

Disability Awareness in Action

Organisation Building

Resource Kit No. 4

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Disability Awareness in Action

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All over the world, disabled persons have started to unite in organisations as advocates for their own rights to influence decision-makers in governments and all sectors of society. The role of these organisations includes providing a voice of their own, identifying needs, expressing views on priorities, evaluating services and advocating change and public awareness. As a vehicle of self-development, these organisations provide the opportunity to develop skills in the negotiation process, organisational abilities, mutual support,

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information-sharing and often vocational skills and opportunities. In view of their vital importance in the process of participation, it is imperative that their development should be encouraged." (WPA/28)

From the United Nations World
Programme of Action concerning
Disabled Persons

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Development Action Plan

Stage One: Define Development Needs

Look at the Present Situation: "It is like this"

Define the Ideal Situation: "It should be like this"

Comparison: "What are the big differences between the two?"

Stage Two: Set Goals

Ambition: "This is what we want to change"

Stage Three: Look at Resources

Possibilities: "This is what we can change"

Stage Four: Decide Strategies

Action Plan: "This is how we can do it"

Stage Five: Review Achievements

Evaluation: "This is how it went and what has changed"

About This Kit

"As disabled persons have equal rights, they also have equal obligations. It is their duty to take part in the building of society. Societies must raise the level of expectation as far as disabled persons are concerned, and in so doing mobilise their full resources for social change..."

The role of [organisations of disabled persons] includes providing a voice of their own, identifying needs, expressing views on priorities, evaluating services and advocating change and public awareness. As a vehicle for self-development, these organisations provide the opportunity to develop skills in the negotiation process, organisational abilities, mutual support, information sharing and often vocational skills and opportunities. In view of their vital importance in the process of participation, it is imperative that their development be encouraged."

United Nations World Programme of Action concerning Disabled Persons, Paragraphs 26 and 28

This kit looks at how organisations of disabled people can improve their structures and the way they work; how they can train and develop individuals to benefit the whole group; how the organisation itself can then become a better tool for changing the community and the lives of disabled people.

The kit is designed for members of big and small organisations run by and for disabled people.

Making Progress

Change happens every day. From small beginnings, any organisation can grow, learning from the experience of its members, listening to everyone's ideas and views, profiting from the energy and commitment of new members.

As the world around us changes, some problems are solved and new ones develop. We will need to find new approaches to new problems and new challenges.

Change is not always for the better but it is always stimulating. It keeps us alert and active.

Author's Note

This resource kit has been written and produced by Disability Awareness in Action, a United-Kingdom-based world wide awareness initiative. We have tried to make this material useful to

everyone and to use a language that is accessible to all. We would welcome information on how to do this better and any suggestions about translation. The last chapter provides explanations of some of the words used.

Part One, Basics

1. Progress of a Social Movement

Isolation - Solidarity - Struggle

Stage One: Disabled people are often isolated from each other and the world: locked in institutions, segregated by inaccessible housing, hidden away by families who are ashamed and frightened of them. They have no money, no power, often no way of moving about or communicating with each other.

Stage Two: Sometimes as a result of being managed in groups by medical and rehabilitation professionals, and sometimes due to families of disabled people forming organisations, groups of people with the same or similar impairments begin to come together. They talk about what their lives are like. They realise that they are not alone, that they share the same problems and, with the confidence that comes from supporting one another, they begin to see that things can change. They form their own organisations to make sure the services that they need are available.

Stage Three: Disabled people with different impairments realise how some of their experiences are similar. As a result, many disabled people realise that their problems are not just because of their individual impairments but because of non-disabled people's fear and superstition, and the fact that society itself has been organised as if disabled people didn't exist. Some organisations are formed for specific issues, such as income generation, access or independent living. These organisations often have people with different impairments as members.

Stage Four: The single impairment and the 'issue' organisations join together to campaign to change attitudes, laws, policies and services. They use their votes and any money that they and their friends or relatives have to put pressure on politicians and business people to make changes. They use their bodies, their voices, their hands or their feet, to show the world who they are and what they can do - by being out on the streets, stopping traffic, writing letters, singing, shouting, dancing.

Stage Five: Change comes quite rapidly. The community is more aware of disabled people, sees them on the streets, at work, on television. Programmes and policies change and legislation is passed in some countries. Technology advances and mobility, access and information improve. Many preventable diseases disappear. In some parts of the world, life expectancy and general health for disabled people also improve. Disability becomes a human rights issue.

Stage Six: Despite positive changes, there are still problems and new dangers. Disabled people everywhere are still the poorest group; the most vulnerable to violence in all its forms. The search for cures for impairments means that some non-disabled people seem to think there need be no more disabled people at all. 'Genetic engineering' (looking at and changing what human beings are made of and the way their bodies and minds work) means that 'eugenics' - "purifying the race" - comes back into fashion. Examples include aborting foetuses that may have impairments, letting disabled babies die, euthanasia for severely disabled people. With increased life expectancy, there are more older disabled people, who are segregated in institutions or their own homes.

Stage Seven: The future?: the worldwide disability movement grows in strength. More and more disabled people free themselves from despair and segregation and decide to work together in local groups and at the national, regional and international levels. They look at the ways their groups are organised and make improvements to draw in more disabled people and to improve systems of communication among members and with the wider community. As a result, more non-disabled allies understand that disability is a human rights issue and add their support.

Using Our History

On this page and the next are two ways of looking at disabled people's history and development.

The first looks at policy phases - how disabled people's lives have been managed by other people; how this is changing as we begin to take control of our own lives.

The second looks at how the ways in which society as a whole has been organised have affected disabled people. These phases may correspond to different dates in the histories of different countries.

Our history is a useful starting-point for discussion. We must learn and think about the past, however painful it is. We can't change what has happened but we can use what we learn to shape the future.

I. Policy Phases

- how disabled people's lives have been managed by others, particularly doctors, rehabilitation experts and social services:

Segregation

- Disability is the individual's fault - so the individual must change.
- Professional rehabilitation and counselling to make individuals adapt to the disabling society.
- Institutionalisation is the solution to inaccessible housing and segregated service provision.
- Hospitalisation for long periods because of lack of equipment or community support.
- Physiotherapy.
- Occupational therapy.
- Technical aids.

- how disabled people can manage their own lives:

Independent Living

- Social model of disability - the disabling society must change.
- Community-based rehabilitation involving family, friends, the local community as a whole.
- Community living, with appropriate support.
- Peer counselling.
- Referral services to find the best goods and services for individual needs.
- Advocacy.
- Personal assistance to enable people to regain choice, dignity and control - independence.
- Self-organisation and determination.

Integration

Independent self-determined living becomes a reality because of:

- Social diversity and acceptance of people's differences.
- Community services - 'normal' services and environments change to include disabled people.
- Accessible housing and public transport.
- Integrated education and employment.
- Accessible communication and information systems.
- Positive, accurate and varied media images of disabled people.
- Coverage of disability issues in mainstream publications and programmes.
- Human rights for all disabled people.

II. Historical Phases

- the different situations in which disabled people have found themselves over the years:

Phase 1: In some places this phase ended a long time ago. In others it is more recent.

What sort of society?

Agricultural/rural society. People work the land and produce some goods in their own homes for barter. Disabled people often take some part in this.

Where are disabled people?

Part of family/society. Though sometimes hidden away from the rest of the community, many work and are accepted. People with severe impairments do not survive.

How are they seen by society?

As a natural part of society.

Who controls disabled people's lives?

Family control

Where does food come from?

Income from family/work

How is disability thought about?

Myth/stigma defines place in the natural order. Some religions and cultures believe impairments are because of family sins. Many say it is virtuous to care for disabled people.

Phase 2: in most places this is the phase we are now in and fighting to change.

What sort of society?

Industrial/urban society. People's work is not just to grow food for themselves and their family. They move to cities and begin to use new, sometimes dangerous machinery. Community and family structures break down. How much people are 'worth' means how much they produce for an employer in return for wages.

Where are disabled people?

Segregation/institutionalisation. Disabled people are no longer part of society. They often cannot get work. Since all their family is at work, they are segregated at home or in the new charitable/religious institutions. Others are beggars.

How are they seen by society?

"Useless eaters". Since disabled people seem to have no economic value, some think they have no value at all. Many thousands are sterilised or killed.

Who controls their lives?

Government/professional/charity/family control. Government policies ignore or segregate. Professionals and charitable organisations make all the decisions. Families often believe this is "for the best".

Where does the money come from?

Charities - patronage/dependence.

How is disability thought about?

Medical model of disability. Because of impairments, disabled people cannot work or run their own lives.

Phase 3: A few countries are like this. Others may be like this in a few years.

What sort of society?

Rise of technology. Increased communication and independence chances and employment choices.

Where are disabled people?

Integrated in the community. Through independent living or community-based rehabilitation.

How are they seen by society?

Disabled person. With skills, needs, rights and votes.

Who controls their lives?

Control by disabled people.

Where does the money come from?

Right to a decent income. Through employment, benefits.

How is disability thought about?

Social model of disability. Disabled people face social barriers that stop them taking part. Everyone would benefit from removal of these barriers. Disability is a human rights issue.

2. Starting an Organisation

Why Start an Organisation?

There are groups of people in every society who do not achieve all that they could because of a history of being considered as inferior members of that society - because they are women, workers, indigenous people or gay and lesbian people; because of their race, religion or culture. For hundreds of years, groups of people with something in common have come together, to strengthen their sense of identity and to improve their situation in the local community, in their country, in the world.

Disabled people have the same needs and rights as non-disabled people. These include a social life, education, food and money, dignity and respect, access to community services, access to specialist services, forming relationships, sexuality, having a family. We have always had decisions about these

things made for us by other people; we have always had other people speaking for us. This has to change and together we can make it change.

Increasingly in the last twenty years, disabled people all over the world have come to realise that they need to develop their skills to be all that they can be; that they must begin to make decisions and take control of their lives.

Doing things alone doesn't always work. No one has all the answers. Being a member of a small group of disabled people, talking about experiences and developing respect and support for each other is a good step towards self-respect and independence. Only when we have a strong sense of ourselves as a group can we begin to do something about society's negative view of us.

Finding the First Members

Find two or three disabled people and talk about what matters to you and what you have in common. Each of you may be able to bring in someone else.

Ask to contact disabled people through your local health centre, rehabilitation workers, community development workers, field representatives of non-governmental organisations. Stop them in the street if necessary! visit day centres and the sites of local festivals and market days. Talk to your local newspaper, community radio station, local government, religious and community organisations. Ask them for help in making contact with other disabled people. There may be schools and homes for disabled people and sheltered workshops in the area that you can contact. You could write a news sheet about your ideas and get the support of business sponsors to print and distribute it.

Once you know where disabled people are, go out and talk to them and their families. Discuss the problems disabled people in your area face and your ideas for the future. Families of disabled people can play a very important role. They need to be encouraged to help their disabled relatives to attend meetings and take part.

As long as you have at least two or three interested people, you can share out the workload and encourage others to take on different responsibilities.

Good ways of finding new members are important throughout the life of an organisation. It requires a lot of time and effort but it is the first step in development and keeps groups alive.

The First Public Meeting

The core group of four or five people needs to organise a small public meeting for disabled people and their families in the area. The aims of this first meeting are:

- to talk about the problems for disabled people in the local community
- to discuss some possible solutions
- to get more people to join
- to get people with different impairments, experience and skills to take part.

The Place

Remember to pick a time and date when people are likely to be able to come along. Where will you hold

the meeting? Can you hold it outside if the weather is good? Many groups when they first start meet in someone's house. Sometimes you can ask people who own or run community centres, village halls or church buildings to let you use their premises for free. Make sure disabled people can get to, and get into, the place you choose.

Access

The major problems for everybody trying to organise a meeting are how to get people there, finding the right place to meet and making sure that everything that happens can be understood by everybody

Transport

Can non-disabled supporters, families of disabled people, and other disabled people help provide transport to the meeting for people who can't use public transport?

Alternate Media

Arrange for Sign Language interpreters and personal assistants. Make sure anything written down is read to blind people or available on tape or in braille. Approach your supporters for volunteers to help in taking notes for those who do not understand Sign Language or cannot write down their own notes.

or Forming a Self-Help Organisation

- Campaigning (letting everybody know about disabled people; changing laws, policies and services)
- Economic (getting enough money to live)
- Independent Living (getting information and support; making choices; self-determination)
- Social (meeting other people and sharing experiences)
- Recreational (taking part in leisure and sports activities)
- Benefits to an Individual
- The end of isolation.
- A sense of identity and solidarity.
- Learning skills through the group, including leadership skills.
- Improving chances for employment.
- Working together to improve or provide services for all disabled people in the area.
- Proving to the wider society that disabled people can be active members of society.
- Speaking up together on problems that are difficult to speak about individually.
- Making money.
- Help in times of crisis.
- Having fun.

Why We Have to Be in Charge

For far too long, non-disabled people have made decisions about our lives. In the last few decades, disabled people have found the strength and confidence to say: "We need to speak for ourselves, make decisions about our lives, because we are the experts when it comes to disability." By forming organisations, we show that we are not people to be pitied but people with rights, skills and duties who

demand a place within our community, not banished to the edges of it. By working together for the good of a group, we show that we can run things and take charge of our own lives.

