

6 Session Plan: Barriers to participation

<i>National / Regional / District</i>	
Learning objectives	
By the end of the session participants shall be able to: <ul style="list-style-type: none">• Define attitudinal, environmental and institutional barriers.• Discuss the effects of non-participation of persons with disabilities in different activities.• List actions that can be taken to remove barriers and provide disability inclusive services.	
Time allocated	
<ul style="list-style-type: none">• 110 minutes.	
Resources needed	
<ul style="list-style-type: none">• PPT Presentation• Participant Manual• A1 poster of barriers to participation (from publication <i>Disabled Village Children</i>)• Strips of coloured card (allow 2-3 per participant)• Marker pens• Whiteboard or flipchart• Flipchart paper and markers• Masking tape or prestic• Three cards of headings for activity:<ul style="list-style-type: none">• attitudinal barriers• environmental barriers• institutional barriers	
Preparation	
Familiarise with: <ul style="list-style-type: none">• Relevant content of the Participant Manual• PPT Presentation or A2 Presenter Pin: <ul style="list-style-type: none">• A1 poster of barriers to participation on the wall Write or print on coloured card or paper from the end of the session plan the headings for activity: <ul style="list-style-type: none">• Attitudinal barriers• Environmental barriers• Institutional barriers Cut: <ul style="list-style-type: none">• A4 different coloured card into 3-4 strips per sheet for activity (2-3 strips per participant).	

6.1 Introduction (15 minutes)

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Trainer's notes:

Keep the PPT title slide up as you introduce the session, otherwise you will give the answer to the question on the different types of barriers as they are listed in the learning objectives.

Introduce the session.

Explain: The degree to which persons with disabilities are excluded from mainstream services is largely due to the barriers they face from within their own society. This session looks at some of those barriers, their causes and consequences and what should be done to remove them.

Ask: What are some of the barriers that persons with disabilities face in society here?

Write responses on the flipchart. Try to group them into *attitudinal*, *environmental* and *institutional* barriers, but without, for the moment, saying or writing those words.

When a list has been drawn up, **ask** if anyone can suggest headings for the three groupings – try to get the participants to think of the desired headings of: *attitudinal*, *environmental* and *institutional*.

Write the headings on the flipchart, above the groups of words.

Move the flipchart sheet to the wall where it can remain as a reference throughout the training.

Trainer's notes:

If participants find it difficult to come up with the desired headings, or make alternative suggestions (for example, 'physical barriers' or 'policy barriers'), advise them of the commonly accepted terms: *attitudinal*, *environmental* and *institutional* barriers. **Explain** that all types of barriers can be usually be placed under one or other of these headings and **encourage** use of these terms in future.

Barriers to participation

Learning objectives

By the end of the session participants shall be able to:

- Define attitudinal, environmental and institutional barriers.
- Discuss the effects of non participation of persons with disabilities in different activities.
- List actions that can be taken to remove barriers and provide disability inclusive services.

Barriers to participation: 2

Introduce the learning objectives of the session.

6.2 Causes and consequences of barriers (20 minutes)

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Explain that the words *attitudinal*, *environmental*, *institutional* are often used to group the various kinds of barrier that persons with disabilities face in their daily lives. All societies have some or all of these barriers which prevent the participation of persons with disabilities.

Barriers to participation

Attitudinal:

- Prejudice
- Discrimination
- Ignorance
- Social taboo
- Stigma
- Pity
- Charity
- Inferiority
- Patronization
- Curse/shame
- Own attitude

Barriers to participation: 3

Summarise the key *attitudinal* barriers to participation.

Ask: where do these attitudes come from?

Acknowledge responses.

Barriers to participation

Environmental:

- Lack of physical accessibility to domestic, social and public buildings.
- Lack of access to transport.
- Limited provision for communication and understanding for those with sight or hearing impairment.
- Lack of assistive devices.

Barriers to participation: 4

Summarise the key *environmental* barriers to participation.

Ask for some local examples of environmental barriers.
Acknowledge responses.

Ask: why do these barriers exist?
Acknowledge responses.

Barriers to participation

Institutional:

- legislation
- rules and regulations
- policies
- entry requirements
- political disenfranchisement.

