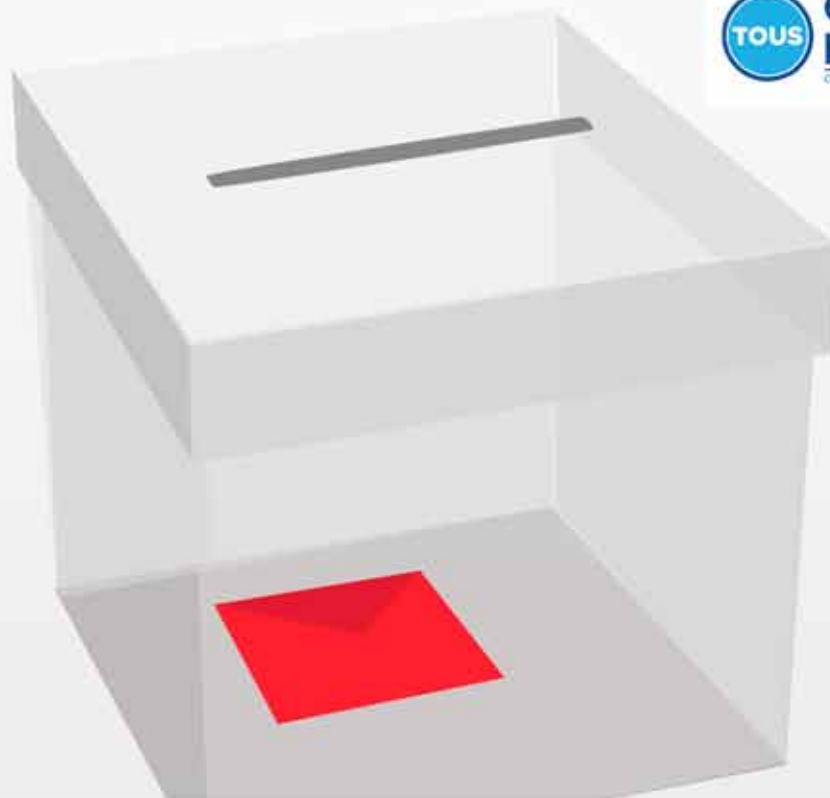


Voting and Disability



Accessibility for all!



Awareness Kit Citizen Participation Workshops



FOREWORD BY SOPHIE CLUZEL

FRENCH SECRETARY OF STATE TO THE PRIME MINISTER FOR DISABLED PEOPLE

The French law of 23rd March 2019 defining the 2018-2022 justice programme and reform is a key milestone for disabled and vulnerable people as it recognises them as full-fledged citizens. It repeals article L5 of the French Electoral Code under which the right to vote of disabled person under guardianship was determined by the judge.

Today, in France, some 300,000 people over the age of majority have officially recovered their right to vote.

For people with disabilities, their families and relevant associations, this rewards a thirty-year battle for the right to vote be granted to all citizens alike.

This paradigm shift also strongly reaffirms the dignity of all people, whatever their differences. It invites us to consider disabled people not as objects of care but rather as subjects of rights.

As of 2019, the law recognises the unconditional and inalienable right of all people with disabilities to exercise their citizenship through their right to vote.

The current challenge for us—families, friends, guardians, professionals, and of course for public administrative bodies—is to support people with disabilities to ensure that this right becomes a reality.

It is this major challenge which we aim to tackle in this Awareness Kit conceived by Handéo, in collaboration with the French Interministerial Committee on Disability (*Comité Interministériel du Handicap*) and the French Directorate General of Social Cohesion. This citizen toolbox, which offers fun activities such as workshops, simulation exercises and role-play, is designed to be used to prepare, support and reinstate people in exercising their right to vote. It also gives local authorities, polling station staff and all other people working with people with disabilities the chance to receive training to promote the social conditions surrounding this right.

I would like to thank Handéo and applaud their initiative and creativity. This kit fits perfectly with the series of tools already produced by Handéo targeted towards “enabling citizenship for all”.

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Organising Citizen Participation Workshops

Organising Citizen Participation Workshops

The aim of this kit is to help to organise Citizen Participation Workshops

This kit is designed to help all citizens to exercise their right to vote in accordance with the Universal Declaration of Human Rights and the International Convention on the Rights of Persons with Disabilities.

This kit is aimed at:

- Promoting the social conditions surrounding this right
- Providing materials for **citizenship education**, whatever the age of the person or their protection status
- **Raising awareness** among their circle of family and friends
- Encouraging candidates to improve the **accessibility of manifestos**
- **Training** care professionals, etc.

These workshops may be organised by



- Candidates
- Assessors



- Local authorities



- Associations
- Concerned citizens



Raising awareness of voting and the difficulties that people may face, in particular when they have disabilities.



This kit comprises

1 method sheet

to plan and run the workshop. This sheet outlines the organisation, how to prepare the workshop, who to invite, the aims, how to facilitate the meeting, the type of venue to choose, the duration and what type of simulation exercise to propose.



4 awareness modules

to organise simulation exercises. For each scenario, a toolbox is provided with a list of useful documents.



Facilitation method sheet



Event duration:
2 to 3 hours



3 facilitation stages
Aims | Participants | Instructions



**Venue: “everyday life” rooms
and accessible rooms**
Café, restaurant, bookshop, hotel
lounge, town hall, school, etc.



Number of participants
10 to 60 people.



Point of vigilance

It is recommended to propose simulation exercises liable to encourage people to speak openly. You can work in subgroups or in pairs to encourage discussion and boost self-confidence, in particular if there are a lot of participants.



BEFORE THE WORKSHOP

1- Prepare the event

PHASE 1

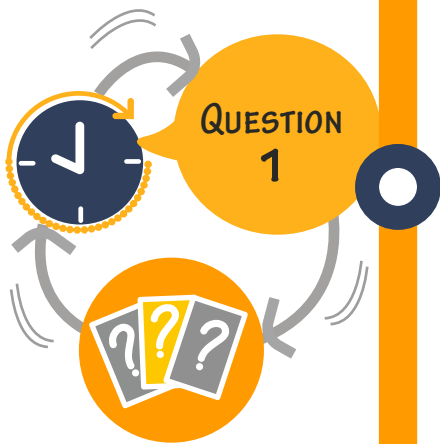


Choose a venue, a theme and a format for the event

(date, duration, sound, lighting, food and drinks, etc.)