Self-Determination & Independent Living: Choices & Rights

Independent Living means:

- having choices about your life will be
- having control over your life

Independent living isn't about living on your own and doing everything for yourself. It is about 'self-determination': having control over what happens to you. It is having the right and the opportunity to follow a course of action by choice. And it is about having the freedom to fail - and to learn from your failures - just as non-disabled people do. Whatever the severity of someone's impairment (this includes intellectual impairments or learning difficulties) independent living means having every chance to make decisions and to be as self-sufficient as possible.

Barriers to independent living include lack of accessible environments, housing, education and employment; lack of recognition and respect for Sign Language; lack of accessible information; non-disabled people's misunderstanding and prejudices about impairments; institutionalisation and inflexible service provision. To have independent lives, disabled people have to overcome these barriers. This has most often been achieved by working together, finding our own solutions to our problems.

3. Deciding Aims

First you have to decide the organisation's basic aims and guiding principles. This should involve everyone who wants to take part. (As the membership grows, there may be different or more things to aim for.) Ask people for their ideas and hold a meeting to encourage discussion.

Examples of Short-Term Aims

- Form the organisation.
- Find funding.
- Develop one project (for example, income generation or access to local transport).

One major aim of an organisation of disabled people is developing the skills and confidence of its members. This is achieved through building a sense of solidarity, by members taking part in the group's activities and by improving the status of disabled people within the community.

Examples of Long-Term

- Improve the situation of disabled people in the community.
- Work with government and other people in power to change legislation and policies to protect the rights and meet the needs of disabled people.
- Develop ways to improve the social and economic chances in disabled people's lives (education, employment, health, information, etc.).
- Conduct 'outreach programmes' that find disabled people, particularly in rural areas, and ask them about their needs.

- Develop self-help projects for the organisation, e.g. a wheelchair workshop, a market stall that sells craftwork made by members or food crops grown by members.
- Explore ideas for income-generating projects, so that the organisation has money to run well.
- Encourage people with different impairments to take part, including those with intellectual and psychiatric impairments, and other groups of disabled people who get left out.
- Encourage people with power to improve disabled people's lives through national and local programmes that serve their needs.

Equal Opportunities

A major aim of any organisation of disabled people is to overcome discrimination against disabled people. Within the organisation and the general community, members work for the equal rights and participation of all disadvantaged people. Stronger members must not discount those who do not think as quickly or speak as loudly or fluently as themselves.

Having recognised our own discrimination, we must not discriminate against others. Disabled people cannot gain true self-determination in the wider community if they oppress other people in order to do so. See Chapter 23 for some more ideas on this.

Defining Principles

Representing Ourselves

Organisations of disabled people are formed when a group decides that there are barriers to disabled people taking part in society that need to be removed. These organisations are based on the needs of the disabled community, who must be directly involved in decisions affecting the group.

Participation

An organisation of disabled people is a people's organisation. It has no need for great bureaucracies, huge numbers of offices and different departments. In that case, it would be taken over and run by the staff in the way that service organisations are. There would be a wide gulf between the leadership and the grassroots members. In a self-help organisation, staff are just people who carry out the wishes of the people who make up the group. This is often organised through committees made up of members.

Human Rights

Disabled people cannot achieve full participation and equality of opportunity in a world of organised charity and pity. We need human rights - economic, social, cultural, civil and political rights. We must know them, demand them and defend them. (DAA has included some human rights documents in its Resource Kit 2: Consultation and Influence. Please contact us if you do not have a copy.)

Development, Liberation, Empowerment: Change

Used in the context of poverty, discrimination, superstition and fear, the word development can be

interpreted as liberation (becoming free) and empowerment. As this affects disabled people, it includes freedom from community and institutional oppression, as well as from hunger and poverty, and empowerment to use the rights and gain the skills and confidence to make choices that affect our lives. People can only liberate, empower or develop themselves if they are able to understand the things that discriminate against or oppress them. People will use different words and different ways of expressing what these things are. A very important part of developing an organisation is encouraging individual members to identify for themselves the things that need changing.

Looking at Needs in a Wider Context

At certain times in history, social, economic and political change seems to happen almost overnight. Since the late 1980s, in many parts of the world, there has been an enormous amount of very rapid change. These changes in the wider society can provide opportunities for improvements for disabled people and new difficulties. When planning activities for a group, we need to think what will be useful to the biggest number of disabled people in the long-term.

Think about what you want to achieve. The methods you use must uphold the dignity and rights of disabled people, to show us as active members of our communities; otherwise the solutions may become new problems. Here are some examples:

1. We have a right to food/money the same as everyone else

How are we going to get it?

1. By begging - playing on people's fear of having an impairment like ours; asking them to pity us and to think we are tragic but brave people who can only exist through help from others. No.
2. Through charities run by non-disabled people, which often use advertising that says: "It is awful to be a disabled person" or "Give some money for research and you may not get this disease". No.
3. Through employment and social benefits for disabled people, which allow us to take part in our communities in a variety of roles. Yes.

2. We have a right to be educated and to work alongside everyone else

How are we going to bring this about?

1. By 'special' transport to 'special' schools and 'sheltered' workplaces for disabled people, all of which keep us out of sight of other people in the community - and out of mind. No.
2. By quota schemes, asking employers to be kind to us and give us jobs. No.
3. By public transport to accessible schools and workplaces that have been adapted to allow disabled people to live independent lives; to work and to buy goods and services in our communities. Yes.

3. We have the right to form good relationships with disabled and non-disabled people

What are we going to do to make sure we have this right?

1. Hope that people will pity us, come to our sheltered workshop, day centre, institution or home to try to get to know us. No.
2. Use the media to change the way non-disabled people think about us, and reflect the ways in which many disabled people value themselves. Get out into the streets. Show ourselves to the

world and show that we are proud of who we are. Show how much we enjoy being together and how our integration will benefit everyone. Yes.

Conclusion

There is an old saying which is as true as it is old. If you give someone a fish, you feed them for a day. If you give them a fishing rod you feed them for a lifetime. When we think about what we want to achieve as disabled people, we have to think through whether we have chosen aims and methods of achieving those aims that promote our full integration, equalisation of opportunities and human rights. Sometimes this will mean choosing a long-term aim, which will be more difficult to achieve, rather than a short-term aim which might delay independence and rights.

4. Policies

As an organisation grows, it is useful to have policy statements, based on what people in the group want, which can be used to help draw up action plans on particular issues.

Many organisations have a central, simple and direct policy statement, which is often used in publicity materials, on writing paper, even as the group's name. Examples include: "Equal opportunity and full participation for all people with disabilities in all aspects of New Zealand society" (Disabled Persons Assembly (New Zealand) Inc.), "Access for All" and "Rights not Charity".

Organisations often also have longer documents about particular things. It is useful to have a record of the group's opinions. Examples include:

- Access
- Education
- Employment
- Health
- Housing
- Human Rights
- Income
- Information
- Legislation
- Recreation
- Rehabilitation
- Transport
- Under-represented Groups
- Women

It might seem quite a big task to decide policies on these things. You need to arrange group discussions, so that everyone takes part and has a chance to say what they think. Then ask someone to write a draft policy document, which everyone can talk about before the final document is written. Policy documents are very useful to the development of organisations - they show what needs to be achieved inside and outside the organisation.

Example 1.

- A. Draw up a policy document on equal opportunities by asking all members to comment: define ideals.
- B. Examine current situation: what are things like now?
- C. Create an action plan: what needs to be done to bring B closer to A; to put policy into practice?

Example 2.

- A. What sort of public transport would disabled people like to see in the community?
- B. What is public transport like now?
- C. What changes need to be made to turn B into A? How can we turn policy into practice?

Once you have a policy document on something important, you can begin using it to ask for change in the community by sending a copy to your local authority or to other people who have power in your area. Ask someone to come and listen to what the members of your group have to say.

5. Principles for Equality & Growth

Whether they are income-generating schemes, service-providers, campaigning organisations or all three, most organisations of disabled people are concerned with dignity, justice, equality and full participation for all disabled people.

It is useful to think about and discuss a few general principles which should apply to all programmes and policies throughout the organisation.

Accountability

The organisation, its services, programmes and policies should be for the benefit of all disabled people, or, for some programmes, a clearly defined group (such as women members or people with particular impairments). It must meet the stated aims and must be accountable for its actions and the use of funds to members, fulfilling any legal needs.

Accessibility

The organisation, its services, the place it meets, its programmes and materials should be available to all its target group of disabled people, where and when they want them.

Control

The organisation and its programmes should be controlled by disabled people themselves.

Dignity

The organisation should be based on the idea of rights, not charity. In some countries, you may have to become a 'charity' for legal reasons - this should not interfere with the organisation's 'rights' issues.

Flexibility

The organisation should be flexible, to meet the changing needs and demands of disabled people.

Image

The organisation should promote a positive public image of disabled people and the organisation.

Integration

The organisation's activities should aim to encourage and enable disabled people to live integrated lives in their community.

Monitoring and Evaluation

The organisation should include a good monitoring and evaluation system, which will help to make sure it works well and is accountable.

Personal development

The organisation should help members to take part in the life of their community, and should encourage a sense of independence, self-esteem and solidarity.

6. Membership

Who Can Join

Organisations of disabled people are usually defined as those controlled by a majority of disabled people (at least 51 per cent) at both the board and membership levels.

If disabled people are not in the majority, they cannot control the policies and decision-making. We become disempowered recipients of other people's solutions to our problems.

Some organisations do have relatives or other supporters of disabled people as members. Their impact is valuable and can support the views of disabled people themselves - but it is disabled people who must be in the majority and in control.

Remember that everyone has the right and the ability to make choices. Those who feel they represent the interests of people with severe intellectual impairments can best empower, liberate and develop them by letting them take an active part in the programmes and policy-making activities of the organisation: allowing them to express what they want and what they think, then acting on that rather than deciding what is "for the best".

In some organisations, the workforce, paid or unpaid, are members, though they cannot also be on the management committee. Membership helps someone feel they belong and may make people act more responsibly. Think about the good effects of having disabled people, with the right support, in salaried posts. Organisations should be providing disabled people with good role models.

The Committee of Management should always have a majority of disabled people. A rule about this should appear in the by-laws.

Annual General Meetings

At an annual general meeting (AGM), you can vote for the management committee or board and officer posts. You can maintain contacts between members, run workshops and seminars to educate and inform them and to discuss particular issues of concern to the main aims of your organisation.

Legal Structure

Organisations of disabled people are usually covered by the same general laws that apply to all cooperative organisations. Find out about registering your organisation and any regulations on trusteeship and charitable status in your country.

General Membership Participation

Among other things, involvement of grassroots members includes:

- the ordinary support of the work and ideals of the organisation
- service as committee members
- creating awareness in the wider community.

Management Committee

The management committee is elected by the general membership to formulate policy. Officers of the management committee are elected to carry out specific areas of the committee's responsibilities.

7. Structure & Accountability

Important Considerations

- Grassroots structure.
- Decentralisation - the power and decision-making shouldn't belong to a small group at the centre of the organisation: power and responsibility must be shared.
- Drawing up a constitution.
- Registering the organisation.
- Deciding who will do what - the functions of executive, officers and committees.
- Elections - how and how often.
- Collective responsibility - everybody has some responsibility.

Draft Constitution

1. Name of the Organisation

This is very important. You want to establish a group identity and give an idea of what your organisation stands for. Try to make it short and memorable.

2. Aims and Objectives (see Chapter 3)

Examples include:

- support for members
- income generation and sharing of profits
- improving disabled people's lives
- raising awareness about disabled people within the community
- campaigning for changes to policies, programmes and services that affect disabled people
- asking decision-makers to talk to disabled people before making plans.

3. Membership of the Organisation (see Chapter 6)

Who is eligible to join?

disabled people only? How many? What proportion of the total membership?

non-disabled workers, representatives, relatives, friends? What proportion of the total?

4. Office Holders

Terms of office - length of service, responsibilities, etc.

Means of election

Chairperson:

- helps organisation to define aims and plan activities
- makes sure management committee follows aims and objectives of the organisation
- settles disagreements within the group
- calls meetings and helps them run smoothly
- represents the group at outside meetings.

Vice Chairperson:

- performs above duties in Chairperson's absence and helps further aims and objectives.

Secretary:

- makes sure that records are kept, e.g. minutes of meetings (note of time, place, those present, matters discussed, decisions reached)
- deals with the organisation's correspondence (supervised by committee)
- is responsible for the smooth running of the organisation.

Assistant Secretary:

- assists the secretary and performs the duties in her or his absence.

Treasurer:

- is accountable to the management committee for all the organisation's money
- makes sure that a record of all money transactions is kept (all contributions, membership fees, money from projects, money spent, etc.)
- takes money to the bank, is responsible for withdrawals, signs cheques, etc.

Assistant Treasurer:

- assists the Treasurer and performs duties in her or his absence.

5. The Management Committee

Consists of:

- officers (must be committed and responsible but shouldn't stay in post too long)
- elected members (how many and what responsibilities?).

