

Name and location of the project	Phase 2 – Leave No One Behind, Germany
Duration of the project	09/2018 – 31/12/2021 (40 months, including 4 months no-cost extension).
General objective of the project and expected results	<p>Overall Objective</p> <p>Persons with disabilities enjoy equal and meaningful participation, safety, and protection in international humanitarian action, both in general and in German-funded assistance in particular.</p> <p>Expected Results</p> <ol style="list-style-type: none"> 1. Support for the development of the global IASC Guidelines on Inclusion of Persons with Disabilities in Humanitarian Action and sharing good practices on disability mainstreaming in global coordination mechanisms. 2. Capacity and awareness-building activities for humanitarian actors in Germany and their local partners at the field level on both an operational and organisational level to mainstream disability and the inclusion of persons with disabilities in humanitarian action. 3. Collaboration with two German universities and applied research to strengthen the evidence base for disability inclusive programming and coordination of humanitarian action.
Specific objective and expected results in relation to the good practice	Collaboration with two German universities and applying accompanying research to strengthen the evidence base for disability inclusive programming and coordination of humanitarian action.
What particular aspect of the project does this good practice address?	Inclusion in academia

Background

Persons with disabilities are estimated to represent 15 per cent of the world's population¹ and are among the most marginalised people in crisis-affected communities². In disasters, their mortality rate is two to four times higher than that of persons without disabilities³. Hence, there is a need to focus on including persons with disabilities in various aspects of humanitarian actions such as disaster preparedness, response and recovery.

Handicap International Germany (HI), Christoffel-Blindenmission (CBM) and the Institute for International Law of Peace and Armed Conflict (IFHV) at Ruhr University Bochum implemented together the project "Phase 2 – Leave No One Behind!". The project's activities brought awareness on disability inclusion in humanitarian action, supported the development of the IASC Guidelines on Inclusion of Persons with Disabilities in Humanitarian Action, built capacities of German NGOs and their local partners, strengthened inclusion of persons with disabilities in academic curricula and events, and enhanced the evidence base through applied research.

The project designed and delivered study modules on the inclusion of persons with disabilities in humanitarian courses for the Ruhr University Bochum and the AKKON University.

What is the problem being addressed?

Compared to the past, there is increased awareness on the rights of persons with disabilities. However, this increased awareness is not enough. Many of the courses on humanitarian action do not have a focus on the rights of persons with disabilities and on addressing risks they face in crises and actions needed to protect their rights. There is a need to introduce/strengthen modules on inclusive humanitarian action to provide necessary skills to future humanitarian actors and update skills of existing humanitarian actors.

What happened?

The project strengthened and built on the existing relationship with Ruhr University Bochum and established a collaboration with AKKON University. The project team supported the "program and project design" module of the NOHA Masters Programme on International Humanitarian Action of the Ruhr University Bochum. The project effectively integrated "inclusive humanitarian action" in the module, provided an introduction to the topic and technical support to students of the module. The project team also delivered guest lectures and sensitisation sessions on "Inclusive Humanitarian Action".

¹ WHO and World Bank, World Report on Disability (2011)

² Report of the United Nations Secretary-General for the World Humanitarian Summit, One Humanity, Shared Responsibility

³ Katsunori Fujii, 'The Great East Japan Earthquake and Disabled Persons', in Disability Information Resources, Japan

Promising Practice

Phase 2 – Leave No One Behind

At AKKON University, the project team provided guest lectures on "Inclusive Humanitarian Action" in the SPHERE module of the Bachelor of Arts programme "Emergency and Crisis Relief ". The project team member, who developed the modules and provided the guest lectures, confirmed the quality and the students' kindled interest in inclusion.

What changed?

It was important to provide future humanitarian workers the knowledge and understanding of different types of barriers, risks, needs and capacities of persons with disabilities and key actions to provide a more inclusive humanitarian response. The project team members who supported the syllabi development and delivered the lectures were staff from project who are experience in inclusive humanitarian action. This enabled a knowledge exchange between practitioners and academia. At the IFHV, the module is now also included in the courses for professionals at the Academy for Humanitarian Action (AHA). The students graduating from these courses have a heightened awareness and skills on disability inclusion.

The AKKON University sees inclusion as an essential cross-cutting aspect. Inclusion is embedded in the academia, a professor interviewed reported the need for incorporating inclusive approach in other humanitarian projects.

Students have shown interest in doing internships/ working as student assistants within the project and with the project partners and writing their bachelor or master thesis on this topic. The integration of inclusion in humanitarian courses will ensure inclusive practices among future humanitarian workers

How?

The project team achieved inclusion in academia by establishing and strengthening relationships with universities/ academic institutions. Taking responsibility for supervision and delivering lectures helped to build the university's human resource. Providing access to experienced humanitarian workers ensured direct knowledge transfer from the field.

Recommendations

Staff experience in inclusive humanitarian action provided guest lectures, ensuring the exchange of information from the field. Interaction with experienced staff should be continued even after the universities have faculty staff with skills to teach inclusion. Continued interaction will facilitate practical knowledge exchange- This may inform theory building that can then be tested in the field. This interaction of practice and theory can enrich courses on humanitarian action.