

Building Capacity for Disability Inclusion in Gender-Based Violence Programming in Humanitarian Settings

Tool 7: Accessible information, education and communication (IEC) materials

Purpose of this tool

This tool provides guidance on how to adapt and use information, education and communication (IEC) materials so that they can be understood by people with disabilities.

People with disabilities have a right to access all information relating to gender-based violence (GBV) programs on an equal basis with others. GBV messages, whether they are related to prevention or access to services for survivors, should be communicated in multiple formats and incorporate different dissemination methods. Depending on the context, examples may include producing information in Braille, sign language and simplified messaging, such as pictograms and pictures, which are then disseminated through workshops, dialogues, home visits and community awareness-raising activities. It can be extremely useful to work with persons with disabilities, particularly those with intellectual, vision and hearing disabilities, to identify how they access information and what formats are the most appropriate for them.

Analyze existing IEC materials

You can use the following simple questions to evaluate whether adaptation and/or targeted approaches may be necessary to reach people with varying disabilities with your information.

1. Who will be able to understand this information in its current form?
2. Who won't be able to understand this information in its current form?
3. How does the information reflect the needs of different people in the community? Will people with disabilities and their caregivers see themselves and their experiences reflected in the images?¹
4. What do people with disabilities think about the IEC materials? Do they have any advice or feedback? While it is helpful to have their advice and guidance before you start, it is also important to take the finished materials back to people with disabilities and their caregivers and ask them to review, critique and comment, then make adjustments accordingly.

Develop a dissemination plan

It is important to think through how the information will be disseminated. Using a matrix like the one below can help you in this process. In your planning, it might also be helpful to do some social mapping with women, girls, boys and men with disabilities and their caregivers to find out where they go, what time of day and so on, so that you are putting your messages in places where they are most likely

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<i>Type of Disability/ Impairment and Effective Communication Methods</i>	People who are visually impaired or blind	People who are hearing impaired or Deaf	People with intellectual disabilities	People with physical disabilities
Radio	✓		✓	✓
Television	For audio content	For visual content	✓	✓
Printed Materials: Posters, billboards and flyers (dependent upon literacy)		✓	Simplified picture-based messages	✓
Drama	For spoken content	For visual content	✓	✓
Discussion groups	✓	With appro- priate sign interpretation	If simplified and accepted by group members	✓

Example of analysis of existing IEC materials

On the next page is an example of how to analyze existing IEC material. Look at the picture, which depicts the referral pathway for GBV survivors from a GBV program in Ethiopia. How do you think this material responds to the key questions listed above?

- (i) Who will be able to understand this information in its current form?
- (ii) Who won't be able to understand this information in its current form?
- (iii) Do the pictures that you are using on the billboard reflect different people in the community?
- (iv) What do persons with disabilities think about the billboard?
- (v) Where will you put the billboard?

Example: Referral Pathway Billboard from My'Ani, Ethiopia



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Below is guidance on each question as it relates to the example above.

(i) Who will be able to understand this information in its current form?

The billboard is designed to communicate to all refugees, but particularly those who cannot read written messages (which is why it is in picture form). There are many different people who can't read written messages – some may have disabilities and some may not. Good quality IEC materials designed to communicate messages to those who are illiterate will also reach persons who are deaf, persons with intellectual and mental disabilities and, of course, persons with physical disabilities, with very minimal adaptations.

(ii) Who won't be able to understand this information in its current form?

People who are blind won't be able to access the information on this billboard or any other poster. So it may be necessary to have an additional IEC communication approach to convey information about the referral pathway, like radio or announcements or discussions that target persons who are blind.

(iii) Do the pictures that you are using on the billboard reflect different people in the community?

Often people with disabilities and their families won't think to access services because all the messages (written and/or visual) subtly reinforce that these services are for non-disabled people. So it may be helpful to have just one image on this billboard that shows a person with disabilities. For example, the girl at home looking after a baby could actually be a girl with a physical disability. This very small adaptation makes the overall billboard a better reflection of the different types of women in the refugee community.

(iv) What do persons with disabilities think about the billboard?

As with many IEC materials, it would help to “test” the billboard with the community before you finalize it. You may like to bring a small group of persons with disabilities together to ask them what they think about the billboard. Can they understand it? Are they comfortable with how persons with disabilities are represented? What further changes do they recommend?

(v) Where will you put the billboard?

What is the best place to put this billboard so that persons with disabilities will see it and spend some time processing the information? Again, persons with disabilities can give advice on this. For example, it may be useful to place this poster in the offices of any disability associations or organizations working with persons with disabilities. To reach people isolated in their homes, you could produce small flyers to give out during home visits or awareness-raising activities.

Note:

1. Effective IEC materials should target specific populations as appropriate. For example, information about services in response to GBV should reflect and target women and girls, including those with disabilities, who are the most affected by GBV.

To download the report *“I See That It Is Possible”: Building Capacity for Disability Inclusion in Gender-based Violence Programming in Humanitarian Settings*, the complete *Toolkit for GBV Practitioners and Stories of Change*, visit http://wrc.ms/disability_GBV