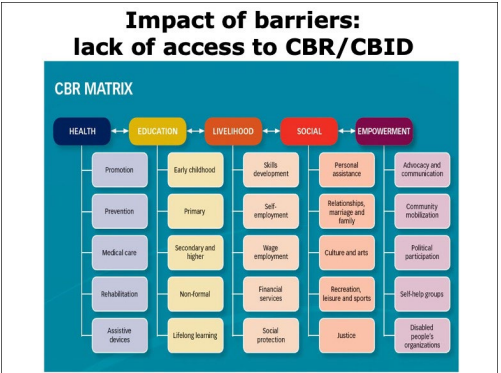
Barriers to participation: 5

Summarise the key *institutional* barriers to participation.

Ask: why do the law and policy makers create these barriers?

Acknowledge responses.

Explain that very often a person may find their way barred by multiple barriers, from one or more of the three categories. For example, a lack of assistive device **plus** negative attitudes from teachers and other pupils **plus** non-inclusive school rules and regulations.



Summarise the impact of barriers to participation in relation to the CBR Matrix.

Barriers mean that persons with disabilities are unable to access their rights as laid out in the UN CRPD to the fullest, and are less able to access and participate in development programmes and society generally as reflected in the components and elements of the CBR Matrix.

WHO estimates that 15% of each country's population are persons with disabilities. That means that up to 15% of our citizens are routinely excluded from participation, or more reliant on others as a result of the barriers they face such as:

- children with disabilities excluded from school due to inaccessible buildings are denied an education
- adults facing discrimination when applying for jobs struggle to earn a living
- persons with disabilities who are unable to vote as a result of their disability are denied their voice in decisions that affect them.

The consequences of exclusion are therefore detrimental to the empowerment of persons with disabilities.

Ask: Is it just persons with disabilities who are affected by this exclusion?

Acknowledge responses.

Explain that society at large suffers when persons with disabilities are excluded, and we all gain when inclusive practices are made law and practice in our country. When persons with disabilities are able to achieve greater inclusion and independence, they are less dependent on members of their family, and more able to be economically active for example.

6.3 Removing the barriers: towards increased participation (15 minutes)

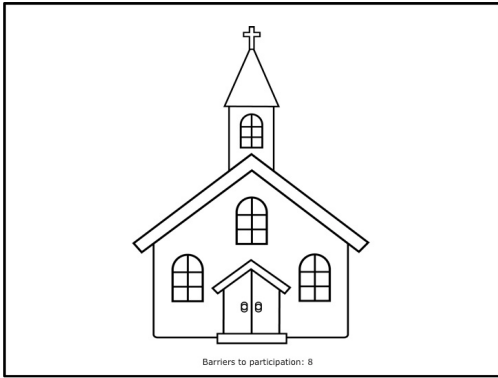
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Explain: When barriers can be removed, persons with disabilities are able to become more independent, contributing, participatory members of their families, communities and society in general.

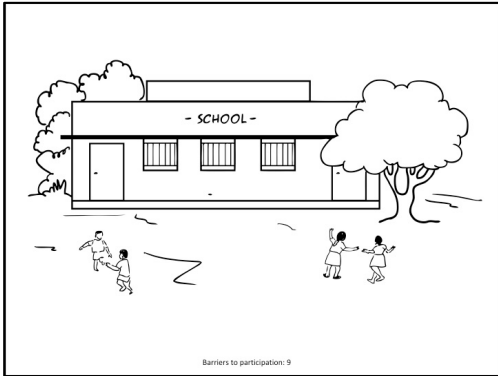
Here are some examples of barriers that exist in our society:



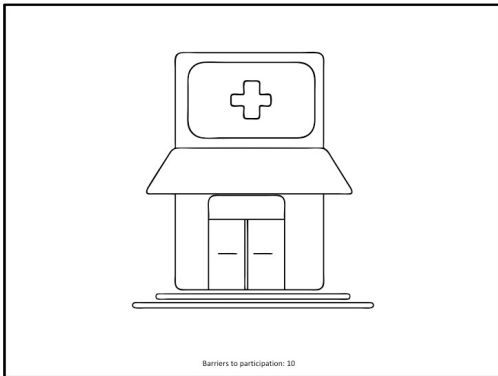
- Inaccessible transport.