Draw up a guest list according to the venue's capacity and send out invitations

The guest list may be predefined (list of names) and/or open (sent to mailing list, shared on social media, in the press, online, etc.). Whatever the case, it is helpful to take time to talk to the registered participants beforehand to understand their situation and their expectations, in order to build a relevant scenario and effectively run the workshop. Include a box on the registration form with the question "Do you have any specific needs? (e.g. sign language, disabled access, documents in braille...)"

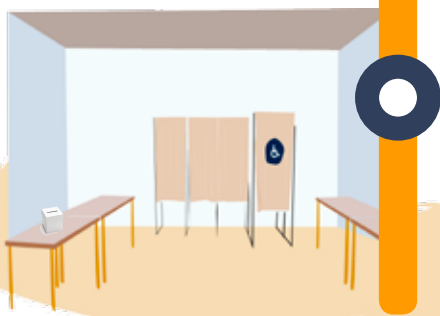


Draw up a workshop agenda

Include discussion sessions, define the time slot for each session, draft questions to encourage discussion, define the topics and plan for speaker contributions (ensure it is possible for other participants to contribute to the discussion).

The agenda may include a simulation exercise

At the polling station, at a meeting, etc. (see the example of a module provided on pages 18 to 23).



¹ If audio or visual recordings are planned, formal permission must be sought from the candidates if these images are for public use (see note on page 9).

PHASE 2



Include a discussion and preparation session with the main speakers, where relevant

Plan speaker contributions and address any difficulties they may face

Help them to prepare what they would like to say. Ask them questions which will help them express their message and will introduce the different topics that could be addressed. This preparatory effort should act as a “safety net” (but not a boundary). The goal is to lead the workshop in an engaging and competent manner while remaining flexible, adaptable and open to spontaneity and to unplanned contributions.

Adjust the workshop agenda based on the outcomes of these discussion sessions

PHASE 3



Send a reminder in the form of registration confirmation together with the programme

(the main points of the workshop agenda)

Define the organisers' roles

The facilitator, the timekeeper, the note-taker, the person who will help participants in their movements, any key speakers, and the communication officer (social media, photography and possibly recording¹)...

Possibly prepare a feedback form or questionnaire

So that participants can give their opinion on the event or follow up discussions in writing.

Facilitation method sheet

Before the workshop

Examples of points of vigilance according to the audience



Psychological, cognitive and intellectual disabilities

Schedule in preparation time

Organise travel


Possibly provide support for participants with intellectual disabilities

GOOD TO KNOW

This organisation can also be useful for people who have difficulty moving into action, picturing themselves at a future event or coping with busy places, such as certain people with autism, Alzheimer's, or psychological or cognitive disabilities.



Comprehension difficulties



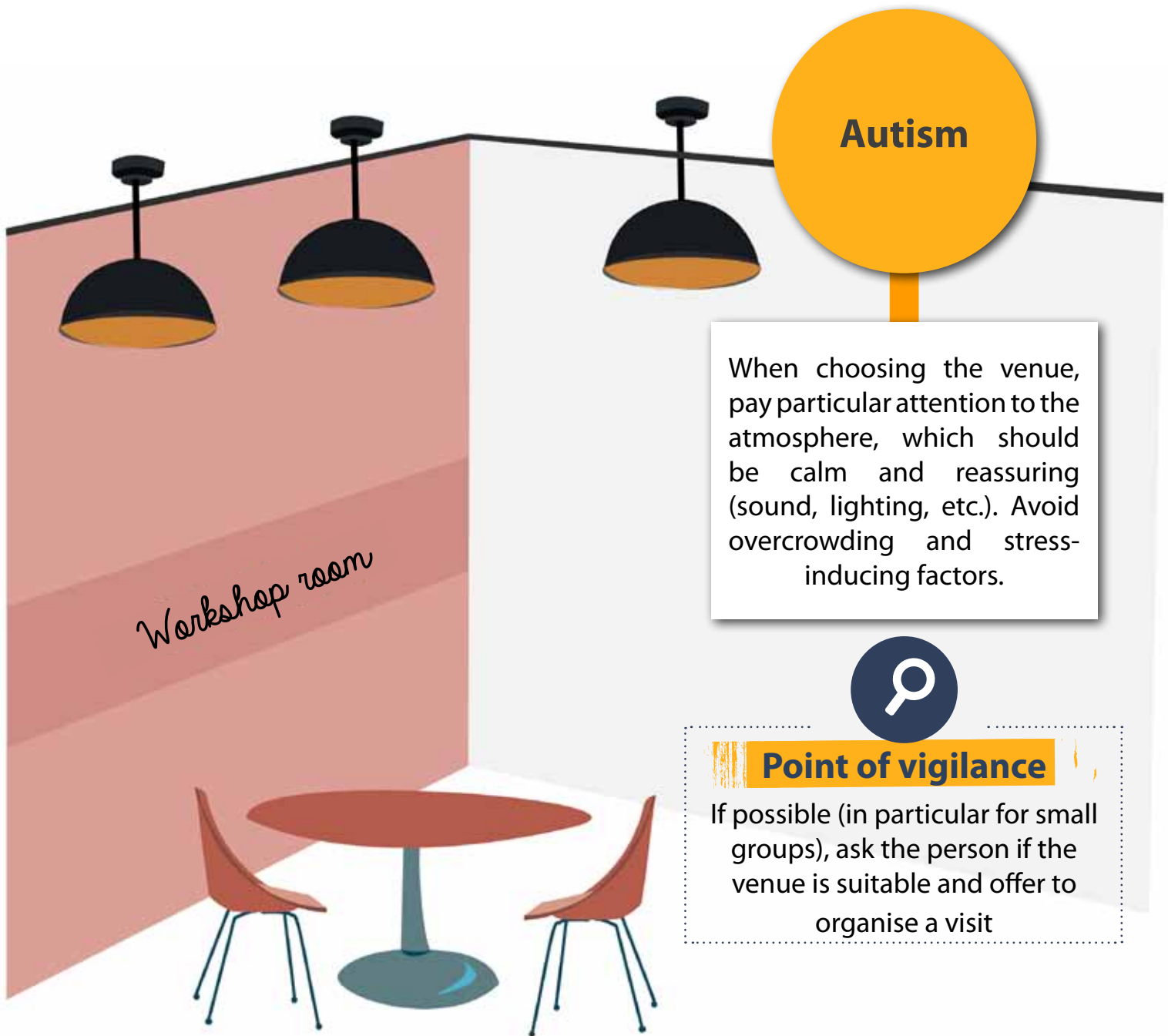
Provide easy read documents¹

If the workshop includes participants with comprehension difficulties, provide all the participants with red, yellow and green cards for them to hold up to indicate whether the discussions are comprehensible (green), slightly too fast (yellow) or incomprehensible (red).