Duties:

- management of the organisation
- carrying out the policies laid down by the organisation
- internal auditing of accounts
- laying down financial procedures of the organisation
- responsible for staff.

6. General Meetings

Frequency of meetings (this depends on whether you are a local, national or regional organisation) An annual general meeting should be held once a year.

7. Organisation Funds

- Membership fee?
- Rules for use of funds (according to organisation's objectives as laid down)
- Cheques to be signed by the Treasurer and at least one other office-bearer appointed by committee
- Funds to be properly accounted for
- Financial reports made regularly to the organisation

Disbanding of the Organisation

How are funds and property to be distributed?

What is Accountability? - Accountability means responsibility

The first step in making an organisation accountable is agreeing what it expects of its members, elected officials, paid and unpaid staff. These agreements must be written down in the constitution, by-laws and policies of the organisation. They set out the responsibilities and authority of each position, the limit to that authority and when it can be used.

In theory, each elected official and paid and unpaid staff member should be accountable to members for their day-to-day work. In practice this is impossible. Imagine if every phone call, letter or decision had to be approved by every member of the organisation! What usually happens is that members elect their representatives to the board of management at annual general meetings and these representatives run the organisation on behalf of its members.

The key to accountability is good communication at all levels and support for those who need it most - those with difficult jobs to do. A clear understanding of the policies of the organisation and the responsibility of each member is also very important. Willingness to listen to what other people say, making sure discussions are about issues and not personal differences, respect for the decisions of the majority all contribute to good organisational accountability.

Example of Organisation Structure - National

The Philippine National Organisation of Disabled Persons:

National Level

- Board of Governors - 15 Members:
- President
- Executive Vice-President (VP)
- Three Area VPs
- Treasurer
- Assistant Treasurer
- Eight Directors (Committee Chairpersons)

Two-year term of office.

Elected by General Assembly.

Evaluation/monitoring group

Secretariat

Committees: Women's Issues, Human Rights, Independent Living, Education, Employment, Transport, Housing.

Regional Councils send members to National Council

Provincial Associations (13)

Presidents of Provincial Chapters belonging to that region.

Note: designated number of representatives to the Council is three during a congress.

Two-year term of office.

Elected officers by region.

Provincial Associations

President, Vice-President, Treasurer, Secretary, Auditor, Directors.

Membership:

Minimum of 15 members.

Age - 21 years old, up to 60 years old.

Working or has some source of income.

Two-year term.

Elected by Association.

Example of Organisation Structure - Local

A Disabled Women's Group in Zimbabwe:

- Chairperson, Treasurer, Secretary.
- Elected by members.

Membership:

- About 20 local disabled women from surrounding villages.

- Meetings held once a month.

Aim: to get a mill to grind corn.

Part Two, Skills and Strategies

1. What is Development?

Change is essential if an organisation is to adapt to different circumstances and improve the way it copes with problems. As groups develop, internal problems may also come to light. We can learn from our own and others' experiences about the best ways to promote and achieve change.

Development is needed within any organisation. The methods used to solve the problems faced by the membership and to meet the aims of the group need improvement and change from time to time. New aims, new projects and changes within the wider society affect the way an organisation works.

A group that is not constantly aware of the need to change, nor ready to change and adjust, cannot continue to fulfil its original functions and survive in the long-term. Though most people are aware of this, there is still resistance to change and many organisations suffer from inaction. It is important to understand the barriers to change, within individuals and within the structure of organisations, and to see the possibilities for continuing positive development.

Keep in mind that developing efficiency means improving the chances of meeting the organisation's goals. Everyone needs to see the benefits of change and development.

The most important resource for development is the organisation itself. By learning from experiences within the group, the organisation can develop. Another important consideration is to learn from the experiences of other organisations - state bodies, businesses, etc. You won't have the same resources as these types of organisation. Nevertheless, their example can be helpful. A combination of learning by your own and others' experiences is probably a good method to develop the group.

Seeing the Organisation as a Whole

It is important to try to see the connections between the various parts and functions of an organisation. If it is not working well, certain parts will have to be changed. The changes in those parts will affect the organisation as a whole. Too often, changes are made at the grassroots level when it is the management of the organisation that needs to be restructured, replaced or forced to look critically at its work. Looking at the organisation as a whole includes understanding how the organisation's various parts and levels fit together and how the organisation connects with the outside world. This process includes regular monitoring and evaluation of activities.

Working Together Towards Equality for All

Traditionally, professionals have divided disabled people up into impairment groups. Based on a medical model of disability, people with sensory impairments have been kept separate from people with physical or intellectual impairments and each group has been encouraged to feel that their needs and "problems" are specific and that the solutions to those problems are also individual and specific.

Many of the oldest and most traditional organisations of or for disabled people are single-impairment groups - such as national federations of blind or deaf people. Much has been achieved on specific access needs by such groups and it is vital that they continue to campaign for their members. It is also useful for such groups to develop links with other single or cross-impairment groups, so that disabled people can campaign together against the common barriers that prevent full participation for all of us. Working together, we can find the best solutions as well.

In the United Kingdom, wheelchair users asked for "dropped kerbs", so that they could cross roads more easily. But people with visual impairments preferred having kerbs, so that they could tell the difference between road and pavement easily.

By talking to each other, disabled people were able to overcome the barrier and find a solution that works for everyone: dropped kerbs that have a textured surface in concrete so that blind people know when they have reached the edge of the pavement.

It is society's structures, services and attitudes, not disabled individuals, that must change. We need to work towards long-term solutions through planning and attitude change, not just short-term solutions for a particular individual. By working together, disabled people can put the emphasis on shared oppression. We can learn from each other and support each other. Newer groups, such as people with psychiatric impairments and people who have HIV or Aids can also prove useful partners and allies - and perhaps provide new members for cross-impairment groups.

It is very important for different groups of disabled people working together to inform and educate each other. We need to help each other to understand, for example, the best way to present material in accessible ways to people with learning difficulties (intellectual impairment), or what the access needs of wheelchair users are. We have these skills and we can teach each other. We can talk together about smoking policies and consider adapting our behaviour so that we do not oppress other disabled people. Just as disabled women and other particular groups have something special to contribute, So impairment groups working together can inform and improve the policies and activities of the group

If you belong to a cross-impairment organisation of disabled people, consider impairment groups that may be under-represented, such as people with intellectual or sensory impairments. If you belong to a single-impairment group, educate yourself about the needs of other impairment groups. This will make any group of disabled people stronger and increase the chances of working well with other groups. It is an important part of organisation-building.

2. Success Stories

World Federation of the Deaf

The World Federation of the Deaf (WFD) was established in Rome in 1951. It is one of the oldest international organisations of disabled people. The WFD works to improve the situation of deaf people in society, focusing particularly on the promotion of their human and linguistic rights.

The WFD has strongly encouraged and supported deaf people's own national organisations, especially in

developing countries. Sign Language seminars and organisational training seminars co-organised by the WFD have encouraged the development of deaf organisations and Sign Language work in many developing countries. As a result, the number of the Federation's ordinary members (country members) has almost doubled in the last ten years, reaching 93 by March 1994. Most of these new members are from developing countries and the newly independent eastern European countries.

The WFD campaigns for modern approaches to deaf people and deafness. It emphasises deaf people's right to their own language, a national Sign Language, and the human rights dimension to deafness. Deaf people are increasingly regarded as a linguistic minority with a right to opportunities equal to others in their society.

The Federation shares information mainly through the WFD News, its bulletin, and other circulars. It is publishing an organisational manual on how to set up and run an organisation of deaf people.

National Union of Disabled Persons Uganda

The National Union of Disabled Persons of Uganda (NUDIPU) is a national umbrella organisation of associations of disabled people which are non-governmental, autonomous and voluntary in nature. It brings together people with all sorts of impairments. NUDIPU was formed in November 1987 when the different associations of disabled people came together to break the tradition of being divided along medical lines and resolved to work together.

Mission

NUDIPU's mission is to advocate for the equalisation of disabled people's rights and opportunities with those of other citizens in Uganda, to try to improve their quality of life in the fields of health, education and socio-economic welfare and to make sure that services developed are relevant to the needs of disabled people. This is achieved through the creation of awareness, assessment of needs, confidence-building, training, recognition, fund-raising and support to meet identified needs. This meeting of needs is achieved primarily through disabled people's own efforts, sometimes in cooperation with other relevant bodies, organisations and government departments.

Key Tasks

Creation of awareness among the general public, the government and disabled people themselves of the full potential of disabled people by: Informing, Publicising, Discussing, Sensitising

Assessment of needs

through: Interviews, Questionnaires, Consultancy, Brainstorming, Comparison, Observations

Confidence-building

by:

- Sharing experiences and information
- Observations and endorsements
- Conscientisation and Sensitisation
- Practising
- Decision-making

Training in the identified needs

through: Discussions, Skills Transfer, Seminars, Coaching, Workshops, Field trips

Seeking recognition

through: Self-advocacy, Publicity, Utilisation of skills

Mobilisation of resources

through: Fund-raising, Subscription, Income-generating projects

Soliciting support

through: Negotiating, Persuading

Key Goals

- To achieve public and self-awareness of the full potential of disabled people.
- To identify and meet the needs of member organisations and their membership.
- To improve the availability of orthopaedic appliances, hearing aids and other technical aids.
- To improve basic education, vocational training and other non-formal education for disabled people.
- To increase the incomes of member associations and their membership.
- To achieve self-confidence and public recognition of disabled people.

Membership

Membership is open to indigenous associations of disabled people with all types of impairment. Currently over 30 regional and national organisations are members of NUDIPU. As an umbrella organisation, NUDIPU does not deal directly with individuals, but can provide information and guidance on appropriate groups or associations for individuals to join. NUDIPU will also give advice on the formation of new organisations and can assist such groups to grow into fully-fledged associations.

The General Assembly is the supreme policy-making body. It appoints Executive, Trustees and Patron.

The Executive Committee makes decisions on behalf of the General Assembly and monitors the day-to-day running of the Union. It appoints the Secretariat.

The Patron advises and supports the Union, protects its rights and officiates at Union functions.

The Board of Trustees can be called on to advise the Executive Committee. The Board looks after the long-term interests of NUDIPU and also acts as caretaker of the Union's property when required.

Philosophy

Disabled people themselves know their own needs better than anyone else, so NUDIPU believes that they are best placed to make decisions affecting their lives. Agencies intending to work with disabled people should always build on the priorities and initiatives of those same disabled people. Only this method will help meet the real needs of the target group. All of NUDIPU's programmes are planned, managed, implemented and monitored by and for disabled people themselves.

NUDIPU was born to challenge the traditional attitudes that do not recognise the abilities of disabled people but view a disabled person as an object of pity, sympathy and charity. NUDIPU believes that the greatest disability for disabled people is other people's attitudes towards their impairments. These negative attitudes held by the general public have had the following impact on disabled people:

Loss of hope - Dormant potential - Dependency syndrome - Self-denial and self-pity

NUDIPU also believes that a disabled person has the ability to break out of this downward spiral if he or she is able to make decisions and choices about matters concerning his or her well-being.

Partnerships

NUDIPU emphasises its own identity first and then the free interaction with government departments, organisations for disabled people and other agencies that work for the welfare of all people.

ACOGIPRI: A Disabled Women's Group in El Salvador

From the newsletter, With Your Voice, of 'Women of ACOGIPRI' (translated from the Spanish): "Firm in our aim, to prove our slogan, "We Can Too", we are working with determination to get rid of the taboos that marginalise us, especially through making friends with people and being strong, not through making people pity us. We have been struggling for six years to make our dreams come true We have a voice and it will not be silenced. We are women with some type of impairment, and together we will fight... We must demonstrate to those people who believe that they are "normal" that we are capable of valid lives and that we can live together with them in peace and fraternity...

In this women's group, we have much in common: being a woman with an impairment, knowing the situation of being marginalised, which affects our self-confidence. It is my desire to help other disabled women who have little or no opportunity for contact with the outside world; a world which often doesn't even acknowledge their existence.

One of the group's main activities is expressing disabled women's experiences. "Nobody takes account of the history of disabled people. We write about the various discriminatory situations that we face as

disabled women. We speak up about the fact that we do not have access to education because of physical barriers and little access to employment because of barriers of attitude in society, which is used to seeing only perfect bodies. There are many women still imprisoned in their own houses wishing to get out, have friends, relationships, a family; to feel that they are useful to society.

This women's group has a clear and simple aim: to benefit disabled women through allowing them to share their experiences and gain strength.

3. Defining Development Needs

Strengths, Weaknesses, Opportunities, Threats

Throughout the life of an organisation, and before you begin any new project, you need to look at the good and bad things about the organisation and the situation it faces.

Areas to Consider

1. Structures

- Which structures help everyone to work together and which allow action taken by the leadership?

2. Time

- How much time are particular officers and members able to give to the organisation?

3. Funding

- What financial resources are available from members or funding agencies?

4. Skills

- What different skills are available among members of the organisation? Remember: disabled people may not be quick to tell the world about their talents - they have been ignored for so long. There may be people who can write or speak words that inform and inspire; paint or draw pictures that make things clear; sing or play an instrument. Others are good with numbers; good at patiently explaining ideas; good at listening to people's fears and concerns. Some members may be able to interpret Sign Language. Some may know about producing materials in braille or reading them onto audio-tape.