- Inaccessible places of worship.



- Education systems do not provide the proper environment, preparation of teachers or resources to ensure inclusion of all children in the learning process



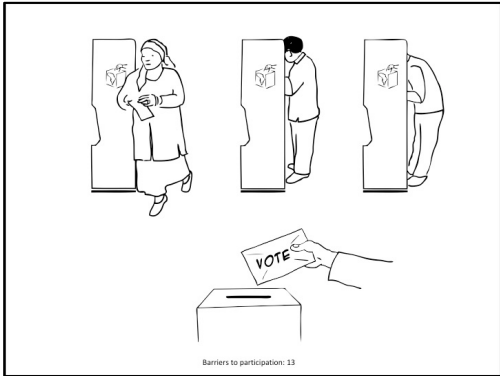
- Medical services that don't have staff with required skills.



- Basic services that don't use universal design to cater for all people

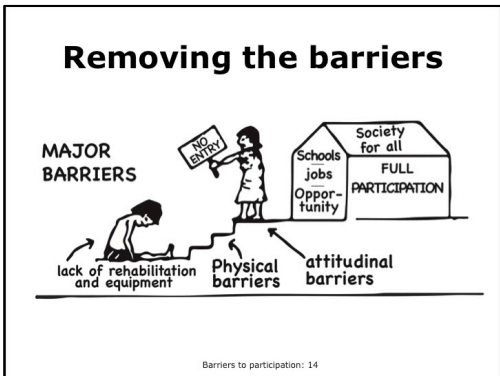


Empowerment programmes that do not reflect the diversity of requirements of persons with and without disabilities.



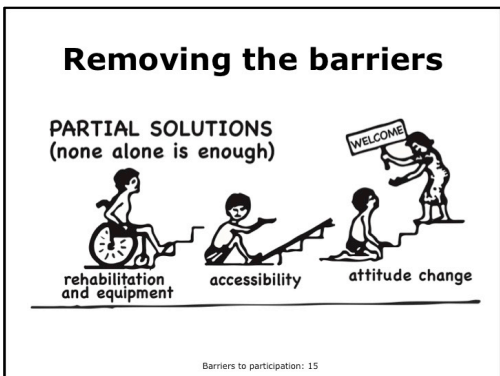
- Inaccessible voting stations providing a barrier to persons with disabilities exercising their right to vote.

But for inclusion to be achieved, *all* the barriers that block an individual's path must be removed.



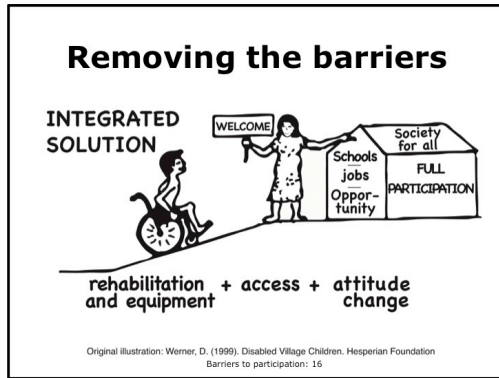
Refer participants to the illustration from *Disabled Village Children* in their Participant Manual and show the next three slides that each contain part of it.

- The first part of the illustration highlights major barriers that face persons with disabilities:
 - lack of habilitation or rehabilitation equipment
 - physical barriers
 - attitudinal barriers



The second part of the illustration shows how a partial solution will still exclude persons with disabilities:

- An accessible venue isn't useful if someone cannot reach it because they don't have the right assistive device.
- A positive attitude isn't useful if there is still a physical barrier to inclusion.
- And it is not enough to provide access to a building without ensuring that attitudinal barriers are addressed.



Explain:

- For persons with disabilities to be fully included, all the barriers that are in their way must be considered. In this third part of the illustration it shows that when the person with a disability has appropriate rehabilitation equipment, physical access and is met with a positive attitude, he can access his right to full participation.