Facilitation method sheet

Before the workshop / Examples of points of vigilance according to the audience



When choosing the venue, pay particular attention to the atmosphere, which should be calm and reassuring (sound, lighting, etc.). Avoid overcrowding and stress-inducing factors.



Point of vigilance
If possible (in particular for small groups), ask the person if the venue is suitable and offer to organise a visit

GOOD TO KNOW

Animated video: Handéo presents a selection of good practices in an animated video on communicating with an autistic child.



Video available on the Handéo YouTube channel

¹Nous Aussi, l'UNAPEI, Inclusion Europe, "L'information pour tous : Règles européennes pour une information facile à lire et à comprendre", 2009

Facilitation method sheet

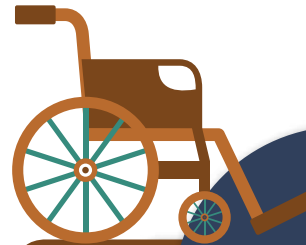
Before the workshop / Examples of points of vigilance according to the audience



Visual impairment

Designate a meeting point for people with visual impairment to guide them, if desired, to the workshop venue.

Choose an appropriate font size and use high contrast on documents to improve legibility.



Physical disability

Ensure that the entrance and toilets at the workshop venue are suitable for wheelchairs users.



Facilitation method sheet

Before the workshop / Examples of points of vigilance according to the audience



- HELLO AND WELCOME TO YOU ALL. WE ARE HERE TODAY FOR THE VOTING AND DISABILITY AWARENESS WORKSHOP. WE ARE GOING TO START BY EXPLAINING HOW THIS WORKSHOP IS ORGANISED. I'M GOING TO HAND OVER TO THE FACILITATOR.

- HELLO, MY NAME IS...

Facilitation method sheet

Before the workshop

2- Prepare the venue and materials



1



Ensure that the room can accommodate all the participants and is conducive to discussions (rearrange the furniture if need be).



2

According to the size of the room, check its acoustics and that the microphones are working correctly.

DURING THE WORKSHOP

1 Present the workshop 20 minutes

The facilitator presents the workshop objectives.

 5 minutes

The facilitator presents the workshop organisation.

 5 minutes

The facilitator or a key speaker proposes a simulation exercise.

 10 minutes

2 Encourage discussion and debate

 30 minute to 2 hour sessions
(for long sessions, schedule in breaks)

Short introduction to the session by the facilitator or the key speaker.

 5/10 minutes



Be aware of communication rules in relation to different disability situations.

Consult the Handéo guide "Comprendre le handicap pour mieux accompagner".

Facilitation method sheet

During the workshop



Invite participants to ask questions or make comments on the introductory presentation.

Practise active listening and be mobile.



If need be, move around the room to give participants the chance to speak.



Reformulate answers and invite participants to ask questions to further explore the answer.



Summarise after several contributions or at the end of the session.

Encourage participants to speak.



Work with the people identified during the preparatory phase.



Manage time for each speaker.

Note: these discussion sessions can include simulation exercises at the beginning or end, or interspersed throughout discussions.

3

Conclude the workshop



10 minutes

The facilitator ensures that all participants who would like to speak have done so.

The facilitator or key speaker summarises the discussions, recaps the issues raised and possible solutions suggested.

The workshop may end with informal discussions over drinks or a buffet.



5/10 minutes

AFTER THE WORKSHOP

The workshop leader sends a written summary of discussions to all the participants. This summary report may draw on the oral summary given by the facilitator and the notes taken by the appointed note-taker.

4

awareness modules



“Polling station” module

“Carer issue awareness” module

“Voting awareness among children and/or adults” module

“Manifesto accessibility” module



Module

1

Polling station



Example of a simulation exercise

Recreating a polling station

Toolbox

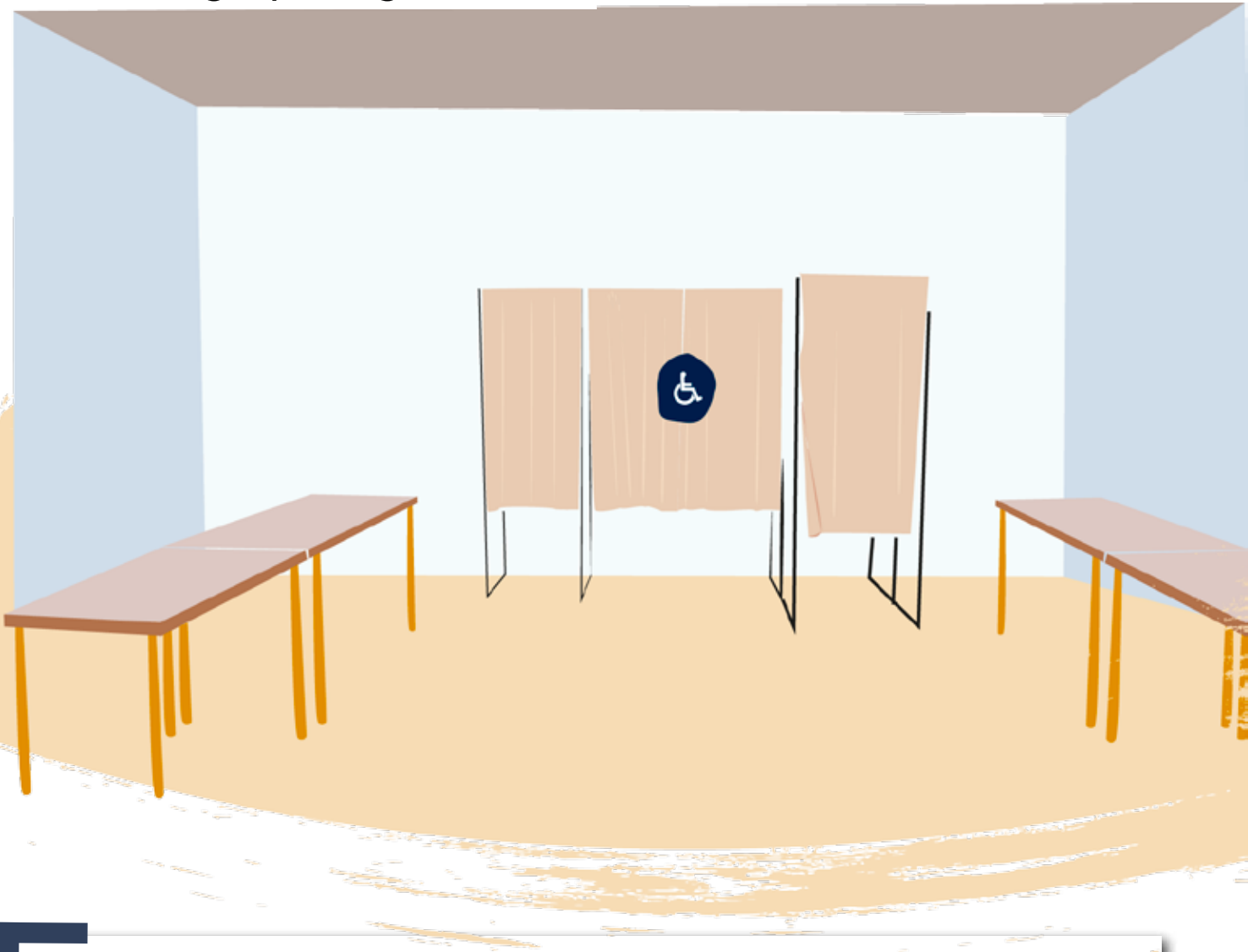
Understanding the constraints on voting accessibility