5. Responsibility

- Is responsibility divided among committees? Does the leadership have the appropriate skills?

6. Training

- What special training have members had? What opportunities are available in the community?

7. Information

- Do you have a good way of getting information to members of the organisation and a system to keep everyone informed of day-to-day activities? This might be in written form, through a newsletter. For a small local group, the cheapest way might be a chain of information, so that, for example, five people have responsibility for letting five others know about a meeting, event or piece of news.

8. Leadership

- Who has good leadership skills? Do they have the opportunity to exercise these skills in a supportive environment?

9. Legal

- Does the organisation fulfil necessary legal requirements? Does anyone have legal knowledge?

10. Monitoring and Evaluation

- Does the organisation have good methods to look at how things are run and what is being achieved?

11. Change

- How flexible is the organisation? Flexibility is important to respond to changes in the lifestyle and needs of members. Change is essential to keep the organisation lively and effective.

Example of a Strength -Weaknesses-Opportunities-Threats analysis

Strengths

- Five good strong disabled people, with different impairments and experiences.
- Have a place to meet.
- Some campaigning experience.
- A member who can draw posters.
- A member with a car.
- Three of our committee members have a lot of time to spare.

Weaknesses

- No deaf members.
- Very few women in senior positions.
- Transport is a problem for everybody.
- No one with financial experience.
- None of the committee has much time.
- No opportunity for information exchange.

Opportunities

- Talking with the local authority.
- Setting up projects.
- Funding available in the community.
- Leadership training available.

Threats

- Charities attract all the funding.
- Professionals resent disabled people's progress.
- Lack of assertiveness of members.
- Antagonism among members.

If you consider these four aspects to the organisation before beginning a project, you can often anticipate problems before they happen.

4. Drawing Up an Action Plan

How an action plan is developed is as important as the plan itself. To work well, it must be based on the ideas and hopes of members and the best available technical knowledge and practical experience.

Options

Option 1: "Bottom Up"

This simply means asking all members (or member organisations in the case of a larger, umbrella organisation) to describe their goals and objectives for the whole organisation (or umbrella organisation). The main themes are debated and then a mandate is given to the management committee to draw up a summary of the points made. The advantage of this option is maximum involvement of the grassroots. The disadvantage is that it may be confused, without a binding theme.

Option 2: "Top Down"

The committee develops an action plan and asks members (or member organisations) for their opinions about how they would carry it out. The advantage of this option is the best possible expertise and knowledge of past experiences in formulating the plan, with maximum coordination. The disadvantage is that it doesn't involve the grassroots members. The top down option does not promote active participation by members nor does it help to develop individuals and train the leaders of the future. It may sap motivation and create false expectations of what can be achieved by leaders.

Option 3: Combination of Options 1 and 2

This option begins with the general framework of a mission statement, goals and objectives already prepared at the "top" by the leadership. Members (or member organisations) at the "bottom", are asked to test this framework, recommend changes, propose measurable and achievable goals. A series of "thinking out loud" sessions can be held involving a mix of grassroots representatives and technical/experienced resource people to prepare a clear statement of values and aims, draw up an image of what would be desirable, suggest change and develop a strategic plan. Ask each session for three or four major action points. One of the major advantages of this method is that it is a learning experience for everyone on how to work collaboratively at all levels. It also combines the advantages of Options 1 and 2 above and reduces some of their disadvantages.

Establishing Goals and Objectives - Two Examples

N.B. These are just examples, not complete action plans.

Example 1: Organisation-Building

Let us imagine that we have chosen as an overall aim the strengthening of an international organisation of disabled people. (You could work on adapting this to the specific needs of your own organisation, whether it is local, national or regional. We can define four distinct goals which will help to bring this about. For each goal, we can define a number of clearly measurable objectives.

Goal 1:

Include all groups of disabled people who are not involved at the moment - people who get left out.

Objectives:

- a) Include disabled women (e.g. 50 per cent) by (set target date) on executive and other bodies.
- b) Include poorer disabled people.
- c) Include all impairment groups, including hearing impaired, intellectually or psychiatrically impaired.
- d) Include ethnic minorities, all castes, tribes, etc.

Goal 2:

Strengthen the structure of the organisation at all levels.

Objectives:

- a) Encourage the development of self-help groups in less developed areas where they do not exist.
- b) Support the continued development of self-help groups of disabled people in less developed areas where they already exist.
- c) Help the development of regional resource offices.
- d) Strengthen the central secretariat and development office capability.

Goal 3:

Strengthen the means of internal communication.

Objectives:

- a) Establish working languages, and material in large print, braille and on tape.
- b) Develop a regular newsletter.
- c) Promote experience exchange through travel between countries, districts or villages.
- d) Develop the use of modern audio-visual and telecommunications technologies to improve

communication between all levels of the organisation.

e) Provide Sign Language at meetings.

Goal 4:

Promote consultation of and influence by disabled people among politicians and local authorities.

Objectives:

a) Speak to civil servants about representatives of your organisation taking part in discussions.

b) Explain that disabled people must help find the solutions to their own problems.

Example 2: Full Participation by Disabled People in their Community

Many organisations at all levels - local, national, regional and international - have as an overall aim the improvement of living conditions for disabled people. This is tied to a belief in "all human rights for all" and the fact that nowhere in the world do disabled people have their full human rights.

Goal 1:

Promote the adoption of laws and policies which would enable disabled people to take part in all important decisions affecting our lives and would give us protection from discrimination.

Objectives:

a) Talk to national government and local political representatives about equal opportunities or anti-discrimination legislation. Make legislation an election issue.

b) Change the way that disabled people are seen by the general public, through use of the media.

Goal 2:

Support disabled people's independence by promoting the availability of appropriate support services (e.g. technical aids and devices, transportation, etc.) and improving accessibility of all kinds.

Objectives:

a) Contact suppliers of aids and services to show them the advantages of integration.

b) Consider setting up a centre for independent living, where disabled people help each other and provide services, advocacy and advice.

c) Ask the government to consider legislation promoting integration in public services.

Goal 3:

Promote education and training opportunities which would enable disabled people to gain and keep secure, integrated employment.

Objectives:

- a) Ask local authorities to spend money on adapting mainstream school facilities, rather than building "special" schools for disabled children.
- b) Encourage parents to send their disabled children to school. Many parents want to protect their children; some see them as a burden and have very low expectations of them.
- c) Encourage parents to realise disabled people can get jobs and live independent lives if they have a good education and the right support in work.

Goal 4:

Promote the development of employment opportunities for disabled people (e.g. through income generating projects).

Objectives:

- a) Look at the skills within your group - they will be many and varied. Organisations of disabled people that generate income through using the skills of members will improve the employment prospects for those people and improve the way the whole community sees disabled people. We need to show the community that we make good employees and should be gaining jobs, first of all, in those areas that affect our lives: promoting products of use to disabled people; providing training to professionals and the general public; running services to make material, such as companies' promotional literature, accessible to disabled people.
- b) Talk to employers about what good employees disabled people make. Encourage them to consider access improvements when they are repairing their premises. Make sure that government grants are spent on improving such access rather than on building sheltered workshops.

Planning

Good planning is essential if an action plan is to be carried out effectively. Planning means deciding:

1. Where an organisation, project or plan is going - its aims.
2. Who and What is available to help get there.
3. How the aim will be achieved.

Very important at all stages is an understanding, by everyone taking part, of Why the aim needs to be achieved - how a particular objective is appropriate and necessary to the overall goal of promoting human rights, independence and integration for all disabled people.

5. Development

Development work is based on understanding how an organisation works and encouraging active participation of the group's members. You need to look at development in two ways:

- what new things will work well to improve the organisation and fulfil its aims
- what things are now working badly and need to be changed.

A development worker needs to have an overview of the group and to understand the skills and needs of individual members. If you don't have a development worker, the management committee should fulfil the role. Major responsibilities include:

- building members' skills and creativity to work together effectively
- making aims and objectives clear to everybody
- developing the membership
- negotiating with funders
- planning, monitoring and evaluating activities.

Some areas to consider are:

Goals

Which of the goals of your organisation are you reaching? How are they being reached? What is it about the methods that makes them work well? Is it people who work together and support each other? Good funding for projects? A lot of time and effort put in by a few people?

What things don't work so well? Why not? Is it lack of communication or funding? Is it an unreasonable goal that would be better broken up into smaller, achievable goals? Can you apply the methods of the things that work well to those that don't?

Structure

Does your record-keeping structure or method of electing officers work well? What about keeping people in touch with one another? It may not be the individuals involved but the structure that is at fault. The organisation's overall structure may need to change as the group develops. For example, grassroots involvement and how to make sure it happens is something that becomes more and more important as the group grows. Is the organisation attractive to new members, or are old members reluctant to welcome them? Does it have structures for making sure that members who have been there from the start stay interested? Are you finding ways to involve disabled people who have felt left out in the past?

People

Do some members and workers have skills from previous employment? People who have gained impairments as adults often had a better education than people who had impairments as children. The movement in some parts of the world has been led by these more-recently disabled people, who are often more articulate and confident. Their skills should be passed on to other members. Disabled people with a lot of experience can support others who feel unable to say what they want because they have been segregated in institutions for so long.

Although we need to make use of any skills available in an organisation, we need to be careful not to reproduce the hierarchies of the non-disabled world. Good development workers will locate people's individual skills and talents, and their potential. They will work to develop all members of an organisation, to unlock the skills and personal qualities locked away by years of oppression.

Remember, working well together means sharing ideas, skills, work and responsibilities.

Problem-Solving

An important development for any organisation is improvements to systems for problem-solving. A key role for a development worker is to bring this about. If mistakes are being made, for example because of a lack of communication, you need to look very carefully at what went wrong, how it happened and how structures can be changed to stop it happening again.

- Step One: Identify and understand the problem (this is often the result of monitoring and evaluation).
- Step Two: List suggestions for solving the problem.
- Step Three: Evaluate these suggestions (list the advantages and disadvantages or obstacles for each solution).
- Step Four: Choose the solutions that will best solve the problem.
- Step Five: Make an action plan for carrying out the solutions.
- Step Six: Carry out the solutions according to the action plan.
- Step Seven: Assess the result of the action plan. Learn from it.

Problem-solving also includes solving problems between people, between different individuals and groups. This is a vital leadership skill.

Some Guidelines

1. You must appear fair.
2. Listen to each person, or group of people.
3. Make sure you conduct negotiations in terms of differences of opinion, rather than on the basis of personal differences. This will help people reach a compromise.
4. A group is not necessarily a unified body of people who agree on everything. This can be a strength.
5. There may be internal struggles for domination by one individual; or a few may be left to do all the hard work for the others
6. People are often reluctant to put themselves forward for work. They want to be asked.

6. Training

Training members is one of the most important roles of an organisation. It contributes to the development of individuals and to the democracy and development of the whole organisation. People are the central resource of any organisation. You can make that resource grow by recruiting new members and by increasing the skills and participation of existing members.

Training isn't always formal, through workshops or courses. It can happen through involvement in any aspect of a project.

An important decision for formal training is who is to be trained. Is training an individual better than training a whole group? Who will benefit?

Knowledge is power, but power must be shared.

Questions to be Asked by Trainers

- Am I learning and teaching at the same time?
- Am I a facilitator of training projects or just the creator?
- Do I encourage or dominate debate?
- Do I create dependency, or do I give room for self-determination or self-sufficiency?
- What do members think my role is?
- What is my attitude to them?
- Am I encouraging development, based on a relationship of mutual trust?

How things are done may be more important than what is done.

Trainer's Check List

- Is there a real dialogue between members and the leadership?
- Do members wait for ideas to come from the leadership?
- Does the leadership impose its ideas on the group?
- Are there some people who always hang back and don't speak?
- How can they be encouraged to take part?
- What opportunities are there for training others in leadership skills?
- Can the leadership gradually do less - as others gain the confidence and skills to take a bigger part in activities?
- How are decisions reached?
- Are all the women in the group given the opportunity to take part in leadership?
- Which other groups are under-represented in leadership and should have training?

Assessment and Action

- What training is needed?
- What are its aims?

You should be clear on these things before you commit resources to training. Answers to improving an organisation's efficiency may lie elsewhere. You also need to distinguish between present and future training needs. Current needs are due to things not working well at the moment. To solve these problems, change will be needed. Future needs will arise as a result of change.

Training should be directed towards a specific goal. It should involve full participation by trainees and regular reviews of how well the training is working.

Training in groups allows the people taking part to look at themselves and how they work as individuals and as part of a group.

Always include time for evaluation of how a particular training session has worked, what the results were, what the trainees thought of the training and what they got out of it.

Learning from Mistakes

Whenever something has clearly gone wrong, rather than giving blame to individuals, encourage everyone to look at the structures of the organisation and what has gone wrong.

Example 1

Perhaps Member A always offers to do something and then doesn't manage it. Don't be cross with Member A. Look at structures for change. Give the work to Member A to share with Member B, who is more likely to do it. It may be that Member A wants to do the work but does not know how to do it and needs help.