6.4 Activity: actions towards removing barriers to participation (55 minutes)

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So, what can be done to remove or reduce the barriers that face persons with disabilities? Are there barriers for persons with disabilities in your environment and can you help remove them? In the next activity we are going to consider this.

Activity

Working in pairs, discuss your own work environment(s) and identify specific barriers to participation (may be attitudinal, environmental, or institutional) that you or your organization could help remove.

Write a barrier and a solution on the first card. Use a separate card for the next barrier and solution. Try to think of one of each type of barrier.

Pin them on the wall under the heading they relate to: attitudinal, environmental, or institutional.

Barriers to participation: 17

Show the slide and explain the activity.

Pin the three headings on the wall leaving some space between them, ready for participants to pin their barriers under the relevant heading:

- Attitudinal
- Environmental
- Institutional

Activity: actions towards removing barriers to participation	
Groups	Split the participants into groups of three – grouping people together with people sitting near to them.
Instructions	<p>Ask each group to discuss specific barriers to participation they are aware of in their own workplace (may be <i>attitudinal, environmental, or institutional</i>). Each group should then write on a piece of coloured card:</p> <ul style="list-style-type: none"> • the barrier • what they can do to help break down the barrier <p>and pin this on the wall under the heading relating to the type of barrier it is.</p> <p>Note: participants may write about as many barriers as possible. Encourage them to think of at least one barrier under each heading. Members of the same group may have different barriers from each other. This exercise will help participants to think about the different types of barriers – and it can stay on the training room wall as a bright area of colour and a reminder of barriers and solutions for the rest of the week.</p>
Monitor	<p>Check each pair has understood the activity and what is required.</p> <p>Encourage participants to use markers to write on the coloured cards.</p> <p>Use a variety of colours – it doesn't matter which colour is used.</p> <p>Ask participants to pin the cards on the wall under the relevant type of barrier</p> <p>Provide Prestik or masking tape to pin the cards to the wall.</p>
Time	Allow 25 minutes for discussion in pairs and to complete the cards and pin them on the wall and 30 minutes for discussion. (Total time: 55 minutes).
Feedback	<p>Ask everyone to gather around the wall full of barriers.</p> <p>Highlight a few of the cards and ask for comments. Ask volunteers to read the cards if your group includes persons with visual impairments.</p> <p>Invite participants to add to the wall during the week if they think of new barriers they can help to break down.</p>
Trainer's notes:	
<i>This activity is intended for participants to think about their own roles at work and to give them the opportunity to develop strategies and action plans that they personally can implement.</i>	

After feedback from the activity, **refer** participants to the reference table in the manual which gives examples of action that can be taken at different levels to break down some of the barriers (shown below).

Ask participants for their reaction - what were the similarities and differences between their suggested actions and those given in the manual? (Copy below).

Trainer's notes: Actions to take to break down barriers

- Review and revise policies and pieces of legislation and plans from the perspective of the barriers they may create for the inclusion of persons with disabilities.
- Develop new policies and legislation with a disability lens to take into account potential barriers.
- Include persons with disabilities in policy and legislative discussions to ensure their needs are addressed in all policy development and review processes.
- Plan all programmes and financing arrangements taking into account barriers that might affect inclusion of all persons with disabilities.
- Include persons with disabilities and their representative organizations in discussions and decision making at all stages of the programme cycle.
- Identify policies and bye-laws that create barriers and advocate for their immediate revision or removal.
- Identify and raise awareness of barriers that exist and promote and work for their removal.
- Identify and raise awareness of barriers that exist.
- Work with others to advocate, lobby and arrange for their removal.
- Promote positive attitudes towards persons with disabilities.
- Support persons with disabilities to advocate for their rights.
- Identify persons with disabilities in the community and ensure they are included.

6.5 Summary (5 minutes)

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Inclusion



Barriers to participation: 16

Summarise:

- Different types of barriers prevent inclusion and it is our role to help break them down wherever they exist.
- Our goal is meaningful inclusion for persons with disabilities in every aspect of life.

Ask one or two people to comment on something they have learnt in this session.

Close the session.

ATTITUDINAL BARRIERS



ENVIRONMENTAL BARRIERS



INSTITUTIONAL BARRIERS