“Polling station” module

Example of a simulation exercise

Recreating a polling station



Goal

This module can be used to raise awareness of voting difficulties for people with disabilities among presiding officers at polling stations and assessors (Format 1). This module can also be used to raise awareness about voting among people with disabilities (Format 2).



1 hour



2 formats



Format 1

Participants



Gather together people who have been or would like to be an assessor or presiding officer at a polling station.

Ask people with disabilities to be present as resource people.

Instructions



The assessor or the presiding officer:

- Takes part in a mock election in a polling station (real or recreated).
- Presents ID, takes an envelope, takes the ballot papers, enters the booth, places the envelope in the ballot box, signs the register.

The whole process should be performed with at least one specific constraint:

- Blindfolded, in a wheelchair, hands tied together, ears covered, wearing an age simulation suit, rearranging the room, etc.



The polling station assessors or presiding officers may play their own role and be confronted with difficulties such as:

- A person from the polling station refuses to allow a voter and his/her carer to enter the booth.
- A voter is unable to place his/her envelope in the ballot box.

The purpose of this second phase is to ensure that they are well aware of all the arrangements provided under existing regulations to facilitate voting by people with disabilities.



Point of vigilance

It is important to remind participants that these simulation exercises emphasise people’s disabilities. This is deliberate so as to highlight certain difficulties. However these role-plays should not underestimate people’s potential and inventiveness. Furthermore, they should not be confused with reality: **experiencing a limitation for a limited time period is very different from living with it for life.**



“Polling station” module

Example of a simulation exercise / Recreating a polling station



Format 2

Participants



Gather people with disabilities in the same category or different categories.

Open up participation in the simulation exercise to all those present (including families and carers).

Ask polling station staff to be present as resource people.

Ask pupils to run the polling station.

Instructions



Organise a mock election in a polling station (real or recreated) in which the person playing the role of the voter will:

- present his/her ID,
- take an envelope,
- take ballot papers,
- enter the booth,
- place the envelope in the ballot box,
- sign the register,
- attend the vote counting phase.

Resource person



For further information, contact Cyril Desjeux, sociologist (Handéo) by email at contact@handeo.fr.



Toolbox for understanding the constraints on voting accessibility



Handéo, “Promoting voting accessibility for people with disabilities”, 2018.

Online: http://www.handeo.fr/sites/default/files/upload-files/OBS_Voting%20and%20Disability%20guide_Guide_Vote_Handicap_Anglais_Handeo.pdf



APF, “Guide pratique pour l'accessibilité effective des bureaux de vote”, 2012.

Online: <http://accessibilite-universelle.apf.asso.fr/media/02/01/3128617981.pdf>

FNATH “Accessibilité des bureaux de vote. Pour les présidents des bureaux de vote”, 2012.

Online: http://www.fnath75.org/data/48/ATT00010-FR_n%C2%B01-FNATH.doc



CFPSAA, “Fiche pratique destinée aux personnels des bureaux de vote. Comment se comporter avec une personne déficiente visuelle”, 2012.

Online: http://unisda.org/IMG/pdf/Fiche_aide_humaine_deficients_visuels_et_bureaux_de_vote.pdf

Video by Ville de Paris “Le vote, un droit pour toutes et tous”.

Online: <https://handicap.paris.fr/handicap-des-elections-plus-accessibles/>





Module

2

Carer issue awareness



Example of a workshop

Café debate on the ethical challenges of influence, confidentiality and capacity for discernment