Example 2

Member C and Member D always argue in committee meetings and contradict each other. Don't just shout at them but insist that all speakers should talk to the Chairperson, in the order the Chair chooses. The Chair can control who speaks when and can stop arguments developing.

1. What has gone wrong?
2. Why did it go wrong?
3. Could it have been avoided within the current set-up of the organisation?
4. How can things be changed to prevent it happening again?
5. What action or training needs to be taken? By whom?

Training Model

Participant (the person taking part) does, hears, sees or says something that aids the development of the individual and the group.

Participant uses the experience and skills gained in a practical way.

Participant develops rules to work by from experience and observation.

Participant shares their reactions and observations with others.

7. Leadership Training

Leadership should not be tied to one person, though it is usually thought of in that way. Leadership is necessary to keep the direction of an organisation and the goals of its activities clear, and to try to reach the goals by using and developing the resources of the organisation in the best possible way. If leadership rests with only one person, the organisation becomes too dependent on that one person.

An ideal situation within a group would be that everyone takes responsibility for the function of leadership. That is only possible in very small organisations. In most cases, as a group grows, there is a group of people with the special task of watching over the leadership function. This is generally the management committee. Taking an officer role can help people learn leadership qualities. It is better that they do not stay as leaders for too long to allow others a chance.

What Good Leadership Means

- A deep interest in the aims of the organisation and the ambition to reach them.
- A genuine interest in the people who make up the organisation.
- An active ambition to develop the organisation; to create and respond to change.

Leadership styles taken on by organisations of disabled people must follow the goals of the organisation: to improve disabled people's image of themselves individually and collectively, without detracting from others, and to enable them to press for their rights without fear.

As a leader in an organisation, you of course have to know the aims of the organisation but you must also understand the reasons for those aims. You need to ask yourself frequently: "Why does our organisation exist? Are my actions and decisions fulfilling that purpose?"

One of the most important tasks of the leadership group is to communicate the aims of the organisation: to try to get as many members as possible to share the organisation's values and understand the aims of its activities. Remember, however, that those aims should also come from the group itself, not be imposed by the leadership.

Good Leadership Qualities

- Charisma
- Personal qualities that influence and inspire people.

Good Communication

- Between the leadership and the different parts of the organisation.
- Between the different structural levels of the organisation.
- Between individuals within the organisation.

Responsibility

A successful leader gives responsibilities to members, creating new possibilities to find solutions to problems.

Appreciation

The best way to appreciate people is to show genuine interest in what they do.

Development

The leadership must accept and fulfil its role as evaluator and educator.

To summarise, for good leadership:

- Remember the group's aims.
- Remember the people.
- Try to develop.

Important

Once a decision has been made, it must be communicated to everyone to ensure that everyone knows how to carry it out. Communication must be effective so that people at all levels are informed and involved. Communication, as well as knowledge, is power. Good communication is essential if power is to be shared.

Training Tomorrow's Leaders

One reason that many disabled people's organisations grow weak is because their leadership has had no training. It is important for the leaders of any organisation to gain basic knowledge of cooperation and teamwork, programme planning, calling and running meetings and ways of working effectively through committees. Once this knowledge is available within the organisation, it needs to be shared widely, so that the group will have new leaders in the years to come.

One way to do this is to start "human resource" development workshops and "leadership improvement" seminars to help mobilise the resources and expertise available in the community. Leadership training seminars mean that leadership emerges and develops, rather than allowing the existing leadership to stay in positions of permanent power, putting the grassroots membership in a position of permanent dependence. A membership that challenges and changes its leadership can be a sign of a very well-run organisation.

Leaders themselves need to be trained to listen rather than just to speak. Organisations need to have channels of communication with their members that allow everyone to take part in decision-making processes. The training policy should create ways of teaching members the principles of management by participation and consensus.

Secondment or Exchanges

Secondment is a good way of developing an organisation, by allowing a staff-member to spend time in another organisation, or by bringing in someone with specific skills to train members within the organisation. It is important that secondment should benefit all members of the organisation not just the person who visits the other organisation or the people who work with the outsider.

8. Holding Meetings

Why Have Meetings?

A meeting could be a conference, workshop, seminar, committee meeting or annual general meeting. One

big reason for holding a meeting is to allow members to gain the information they need to take on responsibility for activities of benefit to the organisation.

Meetings can empower disabled people and allow us to express ourselves collectively. They gather the experience and skills of members together. They can be informal groups of four or five disabled people who know each other well, or grand-scale gatherings, with people travelling from far away.

Full participation at meetings is only possible if the needs of all disabled people are considered. You need to think about how to get people to attend, transport, physical accessibility, making information accessible and speech/Sign Language interpretation for Deaf people. Interpretation of local languages can enable poor people from rural areas to participate.

Organisation

- For your early meetings, don't worry about formalities, just bring people together.
- Try to make sure they are comfortable and that the place you meet in is accessible.
- Have a few suggestions for what people can discuss.
- Make sure everybody gets the chance to take part.

For a big meeting, such as the annual general meeting of a large organisation or a conference on a particular issue, a committee of interested people can make the planning process go more smoothly. By dividing the tasks equally among the committee members it is less likely that people will feel overwhelmed by their responsibilities. If you have little experience of organising meetings, talk to someone, such as a town councillor, tribal chief, or civil servant, who has that experience.

Sub-Committees

You may wish to divide major responsibilities among smaller groups of the organising committee members. These smaller groups, called sub-committees, may be formed whenever the organising committee feels it necessary.

Some examples are:

1. Interpretation and Translation
2. Volunteers
3. Transport

A Guide to Careful Planning of a Large-Scale Event

1. Choosing a theme

Decide on a priority for the meeting. The theme can be as broad or as narrow as you wish but it should be focused. Too many issues will create confusion. The theme should be reflected in the title of the meeting. Examples include: "Housing", "Equal opportunities within the disability movement", "Disabled women", "Independent Living".

2. Encouraging participation

Try to make sure that there is equal representation of both sexes and various groups of disabled people at

all meetings. Talk to people in advance to make sure there is a fair selection of topics, speakers and facilities that will attract and encourage equal participation. You could encourage and enable disabled women to take part by providing child care, as women still take the major responsibility for this, and by appointing women to at least 50 per cent of the leadership positions - such as chair, keynote speakers, workshop leaders.

3. Tasks for the organising committee

- Finalise the theme, goals and objectives of the meeting.
- Consult experienced meeting-organisers for advice.
- Choose a coordinator and form sub-committees to handle particular aspects of the planning.
- Decide when to have planning meetings and what are the best forms of communication.
- Determine the best time, place and dates for the meeting
- Decide on what form the meeting will take - workshops, panel discussions, speeches or a combination.

4. Funding

Begin looking for sources of funding as soon as you have started planning a big event. You will need to draw up a budget. Possible expenses include a final report, the cost of printing and mailing needs, hire of a hall, hire of Sign Language interpreters, making information accessible in alternate media. Estimated costs should be as realistic and as thorough as possible.

Remember to look at all financial procedures:

- Who will be responsible for money?
- Where will funds be kept (name of bank)?
- How will expenditure be monitored?
- When will financial reports be ready?

See Chapter 22 for an example of a budget.

5. Resource people - chair, speakers, leaders

- Choose a chair, keynote speakers and workshops leaders. They should be chosen by the organising committee because their knowledge and skills will be valuable to participants and to the goals of the meeting. It is important to find a variety of resource people and to confirm their involvement as soon as possible. (Resource people are sometimes unable to come to a meeting at the last minute. It's a good idea to know of people who can take over.) For different meetings, try to find different resource people. If the same people are always speaking, it can get boring.
- Decide on how resource people's expenses will be paid and possible accommodation.
- Ask for written submissions of their speeches or workshop materials. Arrange for these to be translated into any dialects or languages of the participants, and into braille and tape. Give copies to Sign Language interpreters so they have a chance to look through them before the day.
- Make sure that the food and drink needs of participants are met.

6. Practical arrangements

- Determine detailed costs of travel, food, meeting facilities (including Sign Language interpretation), accommodation with group rates, publicity, materials (printed or photocopied, taped and/or brailled).
- Reserve facilities, make sure the meeting rooms and toilet facilities are accessible.
- Make sure there are adequate tables, chairs, technical equipment, interpretation services and refreshments for the meeting.

7. Publicity

Prepare publicity (brochures and posters) including potential speakers, costs, maps and registration forms with the deadline for registration.

8. Invitations

- Decide who should attend the meeting - disabled people, service providers, government officials?
- Send them brochures and ask for their participation.
- Organise volunteers to distribute posters and brochures, do mailings and make telephone calls.
- Use the media to publicise the event.

9. Check arrangements for the meeting facilities and accommodation

10. Programme of the day

- Determine the agenda of the meeting and inform resource people and participants.
- Allow breaks for rest and for people to get from place to place.
- Arrange entertainment.
- Distribute copies of resource people's speeches or written material to participants.

11. Support facilities

Choose facilitators and rapporteurs for evaluation during the meeting, for writing the evaluation report, the final report and for other follow-up activities.

Choose people to help participants at the airport, train or bus station, at the meeting and at the hotel if participants are staying.

Arrange for readers and guides for blind people.

Structure of a Meeting

In determining the structure, consider the following:

- theme or topics
- how much people taking part know about the topic
- size of the group
- size of the meeting room
- number of rooms available
- length of a session
- meal or drink breaks

Structure depends on the theme and goals of the event. A traditional structure involves presentations by an individual or panel before a large audience, followed by questions from the audience. This is most suitable when the entire group is present - during keynote addresses or when decisions are made, resolutions approved or votes cast.

Another structure involves workshops. Participants break up into groups of about 5 to 10 people, to discuss a specific issue. A note-taker may be chosen by the working group to take a report and comments back to the larger group. The advantage of this format is participation. Another advantage is that the meeting organisers can determine which individuals would benefit from meeting one another in a more personal setting and organise a workshop around them.

Chair or Workshop Facilitator

A chair is needed for a meeting to make sure that the discussion is on the right track and that each participant has an opportunity to ask questions or to comment. She or he attempts to ensure everyone's maximum participation and is responsible for:

- introducing the meeting
- presenting the agenda for the meeting and asking members for changes
- helping the decision-making process
- summarising what has been discussed
- adjourning the meeting.

Interpretation

Interpretation is a very demanding and important job, especially for fast-paced meetings involving a lot of debate. To make the job of interpreters easier, ask the speakers to have their speeches or summaries written up beforehand for interpretation purposes.

Speakers

A keynote speaker is one who talks about general issues relating to the overall meeting, usually at the beginning and at the end of the meeting, to stimulate thought and discussion. The type and number of keynote speakers varies from one meeting to another, depending on the purpose of the meeting, the topics to be discussed and the format of the meeting. A workshop speaker, on the other hand, often discusses an issue specifically related to a section of the meeting.

Agenda

Agendas are very important. The agenda acts as an outline of the topics to be discussed. It should reflect the theme of the meeting, to which each sub-section is related. The agenda helps organisers to select the right people as speakers and participants. It also helps members to be prepared for what will be discussed at the meeting.

It is wise to send a planned agenda to the speakers in advance so that they can have time to think more thoroughly about the agenda items. They can suggest any changes to the agenda if they wish, either before or at the beginning of the meeting.

Schedule/Timetable

A schedule lists the exact times of all discussions, workshops and breaks. In some cases the agenda and schedule are combined. Be sure to provide a schedule for the duration of the meeting and set the least important agenda items at the end, when people's energy levels are lower.

Think about starting and finishing times. Many disabled people need plenty of time to get ready for the day

in the mornings - don't make the start too early. Don't try to do too much - people will get tired. Schedule regular breaks for food and drinks.

Remember: Responsibilities for the Organisers

1. Think about the right way of organising the session (panel, small groups, etc.).
2. Identify and contact speakers.
3. Identify a rapporteur for reporting the meeting.
4. Provide participants with a brief outline of the issues you wish to give attention to.
5. Encourage participants to comment on the outline and alter it according to group concerns.
6. A major responsibility is to stimulate discussion among participants.
7. Ensure that all issues are dealt with in the outline.
8. Keep track of the time allowed for the session - so that people cover the whole agenda.
9. Provide time for the participants to summarise the major points that will go into the report.
10. Assist the rapporteur in preparing and submitting the report.

9. Equipment & Facilities

For big meetings that may be going on for several days, try to make sure the meeting rooms, eating places and sleeping areas are close together. Make sure that accessible transport is available. Planning the details of the meeting area are among the most important organisational tasks. Be prepared well in advance. Try to balance the demands of the meeting with the budget.

The Meeting Room

The type of room needed depends on the type of meeting. Consider the following questions:

- How many people will be attending?
- Will there be several workshops running at one time?
- Will everyone be gathered in one room or will you need several?
- Where will drinks and meals be served?
- Where will the registration area be?
- Where will the reception take place?

Breaks, Refreshments and Meals

Providing refreshments is not just a way of making people feel welcome. It is also an important way of keeping up the energy of the participants. Group meals are a perfect time for networking. Find out the cost of providing refreshments and meals throughout the meeting, including group rates. Make arrangements for those with particular food and drink needs. Make time for people to use toilets.

