាមគ្រប់រូបមានភាពរីករាយដែលបានឮមតិចំណែកជាមួយក្រុមគោលដៅ និងទទួលបានការអនុញ្ញាតក្នុងការកត់ត្រា/ថតសម្លេងពេលពួកគាត់បញ្ចេញយោបល់/Make sure everyone is happy to take part in the group discussion, and consent to having their opinions recorded.
- ធ្វើការសង្ខេបអំពីប្រធានបទដែលយើងត្រូវធ្វើការពិភាក្សា/Give a brief overview of the topic of the discussion
- កំណត់ច្បាប់សម្រាប់ក្រុមក្នុងការពិភាក្សា/Set some ground rules
 - និយាយម្តងម្នាក់/One person talks at a time
 - ជម្រាបទៅកាន់សិក្ខាកាមថាអ្នកអាចនឹងស្ទើរសុំអោយគាត់ធ្វើការបញ្ឈប់ការពិភាក្សា ការជជែក ឬបញ្ចេញយោបល់ប្រសិនបើពួកគាត់ចំណាយពេលយូរពេក ដោយសារពេលវេលាយើងមានកំណត់/Warn people that if they talk for too long you will politely cut them off, as you have limited time.
 - រាល់មតិយោបល់ទាំងអស់សុទ្ធតែមានតម្លៃ គ្មានចម្លើយណាដែលខុស ឬត្រូវនោះទេ/All opinions are valued, there are no right or wrong answers
 - មិនត្រូវប្រើទូរស័ព្ទនោះទេ/No mobile telephones
 - ត្រូវបញ្ជាក់ ឬរំលឹកទៅសិក្ខាកាមដែលថាកិច្ចប្រជុំនេះគឺបើកចំហរ និងពិភាក្សាដោយសេរី/Remind people that this is an open and safe discussion
- ទម្រង់សំណួរបើក/Opening Question (វាជាប្រភេទសំណួរក្នុងទម្រង់បើកដែលអោយសិក្ខាកាមបញ្ចេញយោបល់អោយកាន់តែច្រើន/this is generally an open question to get people talking)

កំឡុងពេលធ្វើកិច្ចពិភាក្សាក្រុមគោលដៅ/During the Focus Group discussion

ត្រូវប្រើប្រាស់ឬនិយាយអោយច្បាស់ៗ និងប្រាកដថាគ្រប់គ្នាអាចយល់ពីអ្នក/Use a clear voice and make sure everyone can understand you

ត្រូវគោរពពេលវេលា ហើយមិនត្រូវចំណាយពេលច្រើនពេកទេលើសំណួរតែមួយ/Pay attention to the time, don't spend too much time on 1 question.

- ផ្អាក ឬទុកចន្លោះពេល៥វិនាទី/5-second pause

- ដើម្បីអោយសិក្ខាកាមគិតអំពីសំណួររបស់អ្នក មុនពេលចាប់ផ្តើមឆ្លើយ/Allow people time to consider your question before answering
- ទម្រង់សំណួរស្នាបស្នង់ ឬប្រហែល/Probes (សំណួរនេះមានប្រសិទ្ធិភាពប្រសិនបើសិក្ខាកាមមិនឆ្លើយ ឬពេលណាដែលពួកគេពាល់ត្រូវចំណុចសំខាន់ក្នុងការពិភាក្សា/these are useful if people are not answering, or if they are making a point that is important to the conversation)
 - តើអ្នកអាចបន្ថែម ឬបញ្ជាក់បន្តិចទៀតបានទេ?/Can you explain that further/more?
 - តើអ្នកអាចលើកជាឧទាហរណ៍បានដែរឬទេ?Can you give an example?
 - អធ្យាស្រ័យខ្ញុំមិនទាន់យល់ទេ/I don't understand
- គ្រប់គ្រងការប្រតិកម្មចំពោះសិក្ខាកាម/Control reactions to participants
 - ទាំងការទំនាក់ទំនងដោយការប្រើប្រាស់ពាក្យសម្តី ឬកាយវិការ/Verbal and non-verbal communication
 - កុំសើចពេលនរណាម្នាក់និយាយអ្វីដែលកំសត់/Don't laugh when someone says something sad
 - សូមកុំធ្វើសេចក្តីសន្និដ្ឋាន/Don't show judgement
 - ងក់ក្បាលតិចៗដើម្បីបង្ហាញថាអ្នកកំពុងតែយកចិត្តទុកដាក់ក្នុងការស្តាប់គាត់/Head nodding to show you are listening
 - ប្រើប្រាស់ពាក្យពេជ្រខ្លីៗក្នុងការបង្ហាញទៅគាត់ថាអ្នកបានយកចិត្តទុកដាក់ក្នុងការស្តាប់គាត់ប៉ុន្តែជៀសវាងបង្ហាញថាអ្នកឯកភាព ឬមិនឯកភាពលើចំណុចណាមួយដែលគាត់បាននិយាយ។ តួនាទីរបស់អ្នកគឺសម្របសម្រួលដើម្បីអោយមានការពិភាក្សា/Use short verbal responses to show that you are paying attention but avoid agreeing or disagreeing with anything. Your role is to facilitate discussion.
- ប្រើប្រាស់យុទ្ធសាស្ត្រក្នុងការគ្រប់គ្រង/Use subtle controls
 - ប្រសិនបើនរណាម្នាក់កំពុងតែប្រើសិទ្ធិ ឬនិយាយច្រើនជាងគេ នោះអ្នកត្រូវបញ្ឈប់គាត់ និងសួរទៅមនុស្សក្នុងក្រុមដទៃទៀតពីគំនិតរបស់ពួកគាត់/If one person is dominating the conversation, politely stop them and ask other people what they think.