Toolbox

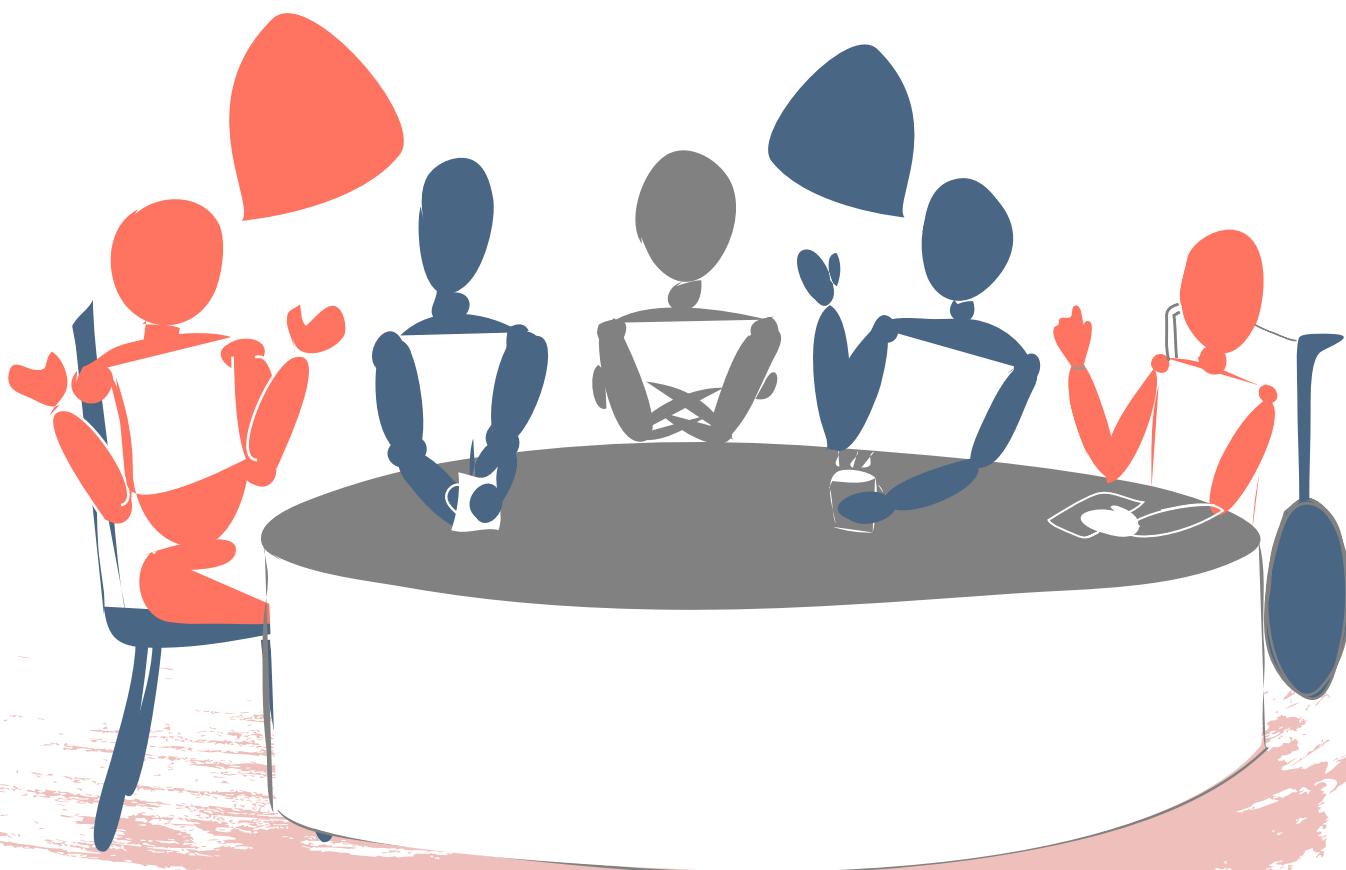
Understanding the role of carers



“Carer issue awareness” module

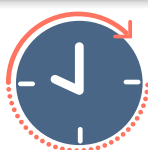
Example of a simulation exercise

Café debate on the ethical challenges of influence, confidentiality and capacity for discernment



Goal

To highlight the key challenges surrounding reliance on a third party according to disability situations.



1.5 hours

“Carer issue awareness” module



Example of a workshop / Café debate

Participants



At least one representative of each type of disability (Physical, visual, sensory, psychological, intellectual, cognitive, neurodevelopmental, neurodegenerative) and family carers.

Professional home care staff

Political representatives

Legal, health and human science experts

Instructions



Give all participants the opportunity to express their views in an open-minded setting, in particular by informing them that:

- there are no “right” or “wrong” answers,
- contributions should be relatively concise,
- it is however possible to speak several times,
- each person must be allowed to speak without being interrupted,
- the language and tone adopted must be polite and courteous.



Toolbox for understanding the role of carers



Handéo, “Carers: Promoting voting accessibility for people with disabilities”, 2018.

Online: http://www.handeo.fr/sites/default/files/upload-files/OBS_Voting%20and%20Disability%20guide_Guide_Vote_Handicap_Anglais_Handeo.pdf



Handéo, Tutorial “Favoriser l'accès au vote grâce aux aides humaines”, 2019

Online: <https://youtu.be/WRKeQKnUK6k>

Resource person



For further information, contact Cyril Desjeux, sociologist (Handéo) by email at contact@handeo.fr.

Module

3

**Voting awareness
among children
and/or adults**



Example of a workshop

Organising a press breakfast

Toolbox

Explaining voting to people with neurological, psychological, intellectual and/or cognitive disabilities

“Voting awareness among children and/or adults” module

Example of a workshop

Organising a press breakfast



Goal

To raise awareness of the challenges of voting and citizenship, regardless of age, in particular during citizenship education classes.



45 min

Adapt the duration and format according to disability



Participants

One facilitator

The participants may belong to a support group, be supported by a medical/social or health organisation, take part in a peer expression group, etc.



Instructions

Select several newspaper articles relating to the current election to discuss them with the participants (regardless of whether or not they are old enough to vote and whatever their protection status).

“Voting awareness among children and/or adults” module

Example of a workshop / Organising a press breakfast



Toolbox for explaining voting to people with psychological, intellectual and/or cognitive disabilities



Handéo, Tutorial “Favoriser l'accès au vote grâce aux aides humaines”, 2019. Online: <https://youtu.be/WRKeQKnUK6k>

(In easy read) Fédération des APAJH “Un vote accessible et autonome pour chacun”, 2012.

Online: http://www.apajh.org/index.php?option=com_content&view=article&id=1128:un-vote-accessible-et-autonome-pour-chacun&catid=25:actualites-apajh&Itemid=1149



(In easy read) Nous aussi Dunkerque, poster “Je vote”, 2015.

Online: https://i2.wp.com/accueil.chevaliers-dunkerque.fr/wp-content/uploads/2013/12/nous-aussi_affiche2013.jpg



(In easy read) Nous aussi Doubs, “Pourquoi voter” and “Comment voter”, 2017.

Online: <https://www.adapeidoudoubs.fr/site-adapte/documents/programme-presidentielles/>



(In easy read) Nous Aussi, ENABLE, SPMP, Inclusion Europe, “Recommandations pour des élections accessibles en Europe”, 2011.

Online: http://data.over-blog-kiwi.com/0/77/01/57/201310/ob_ab6c94_recommandations-pour-des-election-en-falc-fr.pdf



(In easy read) Nous Aussi, Guide sur l'accès au vote (in press)

(In easy read) Video on the CAP'acité website on voting and elections: <https://www.capacite.net/Citoyennete.html>

Resource person



For further information, contact Cyril Desjeux, sociologist (Handéo) by email at contact@handeo.fr.



Module

4

Manifesto accessibility



Example of a workshop

Easy read presentation meeting

Toolbox

Provide accessible communication

“Manifesto accessibility” module

Example of a workshop

Meeting to present easy read manifestos

This meeting can also be tailored to other communication specificities.