Equipment

The following things may be necessary:

- Microphones and stands.
- Loop system for people with hearing impairments.
- Film projector.
- Overhead projector.
- Charts and diagrams.
- Audio-visual equipment, video, tape recorders, etc.

If the venue has no equipment, find out:

- Where it can be rented for the meeting.
- Who could operate the equipment - a volunteer or a hired person.
- What the costs involved are.

You may also need the following supplies:

- Stationery.
- Registration forms, brochures and posters.
- Tape, scissors, staplers, etc.

Accommodation

Find out the costs of various options, with and without a meal. Can you get a reduction for booking lots of places? Make sure accommodation and meals are affordable for everyone taking part, or try to provide subsidies.

Think about transport to the hotel or other accommodation from main travel centres.

Transport

The most important considerations are:

- How many people need accessible transport?
- What transport is available?
- Are airports, bus and train stations, etc. accessible?
- How long do the most common journeys take?
- How do the costs compare?
- Who will pay the travelling costs?

Consider climate and road conditions when suggesting travel plans. It is also helpful to provide local and regional maps to make trips as worry-free as possible. For long meetings, suggest that participants coming from some distance arrive a day early to rest before the meeting. Encourage people to stay until the end to achieve maximum participation of as many members as possible.

Communications

In order to ensure that all information shared at the meeting will be properly communicated to each and every participant, it is important to find out in advance the communication needs of people with visual and

hearing impairments and also people with learning difficulties (intellectual impairments). Make sure that every effort is made to make information available to everybody.

Publicity

As soon as any registration fees are determined, an agenda is prepared and speakers are invited, prepare publicity for the meeting. Publicity should include the theme, sub-topics, speakers, location, dates and costs. It is helpful to include the agenda and maps of the area. Include registration forms with spaces for requirements such as Sign Language interpretation, wheelchair access, diet needs, etc. Also include registration fees, with or without accommodation, and possible subsidies. Set a deadline for registration forms to be returned.

Where possible, organise volunteers or sub-committees to prepare posters, flyers and brochures. Correspond with potential funders, participants and resource people.

Entertainment

People need time to relax in order to refresh their minds and restore their energies after working hard, listening and sharing information. Entertainment offers people time to rest, to reflect upon and discuss what has been happening in the meeting and socialise with other members who may have different backgrounds and cultures and will certainly have had some different experiences.

Entertainment could mean a special meal, or performers (such as singers, dancers or actors) Remember to include entertainment that is accessible to all. A varied programme, with audio-description for visually-impaired people and Sign Language interpretation for Deaf people will be well received. If there is dancing, make sure wheelchair users have the space to take part.

Some countries have a "disability arts movement" of people who, through their creativity in pictures, poems, songs, dance or comedy reflect their experience of being a disabled person. Sharing these things can be a great way of building solidarity, making issues clear and understandable, building up the passion and energy needed for change. By inviting people to share their experiences in this way, you give them the chance to develop their artistic skills and to try things out.

10. Workshops & Seminars

Workshops and seminars are very useful for developing and informing your membership, and for informing the leadership of the ideas and hopes of ordinary members.

In seminars, one or two leaders educate and inform participants. In workshops, everyone has responsibility for exploring ideas, though one or two people 'facilitate' - rather like the Chair of a meeting: they decide who will speak, in which order and sum up at the end.

The findings of workshops can inform the management committee of action that might be taken to encourage everyone to take part and to swell the membership. It is also a good way of allowing members with different experiences and different areas of expertise to educate each other.

There is no ideal size for a seminar or workshop. As few as five and as many as 100 have proved efficient. However, numbers will affect how you organise things.

Disabled people who take part in workshops and seminars can:

- Develop links with individuals in other areas or different circumstances facing similar challenges. Learn from the presence of people with different impairments that they have much in common.
- Learn about other disabled people's needs.
- Develop solidarity with others.
- Gain a deeper appreciation of the strength that comes from disabled people working together.
- Gain confidence in their own ability to express their ideas and exercise leadership by taking part
- Gain knowledge from others which will help them in their own situation.

Planning Considerations

- Why do you want to run the workshop or seminar?
- Who do you want to involve?
- How will you run it?
- How will you report back the results to the whole group?

Involving Everyone

Make sure that just a few individuals do not dominate the discussion. It might be useful to report back the main points made in the workshop or seminar, without the need to identify which particular individuals made which points.

It is important to consider the most supportive and relaxing environment for disabled people to develop their ideas and their confidence. It is good for people to develop public-speaking or presentation skills, as this will boost their self-esteem, but at times it can also be useful to break off into small groups for support and discussion.

A good way for a workshop leader to start is to identify the main areas of debate. It is very important that everyone takes part. There will often be one or two people with a lot to say. The leader needs to make sure these people don't dominate and to open the discussion up to others. Often, the quieter people, who are listening carefully to all that is being said, will have as valuable points to contribute as the people who come to the workshop with a lot to say.

Complaints

Common complaints from seminar and workshop participants are that too much time is taken up by lectures from guest speakers or facilitators. A good seminar or workshop will have a brief introduction from the person leading the session and then will move on to group discussion, guided and prompted to some extent by the leader. Too many workshops are run like seminars.

You need to strike a balance. When a seminar is organised to convey new ideas, some participants will complain about a lack of opportunity for individuals to exchange opinions and experiences. Yet when a workshop is organised to allow for this exchange, some will feel that there is a lack of new ideas.

Remember that some people need more time than others to express themselves. Give space to everybody

who wants to make a point or comment. Make sure that everyone understands that they must be patient and must express themselves slowly, so that Sign Language interpreters can keep up.

You might want to run through these guidelines before starting a workshop or seminar session:

Ground Rules

- This session belongs equally to everyone taking part.
- If you don't understand, please ask the facilitator to explain in a different way.
- Challenge one another if you don't agree. Don't leave it up to the facilitator.
- Don't challenge individuals but do challenge views and opinions.
- You have the right to express your opinion; the responsibility to work with others.
- When talking about how you feel, use "I", not "people" or "we".
- Respect the need for confidentiality. To get the most from a session, we need to feel free to discuss things in an open and honest way that will be private afterwards.
- There will be no smoking in the place where the session happens.
- Please arrive on time.
- Only one person can speak at a time. Follow the facilitator's lead on this.

11. Commitment & Motivation

Apathy can only be overcome by enthusiasm, and enthusiasm comes from exciting ideas and aims and a clear plan for turning these into action.

Communication

There must be time for debate within the organisation about what its aims are and what its activities should be. This is necessary throughout a group's existence not just when it is starting up.

Allowing enough time for debate on disability issues is essential. People within the organisation will have different ways of looking at things; different ideas for reaching goals. Understanding and consensus are not brought about by preaching. They develop through debate.

Meetings which give everybody the chance to express their views:

- encourage motivation and commitment to the organisation
- allow members to learn from one another
- provide good ideas for new projects and for developing the organisation.

Communication is also about keeping in touch. If members aren't regularly informed about what is going on, they won't feel part of the organisation or that they have any responsibilities towards it.

Group Spirit

The atmosphere to encourage within an organisation is one of patience, tolerance, cooperation and solidarity. Membership that is based on unity and solidarity can help to create a feeling of belonging. It can encourage the development of a sense of common purpose and overcome narrow individual concerns to benefit all members and the wider community.

One of the main reasons that people remain committed and motivated is that they feel an organisation is working effectively and that they are central to that effectiveness.

How does your organisation rate on the following points?

Keys to Success

- Everybody has some part in making decisions.
- Strong core of workers whose courage, strength and solidarity is built on their common experience of oppression.
- External support from: government, trade unions and other social movements (e.g. women's movement, black civil rights movement, environmentalists).
- Being clear about the organisation's target group - who can be a member.
- Grassroots membership structure.
- Building up community trust.

12. Information & Communication

Among the most important functions of an organisation are its information and communication structures. If these don't work well, the group itself can't function properly. Research has shown that, for example, about 75 per cent of all conflicts in an organisation happen because of shortcomings in communication and misunderstandings between people.

Internal Communication

There are two essentials of internal communication: keeping members in touch with each other and what the organisation is doing; keeping records of the organisation's activities, its membership and its finances and objectives.

Reaching Everybody

A newsletter is a very good way of keeping people in touch with what is going on. The simplest way to produce one is to write or type it and then photocopy it. If you have some funding, you can get it printed, perhaps through getting sponsorship or having advertisements for goods and services. Try to encourage contributions from members. You can start by asking people to write about themselves and their experiences as disabled people - examples of their achievements or times when they have experienced discrimination.

While funds are low, you could ask someone to read your newsletter and other materials to blind members of your organisation. Many organisations are able to provide them on audio-tapes, in braille and large print. If there are many languages among your members, try to make sure that everyone has access to the

material somehow.

Money-making idea:

More and more companies and local government departments are making material available in formats accessible to people with sensory impairments or learning difficulties. Why not try to get funding to start a business producing documents and tapes for organisations and business in your area? Look at the expertise within your group for inspiration.

What's Happening?

An important way to improve the efficiency of an organisation is to develop a careful system of gaining and keeping information, so that it is readily available whenever it is needed. You might think that you can remember everything but often a few months later, you have forgotten even very simple things. Although it can be time-consuming, keeping records is essential to an organisation. You don't have to record every conversation but minutes of meetings and reports, even short ones, of conferences, workshops, visits, etc. are important. Record-keeping is also an essential part of the process of development: when you write down exactly what happens, as it happens, you are providing yourself with a reminder for the future of how things are done. You also have the chance to think through clearly what worked and what didn't work. Records are important for evaluation and monitoring.

Examples

Groups need to gather many kinds of information with long-term uses: books, videos, lists of members, volunteers, mailing lists for campaigning and fund-raising, journals, media lists, research reports. There are also short-term uses for information: news of membership activities and forthcoming events for the newsletter, internal information about members' or employees' activities.

One of the most important things to keep track of is a list of your members, where they live, perhaps a few personal details. You might want to record whether they need material in braille, a Sign Language interpreter, what their access needs are. You need to collect this information when people join your group and to make sure they remember to tell you if circumstances change.

It's very important to keep records, or 'minutes', of meetings. This is a useful way to remember what decisions were made, which tasks were given to which people. You can look back at these minutes at the next meeting and see what has been achieved.

Your financial records are very important. This is usually the job of the group's treasurer. This person needs to be honest, reliable and good with numbers. They are responsible for supplying the finance committee, or management committee, with the financial information necessary to make decisions about the organisation's activities. Careful accounts will also be needed for fund-raising and for satisfying national legal requirements.

Information needs to be stored so that it is as accessible as possible as quickly as possible, for as long as it is needed. Some in-coming information needs an immediate response, such as replies to letters or letting members know about important things. You need a high efficiency, low cost way to do this.

Library

Most groups have some sort of library or filing system to store information needed in the long-term, even if it is just some shelves in the corner of an office or someone's house. This information needs to be accessible to anyone who might be interested in it. Some groups have lending libraries, so that members can borrow books and other materials for use at home.

Information Person

Many groups have at least one person who has responsibility for handling information. This may include maintaining the library, deciding which incoming information should go to which officer, editing and writing the newsletter. This person needs to be able to make things easy to understand. They need to become aware of, and continue to educate themselves about, the different information needs of all members, including use of plain language and production of documents in alternate media - such as braille, audio-tape and large print.

A useful resource for the information person is for them to make contact with people performing a similar role in other organisations. Sharing information with each other is a cheap way of keeping up-to-date. When important reports and studies come out, try to get hold of them for free. If this isn't possible, perhaps several organisations can share the cost and the materials.

External Communications

Communicating with the outside world helps to integrate the organisation and its members into the community and to improve the status of disabled people.

Publicity

Publicity helps an organisation in many ways:

- making it better known
- recruiting new members
- publishing meetings and events
- raising the organisation's profile to attract funding
- improving images of disabled people as contributing members of the community.

Posters

A poster is a very good way of letting people know who you are and what you are up to. You can have posters printed if you have the funds or make them yourself. Use simple language. Keep it short. Sometimes pictures are the best way to get the message across. Here is an example:

People Working Together for a Better Future Overcoming Problems

Issues:

- Suitable Housing

- Lack of Resources
- Public Awareness
- Social Integration
- Public Access

For information on using the media to raise the profile of your organisation, see DAA Resource Kit One. For information on running campaigns to raise awareness, see DAA Resource Kit Three.

13. Draft Project Proposal

When you apply for funding for a particular project - for example, a leadership training seminar - you need to submit a project proposal. Funders have different formulas and you should begin with a letter or phone call to grant-making bodies to ask how they like to receive proposals, what amounts are available, what the criteria and deadlines are. Below is a list of things to include in a proposal:

Basic Proposal Outline

1. Name of project or event.
2. Where it will take place (venue, town, country, etc.).
3. Date or time frame.
4. Background information.
5. Purpose of the project in general terms.
6. Goals and objectives, in specific terms.
7. Design or description of project.
8. Target groups of project.
9. People responsible for running the project.
10. Number of people taking part or benefiting.
11. Staff required and their titles.
12. Volunteers needed.
13. Projected cost.
14. Projected revenue.
15. Contributions of local organisations (approximate value of volunteer labour, etc.).
16. Funders approached.
17. Endorsement/references from government, religious leaders, and other authorities.
18. Social, political and economic factors in the area.
19. Monitoring and evaluation process.
20. Optional extras - local and regional maps, photographs of meeting site, examples of a newsletter, annual reports.