- ប្រសិនបើមាននរណាម្នាក់និយាយយូរពេក ត្រូវអរគុណគាត់ ហើយស្នើសុំអោយបន្តទៅអ្នកបន្ទាប់ ឬសំណួរ បន្ទាប់/If someone is talking for too long, thank them and move on to the next person/question.
- ប្រសិនបើមាននរណាម្នាក់មានភាពខ្មាសអៀន សូមទុកចន្លោះសុវត្ថិភាព និងសួរគាត់តាមទម្រង់ស្ម័គ្រស្ម័ង ខាងលើ សូមកុំដាក់សម្ពាធនៅលើគាត់។/If someone is shy ask their opinion, be careful not to pressure them.

● **ប្រើប្រាស់ការសន្និដ្ឋានសមស្រប/Use appropriate conclusion**

- ធ្វើការសង្ខេបខ្លីៗនៅចុងបញ្ចប់នៃសំណួរនីមួយៗ (ដើម្បីជាឈ្លាប់ក្នុងការបន្តកិច្ចសន្ទនា និងបង្កើនការសង្ខេប អោយអ្នកកត់ត្រាមានពេលវេលាគ្រប់គ្រាន់ ឬទទួលបានចំណុចសំខាន់ៗសម្រាប់ការកត់ត្រារបស់ពួកគាត់)/Give a brief summary at the end of each question (this helps the conversation move on & gives the note taker time to organise their notes)
- នៅចុងបញ្ចប់នៃការពិភាក្សាក្រុមគោលដៅ យើងត្រូវពិនិត្យសារឡើងវិញនូវវត្ថុបំណងដែលយើងចង់សម្រេច អោយបាន និងសួររកក្នុងករណីគាត់មានអ្វីបន្ថែម ឬភ្លេចប្រុងចំណុចណាមួយ/At the end of the focus group review the purpose of it and ask if anything has been missed
- អរគុណគ្រប់គ្នាសម្រាប់ពេលវេលាដែលមានតម្លៃរបស់ពួកគាត់/Thank everyone for their time.

Documentation Template - Focus Groups

គម្រោងកសាង-ក្រុមគោលដៅ/

កាលបរិច្ឆេទ./Date _____

ចំនួនសិក្ខាកាម./Number of participants _____

ចំនួនភេទរបស់សិក្ខាកាម./Gender of Participants: ចំនួនសិក្ខាកាមជាស្ត្រី# of Women _____

ចំនួនសិក្ខាកាមជាបុរស# of Men _____

ចំនួនសិក្ខាកាមដែលមានពិការភាព.Disability status of participants: ចំនួនអ្នកមានពិការភាព# people with disability _____

ចំនួនសិក្ខាកាមដែលមិនមានពិការភាព:# of people without a disability _____

ការពិពណ៌នាអំពីក្រុម.Description of Group _____

11

អ្នកសម្របសម្រួល./Facilitator _____

អ្នកកត់ត្រា./Note Taker _____

សេចក្តីថ្លែងការពិតជាបានត្រួតពិនិត្យជាមួយក្រុមគោលដៅ៖ បាទ/ចាស/ទេ Consent statement reviewed with Focus Group Yes / No _____

11 Provide information that describes the focus group participants as much as possible without identifying them.

ប្រសិនបើទេ សូមពន្យល់/If no explain

សំណួរផ្សេងៗ (រាប់បញ្ចូលទាំងសំណួរបញ្ជាក់បន្ថែមដើម្បីបានព័ត៌មានបន្ថែម ក្នុងករណីបន្ថែម ឬដក សំណួរថាដែល ចាំបាច់)/Questions (include follow up questions if used add/ subtract numbers as necessary)

- 1.
- 2.
- 3.

ចំនួន សំណួរ/	កំណត់សម្គាល់/Notes	មតិយោបល់ បន្ថែម/Additional Comments
1		

Example: Accessible Venues Check-list

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Before running any event, training or workshop it is important to ensure that it can be accessed and enjoyed by everyone.