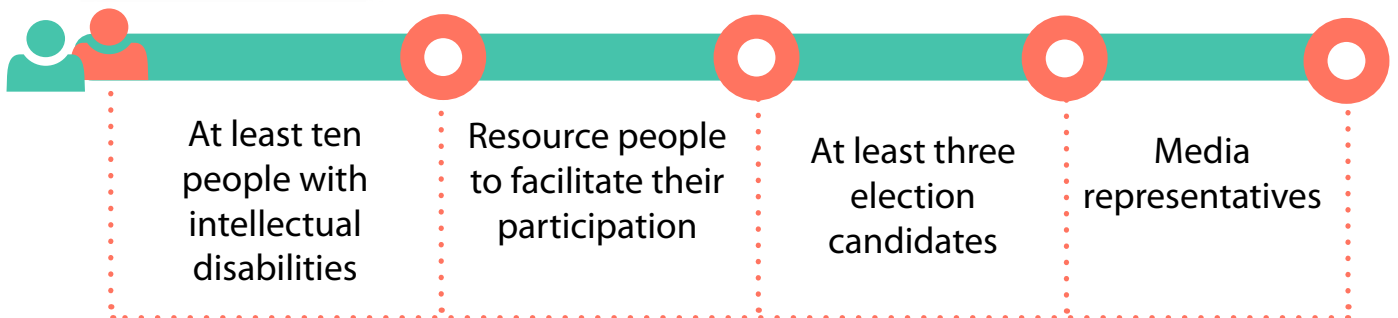


Goal

To help candidates to translate their manifesto into easy read and to help participants to more fully understand the manifestos.



Participants



Instructions



Invite the different candidates or their representatives to present their manifesto to people with intellectual disabilities. Ask them to present their actions in 10 to 15 minutes and to allow 10 to 15 minutes for questions from the floor. Provide the standards for making information easy to read and understand and assist candidates in this process if required.

“Manifesto accessibility” module

Example of a workshop / Meeting to present easy read manifestos



Toolbox for providing accessible communication



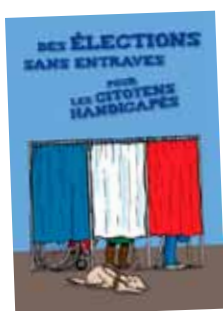
Handéo “Comprendre le handicap pour mieux accompagner”, 2009.

Online: http://www.handeo.fr/sites/default/files/field-files/OBS_Guide_Vote_Handicap_Handeo_VERSION_2_WEB_17-07-2019.pdf



CREAI Hauts-de-France: video presenting an information day organised to present political manifestos.

Video online: <https://youtu.be/0yolzIJ7gHc>



FNATH, Guide “Des élections sans entraves pour les citoyens handicapés”, 2012.

Online: <http://www.cidem.org/documents/ElectionsSansEntraves.pdf>



UNAPEI, L'information pour tous. Règles européennes pour une information facile à lire et à comprendre, 2009

Online: <https://www.unapei.org/publication/linformation-pour-tous-regles-europeennes-pour-une-information-facile-a-lire-et-a-comprendre/>



European Disability Forum (EDF), How to make your political campaign accessible. Online recommendations: <http://www.edf-feph.org/how-make-your-political-campaign-accessible>




Santé publique France & CIRLI, Communiquer pour tous. Guide pour une information accessible, 2018.

Online: https://www.cnsa.fr/documentation/ns04-112-18l_spf_communiquer_pour_tous_bd_total_web.pdf

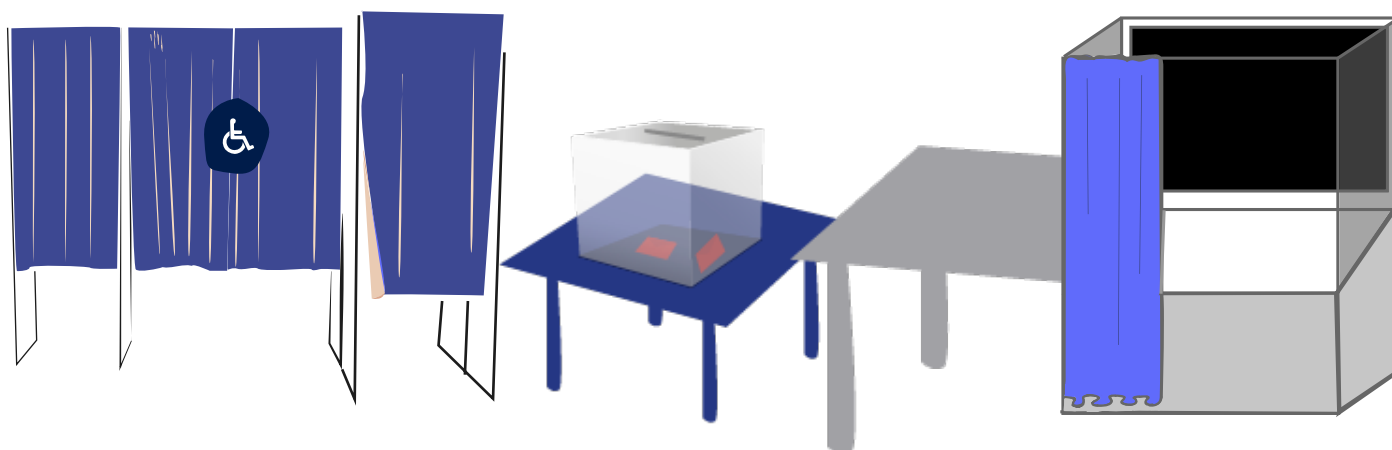
Resource person

 For further information, contact Cyril Desjeux, sociologist (Handéo) by email at contact@handeo.fr.