Where to Give Detail

A. Background

- (i) Information on the organisation and its past achievements.
- (ii) Why this particular project is necessary.

B. Goals and Objectives

Identify exactly what you want to achieve.

C. Target Groups

Disabled women? All disabled people?

People with particular impairments? Professionals?

D. Activities

How will you meet your goals? e.g. through a two-day conference, workshops, producing information, providing services or training.

E. Implementation

Who will carry it Out? How are office staff and members involved? Who will the speakers be?

F. Results

Who will be educated?

How many people will the project reach? Be as specific as possible.

G. Evaluation

For example, a questionnaire asking for feedback.

Will decision-makers discuss the findings?

H. Budget

The budget (expenses and revenue) must be balanced.

What contributions is the organisation itself making?

How much matching funding [funding from the grant-maker] is needed?

Keep the proposal short and specific - about 4 or 5 pages for an initial proposal. If more specific detail is requested you can supply it. Include this point.

14. Income Generation

The greatest problem experienced by most disabled people is poverty. This is just as true for organisations as for individuals. A group of disabled people with a decent income is in a far stronger position to help themselves in all areas of life. It provides positive role models for other disabled people and shows the wider community what disabled people can do.

Setting Up

If you know where to go, sponsors are relatively willing to provide buildings, equipment and vehicles which advertise their name but they don't always like to give revenue funding. The secret of fund-raising is an imaginative but inexpensive presentation of the case for the project and sound administration. Self-help groups can be attractive to trusts, large companies (including foreign corporations) foreign embassies/governments and churches.

You might start by asking employees to work just for daily transport and a midday meal. Take one step at a time. Start with a small, workable project. Once you have built up a reputation for hard work and reliability, you can expand and get more funding because of a good track record. Nobody is going to give large sums for over-ambitious projects.

Positive Images to Present to Funders

Self-help groups made up of the people experiencing the problems are in a unique position to identify the best solutions and courses of action to counter the effects of disability.

Self-help employment schemes, due to their low overhead costs (as a result of donated capital), can compete for a wide range of sub-contracted work from industry.

Self-help employment schemes are capable of relieving the poverty of disabled people in a relatively short time and with a reasonable amount of capital expenditure.

Self-help factories and workshops differ from the traditional sheltered workshops because they are run by disabled people, with all staff, including any non-disabled people with specific skills, responsible to an executive committee of disabled people.

Principles

Control/ownership: Control of the project belongs to the management committee, which is made up of a majority of disabled people elected by the members of the self-help organisation. There are no shareholders and any profits derived from the project's activity are put back into the business or used to fund service programmes for members - transport, education, health, recreation, etc.

Staffing: The project is staffed by disabled people whose continued participation in the project is determined only by their ability to produce.

Marketing: The project sells its products and services on the open market, dealing with all levels of industry and state contracts. (Potential buyers may be more sympathetic or prejudiced against the project's ability to produce. Sometimes they may also attempt to exploit the project by trying to pay less than the market rate.)

Funding/viability: The project registers as a fund-raising organisation. As such, it is able to raise capital. It aims to be economically independent (excluding the recovery of initial start-up capital and ongoing fund-raising for buying capital items such as equipment, vehicles and building extensions) and to pay living wages and salaries.

Turning Services into Income-Generating Projects

In many places, disability services are controlled by professionals who work in rehabilitation, produce and give out aids and appliances, and provide such services as "care" and "special" transport.

As a result of professional control, the services we get are often insufficient in quantity and quality and make us far more dependent than we need to be. These services, especially their administration, use up a lot of resources. At the same time, many of us are unemployed and lack training opportunities.

What we need to do is use our creativity and experience to find ways to reallocate some of the money spent on our behalf by other people. Many disabled people in various parts of the world are starting businesses and taking over some of those services. As a result, there are community-based rehabilitation programmes, workshops providing aids and appliances designed by disabled people that truly empower us, and personal assistance services based on business relationships, control and dignity, rather than charity, passivity and gratitude.

The advantages are better quality services, income for our organisations, jobs and training for disabled people.

Self-representation and self-determination have to be the central ways of working for organisations of disabled people. We are the experts. No one should speak for us but ourselves.

Disability Awareness in Action's Resource Kit Five: Fund-Raising will contain more information about income-generating projects, including examples from all over the world.

15. Financial Management

Good financial management is essential to development. If you have cash-flow problems, your activities will be limited and you may have difficulty paying any staff salaries. You need to think about fund-raising in the long-term and be seeking the next cash instalment before the last one is finished. This isn't as difficult as you might think. Many people are frightened but if you ask a professional or someone with experience for advice, you can avoid major mistakes.

Step One: What do you want to do? Agree actions and then cost them.

Step Two: Budget. It must be reasonable. Change it if you don't get the funds. The golden rule is:

- Don't Spend What You Haven't Got
- Cheaper choices may be available.
- Budget within what you know you are likely to get.
- If you have lots of projects, budget each one separately as well as making it part of the whole.

Step Three: Fund-raising.

- Do some research.
- Applying to the right funder is the most important thing to get right.
- Try to build up a relationship with the people who work for the funding organisation.
- Put in a clear and reasonable proposal with budget.

Step Four: Keeping control. Keep records regularly so that you know how much money you have and

what your cash flow situation is. Adjust your budget if necessary.

Step Five: Reporting. Make interim and final reports to the funder.

Funders must understand exactly why you want money. If funding in your area usually goes to organisations run by non-disabled people, write to funders to explain that projects have to have disabled people involved in positions of responsibility, as they best understand the issues: this involvement, in itself, achieves many of the aims of projects designed to empower disabled people.

Don't be frightened if you can't make a deadline. Talk to the funder. Tell them that you won't make it and when you can get the proposal to them. It is always better to communicate than to keep silent. Funders are very reasonable but they can imagine that silence means you have misspent their money.

Annual Accounts

There may be strict rules about drawing up and presenting annual accounts and you should find out about these. You might need to ask a qualified accountant to help you. Are there any accountants who are disabled people in your area? Perhaps they might like to join the group and offer their skills.

Annual Reports

These should include accurate accounts for the year plus descriptions of the organisation's policies and programmes. Reports from the Chair and various committees allow discussion of particular issues - such as funding, women's issues, campaigning, media. Try to include some photographs or cartoons - perhaps of members at work. Give quotations from individual members on what they think about your work. Annual reports are useful for attracting funding and can act as an introduction to your organisation. They can keep people in the wider community up-to-date with what you are doing. This is a real opportunity to market your organisation - so make the most of your application.

DAA's fifth resource kit will include more information on fund-raising and managing money

16. Equal Opportunities

In fighting our own oppression we should not oppress others. We are all part of the societies and communities in which we live. We are all influenced by them and sometimes we share many of their prejudices. We must make sure that we don't repeat the discrimination we all face in society within our own organisations. If disabled people are to have full human rights, all disabled people must be involved in working towards them. All disabled people, and all people, must have their human rights.

An important way to develop an organisation, and to keep people involved, is to include groups who often get left out - disabled women, poorer, rural disabled people, people with learning difficulties, black people, gay men and lesbians, older disabled people. These people often experience double or multiple discrimination. They enrich our organisations but they won't join if they don't feel welcome.

There are several ways of finding out how good your organisation is at equal opportunities. The first is to ask members how they feel about it. The second is to ask people who aren't members why they feel left out or don't want to join; whether they feel the organisation is about things that matter to them. One way of doing these things is to send out a form for people to fill in - or to visit people in their homes or residential institutions to ask them the questions directly. Arranging workshops so people can talk about these issues is a good way of developing people's awareness of the complicated ways in which oppression works. Monitoring is also an important tool for equal opportunities.

Sample Equal Opportunities Monitoring Form

Agree an equal opportunities policy. Look at how well you are meeting it.

- Title of organisation, event or project.
- Total number of members, staff, participants or target group.
- Number of women/men.
- Number of people who are Deaf or who have hearing impairments.
- Number of people with visual impairments.
- Number of people with intellectual impairments.
- Number of people who use or have used psychiatric services.
- Number of people with mobility impairments.
- Number of people with communication impairments (difficulty speaking).
- Number of people with multiple impairments (more than one impairment).
- Number of people who are from an ethnic minority.
- Number of people who live in rural areas.
- Number of disabled people who are gay men or lesbians.
- Number of people over 60 (or the age which you think defines an "older person" in your area).

Gender

'Gender' means the different characteristics we think men and women have or should have. These characteristics vary in different communities: they are different from place to place and in different times; they can change, just as definitions of what disabled people are like can change.

What people expect you to be like, and what you then expect of yourself, can be oppressive for all disabled people. Disabled women who do not conform to a stereotype of beauty, of being good and quiet, of bearing children, of caring more about others than themselves experience discrimination. So do disabled men, who are not seen as strong, responsible and economically active. We should question these limiting ways of defining women and men and show that disabled women, men, girls and boys all have the right to be viewed in the same way as non-disabled women, men, girls and boys.

Impairment

You might spend some time looking at the ways in which people with different types of impairments have been kept apart from each other in the past; how myths and stereotypes about particular types of impairment are shared among people with other impairments.

What characteristics and phrases are associated with being Deaf or blind, having an intellectual impairment or using a wheelchair? Are these fair ways of defining people? This might be a good subject for a workshop.

Some of the ways in which oppression is structured, such as segregated transport, affect some disabled people more than others, or in different ways. We need to look at how the oppression itself is something we all face, though maybe in different ways. We will be most effective if we all fight this oppression together in all the ways it presents itself.

Ethnicity

In every society there are people who experience a lower standard of living because of prejudice based on racial or cultural differences. They may be the minority or the majority in a particular country. If they are also disabled people, then they will experience a double oppression and may be last in line for services and support.

We all share some attitudes with other people, many drawn from the society in which we live. We need to look at the possibility that we view people differently because of their race or culture. We need to try to change imbalances within our organisations that shut some people out. These things are difficult to face, and we may think they don't apply to us, but we do need to be honest and patient with each other and spend some time discussing these questions.

Class and Rural Disabled People

Class, tribe, caste or economic status is an important element in many societies. It also affects the ways in which disabled people are viewed within and outside the disability movement. Often, people who have been members of richer families, many living in towns with some access to education, become leaders of a movement. By sharing their experiences, leaders can empower others, rather than oppress them.

Older Disabled People

How is growing older viewed in your society? Is age recognised as often bringing wisdom and is there respect for elders? Does society see disabled people as becoming more of a burden, more worthless, as they get older? It is very important to encourage older disabled people to take part in organisations. These people often have a good view of how things have changed, what has been achieved and what the new problems are. The vast majority of disabled people in many countries are over 45, yet these people are very under-represented in organisations. What could be done to change this?

Young Disabled People

Are young people involved in your group? Do they see it as relevant to the struggles they face?

Growing up and fitting in are important to most young people and adolescence can be a very difficult time for disabled people. What support can the group offer?

Younger members can take the message of human rights for all into classrooms and playgrounds. They might influence the politicians and decision-makers of the future. They may be the politicians and decision-makers of the future.

Role of Families and Friends: our Non-Disabled Allies

Although it is essential that disabled people make their own decisions and run their own organisations, non-disabled family members and friends can be an enormous resource, particularly in the setting up of organisations.

Often, especially for people with intellectual impairments (also called learning difficulties), parents have run organisations for their disabled offspring, whether they are children or adults. Some of these traditional organisations have developed their activities in the last few years to include disabled children and adults in decision-making processes and the running of organisations. They have seen that this move to self-determination develops the skills and confidence of disabled people, shows society that they can be active members, and achieves the very things the organisation was set up to do.

In a few places in the world, people with learning difficulties have set up their own groups, with or without a non-disabled 'facilitator' or helper. Traditional organisations can support these new organisations, passing on their knowledge and expertise, but they must also allow these newer groups to develop in their own ways, even if that might mean making some mistakes. Working together and supporting each other is the important thing.

New Partnerships

In many places in the world, the disability movement is building up links with other groups of people who face discrimination and with organisations who are also struggling for an end to ignorance and prejudice, demanding dignity and full human rights for all.

We can forge useful alliances with all sorts of other organisations, benefiting from their experiences, offering our expertise and sharing resources and skills.

17. Evaluation

Monitoring is keeping a continuous record of something; observing and recording the activity or performance of something as you go along. It is an important evaluation tool. Evaluation is judging the value or effectiveness of something, and usually happens at the end of a particular project or process.

What is Evaluation?

1. A review of the activities, strategies and objectives of an organisation or project.
2. An analysis of what has happened to it, how and why.
3. A measurement of results and achievements.
4. A method for learning from experience and improving on it.

Why Evaluate?

1. So the group can make decisions based on good information about necessary changes.

2. To assess the results, learn from experience and make judgements about the value of a similar project or organisational structure for the future.
3. To share information on successes and failures with people working on other things.
4. To help members or participants to see the wider context and implications of their work.