Persons with disabilities often face barriers when attending events that can make their participation very difficult or even impossible. They may experience difficulty hearing what is said, reading small print, climbing steps to get into a venue, understanding signage or using a bathroom in the building.

This checklist is designed to help you include everyone and give an overview of the accessibility of the venue and your event. There is no ‘one size fits all’ solution to accessibility in physical spaces but the information is powerful. It may not be possible to achieve all of the points below, but any consideration that you make will help to make any event or meeting accessible.

PLANNING AN ACCESSIBLE EVENT

- Workshop facilitators should contact participants in advance, to enquire about their access needs. If this is not possible, he/she should make sure that the physical environment is generally accessible, and be ready to adapt activities on the day.
- Check with the participants, either individually as they arrive, or as a group at the start of the workshop or event. The point is that all participants should be given the opportunity to participate and learn on an equal basis, and it is the facilitator's job to create the conditions for this to happen.
- Visit the venue to see if it suitable for your purposes, and, accessible
- Ask if people require assistance in registration forms

BUILDING AND INFRASTRUCTURE

* *Accessible Route = a continuous, unobstructed path of travel that exists from the street to the event or meeting or meeting and all accessible elements of the location, and any event activities.*

STEPS

- If there are a lot of steps, can a ramp be made (of wood or concrete)?
- The angle of any ramp should follow ISO guidelines (or at the very least should not be dangerously steep).
- Make sure each step is visible.

Lift/elevator

- Is there one? Does it work? Is the electricity supply reliable?
- Can a wheelchair fit inside the lift, with all the doors closed?
- Buttons should be reachable from a wheelchair, and/or there should be room for someone who can reach the buttons.
- Differentiate button by use of braille or by numbers drawn with a raised line.

Doorway

- Check that doorways are wide enough for wheelchairs to pass through them.
- Check to see if the floor under the doorway is flat.

ENTRANCE

- Put tactile or Braille labels at the entrance to each room.
- Signs should be in large print.
- Is there an accessible route between parking/drop of point and the entrance to the building?
- Is there access to the building?
 - Is there a wide entrance (80cm or more) for a wheelchair? Can double doors be opened?
 - Is the door easy to open? Does it require minimal strength to open? Is the door handle reachable (a handle that is 'push down' rather than 'twist')? Is the door clearly marked 'push' or 'pull'? Can it be kept open for people to easily enter?
 - Is there a ramp?

- Does the ramp have rails? OR Is there the ability to roll/step off the ramp that could put people at risk?
- Do people need additional support using the ramp because it is steep?
- Is there access to the meeting room once inside the building?

ONCE INSIDE

- Can the event be held on the bottom floor?
- If the event is on an upper floor, is there an elevator?
- Are the door frames wide enough for wheelchairs or assistive devices (80cms or more)
- Is there a large enough area to allow wheelchairs to move around?
- Is the stage, ramp and podium accessible to speakers with disabilities?
- Are the exists clearly identified?
- Is there good lighting?

SEATING

- Can a Wheelchair user fit under the table? (Typically, a minimum height of 70cm beneath the table, and the tabletop should be no more than 85cm)
- Can the wheelchair seating include a companion beside them?
- Is there an accessible route to the speaker's areas/stage?

TOILETS

- Is there an accessible route to the toilets? or is there space for a wheelchair to enter and turn? and for the door to be opened and closed while the person is inside?
- Do the toilets have obvious signage?
- Is there a large enough space in the cubicle to maneuver a wheelchair?
- Are there outward opening doors?
- Are all parts of the toileting process in reach? Taps, sinks, toilet paper, soap, light switches, locks etc.
- Taps - mixer lever taps are preferable instead of the taps requiring twist
- Are there handrails?
- Does the toilet have a seat? enough space in front and beside it for transfer?

**If the toilets are inaccessible to people using an assistive device (especially wheelchairs) consider some alternatives through speaking to the manager about how persons with disabilities can go to the bathroom or asking someone how they address this challenge.*

AT THE EVENT

- Offer handouts in various formats (paper vs digital)
- Online resources should use a sans serif font (e.g Arial, Calibri, Tahoma) and be a size 14 or larger, Khmer language should be in Khmer OS.

- Speakers should talk slowly and clearly and face the audience
- Use common language subtitles on videos and built-in signing in videos.
- Use sign language interpreters if required
- Don't be afraid to ask 'Can I help you' or 'How can I help you'
- Speak clearly and face-to-face to people who are lip reading
- Offer choice and dignity - don't make assumptions - not everyone wants or needs your help.
- Any visual information should also be provided verbally, and vice versa.

**Consider people who cannot hear well, cannot see well or cannot speak - how will you ensure the information is available to these participants and that they can contribute? This also helps shy people, understanding across languages, communication in a large room full of people.*