A few legal provisions

- 
- Accessibility of polling places and voting techniques**
 - Cases of special assistance**
 - Accessibility of polling stations, booths and ballot boxes**
 - Facilitating autonomous voting**

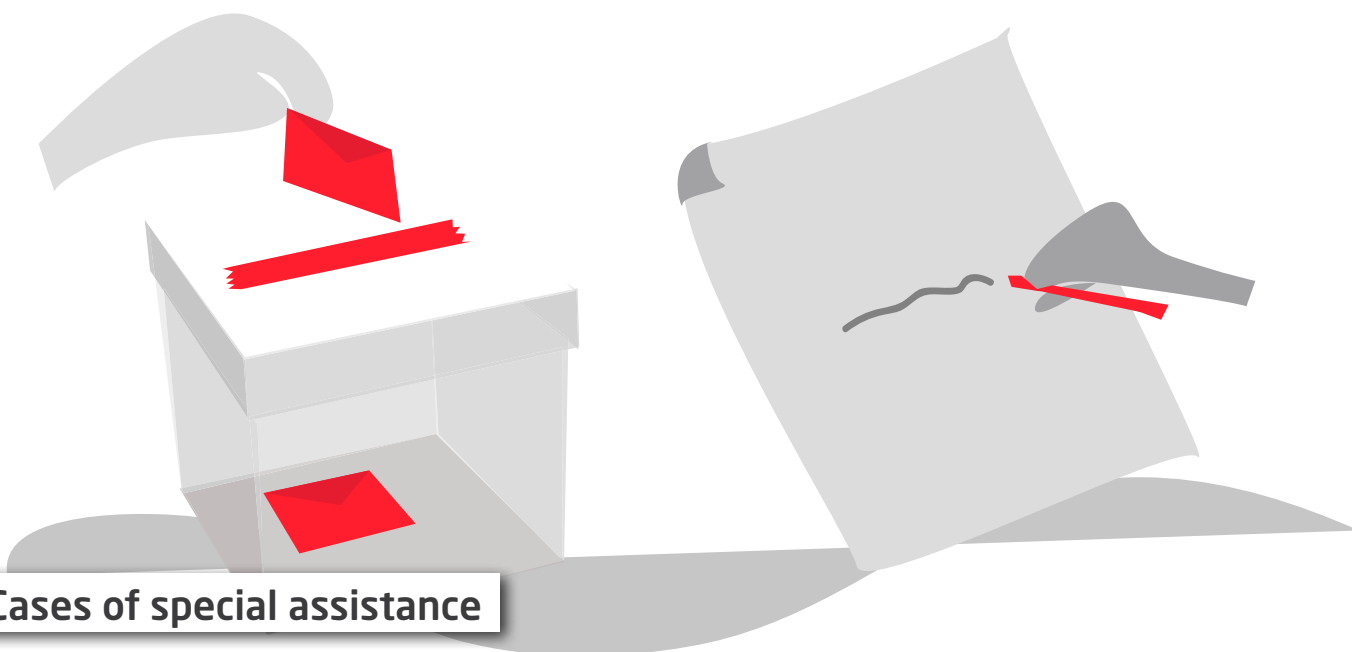
A few legal provisions



Accessibility of polling places and voting techniques

■ Article L. 62-2 (French Electoral Code)

Polling stations and voting techniques must be accessible to disabled people legally entitled to vote, regardless of their age or disability (physical, sensory, intellectual, cognitive, psychological, etc.).



Cases of special assistance

■ Article L. 64 (French Electoral Code)

Any voter with a disability which prevents him/her from inserting the ballot paper into the envelope and depositing the envelope in the ballot box or from using the voting machine is authorised to be assisted by a voter of his/her choice (if the voter is under guardianship, certain restrictions on this choice were introduced in 2019. For instance, the voter cannot be assisted by his/her guardian or a social or healthcare professional who supports him/her).

When a voter is unable to sign, the voter of his/her choice signs instead and writes the words: "The voter is unable to sign".

A few legal provisions

Accessibility of polling stations, booths and ballot boxes

■ Article D. 56-1 (French Electoral Code)

On election day, polling station premises must be accessible to disabled people legally entitled to vote, regardless of their age or disability (physical, sensory, intellectual, cognitive, psychological or neurological).

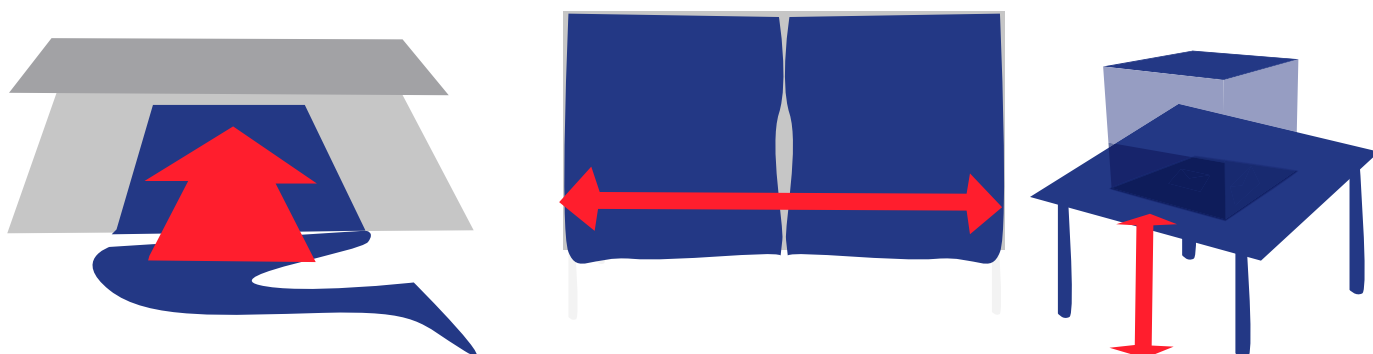
People with disabilities, in particular wheelchair users, must be able to enter, move around and exit the premises in a normal manner, if necessary thanks to temporary or permanent arrangements.

■ Article D. 56-2 (French Electoral Code)

Polling stations must have at least one booth accessible to wheelchair users.

■ Article D. 56-3 (French Electoral Code)

Ballot boxes must be accessible to wheelchair users.




Facilitating autonomous voting

■ Article D. 61-1 (French Electoral Code)

Voting techniques must be accessible to disabled people legally entitled to vote, regardless of their age or disability (physical, sensory, intellectual, cognitive, psychological or neurological). For this purpose, the presiding officer of the polling station takes all useful measures to facilitate autonomous voting by people with disabilities.

Toolbox

- 
- Communication kit**
 - Polling station quiz**
 - Compliance questionnaire**
 - Participant feedback**

Communication kit

Turnkey solutions

For the general public & professionals

Tools for people with disabilities, their friends and family, carers, home care providers, local councils, assessors...