When to Evaluate

1. At the beginning of the project, to show where you started (part of planning).
2. Throughout the project, or in the middle, to see what changes are needed (monitoring).
3. Weekly, monthly or six-monthly reports may help; or a mixture for different purposes.
4. At the end of the project, to assess what it achieved and help decide what to do next.

Who Evaluates?

1. External evaluators (perhaps from a donor agency in the case of grant-funded projects) are supposedly more objective in their assessment of the situation, but they may not fully understand all the aspects of the community.
2. Internal evaluators may be less objective, since they are involved in the daily working of the project, but they may cause less disruption, and have a deeper understanding of the area.
3. Participatory evaluation may involve an external evaluator as a 'catalyst'. The group and the catalyst together select evaluation objectives and collect information. Evaluation is part of the group's control over their own project. Methods of collecting information should suit the group. The most and the least powerful should be involved.

Key Questions

1. Will the evaluators need special training?
2. Is evaluation an effective way to meet the needs defined by the group?
3. Is the definition of the project or the objectives of the organisation still the same? If different, how will you change your objectives and work programmes?
4. Have you kept to schedule? If not, look again at resources, constraints, interest groups.
5. Do you need to add to your list of these, perhaps not having thought of them earlier?
6. What side effects have there been, positive and negative? Any you did not foresee? Do they affect the programme?

Carry out a Strengths, Weaknesses, Opportunities and Threats review (see chapter 10).

How to Evaluate

1. You need to collect information before the project begins, to compare this with the situation afterwards; to judge how far the aims of the project have been met.
2. Concentrate on the most important issues: which areas are most important to success and which might be a major problem.
3. Look again at each objective; choose a question that will find out whether it is being met.
4. Decide what information is available and what is needed. Too much is bad but so is too little. A survey of opinions may be useful but is subjective. Collecting facts and figures might be better but may show the quantity rather than the quality of what has been done - may not show the

achievements in human terms.

5. A combination of methods is probably the best approach.
6. Once the information has been gathered, it must be thought about so that it can be used to make recommendations for action. The information should describe the changes that have taken place, how many people were involved, the impact on individuals and the community.

Briefly

- What Happened?
- Why did it happen?
- What lessons were learned?
- What would you do differently next time?

Specific Concerns for Disabled People's Organisations

- Leadership and Decision-making
- Are grassroots disabled people involved in starting projects or do others lead?
- Who are these disabled people?
- What is their status and role within the group?
- How many regularly take part in specific projects?

Participation and Control

- Do grassroots disabled people participate in directing projects and activities?
- How?
- How is members participation organised and how does information get around?

Benefits

- What are the benefits of the project to disabled people? Direct? Indirect?
- How are they measured?
- Do people taking part see them as benefits in particular areas of their lives?
- Once the project has reached one goal, does it move on to another?
- Does it increase disabled people's access to knowledge, resources or power structures?
- What is the effect on disabled people's chances of employment?

Social Change

- Does the project increase members' chances to raise their status in the community?
- What are the political, economic and cultural implications of the project?
- Does the project create big changes in the wider community?
- Does it help get rid of structures that keep disabled people out, exploit and oppress them?
- Did you realise these effects in advance?
- What ways are there to deal with them?

Example: Evaluating a Training Seminar

A. People Taking Part

1. Which impairments are represented?
2. What is the ratio of men to women?
3. What other groups are represented (or left out) - in terms of race, comparative poverty, age, etc.?
4. Do the participants work?
5. Is this in open employment or on specially assisted schemes?

Often, at least to start with, leaders of the disability movement have been male, mobility or visually impaired and in relatively privileged positions within their communities. The absence of women, other impairments groups, and of the least privileged should be looked at in further development initiatives.

B. Background

1. What effects do the political system have on disabled people?
2. What about economic status?
3. What is the status of disabled people where they live? Does this vary according to impairment?
4. What are the attitudes of non-disabled people towards disabled people?

C. Organisation of the Seminar

In a questionnaire to people taking part, possibly anonymous (asking people to be honest and not to fear that their answers will count against them), assess the organisation:

1. How much advance notice of the seminar was given?
2. How well planned was the event?
3. How useful was what happened in the seminar?
4. How well did the structure of the seminar work - agenda, opportunity for exchange of experience and ideas, contributions from ordinary people?
5. How were people's needs as disabled people met - in terms of access, diet or information?
6. Any other comments?

D. Financing

1. Were financial targets met?
2. Was the budget efficient and accurate?

E. Achievements

Did participants:

1. Develop communication links with individuals from other countries, districts or villages facing similar challenges to themselves?

2. Learn from the presence of people with different impairments that all have problems which are caused by society's denial of disabled people's rights and that solidarity of effort is the best strategy?
3. Develop a deeper appreciation of the strength that can come from groups of disabled people joining together with the purpose of seeking to have their rights met?
4. Feel impressed by the expertise available both within and in support of the self-help movement?
5. Gain confidence in their own ability to exercise leadership by participating in discussion?
6. Gain knowledge of experiences available from others which had relevance to their own situation?
7. Learn that leadership styles adopted in organisations of disabled persons must follow the goals of the organisation: to improve disabled people's image of themselves collectively without detracting from others, and to press for their rights without fear?

Try to draw up a monitoring form for each area of your organisation and/or each project. On the following page is a very simple form that you might like to copy or adapt.

Monitoring Form

What we want to achieve:

- 1.
- 2.
- 3.
- 4.
- 5.

What we have achieved so far:

- 1.
- 2.
- 3.
- 4.
- 5.

Problems we have run into:

- 1.
- 2.
- 3.
- 4.
- 5.

What we can improve:

- 1.
- 2.
- 3.
- 4.
- 5.

Part three, Facts and Figures

1. About DAA

Disability Awareness in Action (DAA) is an international public education campaign, established in 1992, to promote, support and co-ordinate national action by disabled people's own organisations and their allies to further the equalisation of opportunities and the human rights of all disabled people, in accordance with the United Nations World Programme of Action Concerning Disabled Persons (1983).

DAA provides and disseminates information to help disabled people and their organisations to use the channels and contacts needed to influence governments and policy-makers and to raise awareness of disability issues.

DAA does not advocate on behalf of disabled girls, boys, women and men, but works to implement the philosophy that disability is a human rights issue.

DAA Staff

- Project Director: Rachel Hurst
- Finance Officer: Kate Gane
- Information Officer: Agnes Fletcher
- Administrative Assistant: Amina Ariqy

Organisations Involved

Disabled Peoples' International (DPI) advocates the rights of disabled people. Its philosophy is that disabled people should achieve full participation and equality in all societies. The DPI network has over 100 national assembly members, over half of which are in developing countries. National affiliates aim to be cross-disability, grassroots organisations. DPI has consultative status with ECOSOC, UNESCO, ILO, UNOV.

IMPACT is an international initiative against avoidable impairment, launched by the UN Development Programme, WHO and UNICEF. The international office in Geneva coordinates national IMPACT foundations in a number of developing and developed countries. Joining forces with governments, institutions and the mass media, the foundations help initiate low-cost measures to combat disability.

International League of Societies of Persons with Mental Handicap (ILSMH) is the only organisation which speaks for the world's 40 million people with mental impairments, their families and those who work for them. The League now includes 100 societies from 67 countries. It exists to help its members fulfil their own objectives in response to local need. ILSMH has consultative status with the UN.

Rehabilitation International (RI) is a federation of 165 national and international organisations in 90 countries conducting programmes to assist people with disabilities and all who work for prevention, rehabilitation and integration.

World Federation of the Deaf (WFD) is an international organisation of national associations of the deaf. The WFD was established in 1951 and is working towards full participation and equal rights for deaf people. Consultative status with the UN.

Executive Committee

- Chairperson: Henry Enns (DPI)
- Vice-Chairperson: Murray Holmes (WFD)
- Vice-Chairperson: John Chillag (ILSMH)
- Secretary: Anneli Joneken (DPI)
- Treasurer: Senator Eita Yashiro (DPI)
- Information: Mary Holland (RI)

2. Addresses

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Disabled Peoples' International, 101-7 Evergreen, Winnipeg, R2L 2T3, Canada.

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Disability Programmes Unit of the United Nations, 2 United Nations Plaza, New York, NY, 10017, USA. Tel: +212 963 1996.

Economic and Social Commission for Asia and the Pacific (ESCAP), United Nations Building, Rajdamnern Avenue, Bangkok 10200, Thailand. Tel: +66 2 282 9161. Fax: +66 2 282 9602.

Economic and Social Commission for Western Asia (ESCWA), P0 Box 927115, Amman, Jordan.
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Economic Commission for Europe (ECE), Palais des Nations, 1211 Geneva 10, Switzerland.

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Economic Commission for Latin America and the Caribbean (ECLAC), Casilla 179D, Santiago, Chile. Tel: +562 208 5051. Fax: +562 208 0252.

IMPACT, c/o WHO, Room L225, 20 Avenue Appia, CH-1211, Geneva 27, Switzerland.

Tel: +41 22 791 3733. Fax: +41 22791 0746.

ILO (International Labour Office), 4 rue des Morillons, CH-1211, Geneva 22, Switzerland.

International League of Societies of Persons with Mental Handicap (ILSMH), 248 Avenue Louise, bte. 17 Brussels, Belgium B-1050.

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Rehabilitation International, 25 East 21st Street, New York, NY 10010, United States of America.

Tel: +1 212 420 1500. Fax: +1 212 505 0871.

TALC (Teaching Aids at Low Cost), PO Box 49, St. Albans, Herts. AL1 4AX, United Kingdom.

United Nations Centre for Human Rights, 8-14 Avenue de la paix, CH-1211 Geneva 10, Switzerland.

Tel: +41 22 907 1234. Fax: +41 22 917 0123.

United Nations Children's Fund, (UNICEF), UN Plaza, New York, NY 10010, USA.

Tel: +1 212 326 7000. Fax: +1 212 326 7336.

United Nations Development Programme, One UN Plaza, New York, NY 10017, USA.

United Nations Disabled Persons Unit, Department for Policy Coordination and Sustainable Development, United Nations, New York, NY 10017, USA.

United Nations Non-Governmental Organisations Liaison Service, Palais des Nations, 1211, Geneva, Switzerland.

World Blind Union, 224 Great Portland Street, London WIN 6AA, United Kingdom.

Tel: +44 71 388 1266. Fax: +44 71 383 0508.

World Federation of the Deaf, PO Box 65, SF-00401 Helsinki, Finland.

Tel: +358 0 58031. Fax: +358 0 580 3770.

WHO (World Health Organisation), 1211 Geneva 27, Switzerland. 27.

3. Publications

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Fax: +263 9 74398.

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WFD News. Quarterly newsletter of the World Federation of the Deaf. English only.

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York, NY 10017, USA.

4. Words

accountability - responsibility to an individual or a group for certain actions

autonomous - having a large degree of self-government; independent and with its own laws

budget - summary of expected income and expenditure for a particular period of time

bylaws - regulations of a company or organisation

catalyst - person or thing that starts or causes change

community-based rehabilitation - rehabilitation focused on self-help and participation, taking place in the disabled person's community, making full use of the resources of family and community

consensus - general or widespread agreement

consultancy - asking an outside person, with special knowledge, for advice or help cooperative - owned collectively and managed for joint economic benefit

cross-impairment - including people with a range of different impairments

endorsement - approval or support

euthanasia - "easy death": the act of killing someone painlessly

evaluation - judge or assess the value or worth of something

facilitator - helping progress, while allowing others to retain choice and control

feedback - information or opinion in response to an inquiry or proposal

foetus - human embryo from the second month of pregnancy until birth

forum - meeting or medium for open discussion of subjects of public interest

gene - a "unit of heredity", which passes on the particular characteristics of a parent to their offspring

genetic engineering - altering genes as a way of changing the characteristics of living things

income-generating project - a project providing work and income for the people involved

independent living - having the opportunity to make decisions that affect one's life and pursue activities of one's own choosing

interaction - mutual or reciprocal action

laissez-faire - "letting it happen"; not interfering in the progress of things

leadership training - training designed to help people organise, run, manage and make decisions for a group, community or organisation

people with learning difficulties - term chosen by people with intellectual impairments in the UK

mandate - an official instruction or command

marginalise - treat as though unimportant, insignificant, not central

minutes - official record of a meeting, conference, etc.

mobilisation - to organise for a purpose

monitoring - keeping a continuous record; observing the activity or performance of something

non-governmental organisation (NGO) - established by members of the community to carry out a particular activity or service for that community; non-profit making; not controlled by government

panel - a group of people selected to discuss a topic in front of an audience

peer - person equal in social status, rank, age, etc.; person with whom you share a major characteristic

peer counselling - counselling by and for disabled people

perception - way of looking at something; view on something

secretariat - office responsible for administrative, secretarial and clerical affairs of an organisation

self-help - mutual support; group solidarity; exchange of practical information, insight and knowledge gained through personal experience; collective action to improve an existing situation

sterilisation - to make infertile or incapable of bearing offspring

strategy - particular long-term plan for success

stipulation - a specific request, often necessary as a condition of an agreement

support services - enable disabled persons to live as equal members of the wider community; include peer counselling, information and referral services on community resources, skills training, advocacy