Practical guide and video tutorial on Voting and Disability



FAVORISER LA PARTICIPATION AUX ÉLECTIONS
DES



Les aides humaines peuvent être utiles pour les personnes autistes, avec une déficience intellectuelle, avec un trouble cognitif ou psychique,

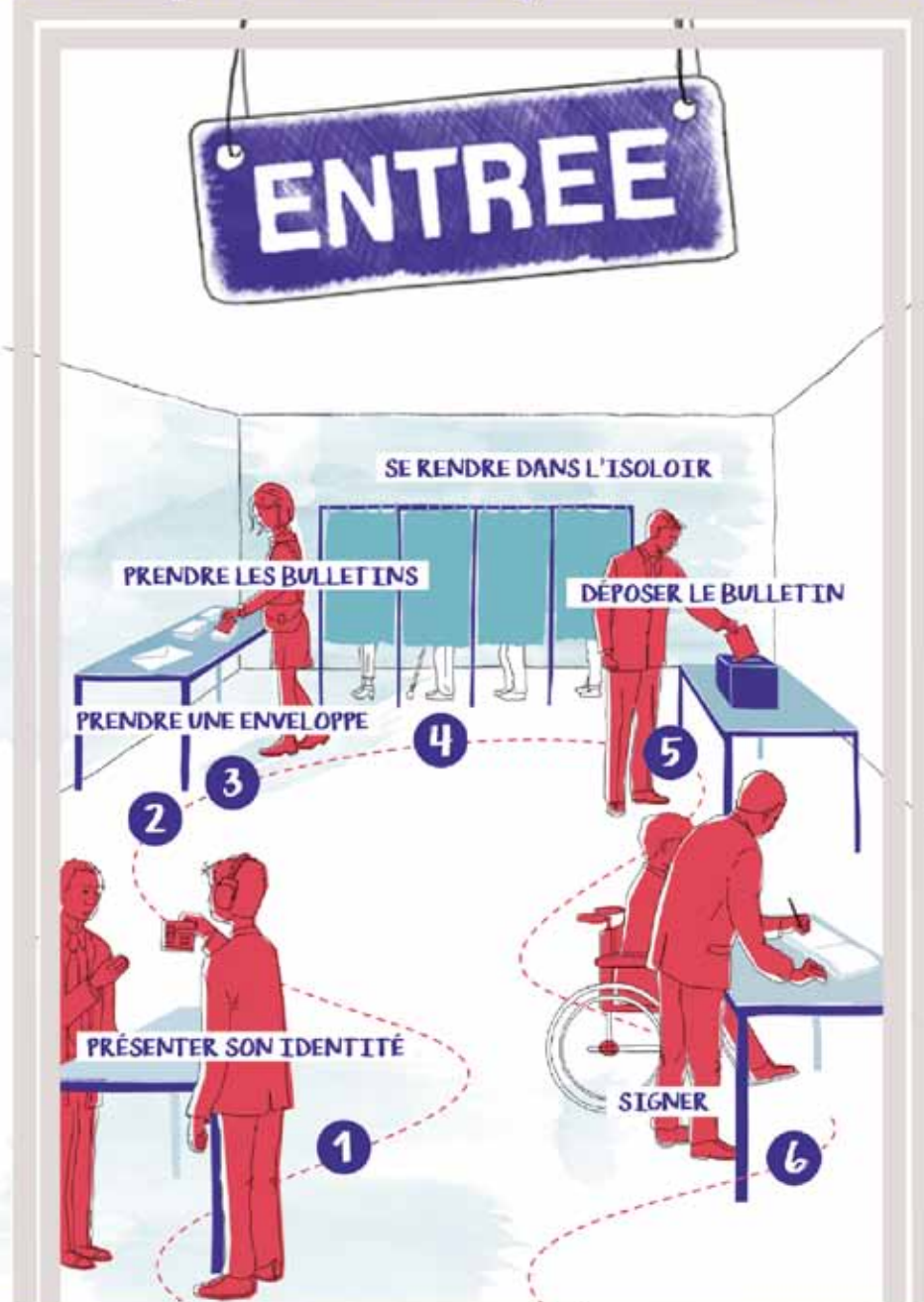
Available free of charge at handeo.fr

An awareness poster on "Election day: steps in the voting process"



VOTE & HANDICAP

Les étapes du vote le jour des élections



Télécharger le kit de sensibilisation Vote & Handicap sur handeo.fr

Available free of charge at handeo.fr

Polling station



Polling station quiz



1

A person under guardianship is not allowed to vote

true

false

2

Voters cannot receive help in taking ballot papers

true

false

3

A person who cannot express himself/herself verbally cannot vote

true

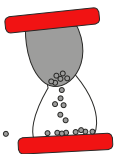
false

4

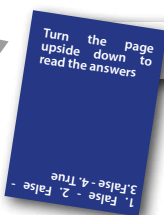
A wheelchair user can enter the booth with his/her carer

true

false



Answers



Find out the right answers here



1. False - 2. False - 3. False - 4. True

Answers



Compliance questionnaire

Compliance questionnaire

Is polling station accessibility compliant with legislation?

Polling station accessible to wheelchair users: installation of a slope/ramp with less than 5% incline at the entrance	Yes <input type="radio"/>	No <input type="radio"/>
Presence of a guardrail at the polling station entrance	Yes <input type="radio"/>	No <input type="radio"/>
Height of shelf in booth (0.80 m maximum)	Compliant <input type="radio"/>	Non-compliant <input type="radio"/>
Height of tables (0.80 m maximum)	Compliant <input type="radio"/>	Non-compliant <input type="radio"/>
Polling station layout allows wheelchair users to get around (turning space: 1.50 m minimum)	Compliant <input type="radio"/>	Non-compliant <input type="radio"/>
Presence of a spare chair	Yes <input type="radio"/>	No <input type="radio"/>
The ballot box is low down (the slot must be at a height of 0.80 m)	Yes <input type="radio"/>	No <input type="radio"/>
Floor markings: contrasting colour to guide voters	Yes <input type="radio"/>	No <input type="radio"/>
Use of a contrasting colour signature guide	Yes <input type="radio"/>	No <input type="radio"/>
Presence of braille labels in front of the candidates' names on the table of ballot papers	Yes <input type="radio"/>	No <input type="radio"/>



Compliance questionnaire

Easy read information panels on display

Yes

No

Presence of a person with basic knowledge of sign language

Yes

No

Presence of a person with visual impairment awareness training

Yes

No

Presence of a person with hearing impairment awareness training

Yes

No

Presence of a person with physical disability awareness training

Yes

No

Presence of a person with cognitive, intellectual and psychological disability awareness training

Yes

No

If the voter is accompanied by a carer:

- the booth can accommodate two people
- the assessor speaks directly to the voter being assisted

Yes

No

Yes

No

The voter being assisted had to justify his/her disability

Yes

No





Participant feedback from citizen participation workshops



If voters have asked to receive help and this was not feasible, what were the reasons?
What was the profile of the person involved?

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What difficulties were identified as obstacles to voting by people with disabilities?

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